

# The Potteries Educational Trust

## Applicant Information Pack

### Head of Academy (Secondary)

*Biddulph High School*



January 2025

## ***Welcome from the Chief Executive Officer and Executive Headteacher***

We are delighted that you've expressed an interest in the position of Head of Academy (Secondary) at Biddulph High School part of the Potteries Education Trust (PET). This post provides an excellent opportunity for an outstanding individual including candidates seeking their first headship to join a secondary academy which is at the heart of its community. As Head of Academy, you will be joining a supportive and successful multi-academy trust offering the opportunity to shape our future trust vision, strategy and culture.

We hope this application pack and other documentation contains all of the information you need.

If, after reading the information, you are interested in applying for the post, please complete an application form via our dedicated portal. All candidates will be assessed against the information provided in the enclosed job description and the essential and desirable criteria outlined in the person specification, therefore, please consider the details in the job description and person specification carefully so that you know what the job involves and how you can match this in terms of your skills, abilities and knowledge. The information you provide in your application form and supporting information is the only information that we will have in deciding whether or not you will be shortlisted for an interview. **Please do not attach a curriculum vitae or additional sheets as these will not be considered.**

As part of the Trust's efficiency measures, we do not send letters to unsuccessful candidates, therefore if you do not hear from us within one month of the closing date you may assume that your application has been unsuccessful.

If you require any further information or wish to discuss the post in more detail, please do not hesitate to contact the recruitment department [hr@potteries.ac.uk](mailto:hr@potteries.ac.uk)

Thank you again for your interest in the post and we look forward to receiving your completed application by 9am, Wednesday 12<sup>th</sup> February.

Best of luck with your application.



Heather McLachlan  
Chief Executive Officer  
Potteries Educational Trust

Darryn Robinson  
Executive Headteacher  
Biddulph High School

## ***About The Potteries Educational Trust***

### **The Potteries Educational Trust**

Our focus is to provide the very best education for every child and young person within the Trust, offering a high quality, broad, academic education for the children and young people of Stoke-on-Trent, North Staffordshire and beyond.

Working with like-minded partners the Potteries Educational Trust centers on the development of the very best practice in teaching, learning and assessment. We will provide teaching and learning in a nurturing, supportive environment with a broad range of opportunities and extra-curricular activities available for all within the Trust.

The Potteries Educational Trust was formed in 2017. We provide education for children and young people from 4 years to 18 years and beyond. Our establishments include the City of Stoke-on-Trent Sixth Form College, Biddulph High School, Moorside High School and Werrington Primary School.

### **Our Vision**

As a Learning Community, we share common values and principles which are embraced at every academy within the Trust. These values form the foundations of everything that we do and achieve as a Multi-Academy Trust with one outcome in mind, to create a caring community that delivers excellence and inspires futures.

We have dedicated and committed Members, Trustees and Local Governors with a wide range of educational and business experience. Each school and college has its own Local Governing Body so that decisions are made at a local level specific to the individual needs of each school. Each establishment has its own individual character and uniqueness. It is important for our Trust to celebrate our diversity whilst working to our common values and principles. We offer a vast range of opportunities through the curriculum and extra-curriculum activities to develop our young people for life experiences and promote high aspirations. The Trust has extensive links with regional and national businesses and universities. We provide wide ranging continuous professional development opportunities for all staff.

We are proud of being a Trust that successfully promotes the highest of aspirations in all our students as evidenced by the multiple opportunities available to meet leading professionals and academics, explore their vocation, experience educational visits across the globe and apply successfully for the most competitive of destinations.

### **Our Values**

- We strive for excellence in both academic achievement and life experiences to provide a rich education and opportunities beyond just a set of qualifications.
- We seek to inspire our children and young people, raising their aspirations to be the best they can be and to make a positive contribution to our local and national community.
- We believe in the added value of working partnerships across all phases of education and the benefits and opportunities it brings to our students and staff.
- We will maintain an open access policy ensuring that admission is not based on academic success, within the context of the available curriculum in each establishment.
- The Trust will promote a broad, holistic education for all our children and young people who seek to broaden their understanding of the world.
- All partners in the Trust have an equal place and will work together with honesty, transparency and fairness. We will learn from each other to add value to our practices and to the children and young people and communities we serve.

### **Our Principles**

By working together and learning from each other to add value to our practices and to the children and young people and communities we serve, we will champion the following core principles:

- The safety and wellbeing of the children and young people we serve in every action taken by the Trust and its constituent members.
- A caring, community-centered ethos throughout the Trust, cherishing every individual child and young person.
- Excellence in academic terms but also in providing a broad education beyond qualifications – to be 'Outstanding' in all we do.
- We will ensure the effective use of resources for the benefit of all children and young people in the Trust.
- We are committed to every child and young person in the Trust; we celebrate diversity and will work to narrow any gaps in aspiration, achievement or attainment within our community.



## ***About our Academies – Biddulph High School***

Biddulph High school is an Ofsted graded GOOD school. Our most recent Ofsted report recognised the “strong safeguarding culture at the school.” In addition, “one pupil captured the views of many, describing the school as ‘one big family’ and “pupils feel happy and safe at school. They are considerate and thoughtful”. Ofsted also praised the leadership of the school: “Leaders have made sure that each pupil feels part of the school community. They have put pupils’ interests at the heart of what they do and are ambitious for what they can achieve”



Biddulph High School Academy converted to become an academy on Thursday 1 September 2011 and was a founding member of the PET. The school is in a middle school schools, and is truly inclusive with 800 students, many of whom attend Biddulph High Sixth Form. The school serves a local town community and is proud to work with schools in our local area including our two local middle schools and our partner primary and first schools. There is strong collaboration between schools and MATs in Biddulph to ensure clear curriculum progression, shared values and the best possible outcomes for all our learners.

At Biddulph High School we enable young people to develop holistically, preparing them to be successful adults with a range of learning opportunities, experiences and staff who truly care about wellbeing. We care about every individual, staff and student, and pride ourselves on our support and high expectations for one another.

All of our students are entitled to the highest quality of education and provision. Our core value, of meeting the needs of the individual and building relationships, sits at the heart of everything that we do. We prioritise high quality teaching and learning and ensure every young person has access to a range of experiences and opportunities to grow and develop. We also prioritise high quality professional development and training for staff, to enable them to grow and develop as well.

### **Additional benefits to Biddulph staff:**

- Free use of Gym facilities.
- Free coffee and tea provided every break time. A staff kitchen and a well-equipped staffroom are available throughout the day.
- All staff are provided with a laptop.
- Termly staff breakfast.
- Regular organised staff social events.



## About our Academies – City of Stoke on Trent Sixth Form College

The City of Stoke-on-Trent Sixth Form College is an Ofsted graded GOOD college. As the first purpose built Sixth Form College in the country, for over 50 years we have been delivering post-16 education to students. We have helped over 30,000 young people reach their potential by progressing onto universities, great jobs, and varied apprenticeships. With a wealth of experience, we are experts in the field of providing high quality education for all. The College's mission is 'A caring community, delivering excellence and inspiring futures.'



With over 60 courses available, this education goes well beyond success in qualifications, encompassing a wide range of clubs, societies, trips, work experience and extra-curricular experiences to inspire and develop the wider skills of every student. In a team of over 185 staff we are devoted to preparing over 1800 students to achieve more, making a meaningful impact on the world.

We are committed to constantly improving the quality of teaching, learning and assessment and inspiring our students to achieve more. In June 2023, Ofsted Inspectors graded the College 'Good' with several excellent features and praised staff and students for creating a supportive learning community.

Stoke-on-Trent is a unique city affectionately known as The Potteries with lots to see visit and explore. The College is located at the heart of Stoke on Trent, adjacent to Stoke Railway Station providing excellent travel links, we are in easy commuter distance, within up to an hours travel time from Birmingham, Nottingham, Manchester to name a few.

In September 2017, the college became the founding member of [The Potteries Educational Trust](#). Since then, we have continued to grow working with many educational institutions from Stoke-on-Trent, Staffordshire and beyond, improving outcomes for all children and young people in the region.

As a member of staff, you will be encouraged to develop your skills and experience by working in collaboration with members of our growing Trust and our extensive professional development programme.

Whatever the ambition and passion of our students, the City of Stoke-on-Trent Sixth Form College provides a welcoming learning environment for young people from Stoke-on-Trent and the surrounding area and has outstanding facilities to support their learning and progression. These include:

- A Digital Centre which includes the higher education hub and state-of-the-art computing labs.
- A technical and vocational hub to accommodate T Level provision in Science, Health, Education and Business/Finance.
- Shared usage of a specialist science Centre with university standard laboratories.
- High quality dance studio and performing spaces.
- Digital creative suites and art workshops.
- Sport and Leisure Facilities at Fenton Manor Sports Complex and Staffordshire University
- Refectory and coffee shop

### What our young people and families say about us...

*"You have been amazing working with us as a family to seek out support for our child and working with outside people to support."*

*"I was entranced by the art facilities at Sixth Form College, they are incredible and my number one priority. I quickly made friends and discovered that everyone in my classes were there because they loved the subjects – just like me!"*

*"Since joining the college I am more confident and happier because the college supports me and treats me like an adult."*

*"I chose the Sixth Form College because of the courses they offered when applying."*

*"Everyone at the college is so welcoming and the staff helped me to choose the best courses for me based on what I had taken in my previous high school, what I liked studying and my future career path."*



## ***About our Academies – Moorside High School***

Moorside high school is an Ofsted graded GOOD school. Our latest inspection in February 2024 recognised that we are an inclusive and welcoming school. In addition, staff know their pupils well and have high ambitions for them. Pupils are courteous and respectful to others.

Moorside High School is an extremely popular and over-subscribed comprehensive school in the Staffordshire Moorlands and part of the Potteries Educational Trust. The Trust is a vibrant Learning Community, working hard in the areas that we serve to maintain and develop excellent and innovative teaching and learning.

Our school is a warm and friendly place to learn, where, with the help and encouragement of our staff and with the support of their parents, pupils can develop the knowledge, skills and personal qualities that are needed to achieve success both now and in the future.

As a school we pride ourselves on our high standards which enables us to provide a first-class learning experience for all students. We have a calm and supportive environment which is characterised by respectful relationships between the teachers and students. There is a very clear focus on delivering high academic standards for all students and we encourage all students to strive to reach their full potential. Moorside is a fantastic school, our students are our greatest asset and staff our greatest resource.

At Moorside, we are all about excellence! We inspire our students to achieve beyond the limits they thought possible. With a strong focus on academic achievement, we offer opportunities that empower our students to succeed. We set ambitious goals to surpass expectations and excel beyond imagination. Our curriculum goes beyond the classroom. We develop skills such as critical thinking, creativity, resilience, and adaptability to enable students to succeed. Students engage in a range of enrichment opportunities that challenge and inspire.

### **Additional benefits to Moorside staff:**

- Complimentary coffee and tea provided throughout the day for all staff
- Complimentary brunch on Inset days.
- Regular treat days at break time i.e., Pastry Tuesday, Donut Friday
- One discretionary day per term to assist with child care and other such emergencies
- Dedicated leadership time for all leadership roles
- A working environment which supports wellbeing
- Complimentary meal when leading an extra-curricular club
- Complimentary Christmas dinner for all staff
- Guaranteed minimum 10% PPA time every week
- End of term staff events





## ***About our Academies - Werrington Primary School***

Werrington Primary School is an Ofsted graded GOOD school. Werrington prides itself on providing a happy, safe, secure and supportive learning environment. At the centre of our ethos is the belief that our children should enjoy their school experience while achieving their full potential.

Staff retention is high and we are proud that we are able to recruit and retain the very best educators.

We are a larger than average, 2 form-entry primary school with children aged from 3-11 years old. Our school has a purpose built 52 place, full time nursery.

A dynamic, committed and cohesive staff team work to ensure that teaching and learning meets the needs of children as individuals. Staff members are well supported by leaders and there are clear systems and structures for all aspects of the school's work. Governors support the work of the school in a range of ways; they work with the leadership team to scrutinise, challenge and hold all to account so that there is a clear strategic direction for the school.

Our school recognises it has a low number of pupils from an ethnic minority background and so we ensure our curriculum and the wider opportunities provided to pupils supports them to learn about other cultures both in the local area and further afield. Each child at our school is treated as an individual, allowing room for particular talents and skills to flourish, as well as encouraging confidence and success in areas they find challenging to accomplish.

### **Additional benefits to Werrington staff:**

- In recognition of staff's commitment to the wider aspects of school life, 'Gift days' are available to be taken (1.5 days per year, pro-rata)
- Dedicated leadership time for all leadership roles
- Workload reduction charter and our commitment to reduce workload
- Reflective teaching practices focused on research
- Access to a staff wellbeing library and well stocked professional development library
- A working environment which supports wellbeing, including access to a mental health first Aider
- Complimentary meal when leading an extra-curricular club
- Complimentary Christmas dinner for all staff
- A communication policy to protect home life
- Opportunities to 'innovate'
- Guaranteed minimum 10% PPA time every week
- Free 'branded' staff uniform
- Opportunities to socialise with colleagues e.g. Coffee Tuesdays, end of term meals, wreath making, end of term 'do'



## *Our Employee Benefits*

- The Trust offers a Pension Scheme for all our employees to access in order to help plan for their retirements.
- We are committed to offering flexible employment opportunities enabling staff to strike a sensible balance between home and work life. Wherever possible, we are open to discussing a range of flexible working options including reduced/compressed hours; remote working; flexible start and finish times.
- We offer a robust and supportive induction, peer support and a comprehensive programme of professional development, we pride ourselves on the achievements of our colleagues as professional members of our community. We offer dedicated training days for all staff and support employees in attending external courses and gaining professional qualifications where permissible.
- Employees are entitled to register for our cycle to work and tech schemes, where you are able to purchase bikes and the latest IT equipment and mobile phones with convenient monthly payments automatically deducted from your salary. Make NI savings and spread the cost over a period of 12 months.
- We have an employee assistance programme which is available to all staff and immediate family members. As part of this, employees have access to our health and wellbeing portal, provided by Health Assured, which includes free face to face counselling and telephone support for a whole variety of issues, worries and concerns.
- The Trust offers Occupational Maternity, Paternity and Adoption Schemes where you may be entitled to enhanced occupational leave and pay.
- Access to a qualified coach.
- All staff are provided with a laptop.
- Supervision for all safeguarding, wellbeing and SEND roles.
- The Trust offers generous annual leave entitlement to all whole year Support Staff with a minimum of 22 days to a maximum of 33 days plus 3-5 local days at Christmas and 8 bank holidays. All entitlements are pro-rata for part time positions.
- Free eye tests and discount vouchers available to use at Specsavers.
- Free annual flu vaccinations for any staff requesting it.
- Free on-site parking across all of our Academies.
- Each academy has an on-site Canteen together with various areas where you can sit and enjoy your breaks and host visitor/team meetings etc.



health assured



# Advert

The Potteries Educational Trust is a growing Multi Academy Trust, working collaboratively with educational institutions from across Stoke on Trent, Staffordshire and beyond, seeking to improve outcomes for all children and young people in the region. The Trust is a vibrant Learning Community working to maintain and develop excellent and innovative teaching and learning. The Trust seeks to deliver high quality parental engagement, pastoral support and the pooling of resources and expertise to achieve an Outstanding learning experience and outcomes for all our children and young people. Institutions work together to foster high quality academic and pastoral support, utilising the best elements of educational research in moving existing strong practice to outstanding in every sense.

Biddulph High school is a popular Academy with just under 800 students on roll, situated in a pleasant residential area on the edge of Knypersley and enjoying an excellent reputation. The Trust is a vibrant learning community, working hard in the areas that we serve to maintain and develop excellent and innovative teaching and learning. The school is an Ofsted graded GOOD.

## Head of Academy (Secondary)

*(Permanent, Full Time)*

**Salary:** School Leadership Spine L22 – L25 (£83,464 to £89,830)

We are seeking an exceptional Senior Leader to join our team. Working alongside the Executive Headteacher you will foster outstanding leadership, drive consistently high teaching standards, and champion equality of opportunity for all students. You will lead, support, and hold to account middle leaders and teaching staff to deliver the academy's strategic aims, enhancing educational outcomes, and expanding opportunities and experiences for all learners whilst sharing our values and promoting the vision and values of the Potteries Educational Trust.

The successful candidate will:

- Provide inspirational, strategic and professional leadership
- Ensure high quality teaching and learning experiences for all our young people
- Build upon the positive relationships within the school and with the wider community
- Promote high standards of behaviour, mutual respect, attendance, and individual attainment
- Maintain the needs and aspirations of all students at the centre of our thinking.

**Closing Date:** 9.00am, Wednesday 12<sup>th</sup> February 2025

**Shortlisting Date:** Thursday 13<sup>th</sup> February 2025

**Interview Date:** Wednesday 26<sup>th</sup> February 2025 & Thursday 27<sup>th</sup> February 2025

The Trust is committed to Equal Opportunities and welcomes applications from all sections of the community.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. In line with Keeping Children Safe in Education, an online search will be conducted as part of our due diligence checks on all short-listed candidates. An enhanced DBS Disclosure will be required prior to taking up an appointment with the Trust.

*Please note that if we receive a high volume of applications, we reserve the right to close any vacancies from further applications. Please ensure you apply without delay if you wish to be considered for this role.*

# ***Job Description***

## ***Head of Academy (Secondary)***

<b>Grade:</b>	School Leadership Spine L22 – L25
<b>Location:</b>	Biddulph High School and trust organisations as necessary
<b>Reports to:</b>	Executive Headteacher
<b>Responsible For:</b>	All employees and students of the academy
<b>Trust Committee:</b>	Local Governing Body

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*This job description outlines key areas of responsibility and does not cover every detail of this rewarding role. The postholder may be required to undertake other duties appropriate to and commensurate with the level of the role as reasonably delegated by the Headteacher. This job description outlines key areas of responsibility and does not cover every detail of this rewarding role.*

*This job description aligns with national Headteachers' Standards and the requirements in the statutory safeguarding guidance KCSIE.*

### **Role Summary**

- To work with the Executive Headteacher and Academy Senior Leaders to foster outstanding leadership and ensure consistently good teaching and learning that lead to high standards of achievement and promote equality of opportunity within the academy.
- To lead, support, and hold to account middle leaders and teaching staff to deliver the academy's strategic aims, enhancing educational outcomes, and expanding opportunities and experiences for all learners.
- To promote the vision and values of the PET and support the Executive Headteacher in broader strategic initiatives and deputise for the Director as required within the Academy, Trust or in working with external partners.

### **Core Purpose**

The Head of Academy (HoA) is the Academy's strategic leader. Together with the EHT, Governing Body and through consultation with the Academy community, the HoA is responsible for upholding and articulating the vision, values and for inspiring and empowering others to deliver the academy strategic aims. In addition, the post offers the opportunity to develop and embed the very best practice across the Potteries Educational Trust, in partnership with the Executive Leadership Team. The Head of Academy will uphold public trust in the academy leadership and maintain high standards of ethics, behaviour and professional conduct. The post holder will build strong positive relationships and understanding between our academies and with other partners, beyond our trust.

## Duties and Responsibilities

### Strategic Leadership

1. Heads of Academy are responsible for setting high expectations and standards for the ethos and culture of their academy. They:
  - establish and sustain the academy's ethos and strategic direction in partnership with those responsible for governance and through consultation with the academy community
  - create a culture where pupils are safe, and their wellbeing and personal development are promoted and developed.
  - uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
  - promote positive and respectful relationships across the academy community and a safe, orderly and inclusive environment
  - ensure a culture of high staff conduct, professionalism and engagement
2. Heads of Academy are strategic leaders of Teaching who:
  - 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
  - ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
  - ensuring that a high-quality educational experience is available for all students, in the taught curriculum and beyond, adapted to individual needs
  - Monitoring, evaluating and reviewing classroom practice; celebrating and promoting excellence; challenging underperformance at all levels and ensuring appropriate action
  - Ensuring that individual student progress is matched to suitably challenging targets, is regularly assessed, recorded, reported and used to inform future teaching
  - ensure effective use is made of formative assessment
3. Heads of Academy are responsible for curriculum and effective use of assessment by:
  - Developing and sustaining a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
  - establishing effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
  - To ensure that all secondary pupils are supported in developing strong reading skills through evidence-informed approaches, including targeted literacy interventions and, where appropriate, the use of systematic synthetic phonics for those who require foundational support in early reading skills.
  - deliver successful performance ratings for their academy, including setting aspirational targets, student achievements and Ofsted judgements
  - Monitoring and evaluating of academy performance, including reports to the Local Academy Governing Board, CEO and Trustees
  - ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum



4. Strategic Leadership of Behaviour and Attendance through:
  - Setting high standards and expectations of attendance for students and supporting students with complex needs to improve their attendance
  - establishing and sustaining high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
  - ensuring high standards of pupil behaviour and courteous conduct in accordance with the academy's behaviour policy
  - implementing consistent, fair and respectful approaches to managing behaviour
  - ensuring that adults within the academy model and teach the behaviour of a good citizen
5. Strategic responsibility for meeting the needs of students with additional and special educational needs and disabilities by:
  - ensuring the academy holds ambitious expectations for all pupils with additional and special educational needs and disabilities
  - establishing and sustaining culture and practices that enable pupils to access the curriculum and learn effectively
  - ensuring the academy 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
  - ensuring the academy fulfils its statutory duties with regard to the SEND code of practice
6. Responsible for professionally developing all staff. Heads of Academy will:
  - ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-academy improvement, team and individual needs
  - 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
  - ensure that professional development opportunities draw on expert provision from beyond the academy, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning
7. Responsibility for organisational management of the academy in the following areas:
  - prioritising, protecting and promoting the safety of students and staff through effective approaches to safeguarding as part of their duty of care
  - Be deputy DSL for their academy
  - deploying and managing staff well, committing to reducing unnecessary workload the promoting wellbeing
8. Supporting the EHT in:
  - continuously improving education in the academy
  - using evidence to monitor, intervene, evaluate and take action to ensure all learners make progress
  - developing appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the academy's context

- ensuring careful and effective implementation of improvement strategies, which lead to sustained academy improvement over time
  - Ensuring their academy is “Ofsted-ready” and that self-evaluation and academy improvement plans are evidence-based and have an impact on every learner.
9. Developing and maintain strong partnerships including:
- forge constructive relationships beyond the academy, working in partnership with parents, carers and the local community
  - commit their academy to collaborate and learn from and with other academies across and beyond the trust in a climate of mutual challenge and support
  - establish and maintain working relationships with fellow professionals and colleagues across the other public services to improve educational outcomes for all pupils
10. Responsible for developing and promoting strong governance and holding others to account by:
- evaluating and reporting on their academy’s strengths and weaknesses effectively to Local Governing Bodies and the CEO, enabling them to use the information to both support leaders and hold them to account.
  - understanding and welcoming the role of effective governance, upholding their obligation to give account and accept responsibility to governors and trustees
  - ensuring that staff know and understand their professional responsibilities and are held to account
  - leading their academy effectively and efficiently and meeting required regulatory frameworks and meet all statutory duties
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- Undertake any other professional duties as reasonably delegated by the EHT or CEO.

# Person Specification

Criteria	Essential	Desirable
<b>Qualifications</b>		
Qualified teacher status	✓	
Educated to Degree level	✓	
National Professional Qualification for Headship (NPQH)		✓
Level 4 Safeguarding training or willingness to undertake this training once in post	✓	
<b>Knowledge, Experience, Skills &amp; Qualities</b>		
At least three years of leadership and senior management experience in a secondary school or equivalent	✓	
Leadership experience in school self-evaluation and educational planning	✓	
Success in leading and motivating people to help young people achieve high quality outcomes	✓	
Proven experience in managing change to successful conclusion	✓	
Proven experience of effectively communicating with and working with governors, especially within a MAT	✓	
Understanding of high-quality teaching based on experience, and the ability to model this for others and support staff to improve	✓	
Highly effective team building skills	✓	
Excellent communication, written, verbal and IT skills	✓	
Demonstrable commitment to reflective practice including the ability to use evidence and consider a range of perspectives to support complex decision making	✓	
Proactive openness to seeking advice when necessary	✓	
Demonstrable commitment to excellence, for self and others, and a passion for all to achieve to their absolute potential	✓	
Demonstrable commitment to continuous professional development, of self and others	✓	
Knowledge of and commitment to inclusion and ensuring all students, including those with SEND achieve the very best outcomes and opportunities.	✓	
Commitment to uphold the 7 principles of public life (the Nolan principles) at all times	✓	
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the trust and academy	✓	
Ability to work under pressure and prioritise effectively	✓	
Commitment to maintaining confidentiality at all times	✓	
Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position	✓	

***The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All employees are subject to an enhanced DBS Disclosure prior to taking up an appointment with the Trust.***