



**THOMAS BEWICK
SCHOOL**

GROWTH THROUGH UNDERSTANDING

Deputy Headteacher Applicant Pack



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Press Advertisement

Deputy Headteacher Thomas Bewick School

Start date: 1 September 2025

Closing date: Noon, 2 June 2025

Salary: L16 - L20 £72,162 - £79,475

Thomas Bewick School, part of Prosper Learning Trust are seeking **two** passionate and dedicated leaders with a proven track record of success in a similar setting to join the team from 1st September 2025.

The successful candidates will:

- Be dynamic and professional leaders
- Have substantial experience in leadership within a similar setting
- Be able to demonstrate experience and expertise in specific age phases in order to lead on the day-to-day operational management at specific school sites (Either Early Years through to Upper Key Stage 2 or Upper Key Stage 2 through to Post 16)
- Demonstrate expertise in supporting pupils with SEND and Autism
- Be strategic thinkers with the ability to inspire and motivate others
- Share our commitment to providing a nurturing and inclusive learning environment where every pupil can thrive

Thomas Bewick School is a specialist school for up to 360 children with autism aged 3-19 based in the city of Newcastle upon Tyne. The school opened in September 1999 and joined Prosper Learning Trust in April 2019 with the aim of becoming a recognised centre of excellence both locally and nationally. The school is based over three sites, two in West Denton and one at Broadwood Primary School in Denton Burn. The school offers a broad and balanced curriculum with personalised pathways and specialised teaching inspiring pupils to learning success, supported by high quality pastoral care. The school's main priority is to address the autism-specific barriers to learning so that pupils are able to take advantage of multiple learning opportunities.

As Deputy Headteacher at Thomas Bewick School, you will:

- Work closely with the Headteacher to lead on curriculum development, quality of education and leadership while ensuring the school meets its ambitious goals for pupil achievement and well-being
- Be able to motivate staff
- Set high expectations and promote achievement
- Facilitate rigorous and continuous self-evaluation
- Be skilled in working collaboratively with stakeholders and partner organisations to maximise the educational opportunities for children and young people with autism

This is an exciting opportunity. Thomas Bewick School is a well-established and highly regarded provision and plays a leading role in the SEND service for Newcastle and neighbouring communities. It has grown rapidly in recent years to help meet the escalating demand for specialist autism places. You can be at the heart of its continuing development, supporting the headteacher



to lead the school through the next exciting phase in its journey to excellence. You will be involved in strategic leadership and lead the day-to-day operational management at one of the school sites. The aim will be to ensure that every pupil has an outstanding educational experience with individual pupil progress and care at the core of the offer.

We can offer:

- An exciting and diverse learning environment where hard work and achievement are appreciated, acknowledged and celebrated
- A curriculum that is relevant to the needs of our pupils
- A well-resourced learning environment
- Further professional development appropriate to the role

The Trust currently has 5 schools in the region:

- Newcastle Bridges School – Alternative Provision academy offering education to pupils unable to access mainstream school due to medical needs including hospitalised children and young people (3-19 years)
- Mary Astell Academy – Alternative Provision academy offering education to permanently excluded pupils and pupils who are struggling in mainstream school (11-16 years)
- Thomas Bewick Special School – Special School academy for pupils with a diagnosis of autism (3-19 years)
- Harry Watts Academy – Special School academy for pupils with a diagnosis of autism (5-16 years)
- Gilbert Ward Academy – Special School academy for pupils with SEMH or a diagnosis of autism (11-16 years)

Prosper Learning Trust was also recently named as the lead partner in the opening of a new Free School in Jarrow, South Tyneside. This school will be a Special School academy for pupils with SEMH (4-11 years).

The successful candidate will be deployed initially at Thomas Bewick School but will be expected to work at any Prosper Learning Trust site should the need arise.

Benefits of working for Prosper Learning Trust

The Trust is proud to say that we match the Real Living Wage and we also offer successful candidates:

- A friendly and supportive team of staff who are willing to share expertise and learn from one another
- Opportunities for career development and support with development through Trust wide Continuing Professional Development (CPD) programmes
- Access to an Employee Assistance Programme and support from the Trust's Wellbeing Network Group
- Access to either Teacher's Pension or Local Government Pension Scheme, each with favourable employer contribution rates.
- Employee centred policies that support you in and beyond the workplace
- Funded eye tests for DSE users (subject to T/Cs)
- Cycle to work scheme



For more information on why we think you should work for us see our [Trust website](#), where you will also find [videos](#) of what our current staff think.

Please note that all successful candidates will be required to complete an online pre-employment medical questionnaire.

If you are ready to take the next step in your career and help shape the future of Thomas Bewick School, we would love to hear from you.

Visits and Further Information

Visiting dates: 19/20 May 2025. To arrange a visit or request a confidential phone call with the Headteacher, please email admin@thomasbewick.newcastle.sch.uk

To learn more about [Thomas Bewick School](#) and [Prosper Learning Trust](#), please visit our websites.

Prosper Learning Trust was established in January 2018 to help vulnerable young people succeed against the odds. Four core values underpin everything we do as a Trust, these are Aspiration, Integrity, Resilience and Kindness. We are looking for staff who share those values and want to support our young people.

How to Apply

Please visit the Prosper Learning Trust vacancies page to apply: [Vacancies - Prosper Learning Trust](#)

Closing Date: Noon, 2 June 2025

Expected Interview Date: 17 June 2025

Thomas Bewick School and Prosper Learning Trust are committed to safeguarding and promoting the welfare of children and young people. An enhanced DBS check is required for all roles.

This post is exempt from the Rehabilitation of Offenders Act 1974. If you are invited for interview, you will be required to disclose convictions that would not be filtered, prior to the date of the interview. Certain spent convictions and cautions will be 'protected' and do not need to be disclosed. Full details on protected convictions and information about which convictions must be declared during job applications can be found on the Ministry of Justice website. You will be asked for further information about your criminal history during the recruitment process. If your application is successful, this self-disclosure information will be checked against information from the Disclosure and Barring Service before your appointment is confirmed. This role will include Regulated Activities and an enhanced Disclosure and Barring Service (DBS) disclosure is required for this post. Please note that in all cases written references will be taken up and made available to interviewers before the final selection stage; even if you indicate otherwise.



Welcome from the Chief Executive Officer

Dear Applicant

To support the delivery of the Trust's vision, the Trustees of Prosper Learning Trust (PLT) are looking to appoint to the post of Deputy Headteacher at Thomas Bewick School.

Prosper Learning Trust (PLT) formed in January 2018 and currently consists of five academies: three special academies and two alternative provision academies. The Trust caters for children of all ages and abilities who are unable to attend mainstream schools. Although based in the North East, the Trust, through one of its schools, operates on a national scale, working with children from all parts of the country.

Prosper Learning Trust has recently been granted approval by the DfE to open a sixth school, a 56 place SEMH Primary provision in Jarrow, South Tyneside, with a provisional opening date of September 2027.

The Trust operates across three Local Authority areas, educates in the region of 800 pupils and employs around 400 staff. It operates on a budget of just over £23M and works in 11 different settings across its 5 schools.

Everyone within Prosper Learning Trust works very hard to ensure that we are providing the highest quality education for all our pupils. The Trustees have a very clear strategic direction of how as a Trust we can grow and develop while balancing all decisions against risk. This strategic direction is captured in a three-year strategic plan which aligns with our vision and which illustrates how we operate according to our values of aspiration, integrity, kindness and resilience.

We are looking for an outstanding candidate who can inspire and lead as we continue to develop a pupil centred and bespoke offer for some of the most vulnerable children in our communities. You will work closely with the Headteacher to further develop, deliver and sustain educational excellence, so that all pupils are able to secure the best possible outcomes.

You will work with the Headteacher, the Central Team and members of the Local Advisory Committee on the development, implementation and assessment of strategies to deliver the Trust's vision for Thomas Bewick School. You will need to be a team player who is able to build opportunities for collaborative working, within and without the Trust, promoting and maintaining a positive culture for all.

Yours faithfully



Chris Richardson
Chief Executive Officer



Welcome from Chair of Trustees

Dear Applicant

Many thanks for your interest in the post of Deputy Headteacher at Thomas Bewick School. This is a really exciting opportunity for a committed individual to shape the future of one of our schools.

You will be a strategic part of an expanding Multi Academy Trust, whose aim is to provide high quality learning environments and experiences for all our learners. Your proven experience of leadership will be a real asset, not only to Thomas Bewick School, but to Prosper Learning Trust as a whole.

Working within our Trust, you will be rewarded with amazing staff, who go the extra mile to meet the diverse needs of our pupils. You will be supported by passionate and experienced pro-active Local Advisory Committee and Board of Trustees. But most of all, you will find our pupils have so much potential. They deserve the best.

Our Trust wide values identify how we want to work with our pupils, staff and wider community. These values are:

Aspiration

Integrity

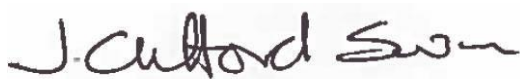
Kindness

Resilience

The Trust is looking for someone who works in an open, honest and constructive manner, who inspires staff and pupils alike.

We are committed to supporting all colleagues in their professional development and really believe that Prosper Learning Trust can offer exciting career development opportunities. If you connect with our values and want to make a positive impact, we would welcome your application.

Yours faithfully



Joanne Clifford Swan
Chair of Trustees



Who are Prosper Learning Trust?

Our Trust Vision

Prosper Learning Trust, established in January 2018, is a growing Multi Academy Trust serving children with special education needs and children requiring alternative provision across the North East.

The Trust was formed to help vulnerable young people succeed against the odds. Many children and young people face challenges in their lives that many adults will never experience and Prosper is here to support them in doing so. Wherever possible we will help these young people to thrive in a mainstream educational setting, but where that cannot happen we will provide a safe space for them in one of our schools, until they are ready to return or move on.

We believe that learning is the key to their chances of success. We will provide high quality teaching and a coherent and enriching curriculum. Thereby ensuring an equality of opportunity with their peers in mainstream settings.

Our schools offer children and young people with a diverse range of additional needs, the opportunity to learn in a supportive environment, where differences are celebrated, and every pupil is valued and encouraged to achieve their own unique potential.

Our specialist and highly skilled staff will work closely with families, schools and other agencies to create the best possible educational experiences and opportunities for the young people in our care. We will nurture their talent, keep them safe and develop them as informed and active citizens.

Prosper Learning Trust works across the North East of England and is a champion and advocate for vulnerable young people in our region.

Our Trust Values are:



Prosper Learning Trust is driven by **ASPIRATION**. Predominantly on behalf of the young people we work with and those who love and support them. But also for ourselves; our staff, our community and those who work with us and support our aims and values.

Prosper Learning Trust is an organisation that will act with **INTEGRITY** at all times. We will do what is best for our young people in every circumstance. We will be fair, open and honest on our dealings with others and will challenge each other every day to live out these values in the workplace. In how we conduct our business and in how we treat each other. We will respect opinion, embrace diversity, work safely and be unrelenting advocates for the wellbeing and character of the young people we care for.

Prosper Learning Trust puts **KINDNESS** at the heart of everything we do. We understand, we empathise and where necessary, we challenge. We work with young people in a way that helps them to appreciate that looking after one another and mutual support are the way to help everybody succeed and thrive. As an employer, we will seek to ensure that staff are valued by treating them with the respect and dignity they deserve.

At Prosper Learning Trust, we never give up on children. And we seek to build **RESILIENCE** in them so they will not give up on themselves. Likewise, as an organisation, we will build resilience in our policies, systems and structures to provide stability and longevity in the face of a dynamic and uncertain environment. Thereby enabling that we can remain a strong and consistent force for good in the lives of the young people and families we work with.

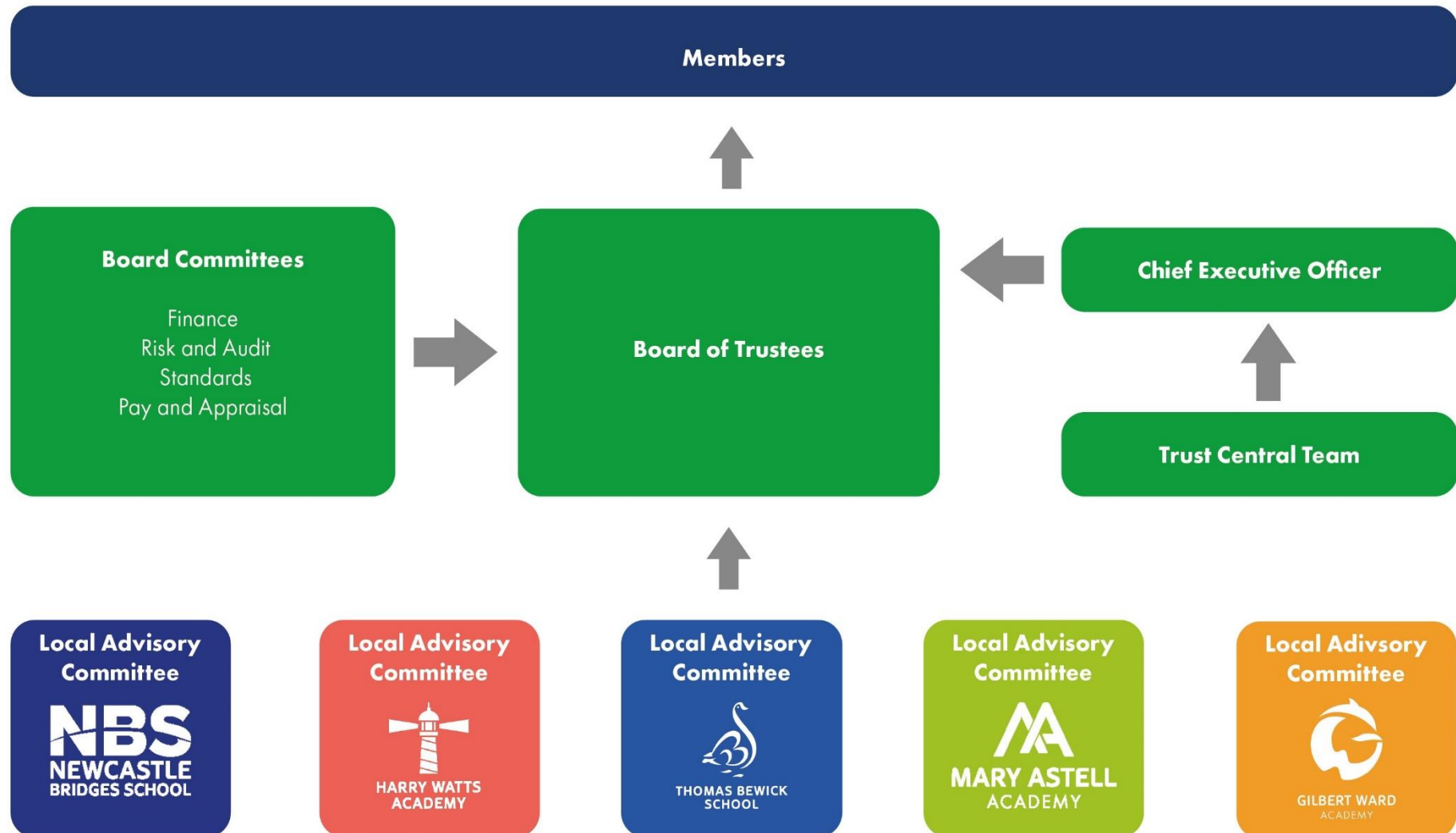
Leadership and Governance

The Board of Prosper Learning Trust has two core functions, which are to set the strategic direction of the organisation and to ensure a robust system of governance.

As a multi-academy trust, the Board of Prosper Learning Trust is responsible for all the academies within the Trust. They do this by delegating functions to the various Trust Committees (Standards, Finance, Risk & Audit, Pay & Appraisal) and the Local Advisory Committees of each academy through a scheme of delegation. Our scheme of delegation clarifies the responsibilities and accountability at every level of the organisation. It clarifies the levels of authorisation placed upon the numerous tiers of the Trust Structure, including CEO and Local Advisory Committees. The Board believe that the best results will be achieved through clear lines of accountability.

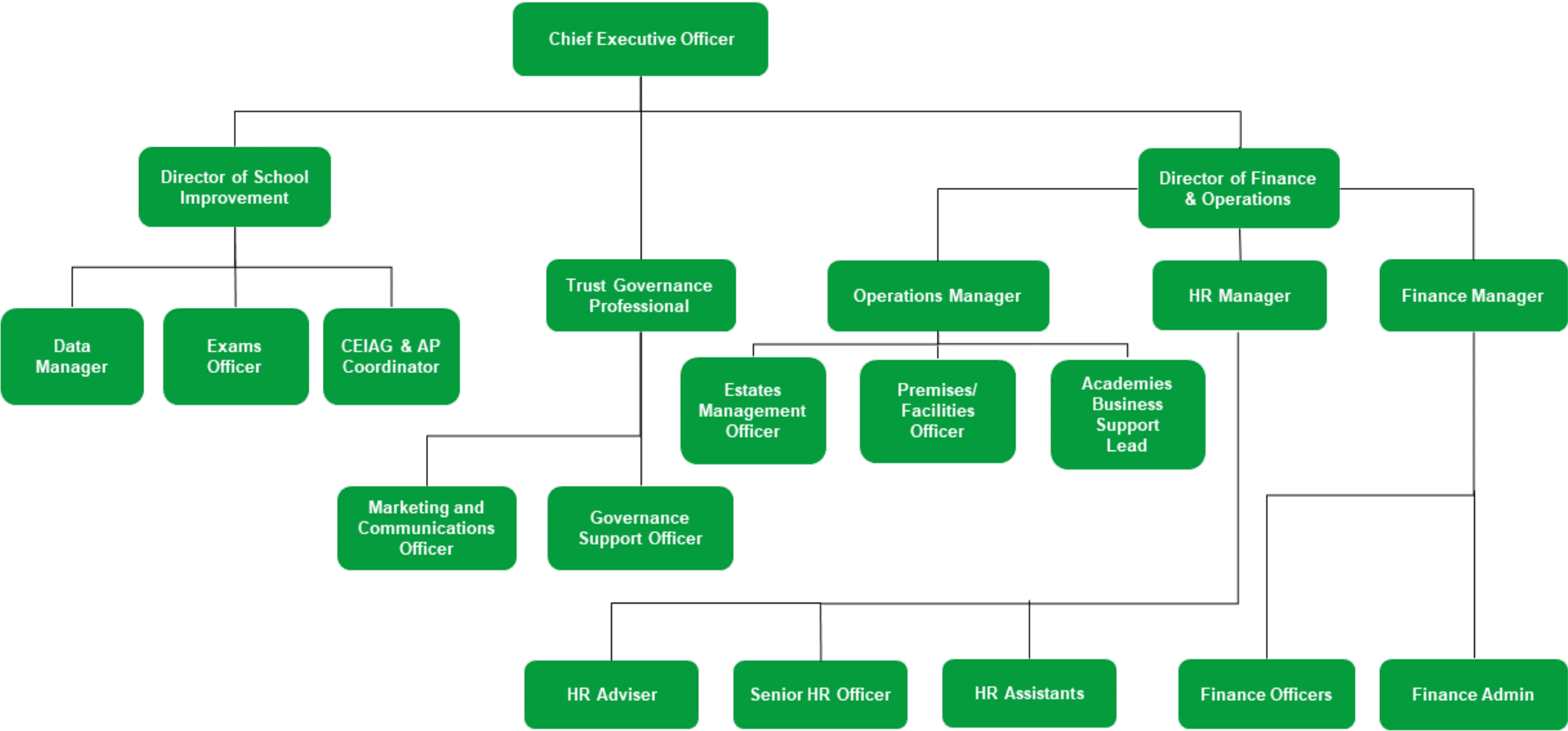


Governance Structure



Prosper Learning Trust Central Team Structure Diagram

PLT Central Services Structure



About our Schools



Newcastle Bridges School is a multi-site school for pupils who have medical needs or are not able to access mainstream school because of mental and/or physical health. A number of provisions are based within hospital settings. The school meets a huge variety of complex needs and strives to ensure that its pupils, no matter what difficulties they face, are not disadvantaged in any way with regard to their education and future opportunities. The school provides a holistic, child centred education that encourages pupils to aim high. Every pupil is equal, valued and unique and we aim to provide an environment where all pupils feel safe and can flourish.

The school has various departments, each of which caters for a particular group of pupils and their needs.

Ferndene is a purpose built inpatient centre that provides assessment and treatment for 12-18 year olds with complex mental health, behavioural and emotional needs including pupils with a learning disability.

The *Complex Neurodevelopmental Disorder Service* (CNDS) is a specialist second opinion service for nursery or primary school aged children who may have autism and other complex communication/mental health/neuro-developmental problems.

The Great North Children's Hospital (GNCH) caters for pupils whose education is interrupted by regular stays, or a long-term stay in hospital. Pupils are taught by a team of teachers in the different specialist paediatric wards or in the hospital classroom.

The Kenton site is a Newcastle Local Authority commissioned provision offering education to pupils 11-16 years old who are unable to access mainstream school due to medical and mental health needs.

Medical Pathway Provision provides education for pupils who are unable to attend their normal place of education due to illness. This service is based within our Kenton site. Pupils are taught from Reception to Year 11 and teaching can take place in a variety of settings within the community as appropriate to their medical needs.





Mary Astell Academy is an Alternative Provision Academy established in September 2018. Based in the West End of Newcastle, we work with young people aged 11 to 16 who have been permanently excluded from mainstream education. We provide access to a full-time, broad and balanced education appropriate to their potential and their educational needs and encourage their reintegration back into a mainstream school setting wherever possible.



Opened in September 2023, the Trust's newest school Gilbert Ward Academy, is a purpose built, brand new, state of the art school, catering primarily for children with Social, Emotional and Mental Health needs. The school will provide education for up to 80 children aged 11-16, in response to the increased demand within the Northumberland special school system. The academy is located on Princess Louise Road in Blyth in a residential area, close to a local primary school and the leisure centre.



Harry Watts Academy is a specialist school for up to 170 children with autism aged 5-16 based in the city of Sunderland. The school opened in September 2020, with the aim to become a recognised centre of excellence both locally and nationally. As of September 2022, the school is based over two sites at Redhouse and at Harraton.

A broad and balanced curriculum with personalised pathways and specialised teaching inspires pupils to learning success, supported with high quality pastoral care. The school's main priority will be to address the autism-specific barriers to learning so that our pupils are able to take advantage of learning opportunities

Further Information about the schools is available on our website www.prosperlearningtrust.co.uk



Job Description

Post Title	Deputy Headteacher (Thomas Bewick School)
Salary Grade	L16 - L20
Reporting To	Headteacher
Line Management of	TBA
Responsibilities	To assist the Headteacher in leading, managing, organising and developing the school and its staff. To deputise for the Headteacher as required. To lead on the day-to-day operational management at specific school sites. To carry out other leadership and management responsibilities or tasks allocated. To carry out the professional duties of a teacher.

Job Purpose (including main duties and responsibilities)

- To ensure the vision and values of Prosper Learning Trust are core to the development of the school
- To support the Headteacher and other senior colleagues in formulating the aims and objectives of the school; establishing the policies through which they will be achieved; managing staff and resources to that end; and monitoring progress towards their achievement
- Carry out the professional duties of a Deputy Headteacher as set out in the School Teachers' Pay and Conditions Document. Carry out teaching duties in accordance with the school's schemes of work and the National Curriculum
- Undertake the professional duties of the Headteacher in the event of their absence from school as required by the Local Advisory Committee
- Assist the Headteacher and the Senior Leadership Team in the management, organisation and running of the school, including assisting in the development and implementation of school aims, procedures, policies and practices
- Manage staff and resources in a specified area of responsibility
- Manage and monitor budgets for a specified area of responsibility
- Act as a 'critical friend' and provide effective professional challenge and support to the Headteacher and Senior Leadership Team

Leadership, Strategic Direction and Development

- Support the aims, vision and policies of the school and promote high levels of achievement
- Assist in the creation of the School Development Plan and take a lead role in implementing specific objectives
- Support staff in achieving priorities and targets which the school sets for itself, and provide them with support and guidance in implementing schemes of work
- Support the evaluation of the effectiveness of the school's policies and procedures and cover issues of inclusivity
- Ensure that parents are well informed about the school curriculum, its targets, children's attainment and progress and their part in the process of improvement
- Demonstrate good teaching practice and innovate, inspire and motivate other staff
- Promote teamwork and trust and be a professional role model for other staff

- Participate in, and where appropriate, lead staff training and development
- Assist the Headteacher in the implementation of performance management systems
- Work with SLT members to provide effective induction of all new staff

Teaching and Learning

- Support the Headteacher to develop the appropriate pedagogy for pupils in the school
- Support the Headteacher in determining and delivering an appropriate curriculum for the school and ensure that each pupil's education programme meets their individual needs
- Support the Headteacher in the monitoring of the quality of teaching and pupils' achievements in a designated area of provision including the analysis of performance data
- Support the Headteacher in developing links with parents, other schools, educational institutions and the wider community, in order to enhance teaching and learning and children's personal development

Effective Deployment of Staff and Resources

- Demonstrate good teaching practice and innovate, inspire and motivate other staff
- Promote teamwork and trust and be a professional role model for other staff
- Participate in, and where appropriate, lead staff training and development
- Assist the Headteacher in the implementation of performance management systems
- Work with SLT members to provide effective induction of all new staff
- Support the Headteacher in the appointment, deployment and development of staff to make most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities
- Support the Headteacher in the management and organisation of relevant groupings of children to ensure that effective teaching and learning takes place and that children's personal development needs are met

Specific Responsibilities

Under the direction of the Headteacher the Deputy Headteacher will:

- Develop a vision for the school's curriculum to ensure it fits the needs of all pupils
- Ensure the curriculum is broad and ambitious
- Provide a range of subjects and qualifications which are suitable for the needs of all pupils
- Support Curriculum Leads in planning and sequencing their curriculum to ensure it enables all pupils to gain the relevant knowledge and understanding in each subject
- In liaison leaders, improve teachers' practice and in turn pupil outcomes
- Work with leaders to further develop and refine assessment processes enabling teachers to accurately assess pupils' knowledge and understanding of the planned curriculum so that strengths can be highlighted, and weaknesses can be addressed quickly
- Liaise with Curriculum Leads to ensure that all curriculum plans, and teaching, learning and assessment practices are accessible to all pupils
- Carry out quality assurance practices with other senior leaders and curriculum leads to an agreed timetable
- Where areas for improvement are identified, draw up action/support plans so that teachers can learn from best practice in the school
- Encourage all Curriculum Leads and their teams to engage with Trust wide professional development opportunities and sharing of practice
- Oversee all policies and procedures relating to the quality of education

- Liaise with senior staff on staffing and timetabling requirements
- Chair Curriculum Lead meetings to ensure implementation of the school's strategic plans
- Ensuring high quality support for trainees, Early Career Teachers (ECTs) that meet statutory requirements
- Oversight of the appraisal process

Managing People and Developing Strong Working Relationships

- Advise the Local Advisory Committee, Headteacher and CEO on the recruitment and selection of staff
- Ensure all teaching and support staff are fully informed of strategic and operational objectives
- Provide inspirational leadership and guidance for staff
- Establish staff roles and responsibilities, initiating and maintaining suitable staff performance management procedures and ensuring systematic and equitable professional development arrangements
- Implement Prosper Learning Trusts Appraisal Policy and processes that will set performance goals for all members of staff and which are clearly linked to the long-term objectives as set out in the strategic and annual development plans
- Ensure the development and implementation of effective Prosper Learning Trusts HR policies and procedures for staff induction, professional development and performance review in line with the Trust policy
- Encourage and manage the on-going professional development of staff ensuring that the Continuous Professional Development (CPD) strategy is aligned with the strategic goals of the Trust
- Create and develop an organisation in which staff recognise that they are accountable for the success of the school
- Participate in CPD in pursuit of school improvement and disseminate learning to appropriate school staff

Safeguarding Pupils

- Have due regard for safeguarding and promoting the welfare of pupils ensuring that child protection procedures are adopted and adhered to by the academy
- Ensure that the highest priority is given to following the guidance and regulations to safeguard children and pupils
- Ensure the safety and welfare of children, pupils and vulnerable adults at all times
- Report to the appropriate authorities any concerns relating to child protection or protection of vulnerable adults
- Ensure all stakeholders have undergone the statutory required clearance

Accountability

- Work closely with the Headteacher and colleagues in the School Leadership Team
- Provide information, advice and support to the Headteacher to enable them to meet their responsibility for securing effective teaching and learning, high achievement and value for money
- Contribute to the regular Headteacher report to each meeting of the Local Advisory Committee on matters pertaining to the specified area of responsibility
- Work with the Headteacher to regularly review performance and development, set personal targets and take responsibility for own development

- Carry out such other duties as required by the Trustees, CEO, Director of School Improvement, Local Advisory Committee or Headteacher that are commensurate with the role
- The post holder will be required to carry out their duties in line with professional standards and codes of conduct

General Information

The school will endeavour to make any reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but in consultation with you may be changed by the CEO to reflect or anticipate changes in Prosper Learning Trust priorities or the job commensurate with the job grade and title.



GILBERT WARD
ACADEMY



HARRY WATTS
ACADEMY



MARY ASTELL
ACADEMY

NBS
NEWCASTLE
BRIDGES SCHOOL



THOMAS BEWICK
SCHOOL



PROSPER
LEARNING
TRUST

Person Specification

The CEO and Local Advisory Committee, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title, may modify the person specification.

Method of Candidate Assessment: A = Application
I = Interview
R = Reference

Essentials	Desirable	A/I/R
Qualifications		
DfE recognised teaching qualification and QTS or equivalent		A
Evidence of relevant professional development at senior leadership level	Working towards NPQH	A
Evidence of recent relevant professional development and training in specified area of job role	Recent safeguarding training	A
Commitment to further develop own professional knowledge and skills		A/I
Experience		
Substantial experience of successful leadership as a senior leader in a specialist provision	Experience with SEND pupils	A/I
Experience of collaborative working with vulnerable families and multi-agency teams to support pupils and their families		A/I/R
Experience of change management	Experience of leading on change management	A/I
Experience of innovative curriculum design that reflects the needs of the pupils	Experience managing an extended school curriculum	A/I
Experience of managing and leading a wide range of staff	Experience as a lead for appraisal	A/I
Experience of contributing to the planning and evaluation of a School or Departmental Development Plan or sections thereof		A/I
Experience of using a range of tools and evidence, including learner performance data, to monitor and evaluate aspects of a provision		A/I
Experience of working successfully with governors, parents, Local Authority or other stakeholders	Successful experience of working with a diverse community	A/I

Knowledge and experience of the common inspection framework in a leadership and management role (Ofsted)		A/I
Evidence of implementing effective whole school safeguarding policies and practice	Experience of being the designated Lead for Safeguarding or the Deputy Designated Lead for Safeguarding	A/I
	Has undertaken the role of Designated Teacher for Children in Care and Previous Children in Care	A/I
Abilities and Skills		
Able to provide effective and inspirational leadership that inspires confidence and motivates staff, parents and pupils		A/I/R
Able to prioritise and organise the demands of being a Deputy Headteacher and being able to delegate effectively		A/I
Experience of leading and managing a range of staff		A/I
Demonstrate excellent interpersonal skills, both written and oral		A/I/R
Knowledge and Understanding		
Knowledge and understanding of pupils with a wide range of moderate and complex educational needs	Experience of managing transitions to the next setting	A/I
Clear understanding of the role of self-evaluation in the continuous improvement of the School		A/I
Secure knowledge and understanding of safeguarding procedures	An understanding of the role of extended school activities and the role they play in the community	A/I
Knowledge and understanding of issues around equality, diversity and well-being	Knowledge and understanding of legal issues, including equal opportunities	A/I
Personal Qualities		
Exceptional role model with the highest standards of integrity, who is approachable and demonstrates a strong and collaborative leadership style		A/I/R
Dynamic and reflective leadership qualities that ensure the continual drive towards excellence for all pupils		A/I
Ability to make difficult decisions based on putting pupils first		A/I
Ability to manage change and meet competing deadlines		A/I
Willingness to ask for advice and support where necessary		A/I

Living in the North East

The North East is an exciting and vibrant place to live and work:

- Newcastle is a city located within the county of Tyne and Wear, on the northern bank of the River Tyne. The city has a population of 290,000 and has a reputation as a vibrant and friendly place to live.
- Newcastle has a rich cultural heritage with many historical attractions including the Tyne Bridge, Newcastle Castle, Newcastle Cathedral, St Mary's Cathedral, Grey's Monument, Grainger Town and the Millennium Bridge. It is home to the nationally renowned Theatre Royal, The Tyneside Cinema and more recently the iconic International Glasshouse. It also boasts a legendary nightlife including many wonderful options for eating and drinking and access to a great shopping scene.
- From the Northumberland Coast to the North Pennines, Kielder Forest and Park, to Durham Heritage Coast, and Hadrian's Wall, to Whitley Bay, there are some beautiful places to spend your leisure time. Across the North-East, there are golden sandy beaches, award winning parks and gardens and serene countryside within a 15-minute drive of any city centre.
- The North East of England has housing that caters to all budgets and has some of the cheapest property to be found anywhere in the UK. The average house price in Newcastle last year (2023) was £210,000, but prices vary across the area.
- The area is well served with transport links, with easy access to the South via the motorway and rail services and there are several airports within the region with flights within the UK and beyond.



How to Apply

Applications

Candidates can submit applications using our recruitment portal accessible via our Vacancies located at [Vacancies - Prosper Learning Trust](#)

In order to comply with the safer recruitment requirements candidates must fully complete the Faced Application Form including the section on references. It is not acceptable to substitute parts of the form with your own version. All gaps in employment should be accounted for and explained – these could be further explored in an interview.

References

Open testimonials are not required or accepted for this post, the Trust will take up a professional reference from your existing employer and one other of your choice. This reference will be requested if you are shortlisted for interview. If you are not currently working with children, references will be requested from previous employers where this was the case.

Interviews

Interviews will take place week commencing 16 June 2025 and will include a mix of formal and informal selection procedures.

Application Schedule

Informal visit dates: 19 and 20 May by appointment - to arrange a visit or confidential telephone conversation with the Headteacher please email admin@thomasbewick.newcastle.sch.uk

Closing date: Noon, 2 June 2025
Shortlisting: w/c 2 June 2025
Interview dates: w/c 16 June 2025

