

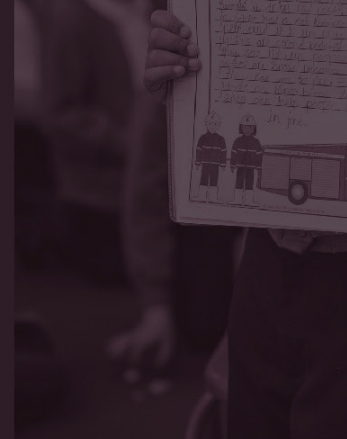


Spencer Academies Trust

Candidate Information Pack: Principal

MILLSIDE SPENCER ACADEMY





ASPIRATION
PARTNERSHIP
RESPONSIBILITY

CHIEF EXECUTIVE

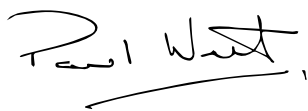
Thank you for your interest in becoming the Principal of Millside Spencer Academy, as part of the Spencer Academies Trust (SAT). SAT is an educational charity, multi-academy trust and sponsor of academies. We educate over 18,000 children and young people in our academies and employ more than 2,500 teachers, leaders and educational support professionals across the East Midlands. We aspire to be a leading regional high performing trust with a national reputation for excellence.

We currently have 18 primary academies, 8 secondary academies and one primary-aged special school in our family of schools. All of our schools share our values and beliefs and benefit from the collaboration and added value that being a member of our Trust offers.

Spencer Trust academies share an ambition to deliver results that compete with the very highest performing schools in the country, and deliver a curriculum for students that is underpinned by breadth, opportunity and quality: one that seeks to give young people the opportunity to develop into well rounded global citizens that believe they can influence positive change in the world.

These posts join an established, dynamic and impactful school improvement team and embody our commitment to ensuring that every child has the opportunity to both thrive and succeed.

If you are excited by the prospect of working on the front line in our academies, and feel you can meet the challenge and be an integral part of a successful and dynamic Trust, then we would like to hear from you.



Paul West,
Chief Executive Officer, Spencer Academies Trust



Paul West,
Chief Executive Officer, Spencer Academies Trust

AIMS OF SPENCER ACADEMIES TRUST

Mission

Our Mission is to deliver the best possible outcomes for children and young people.

Vision

Spencer Academies Trust is an exceptional Trust, providing an outstanding education for local children.

Aspiration

We believe that every child deserves access to a high quality education in a caring and supporting environment. We actively encourage and challenge our students to have the highest possible aspirations for themselves and for each other.

Partnership

We know that schools are stronger when they collaborate and work together in partnership, we believe that we are ONE Spencer and support each other through sharing ideas, goals and resources.

Responsibility

We are committed to caring for and safeguarding our community and take seriously our role in delivering an exceptional education for our children and young people, and providing a supporting environment in which to learn and work.

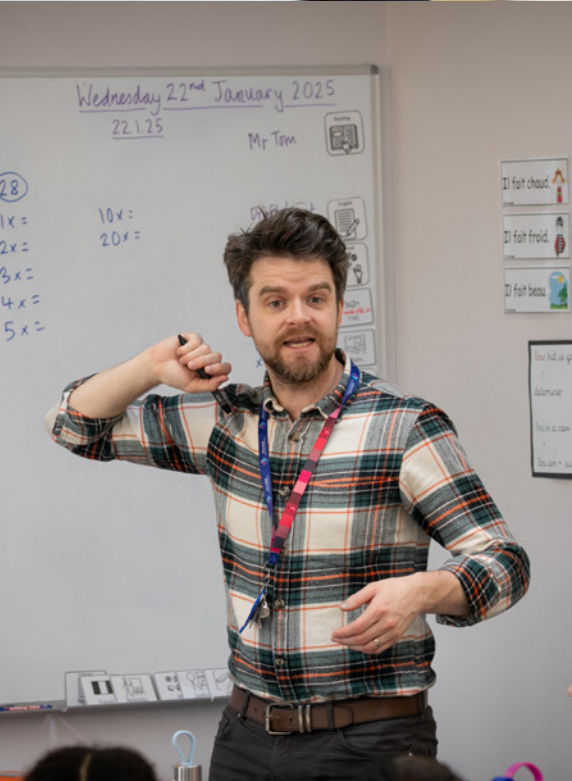


OUR SPENCER FAMILY

The Trust comprises of Academies across local authorities in the East Midlands.

Secondary Academies	Pre SAT	Joined SAT	Latest Inspection
Arnold Hill Spencer Academy	RI 2017	2018	G ⁴ O ¹ 2025
Derby Moor Spencer Academy	G 2017	2018	G 2022
Farnborough Spencer Academy	SW 2017	2018	G 2022
George Spencer Academy	O 2010	2010	G 2023
Hearon Gate Spencer Academy	In 2013	2014	O 2023
John Port Spencer Academy	In 2017	2018	G 2022
Long Field Spencer Academy	In 2014	2015	G 2023
Rushcliffe Spencer Academy	O 2014	2018	O ⁵ 2025

Primary Academies	Pre SAT	Joined SAT	Latest Inspection
Ashwood Spencer Academy	RI 2017	2018	G 2023
Brackensdale Spencer Academy	In 2021	2021	O ² G ³ 2024
Bispham Spencer Academy	G 2024	2025	N/A
Castleward Spencer Academy	N/A	2021	O 2024
Chellaston Fields Spencer Academy	N/A	2019	G 2023
Chetwynd Spencer Academy	G 2010	2012	O 2024
Clover Leys Spencer Academy	N/A	2021	G 2024
Fairfield Spencer Academy	G 2012	2013	G 2021
Glenbrook Spencer Academy	RI	2014	G 2022
Highfields Spencer Academy	N/A	2020	G 2025
Hilton Spencer Academy	G 2018	2018	G 2023
Inkersall Spencer Academy	G	2015	G 2022
Millside Spencer Academy	N/A	2022	O ² G ³ 2025
Rosecliffe Spencer Academy	N/A	2020	G 2023
St Giles' Spencer Academy	O 2016	2019	O 2024
Sunnyside Spencer Academy	SM	2014	O ⁵ 2024
The Mease Spencer Academy	N/A	2019	G 2024
Portland Spencer Academy	RI	2014	O 2023
Wyndham Spencer Academy	In	2012	O 2025



ABOUT MILLSIDE SPENCER ACADEMY



**MILLSIDE
SPENCER ACADEMY**

Millside Spencer Academy opened in September 2022 to serve the growing village of East Leake and now occupies a modern, purpose-built site within the Skylarks development. The academy has quickly become a valued part of the community, with a vibrant and diverse pupil population and a clear commitment to excellence. In June 2025, Millside received Outstanding for Personal Development and Behaviour & Attitudes, and Good for Quality of Education and Leadership—a strong foundation on which to build its next chapter.

OUR VISION – CHILDREN WHO SHINE

CHILDREN WHO SHINE

At Millside, we strive to nurture a community where every child can truly **SHINE**:

- **Successful** – A knowledge-rich curriculum that builds essential skills for today's world and tomorrow's opportunities.
- **Happy** – A culture grounded in kindness, empathy and social-emotional development.
- **Independent** – Learners who problem-solve, think critically and take ownership of their progress.
- **Nurturing** – A community where diversity, inclusion and respectful relationships are at the heart of daily life.
- **Enthusiastic** – Engaging learning that sparks curiosity, creativity and a genuine love for school.

These values shape every aspect of practice, from curriculum design to relationships with families. We want every child to see themselves in the curriculum — and to leave Millside with strong roots, ready to soar beyond East Leake

OUR CURRICULUM AND EDI APPROACH

Millside's learner-centred curriculum builds ambitiously on the National Curriculum and is underpinned by the latest educational research. Carefully sequenced learning, regular retrieval practice and meaningful enrichment ensure children develop deep, secure knowledge.

Equity, Diversity, and Inclusion (EDI) are at the heart of our teaching. Our curriculum intentionally celebrates diverse voices, histories, and perspectives, enabling all children to feel represented and valued. For example:

- Our **reading spine** includes texts by authors from a variety of cultural backgrounds, with stories that explore identity, empathy, and global perspectives.
- Units across the curriculum integrate discussions of fairness, social justice, and inclusion, helping children develop critical thinking alongside moral awareness.
- Enrichment opportunities are designed to ensure all children have access to experiences that broaden horizons, regardless of background.

By embedding EDI in both content and pedagogy, Millside ensures every child thrives academically, socially, and emotionally in a truly inclusive environment.

WHAT WE CAN OFFER

#Aspiration

We hold high expectations for everyone; mobilising powerful knowledge from within and beyond our Trust to support the very best education for all. Our embedded primary strategy model creates regular opportunities for leaders to accurately reflect on their school through a comprehensive self-evaluation tool. This is supported with termly Team Around the School (TAS) meetings alongside the Primary School Improvement Team and complemented through commissioned work from other SAT primary schools through the cluster model. This ensures we are always driving a culture of improvement and allowing best practice to be shared and shaped to reflect the needs and contexts of individual schools. Highly effective systems permeate all aspects of our schools and we maintain a relentless focus on high quality teaching and learning. In the rapidly changing landscape, for vulnerable and complex learners, we strive to develop our pedagogy as a vehicle for inclusion. Our outcomes reflect our aspiration and our recent outcomes were above or in-line with national in all areas at KS2, with improvements on the previous year in every measure. This is testament to our 'whole child approach', as many of our children join us with low start points and from complex backgrounds.

#Partnership

As Principal of Millside Spencer Academy, you can expect to work alongside our trust-wide team of exceptional leaders. Support from within the central team includes comprehensive and innovative ways of working for school improvement, finance, HR and estates. Embedded systems support systematic working and our approachable team ethos means that someone is always there to help – either to ask a question or find an answer.

As a family of schools, we have a wide and varied context, many of our schools are providing an exceptional education for high numbers of disadvantaged children, an increasing number of EAL children and growing numbers of children with complex SEND. We embrace our challenges and pride ourselves on our inclusivity. Our collaborative ethos means we can share and build knowledge to continually help and support each other on our journey together. As Principals we work closely together. Our vision and values unite us and as a result, collectively, we drive for the highest standards in our schools – where children always remain at the heart of our decision making.

Half-termly Principal Meetings provide high quality CPD, driven by our collective needs and the changing landscape in education. These are complemented by a programme of workshops throughout the year enabling a space to develop and focus on more challenging aspects of our work.

The Primary phase has a further level of collaboration through the cluster model. Schools are organised geographically and these development spaces provide a further vehicle for Principals, leaders and children to network together, including: teaching and learning networks; subject deep dives; forest school events; choirs; and themed days (led by our secondary schools).

We work as a team, looking out for each other, whilst always striving for the best for all our children.

#Responsibility

As part of Spencer Academies Trust, we have Derby Research School. As a result, the daily practice in the school reflects deep evidence-based approaches, based on the EEF. High quality CPD is beneficial to Principals' on an individual, school and trust-wide basis. The use of the implementation cycle can be explicitly seen in our schools and the quality of thinking and discussion within networks reflects this deep professional learning. Our Spencer Teaching School also offers a full suite of formal national leadership development programmes to executive level, as well as opportunities to network and explore innovation and research-based enquiry approaches to school improvement at all levels. As a group of Principals, we have opportunities across the year, to engage with professional development beyond our Trust. Most notably, we collectively visit Wellington College for their annual Festival of Education, for three days – which is a highlight of everyone's summer term. We are passionate about developing our people to be the best they can be and

do this by nurturing individuals. As a caring employer we understand the balance of challenge and support and do all we can to manage workload efficiently and effectively.

SPENCER ACADEMIES TRUST AS AN EMPLOYER

Delivering the best possible outcomes in our academies starts with a team that's motivated, supported and ambitious. It's our goal to be an employer of choice for school staff in the East Midlands, so we offer competitive employee benefits, including:

- Pay that is in line with or better than the Teachers and Educational Support national pay
- Flexible and family-friendly working policies
- Continuous service to those previously working in education
- Rigorous support from the central Trust team and other academies
- Partnership with Health Assured to provide support in mental/emotional wellbeing
- Free onsite parking for cars and bikes

Salary Sacrifice Schemes for cycling and technology At Spencer Academies Trust, we recognise that our colleagues cannot be there for our children and young people if we are not there for them first. We work hard to provide a supportive, warm working culture designed to uplift our employees, so we have created a comprehensive suite of employee benefits to support your professional, physical, and social-emotional wellbeing.

Interested?

If you are interested in the role, would like an informal conversation or would like to arrange an opportunity to visit Millside, please do not hesitate to contact me via email:

✉ kgreen@spencertrust.org.uk

I look forward to hearing from you.



Kate Green Director of Primary Education



TERMS AND CONDITIONS

Term	Permanent
Salary	L14-20
Pension	Teachers' Pension Scheme
Hours	Full Time
Office Accommodation	The registered place of work will be: Millside Spencer Academy
Right to work	The successful applicant will need to provide proof of the right to work in the UK before taking up the post.
Safeguarding	The successful applicant will need to complete level 2 safeguarding training (online) prior to taking up the post.

JOB DESCRIPTION

Establishment:	Millside Spencer Academy
Post Title:	Principal
Reporting to:	SAT Chief Executive and Director of Primary Education



OVERALL PURPOSE OF POST

With a belief there can be no ceiling on student achievement and a passion for equality, the principal brings strategic direction and professional credibility to Millside Spencer Academy. The Principal is accountable to the Chief Executive and Primary Director of Education for ensuring that the academy continues to improve the life chances of children and young people by raising aspiration and fulfilling potential.

The Principal will provide professional leadership and management of their individual academy and must establish a culture that ensures safeguarding, promotes excellence, equality and high expectations of all pupils, whilst contributing to the success of all pupils within the Spencer Academies Trust.

Duties and Responsibilities

- provide inspirational and effective leadership and management of the Academy, ensuring pupils make outstanding academic and personal progress
- effectively implement and embed the SAT values and principles of working in collaboration and upholding the SAT mission, vision and beliefs
- provide leadership across all aspects of the Academy, including professional leadership, management and control
- create a culture of constant improvement and serve as an inspirational leader, committed to the highest achievement in all areas of academy work
- line manage the Senior Leadership Team within the Academy
-

The postholder is expected to operate in the context of the national Head Teacher Standards. The current standards can be found at:

➤ <https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>

and the role specific expectations can be found below:

1. School culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- 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

2. Teaching

- 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
- ensure effective use is made of formative assessment

3. Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular 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

4. Behaviour

- 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 pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

- 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

6. Professional development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school 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 school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

- 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
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

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

10. Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

In addition to the national Headteacher standards, the following responsibilities also apply:

- Safeguarding children and Safer Recruitment
- Ensure safeguarding through promoting the welfare of children and young people and following all associated child protection and safeguarding policies as adopted by Spencer Academies Trust
- Ensure that all policies and procedures adopted by the Trust are fully implemented and followed by all staff
- Ensure that sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities

General

- Work in a professional manner and with integrity and maintain confidentiality of records and information
- Maintain up-to-date knowledge in line with national changes and legislation as appropriate to the role
- Be aware of and comply with all Trust policies, including in particular Health and Safety and Safeguarding
- Participate in the Trust appraisal process and undertake professional development as required
- Adhere to all internal and external deadlines
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated academies and other agencies as appropriate to the role. These above-mentioned duties are neither exclusive nor exhaustive; the post-holder may be required to carry out other duties as required by the Trust.

PERSON SPECIFICATION

Qualifications and Experience	E	D
Qualified Teacher status within the 3-16 age range	•	
Honours Graduate or equivalent	•	
Further relevant accredited professional/academic study		•
Relevant professional development within the last 2 years	•	
NPQH qualification		•
Recent senior leader experience in a UK or international Primary School	•	
Experience within the primary age range including thorough knowledge of the National Curriculum	•	
Experience in Early Years		•
Proven track record in leading and managing successful teams which have made a significant contribution to school improvement	•	
Experience of evaluating quality and standards in provision and outcomes	•	
Experience of developing and delivering a relevant, effective curriculum	•	
Involvement in managing organisational change	•	



Knowledge and Skills	E	D
Highly effective classroom practitioner	•	
Up-to-date primary phase knowledge including pedagogy, curriculum and research findings	•	
Thorough knowledge of procedures for safeguarding and promoting children's welfare	•	
Knowledge of how to allocate available financial resources to meet school priorities	•	
Ability to generate and share a vision, and to motivate others to engage with it	•	
Ability to develop and maintain appropriate relationships and establish effective stakeholder partnerships within and beyond the academy and cross phase	•	
Excellent interpersonal, oral and written presentation skills/communication across the spectrum of stakeholders	•	
Ability to use data and a range of sources of evidence to make judgements and identify priorities	•	
Ability to undertake robust and accurate school self-evaluation, using the outcomes to plan effectively for improvement	•	
Excellent influencing skills and the ability to engage others in new ideas	•	
Able to inspire, challenge and motivate others through a range of leadership styles	•	
Excellent organisational skills, able to manage workload, delegating to others where appropriate and to work under pressure	•	
Ability to enthuse and direct students and staff towards raising expectations and levels of achievement	•	
The ability to meet deadlines	•	
Good ICT skills	•	



Personal Qualities	E	D
Self-aware, with knowledge of one's strengths and preferences and can relate to different personality types well.	•	
An inclusive mindset	•	
Self-motivated and resilient	•	
Willingness to learn	•	
Ability to work flexibly within a team and lead by example	•	
Uncompromisingly ambitious for students and their life chances	•	
Creativity and problem-solving skills	•	
Personal integrity	•	
Recognition of the importance of personal responsibility for health and safety, including safeguarding	•	
Commitment to the Trust's ethos, aims and whole community	•	

The successful candidate will:

- have a strong track-record of success in their current role within a UK or international primary school
- be a strategic thinker who can design and implement school improvement systems
- be able to solve problems in a creative, resourceful and pragmatic way
- be excited by the challenge of the unknown with the resilience to respond to the unexpected and the flexibility to be hands-on
- ensure the delivery of an ambitious high-quality curriculum that meets the needs of all children
- be an outstanding and reflective practitioner who has teaching and learning at the heart of everything that they do
- effectively model leadership behaviours to lead a cohesive team in which morale is high
- innovate within and beyond the curriculum to address social disadvantage and fully meet the specific needs of pupils with special educational needs
- be able to easily convey their passion that absolutely every child can succeed and promote an environment in which this happens
- maintain the quality of care for the whole child that characterises all of our Trust schools
- enjoy the opportunity to work collaboratively with a supportive Trust and other inspirational Principals

If you feel you can meet the challenge and be part of a successful and dynamic Trust, effectively leading Millside Spencer Academy, then we would like to hear from you.

WANT TO FIND OUT MORE?

If you have any questions regarding the role or would like an informal discussion with Kate Green, Director of Primary Education, please phone **0115 646 4200** to make an appointment.

HOW TO APPLY

This post is being advertised internally to The Spencer Academies Trust. To apply, please submit your application through **My New Term**:

► <https://mynewterm.com>

by

📅 **Friday 12 January 2026**

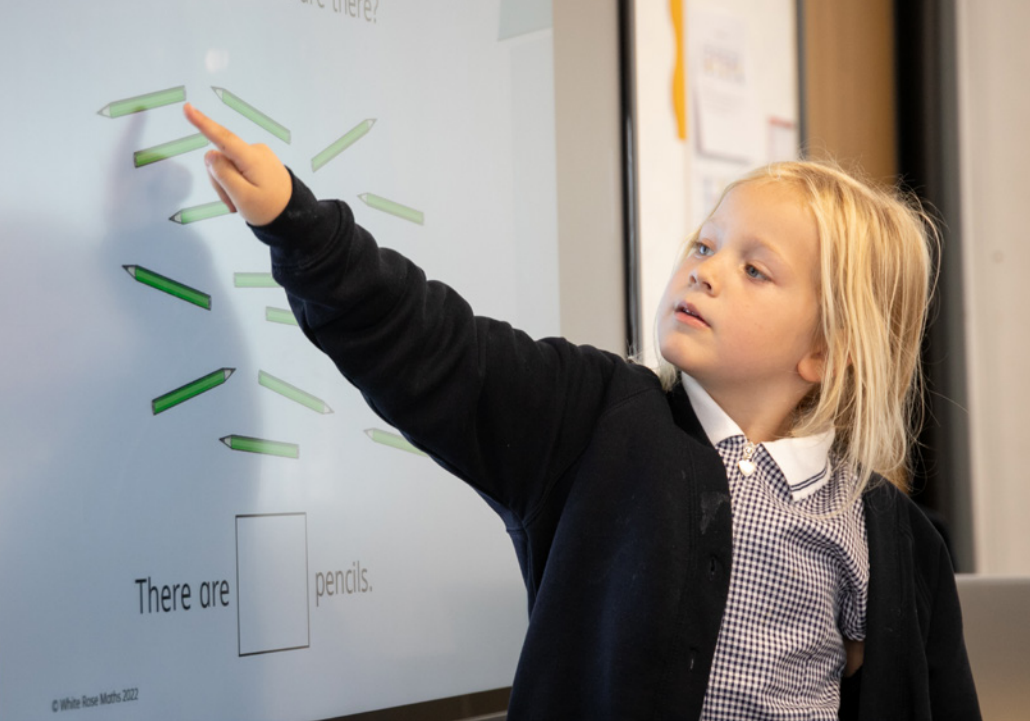
The letter should detail your reason for wanting to be principal of Millside and your suitability for the role.

All expressions of interest will be acknowledged. Spencer Academies Trust is an equal opportunities employer. All expressions of interest will be acknowledged. Spencer Academies Trust is an equal opportunities employer.



Disclosure & Barring Service

Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our children and young people. Therefore, we expect everyone to share this commitment. All appointments are subject to satisfactory pre-employment checks, including a satisfactory Enhanced criminal records with Barred List Check through the Disclosure and Barring Service (DBS) and the completion of Level 2 Safeguarding training. It is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity).





CONTACT INFORMATION

📍 **Spencer Academies Trust**
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📷 [spenceracademies](https://www.instagram.com/spenceracademies)

📘 [SpencerAcademiesTrust](https://www.facebook.com/SpencerAcademiesTrust)

🌐 [the-spencer-academies-trust](https://www.linkedin.com/company/the-spencer-academies-trust)

✉️ [satrust_](https://www.whatsapp.com/channel/0029va333333333333333333)

📺 [@spenceracademiestrust5887](https://www.youtube.com/channel/UC58875887588758875887)



SPENCER


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#ASPIRATION #PARTNERSHIP #RESPONSIBILITY