



Meridian
Trust



Northstowe

Learning Community

Principal

Recruitment Pack



Welcome Letter

Welcome to Northstowe Secondary College, part of the wider Northstowe Learning Community and Meridian Trust.

We are thrilled to have you join our team, and we look forward to continuing to inspire and support our students in their educational journey.

Northstowe Secondary College recently received its first-ever Ofsted inspection. The report, which comes just four years after the school opened, praises governors, trustees, and leaders at the school for their “relentless desire to provide the very best education for all pupils.” The quality of education, behaviour and attitudes, and personal development were all rated ‘Good,’ with leadership and management considered to be ‘Outstanding.’ This gave the school an overall judgement of ‘Good’.

The College, as part of the Northstowe Learning Community, is part of a growing education offer which now includes an expansion of the secondary school site to create 600 additional places. There is also a new 400-place sixth form, 630-place primary school, and 78-place pre-school.

Northstowe Secondary College holds the three key values of Kindness, Curiosity, and Hard Work at the heart of all that it does. All staff are expected to demonstrate those values towards others and to explicitly teach these to the children.

Our college is firmly underpinned and supported by the ethos and values of Meridian Trust, and these include:

- Achievement for All
- Valuing People
- A High-Quality Learning Environment
- The Pursuit of Excellence
- Extending the Boundaries of Learning



Dr Claire Mills – Principal



Martin Campbell – Executive Principal

Northstowe Secondary College is in an enviable position, located at the heart of what will be a thriving new community. It is our aim to deliver excellent education for local young people; to ensure that every individual is a confident successful learner, independent and a responsible and employable citizen.



Northstowe Secondary College is at the heart of the local community where every child is known, valued and supported.

In our school we focus on the development of the whole child. We believe that every child can achieve, given the right opportunities and we do not believe in putting a ceiling on a child's potential. We also understand that being successful at life means supporting students' personal growth and well-being. That resilience, perseverance and coping skills are essential for students to be able to tackle all that life brings. We pride ourselves on knowing and valuing every child to support them to achieve their dreams and ambitions.



Kind students who care about each other, the community and the wider world.

Curious students who want to find out more and are open minded to find creative solutions.

Hardworking students who practise, persevere and keep going even when things are challenging.

Northstowe Secondary College holds the three key values of **Kindness**, **Curiosity** and **Hard work** at the heart of all that it does. All staff are expected to demonstrate those values towards others and to explicitly teach these to the children. We are an inclusive family and expect our staff to be passionate about their subject and what it can give to children, adapt their teaching to meet the needs of the students, work proactively to promote good behaviour and to maintain these high standards in their classrooms and around the school. As a small group of staff in a brand-new school, we all have to go the extra mile however, we promote and support a good work life balance, we are a kind and supportive team and we have a lot of fun. If you think you have what it takes, then we look forward to hearing from you.

Meridian Trust Vision and Values

Meridian Trust exists to provide, support, and champion high-quality education at the heart of local communities.

As members of the Meridian family, trust academies aim to unite their pupils, families, and other local stakeholders around this common purpose to share experience and resources, to improve standards and to maximise our contribution to their wider communities. Our vision, mission and values guide and bring together each of the trust's academies.

Our Vision: High-quality educational provision for all at the heart of local communities

Our Mission: To deliver, promote and inspire high quality educational provision in schools at the heart of their local communities so that:

- Every child is a successful learner, confident individual, and responsible and employable citizen
- Every school is a hub for community activities, a centre for extended services and a source of immense pride for students, their families, and other local stakeholders

Our Values:

Pursuit of Excellence

- By expecting this of every person, every day
- Rejecting outright any sense of complacency
- Continually striving for the creation of a true meritocracy
- Promoting and celebrating elite performance inside school and in the wider world

Value our People

- Appreciating the incredible trust placed with us in educating young people and serving our community
- Valuing the diversity and qualities of our staff and students
- Ensuring that all students and staff feel known, appreciated, and supported
- Committing whole-heartedly to collaboration within, between and beyond our academies

Achievement for All

- Ensuring that every student achieves their maximum potential
- Maintaining a relentless sense of optimism
- Removing barriers to learning
- Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond

High-Quality Learning Environment

- Providing high quality buildings, engaging classrooms and excellent sporting facilities
- Delivering innovative learning resources and materials
- Ensuring a well-disciplined and caring environment
- Exploiting cutting edge technologies to expand the opportunities for students, staff, and our community to benefit from learning in a digital age

Extending The Boundaries of Learning

- Providing positive memorable experiences inside and outside of the classroom
- Providing a diversity of experience to all

- Opening up the world to all students
- Securing the very best future educational and vocational experiences for our students

Academies within the Trust

<https://www.meridiantrust.co.uk/cmat-academies/>

About Northstowe

Northstowe Learning Community is at the cornerstone of the new town of Northstowe. This unique town will have up to 10,000 homes, making it the largest new town in the UK since Milton Keynes.



Northstowe was designed to encourage active lifestyles, independence and happiness, providing excellent facilities for people to play, relax and enjoy sport.

To find out more about Northstowe, visit: www.northstowe.com.

Our Vision for Education in Northstowe

At the heart of Northstowe is the Northstowe Learning Community Campus.

We have an ambitious vision for Northstowe for a community learning campus that serves all ages and abilities, taking a lead role in bringing people together to create a sustainable and empowered local community. Our ambition is to create an all-through campus that will contain a nursery and primary school, a special educational needs (SEN) school, a secondary school with a dedicated post-16 centre and community sports and arts facilities.

An extension to the existing Secondary College building was completed for September 2024.

Construction for the sixth form and primary school buildings completed in Spring 2025. For more information about the build progress and future campus please visit <https://northstowe.education/>



JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title:	Principal
JD Reference:	Principal NLC
School/Academy:	Northstowe Learning Community (NLC)
Salary:	Leadership Band 9 (Points 32-36)
Responsible to:	Executive Principal

Role:	Provide professional leadership and management of the school, accountable to the Executive Principal and the Local Governing Body.
Purpose of job:	Providing clear vision and direction for the school to ensure that aims and targets are met.

Responsibilities and Accountabilities:

Headteachers, like other teachers, are expected to meet the teachers' standards. In addition, the headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

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.
- Ensure a culture of high staff professionalism.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Support for School/Academy/Place of work:

- Participation in staff events by arrangement.
- Attend Staff Meetings.
- Contribute and participate in Trust events and activities where possible.
- Develop and maintain effective working relationships with other staff and parents/carers.
- Adhere to the Trust values.
- Follow school policies, practices and procedures.

Data security:

- Act in accordance with legal provisions regulating confidentiality and security of data and information in accordance with GDPR regulations.

Health and Safety:

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare.
- To work/operate all equipment within Health and Safety and other legal regulations, including risk assessments.
- Contribute to the maintenance of a safe and healthy environment.

Continuing Professional Development:

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school/academy/place of work efficiency, which may lead to improvements in the day-to-day running of the Trust.
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping.
- Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice.

Child Protection and Safeguarding

- The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people.
- To inform the Child Protection Officer of any issues relating to the safety and well-being of students.

The post holder will undertake any other duties commensurate with the grade of the post, in consultation with line manager.

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

All staff will be subject to an enhanced check with the Disclosure & Barring Service.

Updated: January 2023

Person Specification – Principal	<p>Assessment Key:</p> <p>A = Application Form</p> <p>I = Interview</p> <p>RE = Reference</p> <p>AS = Assessment</p>
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Education and Qualification		Essential	Desirable	Assessment
1	Qualified Teacher Status.	✓		A
2	Good Honours Degree or equivalent.	✓		A
3	NPQH Award for all candidates where this is their first substantive post as a Principal since 1 st April 2009 (or undertaking course/ready to apply).	✓		A

4	Evidence of continuing professional development.		✓	A/I
5	Evidence of leading professional development activity.		✓	A/I
Experience		Essential	Desirable	Assessment
4	Operational awareness and understanding of legislative framework.	✓		A/I
5	Evidence of strong understanding of child protection issues within a school environment.	✓		A/I
6	Evidence of Safeguarding, Recruitment and Selection Training.		✓	A/I
Knowledge and Skills		Essential	Desirable	Assessment
8	Evidence as an outstanding leader in a senior leadership role.	✓		A/I/RE
9	Evidence of recent senior leadership experience in a school with a sixth form.		✓	A/I/RE
10	Evidence of successful strategic leadership and management.	✓		A/I/RE
11	Evidence of delivering 'Outstanding' results or above national expected rates of progress.	✓		A/I/RE
12	Evidence of raising standards of teaching and learning.	✓		A/I/RE
13	Evidence of both curricular and pastoral responsibilities.	✓		A/I/RE/AS
14	Evidence of successful school financial management.		✓	A/I/RE/AS
15	Excellent classroom practitioner.	✓		A/I/RE
16	Experience of working in schools in different contexts.	✓		A/I/RE
17	Ability to foster and promote good relationships with all stakeholders.	✓		A/I/RE
Personal Qualities		Essential	Desirable	Assessment

19	Clear thinker and optimistic and resilient person.	✓		I/RE/AS
20	Excellent interpersonal and communication skills.	✓		I/RE/AS
21	Think creatively and collegiately to solve problems and identify opportunities.	✓		I/RE/AS
22	Clear, fully inclusive, educational philosophy.	✓		A/I/RE
23	Commitment to continual improvement and challenging norms.	✓		A/I/AS