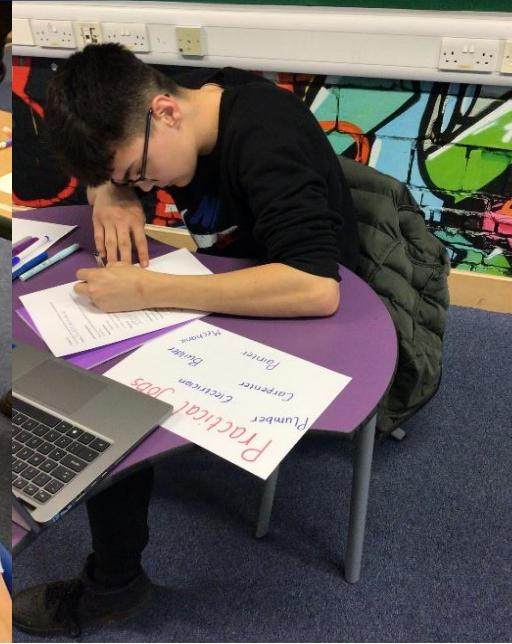




# The Harbour School

## Headteacher

## Recruitment Pack





Meridian  
Trust

## Content

<u>A Welcome from The CEO</u>	3
<u>About The Harbour School</u>	4
<u>A brief history of our Trust</u>	5
<u>Our Vison, Mission and Values</u>	6
<u>Why work for us</u>	7
<u>How to apply</u>	7
<u>About the Headteacher Role</u>	8
<u>Job description and Person Specification</u>	10



Valuing People



High Quality  
Learning  
Environment



Pursuit of  
Excellence



Extending the  
Boundaries of  
Learning



Achievement  
for all



# Meridian Trust

## Welcome from our CEO, Mark Woods



Thank you for your interest in joining the Meridian Trust family.

The success and growth of our Trust has been based on remaining focused on some critical principles:

- Every child is known, equally valued and supported to achieve their potential in all our academies. Every community we serve benefits from the facilities and services we provide.
- Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported.
- We ensure that well-run schools retain and develop their distinct contextual identity,

while sharing and contributing to our common values, practices, curriculum approaches and operational systems

Since 2011, thanks to the fantastic work of our staff, our Trust has grown from 1 to 35 academies whilst retaining our focus on working within an area that enables easy movement between our schools. From first developing an application in 2007 to open schools in the new town of Northstowe, we have been committed to the vision of being an all-through and all-inclusive Trust. Our Trust currently consists of 35 schools, 19 primary schools, 12 secondary schools, 3 special schools and 1 all-through. We are also currently developing 3 free school projects within our region.

Meridian also plays a key role in the wider development of education in the region. We are the home to the Cambridge and Peterborough Teaching School Hub and operate a vibrant Initial Teaching Training provider that trains upwards of 100 teachers annually. In addition, our commitment to the local community as an extension of our village college ethos means that we host a range of activity in our schools, including providing leisure and educational opportunities.

If being part of a dynamic, compassionate and dedicated group who believe we can really improve young people's life chances and opportunities by working together appeals to you, we very much look forward to receiving your application.



Valuing People



High Quality Learning Environment



Pursuit of Excellence



Extending the Boundaries of Learning



Achievement for all



Meridian  
Trust

## The Harbour School

Interim Headteachers: Mary  
Abeysekera & Sarah Louise



Thank you for your interest in The Harbour School, a specialist SEMH academy within Meridian Trust. We are offering two leadership opportunities: one at our established SEMH provision, The Harbour School (becoming a primary provision only), and a potential second role at our planned SEMH secondary provision, Greensand Academy. These roles offer a unique opportunity for a leader committed to transforming the lives of boys with complex social, emotional and mental health needs.

We are at a pivotal period of evolution as we transition towards Harbour becoming a **primary-only provision**, a journey that requires a head who can champion our core values while fostering a trauma-informed, nurturing environment. Set within extensive rural grounds, including a wooded area and pond used daily for learning outside the classroom, the school provides a stimulating backdrop for a leader to implement a broad, inclusive curriculum that prioritises both academic progress and personal resilience.

You will be supported by a highly collaborative trust network and a dedicated local governing body (Academy Council), you will lead a passionate team committed to

the pursuit of excellence and to ensuring every child feels safe, valued, and empowered to succeed. At The Harbour School, learners' needs are at the heart of what we do and how we behave. Our response to their needs is constructed around a core offer based on our three 'Lanes to Success' and the adaptations required to ensure an effective curriculum is planned.

The ethos of our School; 'Be Safe, Be Respectful and Learn Stuff', (which was developed by the learners) underpins the expectation that we identify, develop and celebrate every individual's qualities, making sure that we plan from where the learner is. Each learner's curriculum, known as 'My Lane to Success', is delivered through this planned curriculum approach and is focused on what we know about them, what they want and need, and the knowledge, visions and priorities of parents, careers and other professionals.

As part of this transition, secondary admissions have ceased and existing older cohorts will be phased out over time making The Harbour school primary only.

We value every member of our team and are committed to professional development and wellbeing. If you share our values and ambition for children, we would be delighted to hear from you.



Valuing People



High Quality  
Learning  
Environment



Pursuit of  
Excellence



Extending the  
Boundaries of  
Learning



Achievement  
for all



## Trust Vision, Mission and Values

### Our values and who we are:

Meridian Trust is a successful multi-academy trust founded on its commitment to people and communities.

Our proven approach over more than a decade has elevated us to a respected and admired academy trust, a national leader in education and a source of great pride to the communities we serve.

Every child is known, equally valued and supported to achieve their potential in all our academies. Every community we serve benefits from the facilities and services we provide.

Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported.

We ensure that well-run schools retain and develop their distinct contextual identity, while sharing and contributing to Meridian Trust values, practices, curriculum approaches and operational systems.

### 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:

- Young people become successful learners and confident, empowered individuals;
- Young people are encouraged to think for themselves and act for others, equipping them with the values, attributes,

knowledge and skills to make a rewarding contribution to society;

- 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 staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported;
- Well-run schools retain and develop their distinct contextual identity while sharing and contributing to the Meridian Trust values, practices, curriculum approaches and operational systems.

### The enactment of our values for staff:



Valuing People

Engaged, developed, supported, and consulted.



High Quality Learning Environment

Experts who strive for continual development. Collaborative networks, trusted to deliver.



Pursuit of Excellence

Set ambitious goals and model what success looks like. Eager to improve.



Achievement for all

Make connections, provide opportunities. Generous and sharing of knowledge and



Extending the Boundaries of Learning

Are accountable for the outcomes we contribute towards and strive for the very best.



Valuing People



High Quality Learning Environment



Pursuit of Excellence



Extending the Boundaries of Learning



Achievement for all



# Meridian Trust

## Why work for us

Meridian Trust aims to be the employer of choice for the communities we serve. Since 2010 we have nurtured and developed the careers of many people. You can read about some of those journeys in the 'Meridian Trust People' section of this website. We are committed to making a difference to young people's lives and the communities we serve. Help us make our mission a reality.

### Benefits:

As a multi-academy trust of 35 schools, Meridian Trust can provide a wide network of opportunities for collaboration and career development for both teaching and support staff. With an initial teaching training facility and a teaching hub network within our Trust, there are ample opportunities to both, get into teaching, and develop within the profession.

- As well as the above we also offer:
- Unlimited access to CPD via Meridian Learning
- Free annual eye tests
- Access to a free Employee Assistance Programme, offering mental health and wellbeing support
- Unlimited value cycle to work scheme

To see the full range of benefits available, please visit [Employee Benefits - Meridian Trust](#)

### How to apply

To apply please complete the online form on MyNewTerm. Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

**Closing Date:** 2<sup>nd</sup> March 2026

**Interviews:** 11<sup>th</sup> & 12<sup>th</sup> March 2026

For any questions about the application process please contact:

Tasha Lester, Trust Recruitment Lead

Email: [NLester@meridiantrust.co.uk](mailto:NLester@meridiantrust.co.uk)

Meridian Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to satisfactory pre-employment checks including enhanced DBS disclosure. We are committed to diversity & inclusion and equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, race, religion or belief and marriage and civil partnerships. Meridian Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure and barring service check. We expect all adults who work for the Trust to share our commitment to safeguarding and the health and wellbeing of our students.



## About the Headteacher role for this post:

We are seeking an inspirational and committed Headteacher to lead The Harbour School at an exciting point in its development. This is a unique opportunity to become the established Headteacher of a growing SEMH school as it transitions to a primary-only provision, shaping its future and ensuring the very best outcomes for our pupils.

The successful candidate will be a values-driven leader with a clear vision for high-quality SEMH provision, underpinned by strong relationships, inclusive practice and a deep understanding of the needs of primary-aged children. You will be passionate about developing innovative teaching and learning, and excited by the opportunity to design and embed an SEMH curriculum that is fit for the next generation.

As Headteacher, you will be supported and challenged by Meridian Trust's SEND/V Leadership Team, including the Executive Director of SEND/V, Deputy Director of SEND/V, the wider SEND/V team and experienced Headteachers from across the Trust. This collaborative network will work alongside you to strengthen leadership, drive school improvement and help you realise your school's vision.

You and your Senior Leadership Team will also benefit from the expertise of the Trust's mainstream Primary and Secondary Curriculum Teams, providing specialist support in areas such as phonics, early years, maths and curriculum development. As part of a large, mixed-phase Trust, you will have access to high-quality central support services including finance, HR, IT and premises, allowing you to focus on what matters most – leading learning and improving outcomes for pupils.

We are looking for a natural team player who is committed to working collaboratively across the Trust and contributing to its wider aims and objectives. You will have a strong understanding of effective school leadership, including self-evaluation, school development planning, resource deployment, target setting and accountability to the Academy Council and Trustees.

Above all, our next Headteacher will share Meridian Trust's strong moral purpose and values. A commitment to equality of opportunity, high expectations and "The Pursuit of Excellence" will be evident in both your leadership approach and personal qualities. You will lead with integrity, compassion and ambition, ensuring that The Harbour School continues to thrive as a nurturing, aspirational and high-performing primary SEMH provision.

Visits to our school are warmly welcomed and our website will also provide you with more information about us and our community. I look forward to receiving your application for this fantastic opportunity within school leadership. If you would like to arrange a visit or need more information on the application process, please contact [Tasha Lester our Trust Recruitment Lead](#), [Email: NLester@meridiantrust.co.uk](mailto:NLester@meridiantrust.co.uk)



**Meridian  
Trust**

---

Your application should also contain a letter of application/supporting statement of no more than two sides of A4 (or approximate equivalence within the application form), outlining why you feel that you are the best fit for the requirements of this post. Your application should be completed online via [My New Term](#).

You can also find details of our vacancies and how to apply on our Meridian Trust website [www.meridiantrust.co.uk](http://www.meridiantrust.co.uk) – see Jobs and Vacancies Page.

**The closing date for applications is by Midday Monday 2<sup>nd</sup> March 2026**

I look forward to hearing from you.

**Mary Abeyasekera**  
**Executive Director SEND/V – Meridian Trust**

**JOB DESCRIPTION AND PERSON SPECIFICATION**

Job Title:	Head Teacher
JD Reference:	MT- Headteacher
School/Academy:	The Harbour School
Salary:	Leadership Band 7, Points 24-28. Consideration for Band 8 for a highly experienced candidate with previous track record.
Responsible to:	Executive Director SEND/V

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 2026**

Person Specification – Head Teacher	Assessment Key: A = Application Form I = Interview RE = Reference AS = Assessment
-------------------------------------	---

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 <sup>st</sup> 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.		✓	A/I/RE
10	Evidence of successful strategic leadership and management.	✓		A/I/RE
11	Evidence of delivering 'Outstanding' results or above national expected outcomes.	✓		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