

# Secondary Headteacher

Early applications encouraged

This vacancy may close before the deadline



## Application Pack

North Star Community Trust  
Central Services  
Harmony House  
Cuckoo Hall Lane  
London N9 8DR

T 020 8443 0708  
E [info@northstartrust.org.uk](mailto:info@northstartrust.org.uk)  
[www.northstartrust.org.uk](http://www.northstartrust.org.uk)

  
**NORTH STAR**  
COMMUNITY TRUST

# Welcome to North Star Community Trust

## Welcome

As partners in our community, our mission is to provide every child and young person with an enriching and inspiring educational experience, where they can thrive academically and socially, both now and in the future. By being 'Stronger Together' in our educational quality, our parent and community engagement, our investment in our people and our sustainability, we can meet our specific pledges to all of our children, communities and staff.

Our vision is to prepare every North Star Community Trust student for the changing world we live in. A world which is more global, more driven by technology, a world where anything is possible with the right preparation and attitude. That means providing a curriculum and learning experience that reflects the highest academic standards and inspires and enthuses pupils through its creativity and openness to the world around us.

Our children will be able to 'be the change they want to see in the world'. They will be resilient, optimistic, respectful, honest and well-rounded citizens, with a love of learning. At the same time, we are all also members of our communities, places where we find friendship, support and common endeavour. Being at the heart of our communities is a hallmark of North Star Community Trust.

We want our children and young people to have a sense of place, knowing the importance of 'giving back' and the value of community and togetherness to their everyday lives.

As a Trust, we will foster a culture that respects diversity, safeguards our children's wellbeing and recognises that we are stronger together than we are apart. In pursuing this vision, trustees, staff and governors will model it every day, knowing that each one of us plays a part in making it a reality for every child and young person.

I would like to wish you the best of luck with your application and should you require any further information please do not hesitate to contact the Trust.

*Marino Charalambous*

Marino Charalambous  
Chief Executive Officer

# Multi Academy Trust of the Year 2024

“ The Multi Academy Trust of the Year 2024 award recognises outstanding leadership, innovation and excellence in education. This prestigious honour celebrates a Trust that has demonstrated significant impact on student outcomes, fostering inclusive, high-quality learning environments across its schools, and driving transformative educational progress at a national level.

**Awarded by the Confederation of School Trusts (CST)**

“ ECO - To summarise our mission, we use three words for everyone to remember on a daily basis: ***Education, Community and Opportunity*** (ECO). By being ‘Stronger Together’ in our educational quality, our parental and community engagement, our investment in our people and our sustainability, we can meet our specific pledges to all of our children, communities and staff.



## Help Us With Our Mission

North Star Community Trust is an educational charity that manages a family of four academies in North London. We have a Sixth Form, two nurseries and a Stay & Play facility. We are educating some 2,600 pupils from 2 years of age to 18. As partners in community, our vision is to help as many children as possible to succeed at school and in life. We believe that every single member of staff has a critical role to play in helping us to meet our mission.

# Our Trust and Academies

## North Star Community Trust – Central Teams - Edmonton

Our Central Teams provide expert support across all schools in the Trust, working collaboratively to ensure high standards and effective operations. We are committed to delivering a wide range of exceptional services in areas including Finance, HR, IT, Safeguarding, Facilities and Catering, as well as other key disciplines, are all aimed at supporting our academies in the most effective way possible. Our dedicated professionals play a crucial role in enhancing the educational experience for staff, pupils and families.

“We pride ourselves on offering tailored support to each academy, ensuring they have the resources and guidance needed to thrive. Our Central Services teams are integral to the Trust’s success, providing a seamless, efficient service that allows our schools to flourish.”

**Marino Charalambous | Chief Executive Officer | North Star Community Trust**

## Heron Hall Academy – Ponders End

### **The Pearson National Teaching Awards ‘Secondary School of the Year’ Bronze Award 2021**

A thriving secondary school, serving pupils from Years 7 through to 11. We are proud of our inclusive and dynamic learning environment, where every student is encouraged to excel academically and personally. Our dedicated teachers provide a broad, high-quality curriculum that prepares pupils for future success, instilling confidence and ambition in all.

“Many of our students come from the Trust’s primary schools, which means we know a great deal about them when they join us. Our mission and purpose are clear and supported by all our staff. The Trust approach is having a transformational impact on the lives of these young people.”

**David Maytham | Interim Headteacher | Heron Hall Academy**

## Woodpecker Hall Academy – Edmonton

### **The Pearson National Teaching Awards ‘Primary School of the Year’ Silver Award 2024**

#### **Top 5% of results - Excellence in Reading**

A vibrant, three-form entry primary academy, welcoming pupils from Nursery through to Year 6. We provide a nurturing and inclusive environment where every child is encouraged to thrive. Our dedicated staff are committed to delivering high-quality education, inspiring curiosity and a love of learning in every pupil.

“At Woodpecker Hall Academy, our strong sense of community is at the heart of everything we do. As part of a trust that values collaboration, our headteachers, staff and schools work together to serve and inspire the children who are at the heart of our communities.”

**Ms N Ross | Headteacher | Woodpecker Hall Academy  
Trust Leader of Primary Education**



## **Kingfisher Hall Academy – Enfield**

A two-form entry primary academy serving pupils from Nursery through to Year 6. We offer a supportive and engaging learning environment where every child is encouraged to reach their potential. Our passionate staff are dedicated to delivering a broad and balanced curriculum, fostering curiosity and confidence in all our pupils.

“We foster a warm, welcoming atmosphere where every child feels valued and supported. Our skilled team is dedicated to providing a rich and engaging curriculum, ensuring that each pupil reaches their full potential and develops a passion for lifelong learning.”

**Miss G Vincent | Headteacher | Kingfisher Hall Academy**

## **Enfield Heights Academy – Enfield**

A one-form entry primary academy currently serving pupils from Reception through to Year 6. We pride ourselves on creating a close-knit, family-oriented environment where every child is known and valued. Our dedicated team is committed to providing an enriching educational experience, supporting each pupil’s growth and love for learning.

“We create a caring and inclusive space where all children are empowered to succeed. Our experienced staff are passionate about delivering an inspiring education that sparks curiosity, encourages growth, and nurtures a love for learning in every child.”

**Mrs J Powrie | Headteacher | Enfield Heights Academy**

# Our Benefits

## NSCT Health Cash Plan

At NSCT, we are committed to the well-being of our employees. As part of our benefits package, we provide access to the Health Shield Health Cash Plan, a taxable benefit funded by the Trust at Level 1. This plan offers financial support for everyday healthcare expenses and a range of additional well-being services to help you and your family stay healthy. Through this scheme, employees can access the following services via the Digital Health App – Breeze:

- **Health Cash Plan** – Claim reimbursements on essential healthcare expenses, such as dental check-ups, fillings, eye tests, physiotherapy, prescriptions, and more, up to agreed limits.
- **GP Anytime** – 24/7 virtual GP appointments via mobile, tablet, or PC.
- **PERKS** – Exclusive discounts from major retailers like Tesco, ASDA, Sainsbury's, Argos, Alton Towers, Cineworld, EE, and many more.
- **Employee Assistance Programme (EAP)** – 24/7 support from qualified counsellors, with up to 8 face-to-face or video counselling sessions.
- **MyGymDiscounts** – Savings on memberships at over 3,600 gyms and digital fitness subscriptions.
- **SkinVision** – A smartphone app for early skin health detection and personalised recommendations.

Dependents up to the age of 21 (or 24 if in full-time education) can be added at no additional cost. Employees can also upgrade to Level 2 or Level 3 for enhanced benefits by paying an additional fee. Partners can also be added to the plan for an extra charge.

## Staff Lunch Benefit

We offer a canteen lunch to staff at a reduced cost, making it easier to enjoy an affordable lunch at work.

## Pension Scheme

We offer access to the Local Government Pension Scheme (LGPS) for support staff and the Teacher Pension Scheme for teaching staff. These industry-leading schemes provide long-term financial stability, helping you plan for retirement with confidence. Your loved ones are protected with a generous 3x salary life insurance coverage while you're in active service, offering peace of mind for you and your family. We don't just offer a pension—we invest in your future. NSCT makes a generous contribution in addition to your own, ensuring your pension pot grows faster.

## Continuous Professional Development

NSCT is dedicated to empowering professional growth through exceptional training and development programs. We offer a diverse portfolio of high-quality courses and qualifications, exclusive partnerships with leading institutions such as the prestigious Warwick University, and dynamic apprenticeship opportunities across multiple disciplines. Our commitment ensures that every member of our team has the tools, knowledge and support to excel and shape the future of education.

## Cycle2work Scheme

Once you've completed your probation period, you'll have the opportunity to join our Cycle2Work Scheme, which allows you to access a wide range of cycling equipment at a significantly reduced cost. The cost is deducted from your salary before tax and National Insurance. This means more savings for you, while promoting a healthier and more eco-friendly commute.

## Staff Referral Bonus Scheme

We value the power of networking. If you promote our recruitment vacancies and help us fill a role through your recommendation, you'll earn a £500 reward. It's our way of saying thank you for helping us grow our Trust!

# What Our Staff Aay



## Troy

"I'm an Art Teacher and Deputy Head of Year 10 at Heron Hall Academy. My journey started at Cuckoo Hall Academy, where I worked as a Teaching Assistant, primarily with KS3 students. I supported higher-ability students with SATs and assisted SEN students with reading, writing, and creativity through art clubs. Outside of work, I pursued my passion for art, freelancing for private clients."

Transitioning to Heron Hall Academy, I took on a mixed role supporting both the SEN and Art Departments. Later, I assumed the role of an unqualified teacher, aiding Year 11 students with their Art GCSE alongside another art teacher. In 2018–2019, I pursued my PGCE at the University of Warwick, specializing in Art and Design. While training nationwide, I continued teaching at Heron Hall Academy, applying newfound pedagogy with the support of my mentors. Since obtaining my QTS, I've continued teaching art at Heron Hall Academy, taking on pastoral responsibilities and improving the art curriculum. In 2023, I became the Deputy Head of Year 10, working closely with the Head of Year. Additionally, I began teaching A-level art in the newly opened Sixth Form, attending targeted CPD sessions to enhance my KS5 teaching skills."



## Aidan

"I joined Heron Hall Academy in September 2018, straight after completing my A' Levels in Physical Education (PE), Biology, and Art at an Enfield secondary school. Despite not enjoying school much, I persevered and passed all three A' Levels. This experience fuels my passion for working in education, as I want to provide a positive experience for students and show them the benefits of hard work."

When a vacancy for an Apprentice Teaching Assistant at Heron Hall was advertised, I jumped at the opportunity and started in September 2018. North Star Community Trust has continuously supported my development. After completing my first apprenticeship in 2019, I became a PE Technician for two years. In 2021, I began a Degree Apprenticeship, which I will complete in the summer of 2024.

What I love most about working in education is the variety and the motivation I get from seeing students' progress. The Trust, SLT, and my colleagues have been incredibly supportive throughout my training. I have now moved into an unqualified PE Teacher role, where I teach my own classes and plan and deliver the curriculum to secondary students. Once I complete my degree, I aim to obtain QTS and become a Qualified PE Teacher at Heron Hall Academy."

# What Our Staff Say



## Xavier

“My name is Xavier Cumberbatch, and I currently hold the position of Business Operations Officer at North Star Community Trust. Beginning as a Social Media and Marketing Assistant in 2019, my journey within the Trust has been dynamic. I've had the opportunity to explore various business roles, including a 12-month placement in our HR department, customer-facing roles in two of our school offices, collaboration with senior management in strategic planning teams, and involvement in health and safety compliance within the estates and facilities department. The degree apprenticeship has been a pivotal steppingstone, providing me with invaluable skills and insights essential for my professional growth. I am deeply appreciative of the Trust's unwavering support, which has been instrumental in propelling my career forward.

Contributing to the Trust's mission goes beyond mere employment; it's a source of pride. Knowing that my contributions contribute to creating optimal learning environments for schools and students fills me with immense satisfaction.”



## Amy

“I am currently a Deputy Headteacher at Woodpecker Hall Academy. I first joined the trust as a trainee teacher, straight after finishing my degree. I embarked on my PGCE course with Buckingham University as part of the Graduate Teacher Programme, meaning that I trained alongside my class-based role.

I have always enjoyed having a challenge, so I always looked for the next opportunity to progress in my career. Fortunately, there has always been an opportunity for me within the Trust, so I became a subject leader for various subjects, as well as a Year Group Leader.

In 2017, I applied for my first Senior Leadership position and became an Assistant Headteacher, before progressing to my current role as Deputy Head in 2023. Throughout this time, I have been given opportunities for further professional development, including studying for a master's with Warwick and an NPQSL with the IOE. I thoroughly enjoy working here and giving back to our local community.”



## Stronger Together

We look forward to receiving your application, and to hopefully welcome you to be part of our wonderful team at North Star Community Trust



# Job Description

<b>Role</b>	Headteacher
<b>Reports To</b>	CEO and Board of Trustees
<b>Responsible For</b>	All staff at Heron Hall Academy
<b>Location</b>	Heron Hall Academy, 46 Queensway, Enfield EN3 4SA
<b>Working Pattern</b>	Monday to Friday Working hours are those required for effective leadership
<b>Contract Type</b>	Permanent Term Time
<b>Salary</b>	Salary: L24 - L39 Outer London £95,267–£135,683 (In line with the Trust's Headteacher Pay Policy under the STPCD) NSCT Health Cash Plan + Generous Pension
<b>Annual Leave</b>	Holiday year runs from 1 <sup>st</sup> September – 31 <sup>st</sup> August. Annual leave entitlements are calculated in your salary. No additional paid leave is provided and leave is taken during school closures.

## Headteacher Opportunity

Heron Hall Academy is seeking an exceptional Headteacher to lead the next phase of its improvement journey. This is a pivotal leadership role in a richly diverse 11–18 academy serving a high-challenge community, with a clear mandate: **to secure consistently high-quality education for every pupil.**

The Trust is clear that this role is not about doing everything at once. The successful Headteacher will be supported to focus relentlessly on a small number of non-negotiable priorities that will drive rapid and sustainable improvement. The core priorities for this role are:

- Securing consistently high-quality teaching across the academy
- Establishing an ambitious, coherent and well-sequenced curriculum
- Creating a calm, purposeful culture and behaviour that enable learning
- Driving rapid but sustainable improvement with clarity and focus
- Ensuring systems and processes support teaching and reduce unnecessary workload

This is a headship for a leader who wants to focus on what truly matters: great teaching, a strong curriculum and a culture that enables every pupil to succeed, with the full backing of the Trust.

## What the Trust Will Provide

North Star Community Trust is committed to partnership, not isolation. The Headteacher will receive active support from the CEO and Trust School Improvement Team, clear improvement priorities and backing on standards, behaviour and difficult decisions.

The Headteacher will receive:

- Visible, active support from the CEO and Trust School Improvement Team
- Clear priorities and realistic expectations for improvement
- Backing on standards, behaviour and difficult decisions
- Protection from unnecessary distraction and competing initiatives
- High-quality professional development and coaching
- Opportunities to collaborate and share practice across the Trust

## Job Purpose

The Trust is clear that the Headteacher's primary focus will be securing consistently high-quality teaching, underpinned by a strong curriculum and a calm, purposeful culture. Other aspects of the role exist to support and enable these priorities.

Heron Hall Academy serves a richly diverse community. The academy community reflects a broad range of cultures, languages and experiences. The Headteacher will lead with cultural competence, a deep commitment to equity and the professional skill required to accelerate outcomes for all pupils, particularly those facing disadvantage or additional barriers to learning.

This is a pivotal leadership role and The Headteacher will provide **strong, visible and decisive leadership** to accelerate improvement at Heron Hall Academy, securing consistently high standards of education, behaviour and inclusion, and ensuring rapid progress from a position of challenge.

### The Headteacher will:

- Establish and sustain the academy's ethos, values and strategic direction in partnership with the Board of Trustees, ensuring clarity of purpose and urgency of improvement.
- Translate the Trust's vision into clear, deliverable priorities that lead to measurable improvement in outcomes, particularly for disadvantaged pupils and those with additional needs.
- Establish, embed and oversee robust systems, processes and policies so the academy operates effectively, consistently and at pace.
- Accurately identify weaknesses, barriers to effectiveness and underperformance, and implement evidence-informed strategies for improvement that are ambitious, realistic and appropriate to the academy's context.
- Ensure academy improvement strategies are implemented with rigour, accountability and fidelity, and adapted swiftly where impact is insufficient.
- Monitor progress relentlessly against academy priorities, using performance information and external validation to evaluate impact.
- Allocate financial and staffing resources appropriately, efficiently and strategically, ensuring pupil premium and other targeted funding demonstrably accelerates progress.
- Carry out any other duties relevant to the effective leadership of the academy.

The Headteacher will undertake any additional responsibilities appropriate to the role and context of the academy, as directed by the CEO and Board of Trustees. They are expected to comply with any reasonable request from the Trust to carry out work of a similar level and responsibility not specified in this job description. Following consultation, this job description may be amended to reflect changes commensurate with the salary and role.

The Headteacher is required to adhere to the professional responsibilities and expectations set out in the School Teachers' Pay and Conditions Document (STPCD) and the Teachers' Standards, including accountability for the performance, wellbeing and professional conduct of all staff within the academy.

## Key Responsibilities

### Teaching, curriculum and assessment:

- Secure consistently high-quality teaching across the academy, grounded in evidence-based practice and subject expertise.
- Ensure teaching meets the needs of a highly diverse pupil population, including pupils who speak English as an additional language and those who join the academy at different points.
- Establish a broad, ambitious, well-sequenced and coherent curriculum that enables all pupils to build knowledge over time and achieve strong outcomes.
- Ensure curriculum implementation is closely monitored, evaluated and refined to secure impact in classrooms.
- Develop strong curriculum and subject leadership, ensuring leaders have the expertise, accountability and support required to drive improvement.
- Ensure formative and summative assessment are used intelligently to inform teaching, identify gaps and guide intervention.
- Use assessment information rigorously to track progress, evaluate teaching effectiveness and hold leaders to account for outcomes.
- Where applicable, ensure evidence-informed approaches to literacy and reading are prioritised so that pupils can fully access the curriculum.

### Academy culture and behaviour:

- Establish a calm, purposeful and inclusive academy culture where all pupils feel safe, valued and able to learn.
- Set and sustain ambitious expectations for behaviour, attendance, conduct and effort, recognising the academy's diverse and high-challenge context.
- Ensure behaviour systems are simple, consistent and applied fairly, enabling staff to teach and pupils to learn without disruption.
- Lead a strong culture of mutual respect, routine and personal responsibility, modelled consistently by all adults.
- Ensure that pastoral systems are robust and responsive, supporting pupils' wellbeing while maintaining high expectations.
- Drive sustained improvement in attendance and punctuality, using targeted strategies for vulnerable and disadvantaged pupils.
- Ensure staff professionalism is upheld through clear expectations, accountability and support.

### Rapid improvement and impact

- Prioritise the actions that will deliver the greatest improvement in teaching, behaviour and outcomes.
- Use evidence, data and professional judgement to drive improvement at pace.
- Monitor impact rigorously and adapt strategies swiftly where progress is insufficient.
- Avoid initiative overload by maintaining clarity and focus on agreed priorities.
- Work in close partnership with the Trust to sustain momentum and stability.

### Special educational needs, disabilities and inclusion:

- Promote an inclusive academy culture where all pupils are supported to succeed academically and socially.
- Maintain ambitious expectations for pupils with SEND, disabilities and SEMH needs.
- Ensure high-quality identification, provision and review of additional needs, underpinned by effective use of data and professional expertise.
- Ensure the academy works effectively with parents, carers and external professionals to secure appropriate support and provision.
- Ensure statutory duties under the SEND Code of Practice are fully met.
- Monitor and evaluate the impact of SEND and inclusion strategies on pupil progress, attendance and behaviour.

### **Systems, operations and safeguarding to enable teaching and learning:**

- Ensure the safety, safeguarding and welfare of pupils and staff through robust systems and a strong safeguarding culture.
- Ensure safeguarding is a shared responsibility and embedded in all aspects of academy life.
- Lead and manage staff effectively, ensuring clear roles, high expectations, professional accountability and appropriate attention to workload and wellbeing.
- Establish and maintain rigorous approaches to identifying, managing and mitigating risk.
- Ensure the academy operates efficiently, compliantly and sustainably within Trust policies and statutory frameworks.

### **Professional development:**

- Ensure all staff have access to high-quality professional development aligned to academy improvement priorities.
- Build staff capability in areas critical to the academy's context, including behaviour, inclusion, EAL, SEND and quality first teaching.
- Ensure professional development is planned strategically, delivered effectively and evaluated for impact.
- Draw on expertise from within the Trust and beyond to strengthen leadership and teaching practice.
- Actively engage in their own professional development, modelling continuous improvement and reflective leadership.

### **Governance, accountability and partnership:**

- Work constructively and transparently with the Board of Trustees, CEO and governors, accepting challenge and accountability.
- Ensure academy senior leaders and staff understand their professional responsibilities and are held to account for performance.
- Ensure the academy meets all statutory, regulatory and Trust requirements.
- Contribute to Trust-wide collaboration, sharing practice and learning with other academies.
- Build productive partnerships with external agencies, services and organisations to improve outcomes for pupils.
- Communicate effectively with parents and carers, building trust and engagement in a diverse community.

### **Other areas of responsibility:**

The Headteacher is required to support the overarching objectives of the NSCT, uphold its ethos, vision and values, and act as a positive ambassador for the Trust in the local community. They must ensure compliance with statutory safeguarding, inclusion, health and safety and professional standards, and promote wellbeing, equity and professional development across the academy and Trust.

## Trust-wide Professional Responsibilities

### NSCT's Ethos

- Support the Trust's overarching objectives and uphold its ethos, vision and values.
- Represent the Trust with professionalism, serving as a positive ambassador within the community.
- Foster and maintain positive professional relationships with colleagues, parents/carers, stakeholders and the local community.
- Engage staff, pupils, parents/carers and stakeholders in Trust-wide initiatives, campaigns and events.
- Work collaboratively as a team to achieve the Trust's strategic goals and objectives.

### Professional Development and Collaboration

- Participate in professional development activities and performance reviews, demonstrating a commitment to continual growth and excellence.
- Collaborate with colleagues across the Trust to share best practices and drive continuous improvement.
- Embrace new practices, technologies and strategies to meet the evolving needs of the Trust.
- Contribute to internal evaluations and work with senior leadership to achieve professional growth.

### Safeguarding and Well-being

- Promote and uphold a culture where the safeguarding and welfare of children and young people is everyone's responsibility, regardless of role or location.
- Comply with all statutory and organisational safeguarding policies, including Keeping Children Safe in Education (KCSiE) and the Trust's safeguarding policy
- Report any safeguarding concerns or disclosures promptly and appropriately, in line with Trust protocols.
- Support the creation and maintenance of safe environments, physical and emotional, whether working directly with children or in supporting roles.
- Participate in mandatory safeguarding training and ensure your knowledge remains current and in line with your role's requirements.
- Promote inclusiveness, mental health awareness and well-being across your area of work, recognising their impact on the overall safety and success of pupils and staff.

### Professional Conduct and Institutional Compliance

- Adhere to all Trust and academy policies and procedures, ensuring alignment with organisational standards and expectations.
- Comply with health and safety regulations to maintain a safe, supportive environment for pupils, staff and visitors.
- Foster a culture of diversity, inclusion and equal opportunity, ensuring all practices are free from discrimination and harassment.
- Uphold British Values and meet the requirements of the Prevent Duty, in line with statutory guidance.
- Support the Trust's strategic priorities through your everyday work and professional conduct.
- Engage with internal and external audits, inspections and reviews to drive continuous improvement and ensure compliance with statutory and Trust-wide requirements.
- Demonstrate professionalism in conduct and appearance, serving as a positive role model.
- Strengthen relationships with the wider community to support the Trust and academy's objectives.
- Participate in outreach programmes that connect the Trust with local stakeholders and encourage collaboration.

# Person Specification

## Qualifications (or equivalent qualification)

Essential Desirable

Bachelor's Degree in any subject	✓	<input type="checkbox"/>
Qualified Teacher Status (QTS)	✓	<input type="checkbox"/>
Postgraduate or professional qualification in educational leadership (e.g., NPQH, MA/MEd in Education Leadership)	✓	<input type="checkbox"/>
Evidence of continuous professional development in senior leadership	✓	<input type="checkbox"/>

## Professional Experience

Essential Desirable

Significant senior leadership experience within a school or academy setting	✓	<input type="checkbox"/>
Experience leading academy improvement, raising standards and accelerating progress	✓	<input type="checkbox"/>
Experience leading improvement or turnaround in a complex or high-challenge school context	✓	<input type="checkbox"/>
Proven track record of improving outcomes for disadvantaged pupils and those with SEND or EAL	✓	<input type="checkbox"/>
Experience leading curriculum development and implementing evidence-informed teaching strategies	✓	<input type="checkbox"/>
Strategic planning and execution of whole-school initiatives and policies	✓	<input type="checkbox"/>
Experience managing, mentoring and developing staff, including performance management	✓	<input type="checkbox"/>
Demonstrable success in operational management, including safeguarding, compliance and risk assessment	✓	<input type="checkbox"/>
Experience of building a positive professional culture, improving staff morale and securing staff retention during periods of change	✓	<input type="checkbox"/>
Experience in financial planning and resource allocation to support academy priorities	✓	<input type="checkbox"/>

## Skills and Knowledge

Essential Desirable

Strong strategic understanding of UK education policy, statutory frameworks and Ofsted, with experience of leading inspection or external accountability to drive academy-wide improvement.	✓	<input type="checkbox"/>
Expertise in developing and implementing evidence-based strategies to raise attainment and accelerate progress for all pupils, including disadvantaged learners, SEND and EAL students	✓	<input type="checkbox"/>
Highly developed ability to analyse complex data, identify underachievement and gaps, and design and monitor effective improvement strategies across the academy	✓	<input type="checkbox"/>
Exceptional leadership and team management skills, including the ability to inspire, motivate and develop staff at all levels	✓	<input type="checkbox"/>

Strong financial acumen, including understanding of budget management and strategic allocation of resources to support priorities and school improvement	✓	<input type="checkbox"/>
Proven ability to develop and articulate a clear, ambitious vision for the academy and implement strategic plans to achieve it	✓	<input type="checkbox"/>
Ability to cultivate a fully inclusive, equitable and positive academy culture that promotes high expectations and wellbeing for pupils and staff	✓	<input type="checkbox"/>
Proficiency in digital tools, data systems and IT platforms to support operational leadership, strategic decision-making and data-informed school improvement	✓	<input type="checkbox"/>
Strong awareness of educational research and evidence-informed practice, with the ability to translate this into consistent classroom practice at scale	✓	<input type="checkbox"/>
Knowledge of online safety best practice and responsible use of digital tools for both staff and pupils	✓	<input type="checkbox"/>
Understanding of GDPR and data protection regulations within the educational context	✓	<input type="checkbox"/>
Ability to work effectively with Trust leaders and central teams, using support and challenge to drive improvement	✓	<input type="checkbox"/>

## Attributes

	Essential	Desirable
Communicate with authority, professionalism, respect and influence across pupils, staff, governors, parents and the wider community	✓	<input type="checkbox"/>
Lead collaboratively and constructively, inspiring colleagues and creating a positive, high-expectation academy culture	✓	<input type="checkbox"/>
Manage and resolve complex challenges and conflicts calmly, decisively and with fairness	✓	<input type="checkbox"/>
Remain approachable, resilient and solution-focused under pressure, modelling exemplary leadership behaviour	✓	<input type="checkbox"/>
Prioritise the safety, wellbeing and development of pupils and staff as a fundamental leadership responsibility	✓	<input type="checkbox"/>
Take initiative, act strategically and respond proactively to the needs of the academy community	✓	<input type="checkbox"/>
Demonstrate exceptional professionalism, reliability and commitment to the responsibilities of senior leadership	✓	<input type="checkbox"/>
Manage multiple priorities and high-stakes deadlines effectively, demonstrating strategic time management	✓	<input type="checkbox"/>
Exhibit strong organisational skills with accuracy, attention to detail and the ability to delegate effectively	✓	<input type="checkbox"/>
Exercise discretion, maintain confidentiality and act with integrity in all strategic and operational decisions	✓	<input type="checkbox"/>
Uphold and model the highest ethical standards, promoting trust and accountability across the academy	✓	<input type="checkbox"/>
Align with Trust values, act as a visible role model and lead by example in all aspects of academy life	✓	<input type="checkbox"/>
Champion diversity, equity and inclusion, embedding these principles across the academy culture	✓	<input type="checkbox"/>
Reflect critically on personal leadership, embrace professional development and foster innovation and creativity across the academy	✓	<input type="checkbox"/>
Demonstrate political and contextual awareness, understanding local and national education landscape and its impact on the academy	✓	<input type="checkbox"/>
Build strong networks and partnerships to enhance opportunities for pupils, staff and the wider community	✓	<input type="checkbox"/>

# Next Steps

## Applications

Submit your applications by the deadline specified on the advert.

Completed online application form, along with a personal statement, outlining how you meet the criteria in the Person Specification. These criteria will form the basis of the selection process. We encourage you to apply as soon as possible as we may interview and offer to a candidate before the closing date. Please note that we only accept applications submitted before the closing date.

Visit our website for further information on the Trust and academies: <https://www.northstartrust.org.uk/>

## Shortlisting and interview process

Shortlisted applicants will be invited to participate in formal interviews over 2 days. Candidates will also be asked to undertake a series of tasks and observations in line with the Person Specification and role. You will be provided with details upon invitation. References will be taken up after shortlisting and where permission has been granted. An online search will be conducted as part of our due diligence checks on shortlisted candidates. The selection process for senior roles involves a second interview for final consideration.

## Feedback

Shortlisted candidates who are unsuccessful post-interview will have the opportunity for professional feedback following the interviews.

## Additional information

If you would like to arrange a visit to the Trust or academy you are applying to, you can do this by either sending a message via MyNewTerm or contacting HR via email at [hr@northstartrust.org.uk](mailto:hr@northstartrust.org.uk).

## Safeguarding

We are fully committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. As part of our recruitment process, the successful candidate will be required to undergo safer recruitment checks, including enhanced clearance through the Disclosure and Barring Service (DBS) and any other pre-employment checks relevant to their role.

## Reasonable adjustments

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job holder will ensure that academy policies are reflected in all aspects of their work, in particular those relating to:

1. Equal Opportunities
2. Health and Safety
3. General Data Protection Regulations (2018) and Data Protection Act (2018)
4. Safeguarding children