



Heworth Grange
School

Enriching Lives, Inspiring Ambitions

BUILD YOUR DREAM CAREER

Join our Team!

RECRUITMENT PACK

Principal

Heworth Grange School, Gateshead

EXCELLENCE AND EQUITY WITH INTEGRITY

WELCOME FROM THE CEO



Dear Candidate,

Thank you for your interest in the position of Principal at Consilium Academies.

At Consilium, we are on a mission to being an excellent trust with excellent schools – we would love you to join us in that mission.

We are a values driven trust and bring this to life every day through our commitment to excellence, equity and integrity.

We recognise the unique value of everyone, whether they are staff or students and are dedicated to ensuring that every member of our Trust reaches their full potential. To achieve this, we collaborate with stakeholders and external organisations to build relationships that enhance opportunities for all members across the Trust.

We have a commitment to ensure each and every staff member is supported to achieve their goals within their career and have the skills and development to flourish. This commitment is reflected in our Centre for Professional Learning, where colleagues have access to tailored training opportunities and resources to meet their specific needs.

We firmly believe that every student, regardless of their background deserves an excellent education and an equal opportunity to fulfil their potential. This vision guides us in creating an environment where every pupil can thrive.

As part of our Trust, our academies align with collective aims, including prioritising holistic development of pupils academically, socially and emotionally. We aim to instil a passion for lifelong learning and continual improvement among our academies, staff and students, empowering them to pursue their aspirations and ambitions. Our goal is to create a family of academies that is inclusive and embraces diversity, fostering a supportive community where all members feel inspired and empowered to succeed.

We look forward to your application. Thank you for your interest in joining the Consilium family.

Mr Michael McCarthy
Chief Executive Officer of Consilium Academies.

ABOUT THE SCHOOL



Heworth Grange is proud to be part of Consilium Academies' Multi-Academy Trust (MAT). As part of Consilium, we are dedicated to working towards the Consilium mission of providing an inclusive partnership with our community where lives are enriched by providing care, experience and opportunity, and where every student benefits from the same opportunities to succeed.

We are guided by four key drivers.

Every child- No Excuses

At Heworth Grange, we want every single student to achieve their potential. We go the extra mile for our students and understand that some of our students will require more support to overcome barriers to learning than others. We work collaboratively to problem solve and find the best therapeutic and academic solutions for our students to achieve the best possible outcomes.

High Expectations

We know that expecting the best from all our students is integral to them achieving a world class education. We strive day in and day out to ensure the highest standards of behaviour where everyone can learn and develop in a safe and secure environment. We also work tirelessly to embed the importance of attendance as a vital employability skill and work collaboratively with parents and carers to ensure all students attend school.

Engaging Learning

We know that great teaching and learning everyday will make the difference for our students and will support them to achieve their very best. We want to ensure all students are fully engaged and inspired by the learning experiences at Heworth Grange and as educators we fully commit to professional development to ensure we are continuously developing and providing the best experiences for our students.

No Islands

We know that there is strength in unity and at Heworth Grange we do not want anyone to feel like an island. We care for each other and we support each other, this means that we learn better. Our No Islands culture means that we work collaboratively with parents, carers, outside agencies, governors and other Trust schools. We value relationships above all else because we know that trust is vital to the success of our organisation. We put students and staff at the heart of our decision making, ensuring everyone benefits from continuous improvement. We ensure that our staff have access to great professional development so that we continue to grow in expertise and provide the very best education for our young people.

We want to do everything in our power to ensure that the students at Heworth Grange leave school with the academic qualifications and personal skills to become happy and successful adults in their own right. We want our students to develop a life-long love of learning and to have the confidence to make a difference in their community as positive, proactive citizens within our society.

ABOUT THE TRUST



Consilium Academies is a Multi-Academy Trust dedicated to Excellence and Equity with Integrity. Consisting of eight schools across three hubs in Salford, South Yorkshire, and the North East of England, our culture is built on support, guidance, capacity building, and fostering a collaborative approach to school improvement.

Our Trust is committed to the highest standards of curriculum, teaching, and learning, leading to excellent outcomes for our pupils. This commitment extends to our staff, with a focus on high-quality learning, professional development, and an uncompromising approach to support and growth.

Schools within the Trust are encouraged to engage in rigorous self-evaluation and take swift action to address any areas of underperformance, guided by our School Improvement Framework.

Our Key Areas of Focus:

- **Expert Knowledge:** We prioritise school-to-school support, fostering expert knowledge, and providing effective assistance to our schools.
- **Ambitious Curriculum:** Our schools share a common language for curriculum development, with a focus on Enriching Lives, Inspiring Ambitions, and embedding Equity, Diversity, and Inclusion throughout.
- **Effective Pedagogy:** Our research-focused approach seeks impactful teaching methods, a shared language for pedagogy, and developing partnerships with external experts.
- **Purposeful Practice:** We respect each school's identity while promoting a shared understanding of high-quality practice and staff development.
- **Rigorous Assessment & Intervention:** We implement evidence-based benchmarking and targeted support through Rapid Action Plans, maintaining a relentless focus on achieving strong outcomes for all students.
- **Rich Culture:** Guided by Excellence, Equity, and Integrity, we aim to identify, attract, develop, and retain expertise at all levels, ensuring our schools contribute to the Trust's success over time.

Led by our Chief Executive Officer, Michael McCarthy, our Central Team provides direct services, accountability, leadership, and management to our schools. We operate a strong partnership model, where our partner schools play a crucial role in the Trust's continual growth and development.

Our collaborative approach respects each school's individual identity, empowering them to focus on student achievement and success while being part of a supportive network committed to excellence.

BENEFITS



As a Trust, we want our staff to feel supported and valued. Whether you are a teacher or member of the support team, we want your work to have a positive impact on your health and wellbeing.



A CONTRIBUTORY PENSION SCHEME, MEANING WE'LL SAVE TOGETHER

34 DAYS ANNUAL LEAVE + BANK HOLIDAYS FOR SUPPORT STAFF (PRO-RATED FOR PART-TIME) & 36 HOUR WORKING WEEK FOR FULL-TIME SUPPORT STAFF



EMPLOYEE ASSISTANCE PROGRAM WITH ACCESS TO COUNSELLING AND CBT 24 HOURS A DAY, 7 DAYS A WEEK

A CPD OFFER FOR EVERY MEMBER OF STAFF; TO HELP YOU PERFORM AS WELL AS YOU CAN IN YOUR ROLE, TO HELP YOU REACH YOUR CAREER ASPIRATION



FREE MEMBERSHIP TO VIVUP. WITH HUNDREDS OF EXCLUSIVE OFFERS AND DISCOUNTS AVAILABLE ONLINE AND IN STORE.

ACCESS TO THE LEADING HOME ELECTRONICS LEASE SCHEME, EXCLUSIVE TO PUBLIC SECTOR EMPLOYEES



ENHANCED CONTRACTUAL SICK PAY IN LINE WITH THE BURGUNDY BOOK AND GREEN BOOK, PROTECTING YOU AND YOUR FAMILY

AUTOMATIC PAY PROGRESSION FOR ALL STAFF IN LINE WITH THEIR CURRENT GRADING STRUCTURE



JOB DESCRIPTION



JOB TITLE:	Principal
REPORTS TO:	Hub Director
CONTRACT:	Permanent
SALARY SCALE:	L30 – L34
ACTUAL SALARY:	£109,289 - £120,531

MAIN PURPOSE OF THE ROLE

To provide professional vision and leadership for the school which secures its success and improvement, ensuring high-quality education for all its pupils and improved standards of learning and achievement. Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils.

The professional duties of the Principal are contained in the School Teacher's Pay and Conditions Document and the key areas of Headship are contained in the DfE National Standards for Principals. The Principal is also expected to implement and work within the Trust Scheme of Delegation and adhere to all appropriate employment, education, public sector and legal frameworks.

The Principal shall carry out his/her professional duties in accordance with and subject to:

- The School Teachers Pay and Conditions Document.
- The provisions of the Education Acts and the requirements of external agencies.
- The instrument of governance and scheme of delegation of the Trust/school.
- Consilium Academies Trust policies.
- Heworth/Consilium Academies Trust Development Plan and associated targets as agreed with the Trust

The Principal shall carry out such duties in accordance with and subject to the following:

- Any rules, regulations or policies laid down by the Trust and administered by the Local Academy Board under their powers.
- Any rules, regulations or policies laid down by the Trust with respect to matters for which the Local Academy Board is not responsible.

CORE RESPONSIBILITIES & TASKS

General Functions

The Principal shall be responsible for the internal organisation, management and control of the school. This includes the delivery of education and the effective financial management and staff deployment.

Consultation

In carrying out his/her duties a Principal shall consult, with the Trust, the Local Academy Board, the staff of the school, the parents of its pupils, the pupils and the local community as appropriate.

Professional Duties

- School aims: Formulating the overall aims and objectives of the school and policies for their implementation
- Strategic direction and development of the school: Leading by example, providing educational vision and direction to secure the strong and passionate commitment of staff, parents/carers and pupils.
- Staff Appointment - Leading the selection and appointment of the teaching and NJC staff of the school.

Staff Management

- Deploying and managing all teaching and NJC staff of the school and allocating duties in a manner consistent with their conditions of employment.
- Appropriate allocation and delegation of duties to the Senior Leadership Team of the school, including during the absence of the Principal.
- Ensuring that teachers at the school receive information they need to carry out their professional duties effectively.
- Ensuring that staff are aware of current educational developments and are kept up to date through an ongoing programme of continuous professional development.

- Leading, motivating, supporting, challenging and developing staff at all levels to secure and sustain continuous improvement and staff well-being and to be committed to personal continuing professional development.
- Supporting middle and senior leadership of the school to build capacity, recognise existing talents and encourage delegation.
- Challenging underperformance at all levels and put in place effective improvement. Providing information, references and testimonials about the work and performance of staff employed at the school, with due regard to the principles of equal opportunities, linked to future employment. Managing the performance of teachers and NJC staff in the school through the agreed appraisal procedures.
- Ensuring that all staff in the school have access to advice and training appropriate to their needs, in accordance with the policies of the Trust and Local Governing Board.
- Ensuring that newly qualified teachers and those returning to teaching after a break in service have access to adequate support in their first year of service or resumed service.
- Being responsible for the supervision and training of teachers during their induction periods in accordance with the Induction Regulations and making a recommendation at the end of such induction periods as to whether such teachers have met the prescribed induction standards as required by those regulations.
- Ensuring that teachers serving induction periods meet the requirements of the Induction Regulations.
- Implement Pay progression for Teaching and NJC staff appropriate to the agreed procedures.
- Provide management information about the work and performance of the staff employed at the school as appropriate.
- Maintaining local relationships with organisations representing teachers and other people on the staff of the school.

Curriculum Development

- Determining, organising and implementing a broad and balanced curriculum for the school, having regard to the needs, experiences, interests, aptitudes and stage of development of the pupils and the resources available to the school.
- Ensuring the curriculum meets legal education requirements including PSHE, Citizenship and Religious Education.
- Ensuring that improvements in the curriculum are a priority for all pupils including those with SEN, Gifted and Talented, Disadvantaged and EAL.
- Management of the ICFP to ensure the academy is fit for purpose

Pupil Progress

- Ensuring that all aspects of school performance are monitored and evaluated in a robust, cyclical manner and maintaining a record of self-evaluation and areas for improvement, and of progress made in respect of these and that this is reported in line with Trust requirements.
- Evaluating the standards of teaching and learning in the school and ensuring that proper standards of professional performance are established and maintained.
- Ensuring that the progress of pupils of the school is monitored and recorded.
- Ensuring continuing effective systems of planning, assessment, recording and reporting, using data and benchmarks to monitor attainment and progress, in every child's learning
- Appropriate use of data to continuously support and improve standards.

Pastoral and Welfare

- Ensuring that the health and wellbeing of children is encouraged through a nurturing environment.
- Promoting equality and inclusion in all aspects of school life.
- Ensuring that the requirements of the SEND Code of Practice are met.
- Implementation and accountability for the safeguarding of children and young people, ensuring that robust procedures are in place and are aligned with the Local Strategic Safeguarding Board.
- Ensuring that proper standards of student behaviour are implemented and well managed.
- Ensuring the maintenance of good order and discipline at all times during the school day when pupils are present on the school premises and whenever the pupils are engaged in authorized school activities, whether on the school premises or elsewhere.

Local Governing Board

- Attending meetings of the board and making reports to them in connection with his/her responsibilities on a regular basis.
- Advising and assisting the board of the school in the exercise of their functions.
- Advising the board on the implementation and management of Trust policies as appropriate to the Scheme of Delegation.
- Report to the board in line with delegated responsibilities.

Work closely with the Central Trust Team

- Providing for liaison and co-operation with the officers of the Trust.
- Implementation of Trust wide improvements, policies and procedures and associated responsibilities in line with the Scheme of Delegation.
- Work with other school partners to implement trust and hub projects, CPD and school improvement.

Strong relationship with parents and carers

- Make arrangements for parents/carers to be given regular information about the school curriculum, the progress of their children and other matters affecting the school, to promote common understanding of its aims.
- Creating and maintaining an effective partnership with parents/carers to support and improve pupils' achievement and personal development.
- Working with parents/carers to ensure children have access to extended services, extracurricular opportunities, homework and other social and educational experiences.

Strong relationships with external partners

- All Consilium Academies schools, particularly the schools in the North East hub.
- Maintaining liaison with other schools and education establishments with which the school has a relationship, especially Gateshead LA schools.
- Developing relationships with external agencies who can support the school improvement/development plan.
- Develop relationships and continue engagement with primary partners.

Accountability for the effective operational management of the school

- Allocating, controlling and accounting for those financial and material resources of the school which are under the control of the Principal.
- Adhering to financial regulations in line with the Trust Financial Management Procedures.
- Make arrangements for the security, maintenance, development and effective supervision of the school buildings and their contents and of the school grounds in line with Health and Safety provision and effect Premises Management.
- Ensuring the health and safety of all children, staff, parents/carers and visitors.

General

- Application of Trust/Academy policies in relation to health, safety and welfare; child protection and safeguarding of children, young people and vulnerable adults; staff health and wellbeing; equal opportunities; Data Protection and Confidentiality; and Human Resources, is always vital. The post holder must also follow the scheme of delegation in operation at Trust level.
- The post holder should take responsibility for their own learning and development, identifying and attending appropriate training (linked to performance management) and keeping up to date with policy development.
- The postholder must take account of Wyvern Academy and Consilium Academies vision and values and apply these principles at all times. Paying particular attention to facilitating and extending the learning, understanding and knowledge of others.
- Attend and co-ordinate Academy meetings as required.
- Develop strong relationships and take advantage of technology which allows regular communication, particularly when working with external partners.
- Share learning and understanding with other Trust schools.

CORPORATE RESPONSIBILITIES

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust.
- To plan, monitor and review health and safety within areas of personal control.
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date.
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

ADDITIONAL NOTES

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

PERSON SPECIFICATION



Training and Qualifications	Essential	Desirable
Qualified Teacher Status	✓	
Appropriate professional accreditation at Masters or above		✓
Permitted to work in the UK	✓	
Evidence of relevant and substantial CPD including Middle Leader Training	✓	
National Professional Qualification for Headship NPQH or higher degree		✓
Skills and Knowledge	Essential	Desirable
Data analysis skills, and the ability to use data to set targets and identify areas for improvement.	✓	
Strategic use of data		✓
Understanding of high-quality teaching, and the ability to model this for others and support others to improve.	✓	
Evidence of leading quality of teaching and learning		✓
Understanding of school finances and financial management.	✓	
Effective communication and interpersonal skills.	✓	
Ability to communicate a vision and inspire others.	✓	
Ability to build effective working relationships.	✓	
Experience	Essential	Desirable
Successful senior leadership and management experience in a school.	✓	
Teaching experience.	✓	
Involvement in school self-evaluation and development planning.	✓	
As above – leading SEF and planning		✓
Demonstrable experience of successful line management and staff development.	✓	
Evidence of change and/or project management		✓
Strong relationship skills, with clear understanding of how to work with all school partners – parents; staff; external agencies and other schools.	✓	
Personal Qualities	Essential	Desirable
Able to work as part of a team	✓	
Embraces change well	✓	
Being comfortable dealing with difficult situations in a calm, authoritative and constructive manner.	✓	
Evidence of being able to build and sustain effective working relationships with staff, governors, parents and the wider community	✓	
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.	✓	
Ability to work under pressure and prioritise effectively.	✓	
Commitment to safeguarding and equality.	✓	
Strategic understanding of key legislation impacting on education (e.g. Keeping Children Safe; Equality provision, Education Act; DfE guidance)	✓	
Ability to empower others, provide positive influence and motivate and enthuse all members of the school community.	✓	
Ability to demonstrate inspirational leadership	✓	
Leadership and Management	Essential	Desirable
An effective leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile	✓	
Versatility and flexibility in terms of one's own leadership style. To be aware of different	✓	

management styles and in which circumstances it is appropriate to adopt an alternative approach		
Strong interpersonal, written and oral communication skills	✓	
Strong organisational skills: - the ability to delegate - the use of effective time management	✓	
Resilience and motivation to lead the school through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key priorities	✓	
Genuine passion and belief in the potential of every student	✓	
Strategic thinking and the potential to adopt an entrepreneurial approach to the role		✓
An educational vision aligned with the school's high aspirations and high expectations of themselves and others	✓	
A clear understanding of the strategies required to establish consistently high standards of results and behaviour in a challenging school and commitment to relentlessly instilling these strategies	✓	
An ambassadorial approach in all dealings with the community and subsequently to be positive and successfully market the school in the community		✓
Confident and effective presentational skills during public speaking	✓	
Skillful management and maintenance of working relationships with parents, carers and other stakeholders	✓	
Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance	✓	
English Fluency	Essential	Desirable
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English or Welsh by a recognized institution abroad	✓	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.	✓	