



Hillside  
Primary  
School

**Candidate Pack**  
Headteacher  
SUMMER 2026



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# Dear applicant



*Thank you for your interest in becoming a Headteacher with Active Learning Trust. I know that choosing where to build your career is a big decision, and before I share the details of the role, I want to tell you why this is such a special place to work.*

*At ALT, we do things differently. We are a values-led organisation that believes our people are our greatest strength. We invest deeply in the adults who work with us, because we know that when they thrive, our pupils thrive too.*

*Ours is a community built on trust, care and ambition – where every member of staff is encouraged to discover their strengths and to take opportunities. As a Headteacher at ALT, you will be expected to nurture the next generation of leaders, and to foster an environment where students and staff alike feel empowered, valued and inspired.*

*We don't see education as just a system; we see it as a moral mission. Every day, our staff bring energy, compassion and commitment to their roles, united by the belief that every child deserves the very best. In turn, our trust delivers high quality professional development and unwavering support so that together we can achieve extraordinary things.*

*If you share our values and our passion for making a difference, we would be delighted to hear from you. I look forward to the possibility of welcoming you into our Trust – a place where people matter, potential is nurtured, and purpose drives everything we do.*

*With warm regards,*



**Lynsey Holzer**  
Chief Executive Officer

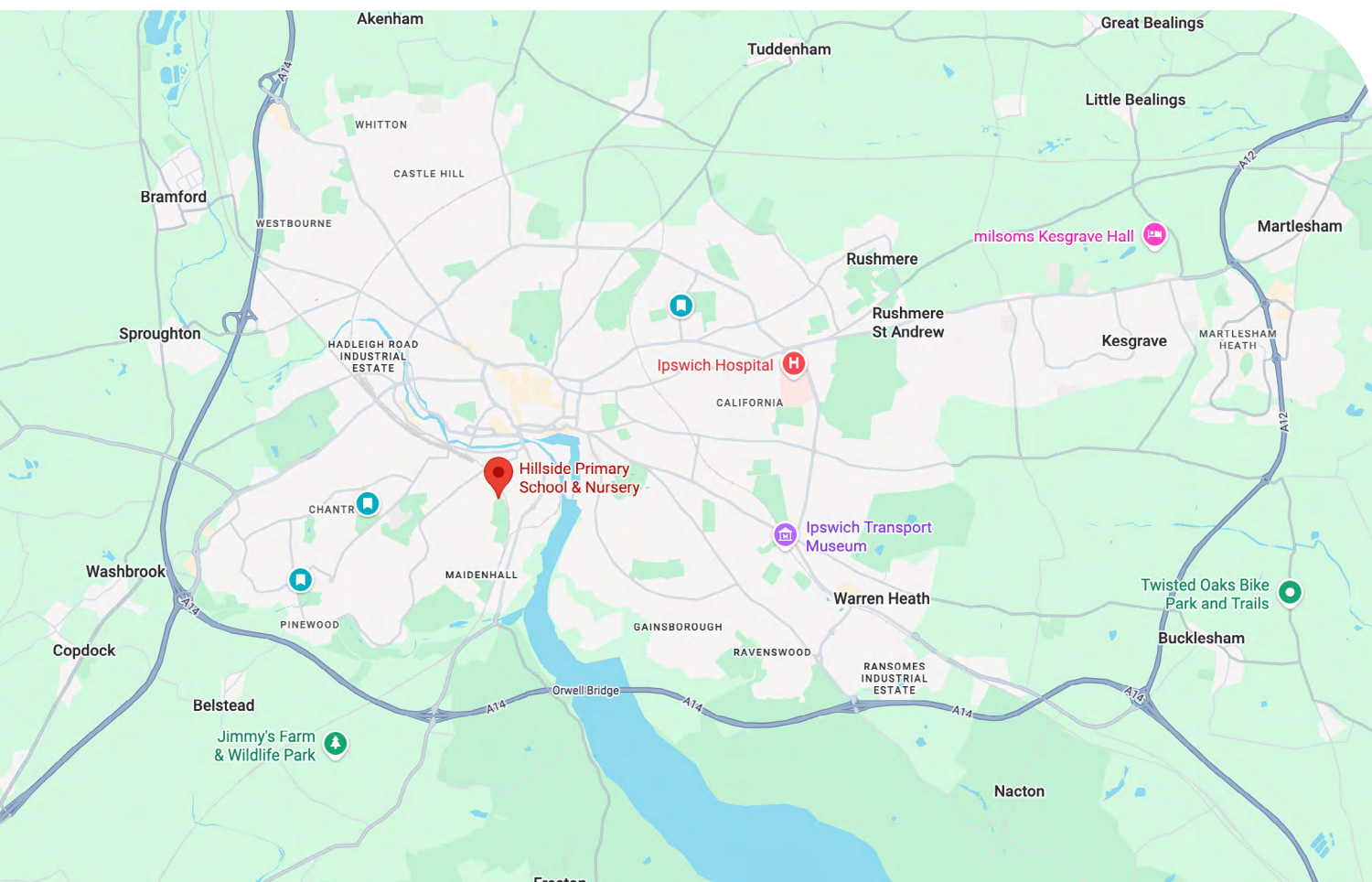
# Hillside Primary School

Hillside Primary School is a warm, welcoming school for children aged 3 to 11, serving families in Maidenhall, Stoke and the surrounding area of south-west Ipswich. We are proud of our diverse community, our high expectations for every pupil and the progress our school continues to make. Through strong relationships, thoughtful support and opportunities both in and beyond the classroom, we help children feel secure, so that they can enjoy learning and growing in confidence, independence and ambition.

Relationships are central to life at Hillside and our staff always take time to understand the children and families they work with, whether a pupil has been with us since Nursery or has joined partway through the school year. Our pastoral and nurture support, our work with external professionals and our close relationships with parents and carers help us respond quickly when a child needs additional help. As a result, our pupils know that adults will listen to them and feel that there is always someone they can turn to.

That sense of security gives children the confidence to try new things and to take part in the many opportunities available to them here at Hillside, where learning extends well beyond the classroom. School trips, residential experiences, clubs, sport, pupil leadership and careers-related activities introduce children to new interests and possibilities that help them to develop independence, take responsibility and broaden their understanding of the world beyond their immediate community.

We are very proud of the progress our school continues to make. A strong focus on attendance, clear routines and a calm, purposeful learning environment help pupils make the most of every day. Our latest Ofsted inspection (Summer 2026) has recognised strengths across the school, including inclusion, early years, behaviour, leadership and personal development, and we continue to build on these foundations through a clear focus on teaching, learning and achievement for every child.





# Active Learning Trust

## Overview

Our multi-academy Trust was originally established in 2012 and is currently made up of 1,600 staff across 21 schools in East Anglia, serving over 8,600 young people and their families. Our shared Trust mission of delivering excellence to ensure our young people can thrive and prosper is at the heart of everything we do.

Our trustees fulfil their duties through our Trust Leadership Team, which includes our central team and school leadership teams, working together as one unified organisation with joint accountability. We have an established central team that is not only knowledgeable but also driven by an imperative to deliver the very best for the young people in our care.

At Active Learning Trust, we are restless for excellence and improvement so that our children can thrive and prosper. Deeply rooted in the heart of our communities, people choose to join our trust because we make a difference. We explore the art of the possible to find the right solutions for our children, our people and the wider education sector.

## Our Team

Our team is made up of experts across all specialist areas, including education, finance, HR, communications and marketing, estates, governance, procurement, data and IT. Their skills allow us to deliver shared savings and, more importantly, provide essential services to schools, enabling school-based leadership to focus on improving outcomes for pupils in the broadest sense.

- We know our schools exceptionally well and we offer both honest reflection and evaluation of our strengths and areas for improvement.
- We have clear and appropriate plans for continuing to improve the quality of education and pupil achievement.
- We encourage and celebrate the individual characteristics of each of our schools and provide them with a good balance of autonomy central oversight and accountability.

## Our People-First Philosophy

At Active Learning Trust, we invest in you from day one. We love working with specialists that are united by their skills and passion for shaping the future of education. We provide tailored coaching, leadership training and clear progression pathways that turn roles into fulfilling, lifelong careers. Guided by our values of open dialogue, bold thinking and supportive teamwork, we put your growth and well-being at the heart of everything we do - so you can focus on making a real difference in our schools and beyond.

## Our Values

At the heart of our Trust are five core values that shape our culture and guide every aspect of our work. They influence our interactions, decisions and strategic direction, and they unite our school communities.



**I aspire, we achieve**



**We're curious, creative and bold**



**A family, not a house share**



**Comfortable being candid**



**Humour, humility, humanity**



“

*ALT creates environments where professionals can be bold and courageous in their practice, bringing about excellent outcomes for both students and staff. Our students receive the best standard of education from practitioners who are motivated to give their best as they are supported by a Trust that treats all with humanity, humility and humour!*

*More personally, I'm grateful for the CPD and career opportunities presented to me, that have allowed me to grow from an NQT into a Headteacher in 8 years.*

**Louise Creed**  
Headteacher, The Albert Pye  
and Ravensmere Schools Federation

# Job Vacancy

## Headteacher

### Lead a school where every child is supported to thrive

Hillside Primary School is seeking a Headteacher with the vision, integrity and determination to lead a school community where achievement, belonging and opportunity go hand in hand. As part of the Active Learning Trust, this role offers the chance to combine strong, purposeful leadership with the power of collaboration across a wider family of schools. We are looking for someone who can inspire and develop others, maintain an uncompromising commitment to safeguarding and pupil success, and translate ambitious ideas into meaningful outcomes for children. With staff development, community partnership and continuous improvement at its heart, this is a role with both impact and purpose.

### Summary of Key Responsibilities

- Provide strategic leadership to drive high standards of achievement, behaviour, attendance and pupil wellbeing.
- Ensure safeguarding remains central to all aspects of school life and fulfil designated safeguarding responsibilities.
- Lead, develop and hold staff accountable for delivering excellent teaching and learning.
- Oversee curriculum, resources and finances to secure the best outcomes for pupils.
- Build strong partnerships with families, governors, the Trust and the wider community to support continuous school improvement.

### Why Join Our Trust?

- Belong to a compassionate and inclusive trust that values you and the role you play.
- Join an experienced group of people that are fully dedicated to delivering the best for our children.
- Gain access to our VivUp employee benefit system, Cycle to Work scheme and local government pension scheme.

### Contact

If you would like an informal discussion about the role, or for more info, please contact Rae Aldous, Director of Primary Education, at: [rae.aldous@activelearningtrust.org](mailto:rae.aldous@activelearningtrust.org)



**Hillside  
Primary  
School**

### Location

Ipswich, Suffolk

### Contract

Full time, Permanent

### Salary

Leadership L18 - L24  
£78,702- £91,158

### Start Date

January 2027

### Interviews

W/C 14 September 2026

# Job description

## Headteacher

**Salary:** Leadership Scale L18 – L24

**Academy Site:** Hillside Primary School

**Reporting to:** Academy Improvement Lead

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### Main purpose

The Headteacher is accountable to The Active Learning Trust and the Local Governing Body for the professional leadership, strategic direction, and operational management of the academy in order to ensure that the academy's aims are implemented in accordance with the academy improvement plan and the policies of the Trust and Local Governing Body.

The Headteacher will be a proactive and committed part of the senior leadership groups across the Multi-Academy Trust and is required to monitor, evaluate, and review the impact of policies, priorities, and targets of the academy and take timely action as necessary.

The Trust and the Local Governing Body are committed to safeguarding and promoting the welfare of children and young persons and the Headteacher must ensure that the highest priority is given to following the guidance and regulations which safeguard children and young people.

### Duties and responsibilities

The following duties are to be carried out in consultation with, as appropriate, the Local Governing Board, the MAT's Trustees, the MAT Executive Leadership Team and Central Team, the staff and parents and children/pupils.

#### Leadership and Management of Pupil Achievement, Progress and Safety

- Ensure that student safety and safeguarding is at the centre of all of the school's functions, in particular strategic planning and resource management.
- Ensure an aspirational culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning and the learning of others.
- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every student's learning.

- Implement strategies which secure high standards of behaviour and attendance, student welfare, and citizenship.
- Ensure collaboration with other agencies in providing for the intellectual, spiritual, moral, cultural, physical, social and emotional wellbeing of pupils.
- Act as the Designated Safeguarding Lead or Deputy Safeguarding Lead for the school and ensure appropriate levels of capacity and coverage at all times for the safeguarding responsibilities of the school.

## **Leading and Managing Employees**

- Ensure that outstanding teaching is the primary objective for all teachers.
- Lead, motivate, support, challenge and develop employees to secure improvement.
- Ensure that all employees are engaged with the school's key priorities and the development of the school's aims and objectives, through effective communication across the whole school community, whether they be teaching or support staff.
- Maximise the contribution of employees to improve the quality of education provided and standards achieved.
- Implement and sustain rigorous procedures for monitoring the performance of all employees including objective setting and personal development plans.
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams.

## **Leadership and Management of Curriculum**

- Determine and ensure implementation of a diverse, flexible curriculum to ensure high quality and personalised learning experiences for pupils of all backgrounds and abilities.
- Develop and champion the impact of the school's specialisms on pupil opportunity and outcomes.
- Ensure that the curriculum is providing for the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of all pupils.
- Ensure that the curriculum enables pupils to progress to sustained engagement in education on exit from the school.

## **Managing Resources**

- Promote creativity, innovation and the use of appropriate existing and new technologies to achieve excellence.
- Agree and set appropriate priorities for expenditure with the Local Governing Body; allocate funds and monitor the effective administration and control of school budgets so that the academy secures its objectives.
- Deploy and manage the school's financial and human resources efficiently and effectively to achieve the school's educational goals and priorities in line with the school's strategic plan and financial context.
- Ensure school buildings and facilities meet the needs of the pupils and employees and are of the highest standard of cleanliness and repair and compliant with health and safety regulations.
- Explore and develop additional sources of funding.

## **Stakeholders and the Local Community**

- Secure the commitment of all parents and carers, especially hard-to-reach parents, and the wider community to the vision and direction of the school.
- Act at all times as an ambassador for the school in a manner which upholds its values and ethos.

- Seek opportunities to communicate and enhance the value of the school to other sectors of the local community.
- Contribute to the development of the education system by sharing effective practice, working in partnership with other schools, especially feeder primary schools, and promoting innovative initiatives.

### **Accountability and Governance**

- Work with the Central Team and Local Governing Body to analyse and plan for the future needs and further development of the school within the local, national and international context.
- Translate the vision into a School Improvement Plan (or other relevant plans) with agreed, prioritised, objectives and operational plans which will promote and sustain school improvement within an agreed timeframe.
- Encourage a school ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, the Trust, the local authority, the local community, Ofsted and others, to enable them to contribute effectively.

### **Teaching**

- Teach as necessary and appropriate relative to the other duties of the post.

### **Generic responsibilities of all Active Learning Trust employees**

- To consistently uphold the Trust's Aims, Visions and Values.
- To work in a co-operative and polite manner with all stakeholders and visitors to promote and enhance the reputation of the academies and Trust.
- To work with children and young people within the framework of the academy in a courteous, positive, caring, and responsive manner.
- To take an active and positive role in the Trust's commitment to the development of staff and review procedures, undertaking training as required.
- To act in a professional way that is consistent with the values and expectations of the Trust.
- To be responsible for promoting and safeguarding the welfare of children and young persons.

The Active Learning Trust is committed to safeguarding and promoting the welfare of all children and young people. We expect all staff to actively share this commitment. All adults working in our Trust in whatever capacity will be part of a thorough safer recruitment process. All appointments will be subject pre-employment checks including the taking of satisfactory references and enhanced criminal record clearance (via the Disclosure and Barring Service) in line with the need to create and maintain a safe culture.

*Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks expected to be carried out. It will be reviewed annually in conjunction with the appraisal process and planning for the next academic year. It will be reviewed, and it may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Trust at the reasonable discretion of the Reports to Manager.*

# Person Specification

## Headteacher

**E** = Essential / **D** = Desireable

| Qualifications & Training                                                                                                                                                                     |   |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| Qualified Teacher Status (QTS) and first degree (or equivalent, e.g. Cert Ed)                                                                                                                 | E |   |
| Record of CPD relevant to Headship                                                                                                                                                            | E |   |
| Higher degree relevant to Headship                                                                                                                                                            |   | D |
| National Professional Qualification for Headship (NPQH)                                                                                                                                       |   | D |
| CPD record includes substantial relevant achievement                                                                                                                                          |   | D |
| Experience                                                                                                                                                                                    |   |   |
| Successful track record of leadership in the primary/secondary sector in England                                                                                                              | E |   |
| Successful track record in managing and deep appreciation of monitoring and evaluation techniques of student/pupil progress, translating into detailed plans with specific measurable targets | E |   |
| Successful school development planning, and a strong track record of implementing and managing the delivery of sustained improvements                                                         | E |   |
| Substantial successful teaching experience in the age range                                                                                                                                   | E |   |

| Skills and Knowledge                                                                                                                                                                                    |   |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|
| Ability to identify and grapple with priority issues and be adaptable and responsive to circumstances                                                                                                   | E |  |
| Ability to inspire high levels of performance in students/pupils                                                                                                                                        | E |  |
| The ability to analyse the complex issues relating to students'/pupils' attainment and progress and develop effective and creative responses                                                            | E |  |
| Knowledge understanding and experience of Safeguarding and Safer Recruitment policies procedures and practices                                                                                          | E |  |
| High-level understanding and implementation of management structures and systems, with appropriate delegation, monitoring and enforcement of accountability                                             | E |  |
| Able to inspire and maintain high morale, address problems and resolve conflict by applying skills of arbitration and reconciliation in the context of persistently pursuing accountability             | E |  |
| Depth of knowledge of the National Curriculum and sound experience of curriculum delivery, monitoring and assessment                                                                                    | E |  |
| The ability to analyse complex curriculum issues and develop effective and creative responses                                                                                                           | E |  |
| In-depth knowledge and understanding of current national and international curriculum thinking which informs school priorities and developments and against which the school's progress can be measured | E |  |
| A vision for 21st Century curriculum provision and learning environment                                                                                                                                 | E |  |
| The ability to analyse complex issues relating to finance and resources and learning environment issues and develop effective and creative responses                                                    | E |  |
| Effective communication with staff, parents, pupils and governors and is sensitive to the school's role within the community                                                                            | E |  |
| Ability to establish effective links with the community                                                                                                                                                 | E |  |
| Evidence of the ability to establish a "standing" within the community and engagement with a wide variety of stakeholders                                                                               | E |  |

| Personal Qualities                                                                                                                                                                                                                                                                    |   |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|
| Embodies of the Active Learning Trust's values: <ul style="list-style-type: none"> <li>- I aspire, we achieve</li> <li>- We're curious, creative and bold</li> <li>- A family, not a house share</li> <li>- Comfortable being candid</li> <li>- Humour, humility, humanity</li> </ul> | E |  |
| Commitment to uphold the seven principles of public life (the <a href="#">Nolan principles</a> ) at all times                                                                                                                                                                         | E |  |
| Commitment to maintaining confidentiality at all times                                                                                                                                                                                                                                | E |  |
| Capacity for personal development                                                                                                                                                                                                                                                     | E |  |
| Consistency of judgement and inner integrity                                                                                                                                                                                                                                          | E |  |
| Concerned about individual student/pupil needs; regards personal safety and achievement for each individual as the highest priorities                                                                                                                                                 | E |  |
| Positive and approachable with a commitment to equal opportunities and high achievement                                                                                                                                                                                               | E |  |
| Equal Opportunities                                                                                                                                                                                                                                                                   |   |  |
| Commitment to inclusion, equality and diversity                                                                                                                                                                                                                                       | E |  |
| Safeguarding                                                                                                                                                                                                                                                                          |   |  |
| Commitment to safeguarding and promoting the welfare of children and young people.                                                                                                                                                                                                    | E |  |

# Application Process

## How to Apply

You can browse and apply for all Active Learning Trust vacancies by clicking the link below to access our recruitment platform. Once you have found the corresponding vacancy, click on the 'Apply Now' button to begin your application. You can save your application and return to it at any time. Please ensure you have completed and submitted your application before the deadline shown on the job advert.

[View current vacancies](#)

## Hints and Tips

To increase the chance of your application being considered for the role, please follow these steps:

- Use the Person Specification document to write your application. Consider using the headings and give examples where possible.
- Check for punctuation and grammar errors.
- Ensure your first referee is from your current or most recent employer. If you are employed within a school or academy, ensure you list your Headteacher as your first referee.
- All gaps in employment history must be explained. This should start from the date you left full-time education, including the summer holiday.

## Useful Information

As an equal opportunities employer, we welcome applications irrespective of race, gender, religion, disability, sexual orientation and/or age. We value the individuality and creativity that every worker potentially brings to the workforce.

No CVs are accepted in line with requirements of Keeping Children Safe in Education, therefore all applications are required to be completed using the MyNewTerm platform.

The Active Learning Trust reserves the right to interview and appoint prior to the advert closing date. With this in mind, we encourage you to apply as soon as possible.

The Active Learning Trust is committed to safeguarding and promoting the welfare of all children and young people. We expect all staff to actively share this commitment. All adults working in our Trust in whatever capacity will be part of a thorough safer recruitment process. All appointments will be subject to pre-employment checks including the taking of satisfactory references and enhanced criminal record clearance in line with the need to create and maintain a safe culture. Please be advised that references may be requested prior to interview for roles within our academies, where permission has been given to do so via MyNewTerm.

Candidates are advised that, if shortlisted for interview, they will be subject to an online search of information in the public domain.

This post will come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.



