



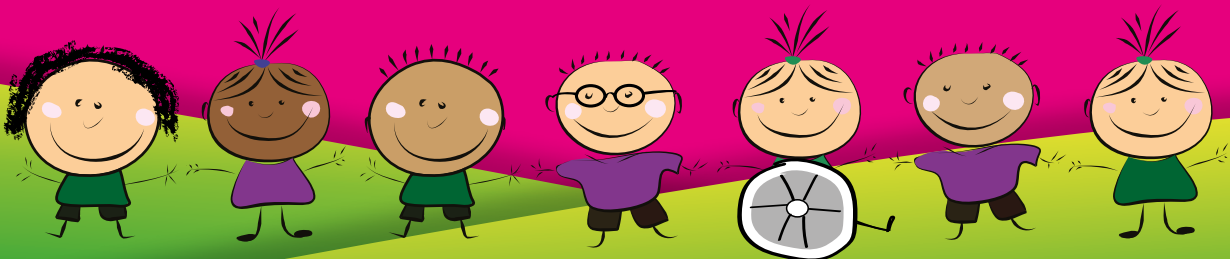
(TEACH)

The Educational Alliance
of Canford Heath



Headteacher Application Pack

Ad Astra Infant School



Children First

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Letter from the CEO



Kate Carter
Chief Executive Officer

Thank you for your interest in applying for the post of Headteacher at TEACH Poole.

This is an exciting opportunity to join the skilled leadership team within our Multi Academy Trust of two infant schools, two junior schools, and Poole SCITT, our Initial Teacher Training institution for primary school teachers, which is also located on the Ad Astra Infant School site. As an inclusive Trust we also have two Winchelsea satellite classrooms at Canford Heath Junior School and we have two Speech, Language and Communication Needs bases at both Canford Heath Infant School and Canford Heath Junior School for children across BCP. We have 256 staff; educate 1,500 children and young people, and train approximately 25 trainee teachers a year.

One of our biggest strengths is the strong positive relationship between the leadership and staff at each of our schools and our shared policy and practice. TEACH was formed in April, 2015 to benefit the children who attend our four schools but also our local community. The four schools within TEACH, Ad Astra Infants, Haymoor Juniors, Canford Heath Infants and Canford Heath Juniors, have all come together to raise not only standards of pupil attainment and improve pupil progress, but to also benefit from shared resourcing, economies of scale and collaborative practice. We are proud that all our schools are judged either 'Good' or 'Outstanding' by Ofsted, and are well regarded by other local schools as a source of excellent practice and pedagogy. As UNICEF-accredited Gold Rights Respecting schools across the Trust we place the Convention of the Rights of the Child (CRC) at the forefront of all decisions and we are truly 'Children First' (Article 3).

Our central services departments are located at Canford Heath Infant and Junior Schools. In our central services team, we have an HR and Payroll Department; a Finance Department; an Estates Team; a Health and Safety Administrator; an IT Manager; a Home Academy Liaison Officer (HALO) and an Attendance and Welfare Officer- who manage pupil attendance and medical needs across the Trust.

These central services support each school in being able to focus on school improvement and teaching and learning: Headteachers in our Trust really value being able to confidently get support for the operational side of running their schools, from our central team.

To support school leaders and school staff in their drive for ongoing school improvement, the Trust is also extremely fortunate to have a skilled central leadership team: The Chief Executive Officer is ably supported by the Trust Head of Curriculum and Standards and the Head of Inclusion and SEND.

The Trust is governed by one Main Trust Board, and due to the schools' proximities, there are currently no individual governing bodies. Further information of the governance structure can be found inside this information pack, but if you require any further information on governance, please contact the **Trust's Governance Professional, Kellie Groves**, on k.groves@teachpoole.com

If you would like any more information about any aspect of your application or for an informal conversation, please contact our **HR and Payroll Manager, Hayley Hemmings**, on h.hemmings@teachpoole.com who will be happy to answer any questions that you may have. The deadline for applications is **9th March 2026** and the interview process will take place during week commencing 16th March 2026. We will contact shortlisted candidates with further details of the selection process soon after the deadline.

We would warmly welcome you to visit Ad Astra so if you would like to organise a tour of the school, please contact Hayley Hemmings and she will happily arrange this for you.

We wish you well in the application process and we look forward to receiving your application in the near future.

With all my best wishes

Kate Carter
Chief Executive Officer

TEACH POOLE – MULTI ACADEMY TRUST

Ad Astra Infant School (Good – Dec 2023)
Haymoor Junior School (Good – Oct 2023)
Canford Heath Infant School (Outstanding – March 2023)
Canford Heath Junior School (Good – Oct 2023)
Poole SCITT (Good – May 2022)

HEADTEACHER Ad Astra Infant School L10-L16

Permanent – Required for September 2026

The TEACH Poole Multi Academy Trust was formed in April 2015. Ofsted grades all four of our wonderful schools as good or outstanding schools. We are extremely popular, over-subscribed, forward-thinking schools with supportive staff and fantastic children.

The MAT trustees are looking to appoint an enthusiastic and inspiring leader who will work with our professional and dedicated staff, our hardworking children and supportive parents/carers.

We seek a leader with vision who will embrace and build on our Trust's ethos and values, will raise standards, and have a commitment to inclusive teaching and learning. We are looking for an effective communicator and team builder; a person who will take an active role in and out of the classroom, and who will look beyond the boundaries of our schools to forge new opportunities for our pupils.

Minimum experience is required, amongst other things:

- Qualified Teacher Status
- First Degree or Equivalent
- Evidence of further professional development i.e. NPQH (desirable)
- At least three years' experience at Deputy Head Teacher level or equivalent
- Substantial and recent primary teaching experience within the previous five years
- A can-do attitude to overcoming obstacles
- Preparedness to go above and beyond
- Resilience and stamina

We can offer you:

- A fun, friendly and supportive staff who get on well together
- Rights' Respecting pupils with excellent attitudes to learning and outstanding behaviour
- Superb opportunities and specialist training for career professional development within our Trust
- A fantastic induction programme
- Envious support at all levels, and a proactive approach to staff well-being for you and your family; work-life balance; and care for each person as an individual, including the opportunity to take time off during term time
- Beautiful school grounds and welcoming learning environments
- Highly competitive rates of pay and excellent pension contributions by the Trust.
- Employee Assistance Programme through Health Assured; and
- Long service awards

We would love to meet you and offer you a tour of our lovely school. Please contact the HR department on 01202 380015 for further information. All applications must be made online using the following link: [Ad Astra Headteacher Application Link](#) CVs will not be accepted.

Closing date: 9th March, 2026
Interview date: w/c: 16th March, 2026

Personal information provided by candidates will be securely filed electronically and password protected, with paper copies locked in filing cabinets in a locked office. They will not be released to third parties outside the school without the consent of the person concerned, except where there is a legal requirement to do so. If the application does not proceed, the data will be securely disposed of after 6 months. Any concerns regarding data gathered in the recruitment process should be directed to the Data Manager – Hayley Hemmings at h.hemmings@teachpoole.com

These schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Rigorous checks will be undertaken of the successful applicant's background credentials including an enhanced DBS check. Suitability to work with children will be explored at interview.

TEACH Poole is committed to Equal Opportunities.

School information



Ad Astra Infant School

www.adastra.poole.sch.uk

Ad Astra Infant School is proud to be part of the TEACH Poole Trust (The Educational Alliance of Canford Heath), working in partnership with Haymoor Junior School, Canford Heath Infant School and Canford Heath Junior School. Our shared vision and collaboration across the four schools ensures that every child benefits from a high-quality and cohesive primary education journey.

As the smallest school within the TEACH Trust, Ad Astra Infant School welcomes 90 children each year and is known for its warm, nurturing and family-centred ethos. Set within beautiful, green surroundings, the school enjoys extensive outdoor spaces including a large field, a well-established forest school and a variety of exciting play zones.

Our ambitious, broad and balanced curriculum offers rich opportunities for discovery, exploration and skill development across all subjects. Children are encouraged to develop curiosity, independence and a lifelong love of learning.

We offer a diverse range of internal and external clubs, which are extremely popular with our pupils and help to enrich their school experience. Our dedicated staff have high expectations for every child and work tirelessly to ensure that each one feels safe, valued and is supported to thrive.

Children are at the heart of everything we do. This commitment was recognised when Ad Astra first achieved UNICEF Gold Rights

Respecting School status in 2019, an accolade that has been revalidated three yearly ever since. We are also proud to be a Gold-certified anti-bullying school, having received the All Together Anti-Bullying Award in 2021. Our strong emphasis on growth mindset helps pupils develop resilience, confidence and a positive 'can do' outlook.

What truly sets Ad Astra apart is its close-knit and supportive community. Staff, pupils and families work in genuine partnership to create a vibrant, inclusive environment where children flourish both academically and personally.

Current number on roll:	257
Form entry:	3
SEND pupils:	61 (23.7%)
EAL pupils:	33 (12.8%)
Pupil Premium:	49 (19.1%)

Parent Quotes:

"The staff genuinely care about the pupils' wellbeing, creating a safe and welcoming place to learn."

"There's a warm, inclusive atmosphere where families feel involved and children develop friendships and values that go beyond the classroom."

"All pupils are challenged to excel and given opportunities to improve and thrive."



Key Stage Data Summary 2024-2025

AAIS EYFS GLD	EOY
	68%

AAIS Phonics Screening Check	Target	EOY	National (provisional)
Year 1	85%	89%	81%
Year 2	91%	93%	91%

2024-2025 Key Stage One results	Reading	Writing	Maths
Expected standard	70%	59%	73%
Greater Depth	22%	15%	20%

Useful Links

Ad Astra Infant School website - [Ad Astra Infant School - Home](#)

Ad Astra's latest Ofsted - [Ad Astra Infant School Ofsted Report](#)

Get Information About Schools (GIAS) [Ad Astra Infant School - GOV.UK](#)

About TEACH Trust



(TEACH)

The Educational Alliance
of Canford Heath

Our Mission 'Children First'

Our mission is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

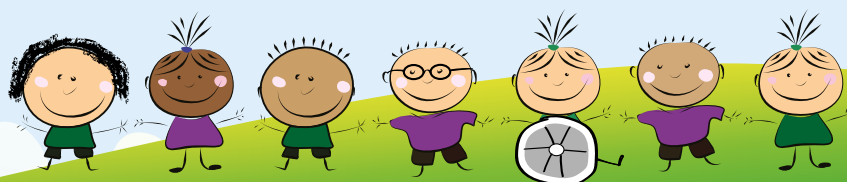
Our Vision

The TEACH Trust supports our children to become empowered citizens that make a meaningful contribution to society. Our curriculum reflects our locality and all it offers and aims to educate all children in matters which affect humanity in the wider world: these include all matters that relate to the climate and the world around us, such as climate change; the importance of respecting and celebrating the importance of equality and diversity; and being responsible global citizens.

We have the highest aspirations for our children: the broad and balanced curriculum promotes learning, provides cultural capital and supports spiritual, moral, social and cultural development. The Rights Respecting Gold awards and Anti Bullying awards reflect some of many ways in which education for character are integral to the work of our schools and highlights our focus on the children's personal development.

We aim to inspire our children to be socially conscious individuals who make a difference to the world. All our children secure the key learning and skills they will need to become lifelong learners and gain employment. Our ultimate aim is to improve all our children's life chances and prepare them to thrive in their future lives.

Under the Equality Act 2010 and the Public Sector Equality Act which came into force in April 2011, the Trust has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



Children First



Our values...

We are proud to be one of very few Multi Academy Trusts where all schools have been awarded the Rights Respecting Gold Award. The United Nations Convention on the Rights of the Child (UNCRC) are firmly embedded in everything we do.

Alongside this, our Rights Respecting Trust promotes the following two sets of values:

BRITISH values of:

- Democracy
- Mutual Respect and Tolerance
- Equality
- Rule of Law
- Individual Liberty

TEACH values of:

- Trust
- Excellence
- Aspiration
- Collaboration
- Honesty





A Multi Academy Trust

It is the belief of the Multi Academy Trustees and staff that being a Multi Academy Trust enables them to create stronger partnerships and collaborate more for the benefit of the children and community.

Trustees believe that, in order to meet the needs of our children and our community, having a shared strategic vision is a powerful method of ensuring standards are raised, and that our four schools are effective and viable organisations.

The TEACH Multi Academy Trust provides a means of bringing Canford Heath schools together, serving a common purpose and providing continuity in learning from Early Years through to the end of the Primary age range.

We build good relationships with our local Secondary schools and pre-schools, aiming to help our children transfer smoothly into the next phase of their education.

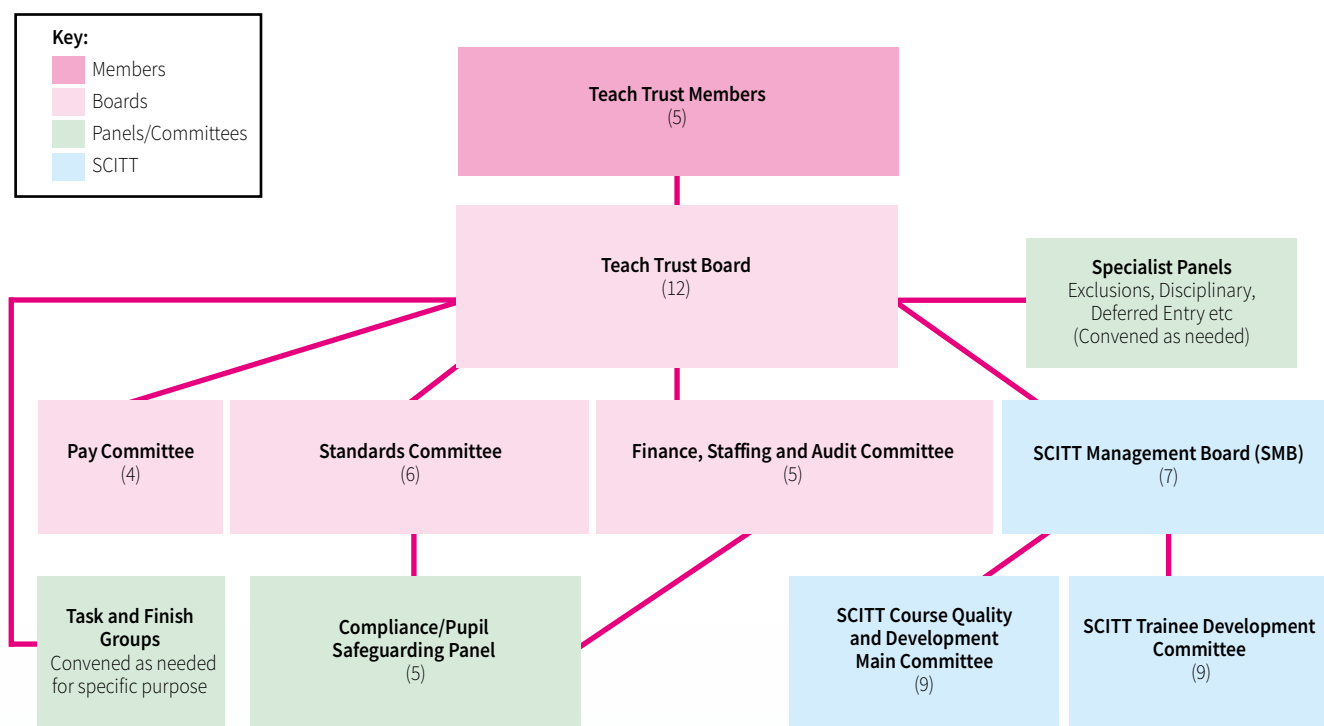
Poole SCITT is an Initial Teacher Training (ITT) provision which sits under the TEACH Trust umbrella. It is a Schools-Centered Initial Teacher Training Institution leading to a Post-Graduate Certificate of Education (PGCE) in Primary Education with Qualified Teacher Status. SCITT has been created through partnerships between participating local primary schools, including our TEACH Trust schools, and Kingston University, to offer initial teacher training, at primary school level, for up to 30 suitably qualified graduates per year.



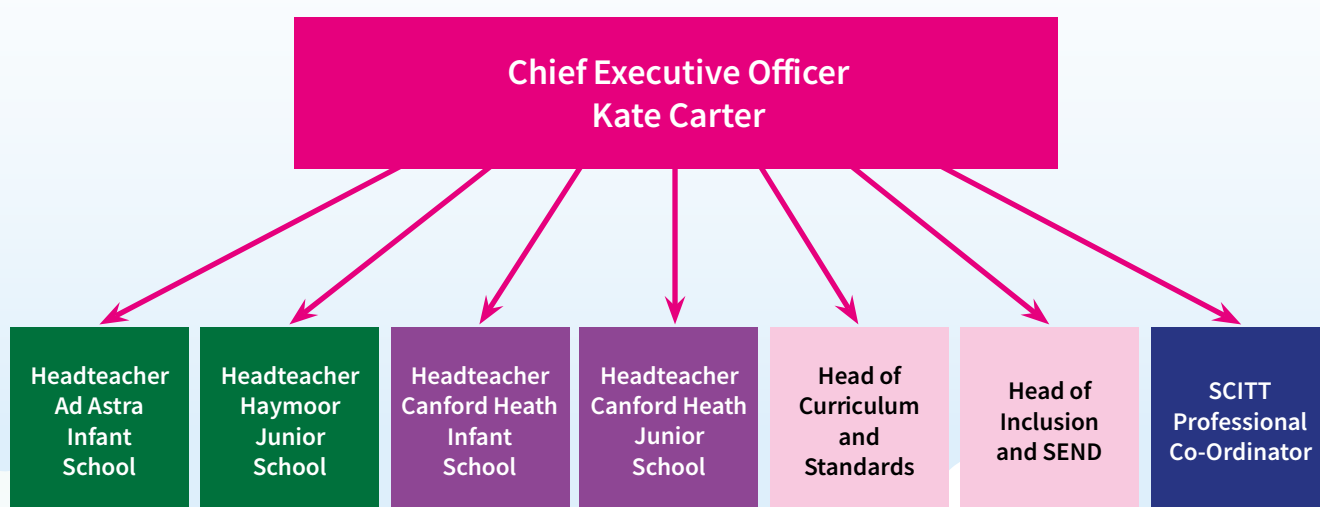
Governance Structure

The Trust Board meets once per half term, and is supported by a Trust Finance/Audit/Staffing Committee, a Trust Standards Committee and a Trust Compliance and Pupil Safeguarding Committee.

TEACH TRUST Governance Structure



TEACH TRUST Senior Leadership Team



Headteacher Job Description

TEACH POOLE – MULTI ACADEMY TRUST

JOB DESCRIPTION

Job Title:	Head Teacher
School:	TEACH Poole
Initial Place of Work:	Ad Astra Infant School
Salary Grade:	Leadership Scale L10 – L16
Responsible to:	CEO
Responsible for:	All School Staff

Purpose of Job

To play a major role under the direction of the CEO in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.

Introduction

The Head Teacher will uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct. They will build positive and respectful relationships across the school community and always serve in the best interests of the school's pupils, following the 'Children First' principles of TEACH.

Within TEACH, each Head Teacher will work closely, and in harmony with the other Trust Head Teachers, the CEO, Central Leadership staff and the Trust Board to ensure that there is a shared vision and ethos and that all children in the Trust, no matter which school, have the opportunity to thrive.

Multi Academy Trust Approach

At TEACH, the leadership works together, as do the staff, to meet the needs of all pupils in the community, not just the ones within any one individual school. Planning, resourcing and training is shared, amongst other key areas. Head Teachers within this Trust will also be expected to work within the boundaries of an additional framework, which clearly details how each school leader works together, with each other and the CEO, to achieve this aim.

The Seven Principles of Public Life

The Seven Principles of Public Life (also known as the Nolan Principles) apply to anyone who works as a public office-holder. This includes all those who are elected or appointed to public office, nationally and locally, and all people appointed to work in the Civil Service, local government, the police, courts and probation services, non-departmental public bodies (NDPBs), and in the health, education, social and care services. All public office-holders are both servants of the public and stewards of public resources. The principles also apply to all those in other sectors delivering public services. These principles apply to all Head Teachers.

Selflessness

Holders of public office should act solely in terms of the public interest.

Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

Holders of public office should be truthful.

Leadership

Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour wherever it occurs.

Duties and Responsibilities

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Head Teacher will carry out. The post holder may be required to do other duties appropriate to the level of the role.

1. Work with the CEO to develop a positive school culture.

- a) establish and sustain the school's ethos and strategic direction in partnership with the CEO and those responsible for governance and through consultation with the school community;
- b) create a culture where pupils experience a positive and enriching school life;
- c) uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life;
- d) promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment;
- e) ensure a culture of high staff professionalism;
- f) ensure the vision for the schools is clearly articulated, shared, understood and acted upon effectively by all and demonstrate the vision and values of the schools in everyday work and practice.

2. Work closely and collaboratively with the Head of Curriculum and Standards and Head of Inclusion and SEND to ensure high standards of teaching and learning.

- a) establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn;
- b) ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains;
- c) ensure effective use is made of formative assessment.

3. Work closely and collaboratively with the Head of Curriculum and Standards and Head of Inclusion and SEND to ensure a high-quality curriculum and meaningful assessment.

- a) ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught;
- b) establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities;
- c) ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading;
- d) ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum;
- e) engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans which encapsulates key school learning strategies;
- f) following analysis of individual pupils' progress and attainment, create school targets and remain aware of them; ensuring that pupils' attainment and progress is regularly analysed to support work to close gaps in learning effectively.

4. Behaviour

- a) establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils;
- b) ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy;
- c) implement consistent, fair and respectful approaches to managing behaviour;
- d) ensure that adults within the school model and teach the behaviour of a good citizen;
- e) ensure that the principles and values of being a UNICEF Rights' Respecting School are consistently upheld.

5. Work closely and collaboratively with the Head of Curriculum and Standards and Head of Inclusion and SEND to skillfully meet the needs of pupils with additional/special educational needs and disabilities.

- a) ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities;
- b) establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively;
- c) ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate;
- d) ensure the school fulfils its statutory duties with regard to the SEND code of practice.

6. Work closely and collaboratively with the Head of Curriculum and Standards and Head of Inclusion and SEND to ensure the impact of high quality professional development.

- a) ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs;
- b) prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development;
- c) ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning;
- d) actively undertake continuing professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, and self-evaluation and peer review, ensuring staff do the same;

- e) undertake Performance Appraisals, setting and agreeing targets linked to school development plan priorities;
- f) provide regular feedback for colleagues in a way which recognises good practice and supports their progress against Teacher Standards and performance appraisal objectives resulting in a tangible impact on pupils' learning;
- g) develop staff teams and individuals to enhance performance:
 - Undertake coaching and mentoring
 - Plan, organise and deliver staff meetings, where necessary bringing in outside speakers
 - Keep abreast of the latest developments in primary education and disseminate effectively to other members of staff.
- h) Reflect on own personal contribution to the schools' achievements and take account of feedback from others.

7. Organisational management

- a) ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care;
- b) work with the CEO to prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds;
- c) ensure staff are deployed and managed well with due attention paid to workload;
- d) establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently;
- e) work with the CEO to ensure rigorous approaches to identifying, managing and mitigating risk;
- f) recruit and select teaching and support staff, in liaison with the other MAT schools.

8. Work closely and collaboratively with the CEO, Head of Curriculum and Standards and Head of Inclusion and SEND to ensure continuous school improvement

- a) make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement;
- b) develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context;
- c) ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time;
- d) provide professional leadership and management of School Improvement Plan priorities;
- e) take a leading role in the ongoing completion of the Self Evaluation Forms, alongside the CEO and Head of Curriculum and Standards;
- f) create costed, appropriate development plans which contribute positively to the achievement of the Schools' Improvement Plans and which actively involves all staff in its design and execution.

9. Working in partnership

- a) forge constructive relationships beyond the school, working in partnership with parents, carers and the local community;
- b) commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support;
- c) establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

10. Governance and accountability

- a) understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility;
- b) establish and sustain professional working relationship with those responsible for governance;
- c) ensure that staff know and understand their professional responsibilities and are held to account;
- d) ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties;
- e) ensure the ongoing and annual review of standards of leadership, quality of teaching and learning; behaviour and safety; pupil outcomes and all other areas of the schools' provision, consistent with the latest OFSTED guidance, alongside the CEO and other central leadership roles;
- f) represent the school effectively with external validators and assessors, e.g. OFSTED, RSC etc.

11. Being a Head Teacher within TEACH

- a) work with the CEO and other Trust Head Teachers to collaborate with other schools in the Trust (and beyond) and other organisations, in order to share expertise and bring positive benefits to their own and other schools;
- b) work with the CEO, and other Trust Heads, at both strategic and operational levels, and with parents and carers, and across multiple agencies, for the well-being of all children in all TEACH schools;
- c) work with the CEO, and other Trust Heads, to engage with the internal and external school community to secure equity and entitlement across all four schools;
- d) support the other colleague Head Teachers within the Trust, always ensuring that children come first and no one school is furthered to the detriment of another;
- e) adhere to the detailed guidance document which details how the Trust schools will work together across the academic year.
- f) support the needs of the children and the Trust, by understanding that their role can be moved to any of the Trust schools, to meet the needs of the Trust as a whole.

Headteacher Person Specification

This person specification is related to the requirements of the post as determined by the job description. You should refer to these requirements when completing your staff profile form.

ATTRIBUTES	CRITERIA	METHOD OF ASSESSMENT
Professional Qualifications & Training	<ul style="list-style-type: none"> • Qualified Teacher Status • First Degree or Equivalent • Evidence of further professional development i.e. NPQH (desirable) • At least three years' experience at Deputy Head Teacher level or equivalent 	Application form Certificates Interview
Knowledge & Understanding	<ul style="list-style-type: none"> • Substantial and recent primary teaching experience within the previous five years • Experience of whole-school curriculum management leading to school improvement • Excellent classroom practitioner • A strong commitment to inclusion with high expectations for all learners • Highly successful experience of leading and managing whole school developments in a number of areas regarding teaching and learning and raising standards of attainment and achievement across the school • Able to talk about characteristics of effective primary teaching and learning strategies used to raise pupil attainment and achievement • Good understanding and use of assessment, including target setting and tracking • Understanding of effective techniques and policies for behaviour management • A good understanding of the requirements of transition between key stages and primary school practice. 	Application form Interview References

ATTRIBUTES	CRITERIA	METHOD OF ASSESSMENT
Leadership & Management	<ul style="list-style-type: none"> • At least three years' experience at Deputy Head Teacher level or equivalent (essential) • A good understanding of whole school issues in both key stages and EYFS • Experience of planning for change, development and improvement • The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the school community • Ability to set & meet challenging targets, for pupils and the school, and to enable others to do this • Ability to analyse, prioritise and meet deadlines • Experience of conducting staff induction, mentoring and performance management • Experience of whole school self-review and evaluation • Knowledge of the role of Trustees and Multi Academy Trust membership • Able to demonstrate leadership qualities and good people management skills • Able to motivate, promote good relationships and effectively communicate with all stakeholders • Experience of having successfully led whole school initiatives • Commitment to supporting community/external agencies involvement in school • Commitment to safeguarding and promoting the welfare of children • Experience of leading CPD and developing own and others continuing professional development • Experience of line management of staff, including encouraging good relationships and dealing with challenging people • Experience of deputising in Head Teacher's absence. 	Application form Interview References
Personal Qualities	<ul style="list-style-type: none"> • Able to uphold the 7 principles of public life at all times Nolan principles • Creative, enthusiastic and proactive, keen to embrace new ideas and challenges • Approachable, caring and empathetic • Works well as part of a team and can unite people effectively • Flexible, listens well and is prepared to seek advice and support • Demonstrates a concern for the pastoral & spiritual welfare of all in the school • Committed to maintaining confidentiality at all times • Committed to continuing professional development for self and others • Able to work under pressure; prioritise effectively and meet deadlines • Committed to active parental/Trust involvement • Able to deal sensitively with people and resolve conflict • Forward thinking, resilient, enthusiastic • Trustworthy and loyal 	Application form Interview References
Other Factors	<ul style="list-style-type: none"> • Commitment to Equal Opportunities • Enhanced DBS check 	Application form Interview References DBS process

Employee benefits

Financial

- Competitive Salary
- Recognising Continuous Service from other local employments
- Higher than average Pension Contributions via our Occupational Pension Schemes
- Long Service Awards - Recognition at 5, 10, 15, 20 and 25 years, including gift vouchers and additional leave
- Cycle to Work salary sacrifice scheme
- Reduced rates for staff accessing Breakfast and After School Club provision

CPD and Training

- Comprehensive Induction - Structured induction programme including wellbeing, safeguarding and health & safety
- Ongoing Professional Development
- Entitlement to high-quality CPD
- Performance growth discussions
- Collaborative planning across schools
- Two well-being days off in November

Medical and Wellbeing

- 24/7 Employee Assistance Programme - Free, confidential counselling and advice for staff and immediate family (Health Assured)
- Active Care & Occupational Health - Early intervention for stress-related absence and access to occupational health support
- Staff wellbeing groups and Trust social events
- Close working relationship with partner Heads and CEO - there is always someone you can turn to for support
- Up to two unpaid wellbeing days per year
- Free eyesight tests for DSE users
- Access to an Employee Discount Scheme - Discounts for Teachers - Access to exclusive savings at over 1,500 retailers, including holidays, fashion, homeware, technology, insurance and more

Ad Astra Infant School

Sherborn Crescent, Poole, Dorset. BH17 8AP

Tel. 01202 602113

www.adastra.poole.sch.uk

office@adastra.poole.sch.uk

Haymoor Junior School

Ashdown Close, Poole, Dorset. BH17 8WG

Tel. 01202 659290

Fax. 01202 659184

www.haymoor.poole.sch.uk

office@haymoor.poole.sch.uk

Canford Heath Infant School

Learoyd Road, Poole, Dorset. BH17 8PJ

Tel. 01202 380015

www.chis.poole.sch.uk

office@chis.poole.sch.uk

Canford Heath Junior School

Learoyd Road, Poole, Dorset. BH17 8PJ

Tel. 01202 676393

www.chjs.poole.sch.uk

office@chjs.poole.sch.uk

Poole SCITT

Ad Astra Infant School, Sherborn Cres, Poole BH17 8AP

Tel. 01202 605315

www.poolescitt.co.uk

H.Best@poole.gov.uk



Useful Contacts:

HR and Payroll Manager

Hayley Hemmings

h.hemmings@teachpoole.com

Trust's Governance Professional

Kellie Groves

k.groves@teachpoole.com

(TEACH)

The Educational Alliance
of Canford Heath

Company Number 9484306

Registered Address:

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