



EMMANUEL COLLEGE

Emmanuel Schools Foundation

PRINCIPAL

VALUED, CHALLENGED, INSPIRED



WELCOME

Dear Candidate

Thank you for your interest in the post of Principal, Emmanuel College with Emmanuel Schools Foundation (ESF).

We believe this is a significant opportunity for a talented educationist and leader to join us and take Emmanuel College to the next level, to flourish as a genuinely world-class school.

Our vision, ethos and policies are characterised by excellence in a community in which all are inherently valued as being 'created in God's image' (Gen 1:27). Our mission is rooted in the belief that every child is infinitely precious, gifted for a purpose, and morally responsible. This underpins our approach to exceptional progress, student development and student support, ensuring that all flourish and thrive (John 10:10).

At Emmanuel, we have high aspirations for, and high expectations of, students and staff. We aim to return academic outcomes that are amongst the top state schools in England with an increasingly diverse and disadvantaged student body. We are committed to achieving a personal best for each student, enabling access to the best destinations for them, including excellent vocational routes, as well as Russell Group and Oxbridge universities.

Since becoming a MAT, Emmanuel Schools Foundation has grown from educating just over five thousand students to educating over eight thousand students and our aspiration is to provide an Emmanuel Schools' education for twelve thousand children.

We have enjoyed OFSTED success with Emmanuel College being graded 'Outstanding' in all categories towards the end of 2024. Of our other schools, four have been graded 'Good' and one (newer to the Trust) as 'Requires Improvement'.

As a leader in the Trust, and a team player, you will work with your colleagues across ESF, both in educational and professional services, where your expertise will be invaluable in developing their capacity and capability. If you believe you may have the relevant experience and the qualities of faith and character to provide inspiring leadership to the whole school community where everyone is Valued, Challenged and Inspired, then this could be your calling.

If enabling schools to act as a catalyst for social change and our commitment to excellence resonates with you, and you are committed to applying your Christian worldview to all aspects of schooling at Emmanuel College, then please do get in touch for an informal conversation and/or tour of the school



MA, PGCE, MBA, PhD
CEO, Emmanuel Schools Foundation

Safeguarding

The Emmanuel Schools Foundation is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to enhanced DBS checks and satisfactory references. This post is also subject to Section 128, Barred List, Prohibition from Teaching, and qualifications checks.

Designation & Occupational Requirement

Emmanuel College is designated as a school having a Christian character and whilst the provisions of the School Standards and Framework Act 1998 Sections apply to this establishment, our admission's policy does not contain a faith requirement for students.

Further, and owing to the particular characteristics of this post, there is an occupational requirement that the post-holder be a practising Christian

WELCOME

Dear Candidate,

Thank you for taking an interest in this opportunity to lead Emmanuel College at such an exciting time in the life of this exceptional school.

We are seeking a visionary and exceptional leader, with a clear moral purpose, who can build on our established success and help take the College into its next phase.

Emmanuel College is a highly successful, non-selective 11-18 school serving Gateshead and the wider Tyneside region. Since opening, we have been consistently rated Outstanding by Ofsted, most recently in October 2024 when we were judged Outstanding in all areas. While we are proud of this recognition, what matters more to us is what lies beneath it: a strong positive culture, excellent outcomes, a committed and expert staff body, and students who are kind, respectful, ambitious, and proud to be part of our community. All that we do is underpinned and shaped by our inclusive and vibrant Christian ethos.

We serve over 1,500 pupils, including a growing and high-performing Sixth Form which we operate in partnership with our sister school in Gateshead, Grace College. Our students achieve well above national averages, with particularly strong progress among disadvantaged learners, and our post-16 outcomes are excellent, accompanied by an inclusive and values-led wider offer that prepares young people exceptionally well for adulthood.

Our curriculum is academically ambitious, well-sequenced, and tailored to meet the needs of all learners. Subject leadership is strong across the board and our staff are trusted to teach with expertise and passion. Teaching is characterised by consistency of high expectations, secure knowledge, and a focus on disciplinary thinking.

Students are proud of their learning and take their studies seriously. They understand why they are here and what they are working towards. They contribute actively to the life of the College and demonstrate resilience, independence and a growing sense of social responsibility.

Pastoral care at Emmanuel is deeply embedded and highly personalised. Staff know their students well, and leaders take a proactive approach to supporting individual needs. Attendance is above national averages, including for SEND, and there is strong work in place to support mental health and wellbeing. Pupils report feeling safe and well cared for, and parents speak highly of the impact the school has had on their children's development and confidence.

As Principal between 2016 and 2025, I was consistently struck by the professionalism, humility, and generosity of our team. We seek to be values-driven, research-informed, focused on sustained improvement and remain deeply rooted in our inclusive Christian ethos.

There is a strong culture of collaboration, high-quality professional development, and openness to learning. We work hard to support wellbeing and manage workload, and colleagues speak positively about the support they receive.

We are not complacent, and we are not finished. We are proud of our record, but we are always asking how we can do better for our pupils, our staff, and our community.

We have been working hard to ensure that the Christian ethos of the college is truly liberating and relevant to all. We have done this by replacing daily assemblies with a broadcast (Good Morning Emmanuel), seeking to ensure higher levels of engagement for all students, a more inclusive approach where we prioritise belonging and welcome for all people, ensuring a character take-away from each daily act of worship, and by seeking to ensure a positive climate of joy and endeavour across the school.

The successful candidate will be someone who will bring strategic vision, clear moral purpose, and relational strength. You will take on a school with a strong platform but also a clear mandate to sustain exceptionality through the maintenance of high standards, innovation and outreach, ensuring that the Christian ethos is appreciated and loved by parents, staff and students alike.

I hope you will consider applying and would be pleased to welcome you to Emmanuel to see first-hand the strength of our students, staff, and wider culture.

Matt Waterfield
Director of Education, Emmanuel Schools Foundation

MISSION & VISION

CHARACTER EDUCATION

We build good character. We learn about good character, why it matters and how to develop it.

CURRICULUM EXCELLENCE

We are determined to achieve a personal best. We provide a broad ambitious curriculum that ensures excellent student learning, progress and future destinations.

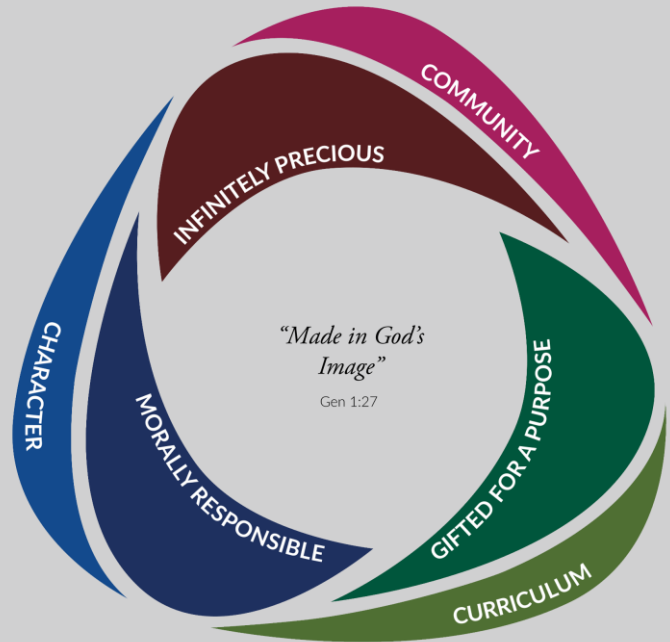
COMMUNITY ENGAGEMENT

We serve with gratitude. We use our gifts to benefit the community and the environment.

OUR VISION

Each person in our schools is valued, challenged and inspired being 'made in God's image' and therefore infinitely precious, morally responsible and gifted for a purpose.

Founded on faith, hope and love, and inspired by Christ, we pursue excellence in character development, learning across the curriculum, and service to our communities.



VIRTUES

All of our work will be characterised by the following Core Virtues:



LOVE

We act selflessly, with kindness and compassion, for the good of others.



WISDOM

We exercise good judgement; seeing and doing what is true and good.



FAIRNESS

We treat everyone fairly and justly, the way we would like to be treated ourselves.



SELF-CONTROL

We control our desires, not letting our desires control us.



COURAGE

We are determined to achieve what is worthwhile even in the face of difficulty.



HUMILITY

We avoid arrogance, being realistic about our strengths and weaknesses.



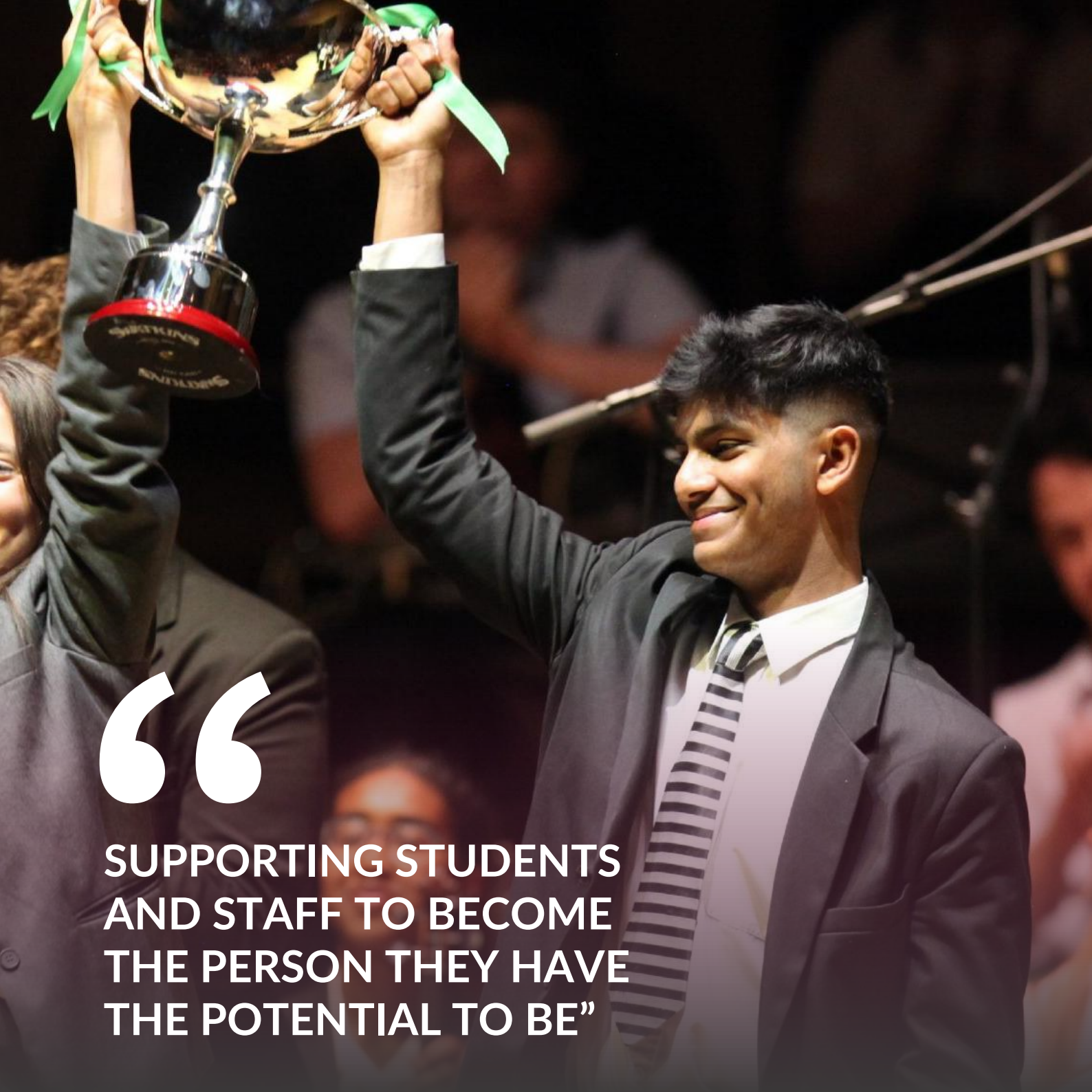
INTEGRITY

We are honest with ourselves and others, so that our words and actions agree.



“

ALL PEOPLE ARE INFINITELY
PRECIOUS, MORALLY
RESPONSIBLE AND GIFTED
FOR A PURPOSE”



“

SUPPORTING STUDENTS
AND STAFF TO BECOME
THE PERSON THEY HAVE
THE POTENTIAL TO BE”

THE ROLE

KEY ACCOUNTABILITIES

1. The Principal is accountable for the promulgation of Ethos, Collective Worship and alignment with the Trust position in these areas. You will develop and sustain the school's ethos and strategic direction in alignment with that of the Emmanuel Schools Foundation where each person is valued challenged and inspired being "made in God's image" and called to life in all its fulness (John 10:10) and is lived out within:

- acts and programmes of collective worship.
- the character first culture where character education is explicitly 'taught and caught', so that young people feel welcome, safe and experience a positive and enriching school life.
- the experience of a Christian ethos education here reflected in the curriculum and the academic and pastoral life of the school.
- upholding ambitious educational standards which prepare young people from all backgrounds very well for the next phase of their education and life.
- promoting positive and respectful relationships across the school community and a safe, calm and inclusive environment.
- creating a culture of high staff professionalism.
- establishing and sustaining high expectations of behaviour for all young people, built upon relationships, rules and routines, which are understood clearly by all staff and students.
- ensuring high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- implementing consistent, fair and respectful approaches to managing behaviour.
- ensuring that adults within the school model and teach the behaviour of a good citizen.

2. Ensure the delivery of a quality of education, for all students, that is at least the equivalent of Ofsted "Good" by: establishing and sustaining high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how young people learn.

ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.

- ensuring effective use is made of formative assessment.
- ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- establishing effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- ensuring that all young people 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.
- ensuring valid, reliable and proportionate approaches are used when assessing young people's knowledge and understanding of the curriculum.
- ensuring the school holds ambitious expectations for all young people with additional and special educational needs and disabilities.
- establishing and sustaining culture and practices that enable young people to access the curriculum and learn effectively.
- ensuring the school operates effectively in partnership with parents, carers and professionals, to identify the additional needs
<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020> and special educational needs and disabilities of young people, providing support and adaptation where appropriate.
- ensuring the school fulfils its statutory duties regarding the SEND code of practice.

THE ROLE

3. Lead a culture of continuous improvement and striving for excellence at the school by:

- making use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness and identifying priority areas for improvement.
- developing, implementing and reviewing 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 and which lead to sustained school improvement over time.
- ensuring staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- prioritising the professional development of all staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development and take account of the development needs of support staff
- ensuring that professional, and other 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.
- ensuring that the school the Principal is responsible for, makes efficient use of Central Services, other community resources and collaboration in the fullest sense therefore including but not limited to HR practice, professional development, health and safety, safeguarding and school improvement.

4. Work effectively with Trust officers, other senior leaders and Trust governance arrangements to meet your responsibilities, achieving efficiencies and value for money by

- ensuring the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- ensuring the protection and safety of young people and staff through effective approaches to safeguarding, as part of the duty of care
- prioritising and allocating the financial resources assigned to your stewardship appropriately, ensuring efficiency, effectiveness and probity in the use of public funds, in accordance with the delegated authorities and Trust Financial Handbook.
- ensuring the staff for whom you are responsible are deployed and managed effectively, in accordance with prevailing policy and with due attention paid to workload.
- ensuring that Trust policies and procedures are applied consistently; ensuring any context specific systems, processes or policies are aligned to the overarching Trust frameworks) supporting the Trust as a whole to operate effectively and efficiently.
- ensuring rigorous approaches to identifying, managing and mitigating risk, and in compliance with Trust policies and procedures.
- forging and maintaining constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- working collaboratively and collegiately with schools and colleagues across the Trust in the furtherance and support of shared Trust objectives.
- seeking Executive/Board agreement, when committing their school to work with other schools and organisations, potentially external to the Trust, in a climate of mutual challenge and support.
- establishing and maintaining effective working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all young people.
- understand and welcome the role of Trust governance, upholding your obligation to give account and accept responsibility.
- establishing and sustaining professional working relationship with those responsible for school and Trust governance.
- ensuring that school staff know and understand their professional responsibilities and are held to account and in accordance with Trust policies and procedures.

THE PERSON

Qualifications and Experience

- First Degree or equivalent
- Post-graduate qualification relating to educational pedagogy
- Teaching qualification and QTS (Secondary)
- NPQH
- Evidence of significant further professional development
- Substantial teaching experience in the relevant phase of education and a demonstrable record of outstanding classroom practice. Experience of working in a School with a distinctive Christian ethos
- Proven experience of providing effective leadership, and line management at a senior level (min VP) Solid understanding of appropriate process and procedure and experience of their application including managing finance and resources; and working with data.
- Proven experience of leading and managing change with a range of stakeholders and particularly where it relates to shifting expectations around aspiration, improving teaching practices and raising standards. Proven ability to inspire, motivate, manage and develop others.
- Experience of and ability to work effectively with a range of community, business and other stakeholders to support the development of a school as a community resource

Other

- There is an occupational requirement that the post holder be a practicing & committed Christian with a strong commitment to the inclusive and welcoming Christian ethos of Emmanuel Schools Foundation
- Genuine passion and a belief in the potential of every student; a passion for education and its ability to positively transform communities.
- Demonstrable alignment to the vision and values and strategy of Emmanuel Schools Foundation, showing respect for the rights of others and respect for different faiths and beliefs.
- Effective communicator, able to sensitively communicate to staff and students at all levels; building relationships rooted in mutual respect.

Knowledge and Expertise

- Demonstrable understanding and experience of implementing effective education improvement strategies. (School Level)
- Demonstrable understanding and experience of implementing effective education improvement strategies. (Trust Level)
- Solid and demonstrable understanding of the statutory frameworks which set out the professional accountabilities of a Headteacher/Principal.
- Solid understanding of external examination specifications and demonstrable familiarity with strategies that promote a positive climate for learning in subjects with differing demands; ability to lead the design and development of an innovative curriculum that supports the same.
- Wide awareness of current educational thinking, and how it might be applied for the benefit of ESF students and staff.
- Demonstrable understanding, and proven experience of Ofsted inspection programmes and frameworks. Able to use these, and the evaluation schedule, alongside appropriate data and other tools to analyse and accurately evaluate school/subject performance to develop and implement clear strategies for improvement.
- Demonstrable understanding of effective systems of assessments and examination preparation and experience of their successful implementation; including a record of success in student performance and improving results over time and together with reporting on, and analysis of, impact.
- Demonstrable experience of successful implementation of performance management interventions at an individual level; and of designing and delivering effective CPD solutions that rapidly drive improvement across a range of needs as identified in analysis of whole school/subject performance.





APPLICATION DETAILS

Vacancy Details

Place of Work: Emmanuel College, Gateshead

Start Date: 01 September 2026 , or as soon as possible.

Remuneration: £100,000 - £130,000 per annum, based on qualifications and experience. (Specific remuneration package negotiable, for the right candidate.)

Benefits: Teachers' Pension Scheme; access to private health insurance scheme. Relocation assistance may be available subject to eligibility.

Closing date: 8am 02 February 2026 **Interview Dates** 10 & 11 February 2026

How to apply: For further information, please visit www.esf-web.org.uk or contact our Director of Education, Matthew Waterfield, at mwaterfield@esf-mail.org.uk or (07395 794481), for a confidential conversation. A CV may be submitted to supplement your application but will not be accepted instead of a completed on-line application

[APPLY ONLINE HERE](#)

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This post will involve daily contact with children and is subject to an enhanced DBS check. In addition, as part of the shortlisting process, and in accordance with statutory guidance, we may carry out an online search (for publicly available material) to help identify any incidents or issues that have happened which we may want to explore with shortlisted applicants at interview.

Please note that this detail is indicative and can be amended, updated or replaced as felt appropriate at any time and in order to remain in line with any future legal requirements or expectation.

