

Recruitment Pack

Headteacher
Hatchell Wood Primary Academy



'Our aim at The Rose Learning Trust is to provide all pupils with the best possible start in life within communities of opportunity, positivity and promise.'

Introduction by the Chief Executive Officer

Thank you for your interest in this exciting headteacher opportunity at Hatchell Wood Primary Academy and developing your career with The Rose Learning Trust. We hope that by reading this pack and the information available on the [website](#) you will get a good overview of the exciting opportunities and support you can expect as a member of staff at our trust.

We are a collaborative organisation focussed on high standards and opportunities for all. As a trust, we seek to support and challenge each other to improve the outcomes and life chances of all our pupils across all our communities. We will continue to learn from each other: transforming futures collaboratively. In this way we believe that the changes we make, the developments and strategies we put in place will have purpose, be embedded and effective.

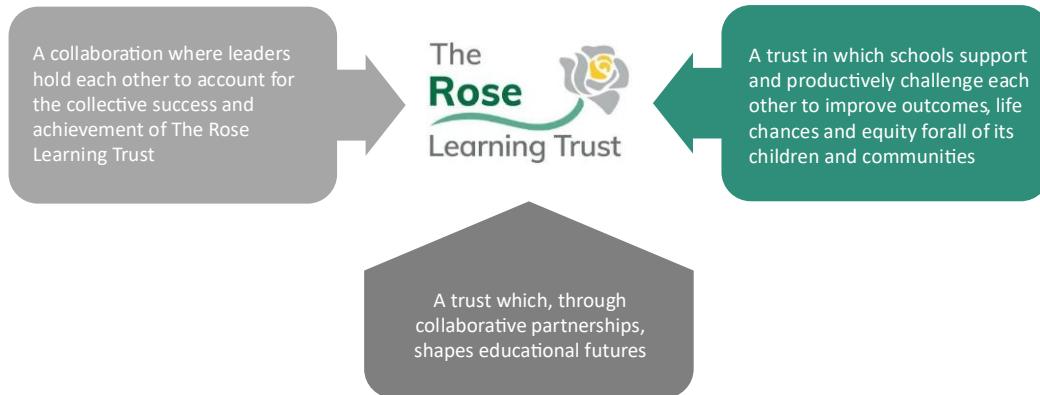
Our aim is not only to grow our trust successfully, but also sustainably. We believe that through quality, not quantity, we can facilitate opportunities that can be invested back into the people who will secure our future: our pupils and staff. Our aim at The Rose Learning Trust is to provide all pupils with the best possible start in life within communities of opportunity, positivity and promise.



Jeremy Harris
Chief Executive Officer



Vision **Transforming Futures Collaboratively**



Overview of the trust

The Rose Learning Trust was formed in 2016 and is based in South Yorkshire and North Lincolnshire. We now have 11 schools with 3950 children and 550 staff members.

Over the last ten years we have grown and developed, meeting new challenges, working collaboratively and supporting each other. As a new headteacher in the Rose Learning Trust you will have this network of support and advice as well as having the opportunity to have a voice in future developments.



The Rose Learning Trust – Strategic Plan

2026-2029

| | | | | | | | | | | |
|----------------------------------|--|---------------------------------------|--|----------------------------|--|--------------------------|----------------------------|---------------------------------------|--|----------------------------|
| Vision | Transforming Futures Collaboratively | | | | | | | | | |
| Values Statement | The Rose Learning Trust aims to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills for all our pupils, regardless of their social, economic or cultural background. | | | | | | | | | |
| Strategic Objectives | Developing <table border="1"> <tr> <td>Children</td> <td>People</td> <td>Governance</td> <td>Growth & business operations</td> <td>Communities & partnerships</td> </tr> </table> | | | | | Children | People | Governance | Growth & business operations | Communities & partnerships |
| Children | People | Governance | Growth & business operations | Communities & partnerships | | | | | | |
| Developing Excellence Priorities | Excellent <table border="1"> <tr> <td>Teaching for every child</td> <td>Curriculum for every child</td> <td>Standards of behaviour and attendance</td> <td>Targeted support for every child that needs it</td> </tr> </table> | | | | | Teaching for every child | Curriculum for every child | Standards of behaviour and attendance | Targeted support for every child that needs it | |
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We will achieve our vision by:

- Every child having the best start to their education
- Every child having the best tools and support to learn and grow in a safe, secure environment
- Every child having access to excellent teaching and an excellent curriculum
- Every child being encouraged and inspired to believe in themselves
- Every child learning how to make and sustain great relationships
- Creating an enjoyment of learning through collaboration with all partners
- Creating equitable lifelong learning opportunities and academic success for all children



Hatchell Wood Primary Academy



Hatchell Wood is a place where every child is valued, nurtured and encouraged to be the very best version of themselves.

At the heart of the school is a strong commitment to inclusion, care and respect. Every child is unique and brings their own strengths, talents and experiences to the school community. The school creates a safe, happy and supportive environment where all children feel confident to learn, grow and thrive.

There is great importance placed on building positive relationships between pupils, staff, families and the wider community. The school ensures that each child feels listened to, supported and celebrated. The dedicated and caring staff strive to inspire curiosity, resilience and a love of learning, while also supporting children's emotional wellbeing and personal development.

This is a welcoming and inclusive community where kindness, empathy and respect are at the centre of everything. Children are encouraged to be confident learners, responsible citizens and caring individuals who are proud of who they are and respectful of others.

The school has recently undergone a major build programme with the addition of six new classrooms and a nursery provision. This is to cater for large housing developments being built in the local area. The new nursery provision opened in September 2025 replacing a privately run provision that was operating on the site.

The gradual expansion from a two form to three form entry school as well as the further development of the nursery provision means will be a great opportunity and a challenge for the new headteacher.

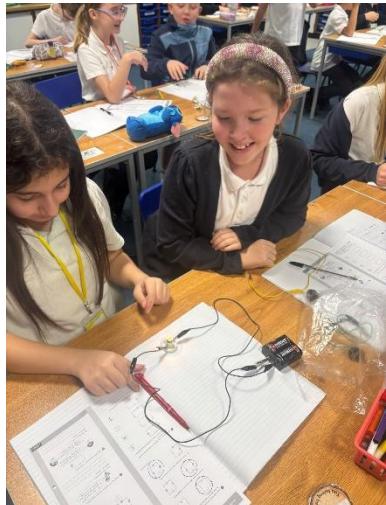
Extension complete December 2025







Learning Environments



Headteacher

Job Description

As a member of staff in The Rose Learning Trust, you will benefit from greater opportunities for professional development, collaboration and career development.

Employment details

| | |
|-------------------------|--------------------------------------|
| Job title: | Headteacher |
| Reports to (job title): | Chief Executive Officer (CEO) |
| Salary | L18 – 24 (Group 3) £78,702 - £90,255 |
| Contract type | Full time / Permanent |

Main duties/responsibilities

Main purpose of the post

- To provide dynamic and inspirational leadership to Hatchell Wood Primary Academy enabling the trust to give every child a high quality education
- To establish a culture that promotes excellence, equality and high expectations of everyone
- To secure the long-term success of the school by maximising potential through the skills and resources available from across the trust
- To work collaboratively with all stakeholders within and beyond the trust and to be the custodian of the vision and ethos of the school
- To contribute to the work of the trust and its strategic partners, building upon its reputation within the local community and beyond

Duties and responsibilities

The duties and responsibilities listed below are indicative of the tasks the headteacher will perform and are not intended to be an exhaustive list. The post holder will be expected to take on additional responsibilities appropriate to the role as they arise.

This job description reflects the National Headteacher Standards (2020). The standards are built upon the Teaching Standards (2013) which apply to all teachers, including headteachers.



Professional Conduct

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour.

Both within and outside school, the headteacher will:

- Build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- Show respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- Ensure that personal beliefs are not expressed in ways which exploit their position
- Uphold and demonstrate the Seven Principles of Public Life at all times

As leaders of their school community and profession, the headteacher will:

- Serve in the best interests of the trusts' pupils, acting as a role model for all, setting and ensuring high expectations and ambitious standards
- Conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- Uphold their obligation to give account and accept responsibility
- Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- Self-evaluate regularly, set personal targets and take responsibility for their own continued professional development, engaging critically with educational research
- Make a positive contribution to the wider education system, including that of the trust

Working with regard to and in line with the trust scheme of delegation and other associated documents, headteachers will:

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- Establish and sustain professional working relationships with those responsible for governance at school and trust level, including presenting a coherent and accurate account of performance to a range of audiences
- Ensure that staff know and understand their professional responsibilities and are held to account through targets that are clearly defined, understood and agreed, subject to rigorous review and evaluation through performance management and supported by highly effective professional development
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties



Culture and Ethos

In conjunction with the trust, the headteacher will:

- By working with the CEO, the LGB and the trust, develop and communicate a shared vision, ethos and strategic plan that inspires and motivates all stakeholders and reflects the needs of the school, the trust and its community as part of Doncaster/N. Lincs and in its wider context.

Provide inspirational and strategic leadership to the school team to ensure the school delivers the highest standards of learning

- Ensure evidence-based Developing Excellence Plans and policies promote continuous school improvement linked to the school's accurate self-evaluation
- Ensure that the school moves forward for the benefit of its pupils and their community, setting high expectations and challenging targets by using data, information and other benchmarks to monitor progress and attainment
- Motivate and inspire all stakeholders to create a strong, shared culture of learning, through distributed leadership, through teams and individuals within an inclusive and collaborative environment
- Create a culture where pupils experience a positive and enriching school life
- 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 school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism by implementing and maintaining effective strategies and procedures for the induction, professional development and performance review of all staff in line with agreed trust expectations
- 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
- Ensure high standards of staff behaviour and conduct in accordance with the expectations set and address any under-performance at all levels
- Prioritise the professional development of staff, including the development of future leaders, 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 school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning



Curriculum and Teaching

In conjunction with the trust, headteacher will:

- 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
- Monitor, evaluate and review practice and promote improvement strategies, challenging under performance and ensuring corrective action
- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- Establish effective curriculum leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- 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
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum
- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- 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
- Ensure the school fulfils its statutory duties with regard to the SEND Code of Practice



Organisational Effectiveness

In conjunction with the trust, headteacher will:

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- Ensure the effective and efficient use of the allocated human and financial resources available to ensure probity in the use of public funds
- Ensure staff are deployed and managed well with due attention paid to workload
- Adhere to systems, processes and policies that enable the school to operate effectively and efficiently
- Ensure staff follow trust rigorous approaches to identifying, managing and mitigating risk.
- 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
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time
- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- Establish and maintain working relationships with fellow professionals and colleagues across other public services and organisations to improve educational outcomes for all pupils

General

- Be aware of, and comply with, trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the trust board
- This job description will be kept under review and may be amended at any time via consultation with the individual and trust board as required. Trade Union representatives will be welcome in any such discussions

The Post holder's duties must be carried out in compliance with the school's Safeguarding policies, Equality policies, Information Security policies, Financial Regulations, Health & Safety at Work Act and all other school policies.



Headteacher

Person Specification

| Education and Qualifications | Essential | Desirable |
|---|-----------|-----------|
| Right to work in the UK | • | |
| Degree Educated | • | |
| Qualified Teacher Status | • | |
| Relevant, up to date and recent continuing professional development | • | |
| National Professional Qualification(s) | | • |

| Experience | Essential | Desirable |
|--|-----------|-----------|
| Significant relevant and successful experience across the Primary age range | • | |
| Effective management and leadership of whole school initiatives | • | |
| Evidence of achieving the highest standards of attainment and progress | • | |
| Experience of initiating, shaping and leading change, through the successful implementation of strategies to improve aspects of educational provision | • | |
| Evidence of promoting collaborative working across a network of schools, such as a MAT setting, developing strong partnerships with colleagues and furthering the organisation's development | | • |
| Experience of strategic resource planning / management | | • |
| Effective line management of staff | • | |
| Confidence of taking full responsibility for an emerging situation | • | |
| Experience of working effectively with Governors | | • |
| Experience of working effectively in other school settings / phases | | • |



| Experience | Essential | Desirable |
|---|-----------|-----------|
| Experience of working successfully across a range of key stages within a school setting | • | |
| Chairing and leading formal meetings | • | |
| Line managing senior leaders | • | |

| Knowledge, Aptitudes and Abilities | Essential | Desirable |
|---|-----------|-----------|
| Excellent knowledge of National Curriculum and on-going educational developments | • | |
| Ability to drive forward the agenda of high standards across a school | • | |
| Overcoming barriers to learning for pupils | • | |
| Knowledge and understanding of current curriculum developments and their implications, including awareness of all statutory requirements | • | |
| Ability to promote positive behaviour for learning and ensure that effective programmes for pupil behaviour, guidance, support and welfare are in place | • | |
| An outstanding classroom practitioner with awareness of effective teaching methods and how to drive improvements in teaching and learning | • | |
| Ability to think and act strategically | • | |
| Ensure all operational matters and day to day issues are dealt with efficiently | • | |
| Ability to work on the production and analysis of statistical evidence to discern trends and monitor standards pertinent to specific responsibilities | • | |
| Ability to work flexibly and adapt to the changing needs of the school and trust | • | |
| Evidence of outstanding curriculum implementation | • | |
| A strong commitment to raising standards of attainment with a knowledge of appropriate strategies | • | |
| Flexible in approach and willing to learn and develop new skills | • | |



| Knowledge, Aptitudes and Abilities | Essential | Desirable |
|--|-----------|-----------|
| Ability to lead by example and be an exemplary, professional role model for all staff | • | |
| Detailed understanding of staff wellbeing priorities and how to translate this to effective practice | • | |
| A commitment to equal opportunities throughout the academy | • | |
| Sound knowledge of all school and trust policies, including HR and staffing policies. | • | |

