



# Principal Milton Special School

Rotherham

Appointment: September 2026

Salary: Leadership Scale (L18–24 £78,700 - £91,156)

Contract: Full time, Permanent

Create | Pioneer | Collaborate | Inspire | Achieve



## Context

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### About Milton Special School

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Milton Special School is an ambitious and nurturing through-school for pupils aged 4 to 16 with an Educational Health and Care Plan. The changing cohort of pupils includes a wide range of special needs. As part of Venn Academy Trust, Milton has been on a journey of rapid improvement to become a warm and welcoming special school where pupils thrive and achieve great things.

Milton values are at the heart of our school. Our values of Be Kind, Be Creative, Be Proud are lived out daily through a culture of positive behaviour and relationships, assemblies, the curriculum and enrichment experiences. Pupils and staff talk about our values and live our values.

Our staff work tirelessly to provide the best care and support to create a sense of belonging for each child and family. We help our pupils find their voice, talents and interests.

Milton classrooms are designed around inclusive quality first teaching for each of our curriculum pathways. Our rich, broad and coherently designed curriculum balances academic achievement with life skills and personal development. Our ambition is that all pupils achieve the best possible outcomes and are prepared for their next phase of education and adulthood.

# Context

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## About Venn Academy Trust

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Venn Academy Trust was established in 2015 through the partnership of two Headteachers determined to build something different: a trust rooted in inclusion, discipline and high expectations. Since then, Venn has grown to fourteen settings across four local authorities, spanning mainstream, specialist and alternative provision.

Our schools are independent in character and design. Each academy is shaped around the needs of its pupils and community, with its own curriculum model, staffing structure and operational approach. What binds them together is clarity of culture, disciplined safeguarding, strong behaviour systems and an unwavering belief that every child deserves a high quality education.

Venn has established a strong reputation for specialist provision across a broad range of need. This includes Social, Emotional and Mental Health needs, Speech, Language and Communication needs, Autism, Moderate and Severe Learning Difficulties, medical provision and alternative pathways. Our expertise lies not in one category of need, but in building environments where complex learners can succeed.

### Across our settings, we combine:

- Clear behavioural frameworks grounded in consistency and relational practice
- Carefully sequenced, ambitious curricula adapted to specialist contexts
- Strong pastoral and therapeutic systems
- Robust safeguarding and attendance processes
- Ongoing professional development through trust wide leadership and training networks

*From early years to post sixteen, our work is built on the principle that inclusion must be academically ambitious. Support does not mean reduced expectation.*

# Context

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## Venn's Values

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### **Pioneer**

We design provision that meets need rather than convenience. Where existing systems are insufficient, we build new ones.

### **Inspire**

We develop resilient, confident learners who are equipped to navigate challenge and embrace opportunity.

### **Achieve**

We expect strong progress and meaningful personal development for every pupil, regardless of starting point.

### **Collaborate**

We work alongside families, commissioners and communities to secure sustainable outcomes.

### **Create**

We build cultures where all pupils are welcome, known and supported to achieve their full potential.

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# Context

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## About this role

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The new Principal will join at an exciting time when the focus can be on embedding and enhancing the curriculum to further improve outcomes for our wonderful pupils. With strong foundations in place, a culture of high expectations and an inclusive learning environment, Milton is ready for its next stage of development.

### We are looking for a Principal who:

- Ensures our pupils feel safe, happy and able to learn
- Demonstrates an unwavering commitment in providing the best possible care and education for all pupils
- Is committed to providing the right curriculum for every pupil so they achieve great things and are prepared for adulthood
- Is passionate about inclusive classroom practice and providing the best quality first teaching for every pupil
- Champions the importance of good attendance and supports families to achieve this
- Builds strong relationships with families, the wider community, and external partners.
- Understands and is committed to pastoral support and behaviour management
- Inspires, empowers, nurtures and develops our talented team
- Provide inspirational leadership and a clear strategic vision for the whole school.
- Champion high standards of teaching, learning, care, and safeguarding across all phases.
- Lead with integrity, ambition, and a relentless focus on improving outcomes for pupils with complex needs.
- Ensure the effective management of resources, compliance, and operational excellence.

# Context

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## About You

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### We are looking for a leader who:

- Has recent, successful senior leadership experience within specialist or inclusive educational settings
- Has a proven track record of school improvement
- Is an excellent communicator and can build on the successful working relationships with families, staff, local authority and wider community
- Demonstrates a deep understanding of SEND and a commitment to ensuring every learner achieves their potential.
- Can motivate and empower others, building a positive and aspirational school culture.
- Is resilient, reflective, and values collaborative working.
- Brings strong organisational, financial, and strategic planning skills.

### We Offer

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- A school that is committed to inclusion, the importance of developing the whole child and building relationships that serve the whole school community
- A welcoming, committed, and highly skilled staff team.
- Pupils who inspire us every day.
- A network of Trust colleagues including principals from mainstream and specialist settings
- A dedicated and highly supported central team and trust board, with a clear vision and ambitious aspirations for the school and trust
- A new to headship programme to help build confidence, and the knowledge and skills to achieve personal and school success
- Supportive governance and trust-level collaboration.
- Opportunities for professional development and system leadership.
- The chance to lead a school with huge potential and a strong community identity.

## Context

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### How to Apply

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For an informal conversation about the role, please contact:  
**office-milton@vennacademy.org**

Visits to the school are warmly encouraged; please make an appointment to arrange.  
Please apply through My New Term

Closing date: **Monday 20 April 2026 - 9:00am**  
Interviews: **29 and 30 April 2026**

# Principle Accountabilities

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## 1. Core Purpose

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- 1.1. To promote and safeguard the welfare of children, young people and/or vulnerable adults
- 1.2. The core purpose of this role is to provide professional leadership and management at Milton Special School

### To achieve success, the Principal will:

- 1.2.1. Drive the culture and ambition of the Trust for the school to provide a school that reflects Venn
- 1.2.2. Contribute to the vision and provide leadership and direction
- 1.2.3. Effectively lead and manage teaching and learning to secure the highest possible levels of progress and attainment
- 1.2.4. Promote excellence, equality and high expectations of all pupils
- 1.2.5. Effectively and efficiently deploy resources to achieve the school's aims
- 1.2.6. Evaluate school performance and identify priorities for continuous improvement
- 1.2.7. Ensure effective and efficient day-to-day management, organisation and administration of the school
- 1.2.8. Secure the commitment of commissioners and the wider community, and encourage the involvement of parents and carers
- 1.2.9. Create a stimulating, nurturing, happy, safe and productive learning environment that is engaging and fulfilling for all pupils
- 1.2.10. Provide appropriate interventions and support for pupils with SEND needs, in particular Communication and Interaction and SEMH

## 2. Strategy

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- 2.1. The Principal will provide effective leadership of the school ensuring it meets the needs and interests of pupils
- 2.2. Lead the development of the school and create a successful ethos and practice
- 2.3. Demonstrate Venn's values in everyday work and practice
- 2.4. Work within the school community to promote and sustain continuous improvement in the school

## Principle Accountabilities

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- 2.5. Support members of the school community to create a positive and stimulating learning environment, making full use of their skills and talents
- 2.6. Ensure that learning is at the centre of strategic planning and resource management
- 2.7. Work with the Trust's Executive team to ensure the effective management and development of all resources.

### 3. Leadership and Management

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- 3.1. Provide motivational and inspirational leadership and work effectively with colleagues from other schools within the trust on shared projects and initiatives
- 3.2. Develop and embed an organisational structure that reflects Milton's values and ethos, and enables management processes to work effectively in line with legal requirements
- 3.3. Develop, implement and monitor clear, evidenced-based improvement plans and policies for the development of the school and its facilities
- 3.4. Recruit, retain and deploy staff appropriately and assist in managing their workload to achieve the school's vision and goals
- 3.5. Maximise the contribution of all staff to improve the quality of education provided and standards achieved
- 3.6. Manage the effective deployment and performance of all staff and ensure their professional development through effective systems for the management of staff performance
- 3.7. Provide effective induction, continuing professional development and performance management for staff
- 3.8. Prepare reports for the CEO and Board of Trustees and attend meetings when requested to do so
- 3.9. Work with the trust to manage communications so that the school builds an outstanding reputation
- 4.0. Review and proactively identify and manage the risks to the school through the Governance, Risk Management and Compliance system
- 4.1. Establish effective partnerships with commissioning partners and external professionals
- 4.2. Ensuring the SEND Code of Conduct is consistently and effectively implemented.

# Principle Accountabilities

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## 4. Teaching and Learning

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- 4.1. Deliver an innovative curriculum based on excellence for all, through personalised learning, in order to meet statutory requirements;
- 4.2 Proactively researching pedagogical approaches and resources to meet the changing needs of pupils and keep ahead of the curve with excellent practice
- 4.2. Develop an expert team of staff who are equipped with the knowledge and skills to remove barriers to learning for pupils with SEN needs; enabling pupils to make outstanding progress towards targets within their EHCP and improving their life chances
- 4.3. Ensure that the curriculum delivered matches the needs of all pupils and is supported by teaching of the highest quality
- 4.4. Establish and maintain a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every pupil's learning
- 4.5. Create a culture and ethos of challenge and support where all pupils achieve success and become engaged in their learning
- 4.6. Implement strategies that secure high standards of behaviour and attendance
- 4.7. Monitor and evaluate the curriculum for both quality and value for money
- 4.8. Ensure pupils feel happy, safe, and supported; and provide strategies for pupils to have a voice to be able to say how they think their needs are best met
- 4.9. Monitor, evaluate and review classroom practice and promote improvement strategies
- 4.10. Demonstrate and articulate high expectations and set stretching targets for the whole school community
- 4.11. Achieve robust systems of pastoral care and personalised learning to ensure every pupil feels valued, and is known and supported in school.
- 4.12. Be abreast of SEND issues, being aware and able to interpret guidance in a personal child centred approach, championing this at all times

## Principle Accountabilities

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### 5. Finance, Procurement and Resources

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- 5.1. Follow all of the Trust's policies, procedures and protocols and the standards set out in the Academies Financial Handbook
- 5.2. Work closely with the Trust to ensure the school meets the requirements of the Trust's long-term financial plan
- 5.3. Plan and manage the school's finances and resources to ensure maximum benefit for pupils
- 5.4. Be responsible for the school's buildings, equipment and grounds
- 5.5. Work with the Trust to support the Estate Management Plan
- 5.6. Provide advice to the Governing Body (and the Trust Board if required) on the formulation of the annual and projected yearly budgets.
- 5.7. Set appropriate priorities for expenditure and allocation of funds
- 5.8. Ensure that the accommodation provides a positive and safe environment which promotes well-being and high achievement for all
- 5.9. Manage and organise accommodation building efficiently to ensure it meets the needs of the pupils and staff
- 5.10. Ensure effective administration and audit control

### 6. Safeguarding and Health and Safety

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- 6.1. Follow all of the Trust's policies and procedures relating to legislative and statutory requirements, including on Health and Safety and Safeguarding, including those required by Company education and charity law  
Data Protection, and funding agreements
- 6.2. Promote a safe and healthy environment for pupils, staff and visitors
- 6.3. Be the school's designated safeguarding lead.

## Dignity at Work:

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To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age).

Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the Venn Academy Trust.

## Principle Responsibility

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The Principal will promote and support the vision of this setting by providing the day-to-day leadership and management that will build on the success and provide high quality education for its pupils. The Principal will be the first point of contact for all stakeholders and external agencies in matters relating to Milton School. The Principal will be an outward-facing ambassador for the setting and will promote and raise its profile in the local and wider community. The Principal will be the Designated Safeguarding Lead.

The appointment is subject to the current conditions of service for Headteachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation and Venn's Pay Policy.

In carrying out their duties, the Principal shall consult, when appropriate, the Trust, the Governing Body, the staff of the academy, the parent and carers of its pupils and its pupils.

The Principal will lead the staff team, to ensure the highest achievement of all pupils who attend.

# Structure Chart

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# Person Specification

The information listed as essential (shaded column) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS), T = Test/Assessment, P = Presentation.

Criteria	Essential	Desirable	How Identified
<b>1. Education, Qualifications &amp; Experience</b>			
Degree and recognised professional teaching qualification	✓		AF/Q
A record of recent and relevant continuing professional development	✓		AF
Significant experience as a senior leader in education (HT/DHT/AHT or equivalent)	✓		AF
SEND experience	✓		AF
A proven track record of effective outcomes when working with vulnerable children	✓		AF
A proven track record of successful partnership working with external stakeholders	✓		AF
Experience in delivering outstanding teaching and learning	✓		AF
Evidence of strategic planning and budgetary management	✓		I
Clear understanding of the current educational landscape	✓		I R
Post graduate educational or leadership and management qualification		✓	AF/Q
SEND qualification		✓	AF/Q
Leadership in an AP or specialist organisation		✓	AF/Q
Work across a range of school types and sizes		✓	AF
Successful management of organisational change (HR/Finance)		✓	AF
Experience of working in a specialist setting / SEMH experience		✓	AF
NPQH qualification or willingness to complete		✓	I
SENCO qualification or willingness to complete		✓	AF/I
<b>2. Knowledge, Skills &amp; Understanding</b>			
Comprehensive knowledge of Ofsted's Schools Inspection criteria and processes	✓		I/R
Ability to communicate in a way that inspires others	✓		I

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Criteria	Essential	Desirable	How Identified
Understanding of the statutory educational framework	✓		A/I/R
Clear understanding and knowledge of Information Management Systems and technological digital platforms for education use	✓		A/I/R
Experience of strategic planning and financial management	✓		AF
Experience of risk management	✓		AF/I/R
Understanding of equality and diversity in employment and service delivery	✓		AF
Clear understanding of governance structures and processes within a Trust context	✓		AF/I/R
Clear knowledge and understanding of DFE / other external body monitoring visits and inspections of new schools	✓		AF/I/R
Ability to write contracts and negotiate		✓	AF/I/R
Motivation to work with children and young people and/or vulnerable adults	✓		AF/I/R
Ability to form and maintain appropriate relationships and personal boundaries with children and young people and/or vulnerable adults	✓		AF/I/R
A knowledge and commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults	✓		AF/I/R
<b>3. Personal Qualities</b>			
Belief in and commitment to the over-arching values of the Trust	✓		I/R
Commitment to the highest standards	✓		AF/I/R
Ability to work flexibly and collaboratively as part of a team	✓		AF/I/R
Ability to build a positive organisational culture	✓		AF/I/R
A strategic and analytical thinker	✓		AF/I/R
Resilience	✓		I
Self-awareness	✓		I

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Criteria	Essential	Desirable	How Identified
Commercially aware in the context of educational commissioning		✓	AF/I
Project management experience		✓	AF
Commitment to supporting the well-being and workload of the staff team	✓		I

### Additional Requirements:

The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.

### Disclosure of Criminal Record:

The successful candidate's appointment will be subject to the Trust obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service (if ticked as an essential requirement).	✓		DBS Disclosure
If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	✓		AF (after short listing)
If the post-holder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A	AF (after short listing)

Venn Academy Trust is committed to achieving fairness and equality in employment and welcomes applications from all sections of the community.

Our Trust is fully committed to safeguarding and promoting the welfare of pupils and expects all staff to share this commitment.

The successful candidate will be required to undertake an Enhanced DBS check.

Online searches will be carried out as part of Venn Academy Trust's recruitment due diligence for all shortlisted candidates, in line with Keeping Children Safe in Education.