



Assistant Headteacher

Recruitment Pack



Nurturing inclusive learning communities

CEO WELCOME

Dear Applicant,

Thank you for your interest in this vital post of Assistant Headteacher at Ethos Academy Trust. We hope that the information contained within this pack provides sufficient information and helps you to decide if you have the right qualities, skills and experience to apply for this position.

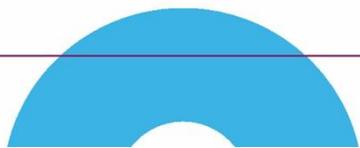
The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

We have six Academies: Ethos College, Reach Academy, Evolve Academy, Engage Academy, Elements Academy and Enrich Academy and we have high aspirations for future growth.

Thank you for your interest in Ethos Academy Trust and we will look forward to receiving your application.

Chris Davis
CEO, Ethos Academy Trust



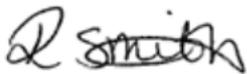
EXECUTIVE HEADTEACHER/HEAD OF SCHOOL WELCOME

Reach Academy is based in Batley, West Yorkshire and is a part of the Ethos Academy Trust. Reach Academy provides long-term full-time education to Key Stage 3 pupils (ages 11 to 14) with wide ranging Social, Emotional Mental Health (SEMH) needs with an Education Health and Care Plan (EHCP).

At Reach Academy, we believe that all pupils deserve the opportunity to be supported to re-engage with learning and school life. We achieve this within a stimulating, safe and welcoming environment, where the curriculum is personalised to meet the differing needs and interests of all our pupils. Our staff pride themselves on offering a nurture-based approach and a high-quality educational provision that supports pupils to achieve positive outcomes and become ready to move onto further success in their next educational setting.

At Reach Academy, you will find strong, hardworking and dedicated members of staff. We believe in investing in our staff team and all staff have the opportunity to access high quality internal and external professional development. Working at Reach Academy is extremely rewarding; making a difference to vulnerable young people across the local authority as part of a wider staff team and knowing that the work you have done has made an impact on a young person's education and life chances.

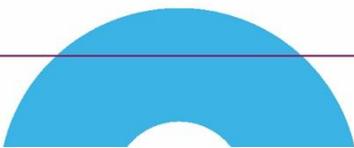
We are seeking to appoint an Assistant Headteacher to join our strong and dedicated team. The successful applicant must be dedicated to helping our young people reach their full potential. I would like to thank you for your interest in Reach Academy, and I look forward to receiving your application.



Rebecca Smith
Executive Headteacher



Jack Ghee
Head of School





Nurturing inclusive learning communities

Ethos College provides long-term full-time education places for Key Stage 4 pupils (ages 14 to 16) with wide ranging Social, Emotional Mental Health (SEMH) needs.

Our mission at Ethos College is to create a secure and stimulating learning environment in which all students are valued and respected, their learning is promoted, and their strengths are nurtured. Our focus is to prepare young people for transition to post-16 education, employment or training.



Nurturing inclusive learning communities

Evolve Academy is a KS2 and KS3 school that supports students with wide-ranging Social, Emotional and Mental Health (SEMH) needs. We currently have two school bases: one in Wakefield and the other in Castleford. Some of our students have been permanently excluded from Wakefield primary or secondary schools. We also work in partnership with Wakefield mainstream schools to offer a 12-week placement for students who may require short-term step-out provision before returning to their mainstream school.

Our aim is to provide a supportive and nurturing environment that will enthuse and engage students in education. We strive to ensure that our students have clear pathways to their next educational setting, supporting schools to ensure that their varying long-term needs can be effectively met, whether this is in a mainstream or more specialised school environment. Our long-term aim is for students to be empowered to develop into responsible citizens beyond their school years.



Nurturing inclusive learning communities

Elements Academy opened in September 2022, and is a special school based in Rotherham for students in KS2 to KS4 who have social, emotional and mental health (SEMH) needs. All pupils attending the academy have an Educational Health and Care Plan (EHCP) in place.

We provide a community that is safe, respectful and aspirational and the nurture principle is at the heart of everything that we do. We offer a curriculum that empowers students to gain the skills, knowledge and resilience they need to be happy and successful individuals. At Elements Academy, we place equal value upon academic and personal development and, whilst we know our students have barriers to overcome, we are committed to giving them the skills to overcome them.



Nurturing inclusive learning communities

Reach Academy is a well-established school for children in Key Stage 3 (ages 11 to 14) with Social, Emotional Mental Health (SEMH) needs. All pupils attending the academy have an Educational Health Care Plan (EHCP) in place. Our nurture principles underpin our practice and ensure that we meet the individual needs of every pupil. We are committed to improving the life chances of pupils by removing barriers to engagement and achievement. Our aim is to create a secure and inspiring environment where every child is empowered to take ownership of their learning and their futures.



Nurturing inclusive learning communities

Engage Academy is a school for primary aged children in EYFS 2 and Key Stages 1 and 2 (ages 4-11) with SEMH needs. All pupils attending the academy have an Education, Health and Care Plan (EHCP). We offer a nurturing, safe, inclusive and friendly environment where the building of trusting relationships is paramount. We have extremely high expectations and achieve good academic progress across the curriculum with an emphasis placed on improving pupils' reading, writing and maths skills through personalised and creative learning opportunities.



Enrich Academy is a well-established education provision for Key Stage 4 students (aged 14-16), specialising in supporting students with Social, Emotional and Mental Health (SEHM) needs as well as supporting young people aged 14-16 who are unable to attend a mainstream setting. Our nurture-based philosophy underpins our practice and ensures that we meet the individual needs of every student.

At Enrich Academy, our aim is to provide a caring, stimulating, safe and welcoming environment where learning is enjoyable. We also ensure our teaching is personalised to the needs of students by customising the curriculum to challenge ability and raise aspirations.

We aim to improve student wellbeing and the life chances of our young people, and all our students are supported to fulfil their individual potential whilst developing the confidence and skill required to succeed in post-16 education, employment or training.

TRUST MISSION

Ethos Academy Trust is uniquely positioned with a clear strategic focus on Social Emotional and Mental Health and wider Special Educational Need provision. Our Academies are nurturing and inclusive communities, underpinned by a genuine value led culture where pupils and staff thrive and grow to their full potential.

OUR CORE VALUES

 <h3>Leading</h3> <p>with integrity</p> <ul style="list-style-type: none">• Championing honesty and transparency• Building trusting relationships	 <h3>Encouraging</h3> <p>freedom and responsibility</p> <ul style="list-style-type: none">• Working collaboratively• Investing in effective partnerships
 <h3>Thinking</h3> <p>innovatively</p> <ul style="list-style-type: none">• Finding creative solutions• Meeting individual needs	 <h3>Improving</h3> <p>continuously</p> <ul style="list-style-type: none">• Raising standards• Developing strong and effective leaders
 <h3>Celebrating</h3> <p>achievement</p> <ul style="list-style-type: none">• Improving academic progress• Enriching personal development	 <p>ETHOS ACADEMY TRUST</p> <hr/> <p>Nurturing inclusive learning communities</p>



WHY WORK FOR THE TRUST?

Ethos Academy Trust spans West and South Yorkshire, with all our Academies in close proximity to one another and in easy reach of main motorways and the cities and towns of Leeds, Wakefield, Huddersfield, Bradford and Rotherham. The proximity of our Academies is such that it lends itself to close and collaborative working.

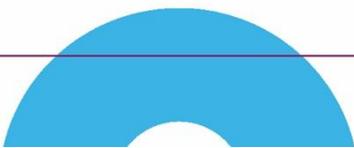
At Ethos Academy Trust, we are committed to providing a top-class education and we put the needs of all the children and young people within our community at the heart of what we do. Our staff are pivotal in this and in recognising, achieving and bringing to life our vision and values.

As such, we are committed to providing our staff with high quality professional development which can be evidenced through a variety of channels. We have numerous examples of staff who have developed and progressed their careers with the Trust. We fully embrace the fact that if we invest in our staff and their futures, we will create an environment where staff are happy, inspired and ambitious, which in turn means that they are able to create positive, engaging and life changing learning experiences for pupils

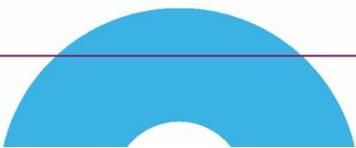
Ethos Academy Trust is fully committed to supporting and enhancing the wellbeing and mental health of all stakeholders. Across the Trust there are regular opportunities for staff to come together outside of their normal working day in a social or other activity capacity.

As an employer, we are able to provide the following benefits to all members of staff:

- A chance to work at a unique Trust with a clear direction and commitment to working with Social Emotional and Mental Health need and wider SEND pupils.
- The Trust maintains nationally agreed terms and conditions in relation to pay and conditions for teaching and support staff and continues to subscribe to local holiday patterns and allowances within the local authority of each academy.
- Opportunities to collaborate with colleagues across academies and within the Central Trust teams and other Multi Academy Trusts on a local and/or regional basis.
- Structured and informal opportunities to develop skills and opportunity to progress, share best practice (locally and nationally).
- Access to Teacher and Local Government Pension Schemes.
- Access to 24/7 Employee Assistance Programme which includes counselling and physiotherapy services.
- All staff have 1:1 sessions with their managers every half term and complete a Wellness Action Plan at least annually.
- All staff are required to have an annual appraisal.
- We recognise and reward staff who have gone over and above with our half termly values driven staff awards.
- Opportunity to have your say and to contribute to Academy related developments via annual staff survey, regular “pulse” surveys and Academy Liaison Groups.



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- Access to employee salary sacrifice schemes such as Cyclescheme, Techscheme and discounted shopping.
 - Additional day off after 5 years' service with the Trust
 - Local agreements for corporate access to gyms and other leisure facilities.





I was inspired to pursue a career with children who have SEMH needs through my experience of teaching music as an unqualified Teacher. I joined the Trust thirteen years ago as an Inclusion Worker and was subsequently promoted to Senior Inclusion Worker, before being supported to secure a teaching qualification. More recently I was able to complete training to become a SENDCo and I am currently SENDCo for Reach Academy. The Trust and management team within Reach Academy not only supported my ambition to become a fully qualified Teacher, they continue to offer opportunities for my ongoing personal and professional development.

SARAH SIMMONDS, SENDCO - REACH ACADEMY

During my 8 years of employment with Ethos Academy Trust, I have been supported to access a number of professional opportunities and, after securing a teaching role, I became a member of the Senior Leadership Team at Ethos College and was supported in undertaking the NPQSL to help me enhance my leadership skills, understanding and practice. From January 2024, I moved to the position of Head of School at Reach Academy.

The Trust is committed to providing relevant and meaningful professional development opportunities to support the career progression of the staff team. I have always felt highly valued and supported by the Trust in everything that I do. It is an absolute privilege to work for a Trust that is so invested in supporting its staff to be the best that they can be and help to transform the lives of so many young people.

JACK GHEE, HEAD OF SCHOOL - REACH ACADEMY



ADVERT FOR ASSISTANT HEADTEACHER

Job Title: Assistant Headteacher
Salary – L1 - L5
Full time
Permanent
Closing date: 13 March 2026 at 9am

Applicants

This is an exciting opportunity to join Ethos Academy Trust, where we aim to deliver the very best educational experiences for pupils across the primary and secondary age range. Our academies are welcoming, calm and purposeful and, within a nurturing ethos, our learners are stretched academically, supported pastorally and developed socially and emotionally.

We are looking to appoint an Assistant Headteacher to join our passionate and hardworking team at Reach Academy.

If you are looking for a new and rewarding challenge in education and you are committed and passionate to making a difference, then we look forward to hearing from you.

Closing date: 25 February 2026
Interview date: Online task – 17 March 2026 and in-person tasks and interview – 19 March 2026.

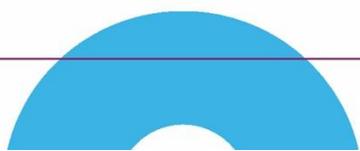
If you require further information or would like to arrange a visit, please contact Jack Ghee – jghee@eat.uk.com

You can apply for the vacancy at <https://www.eat.uk.com/recruitment-portal/current-opportunities/>

Safeguarding statement

Ethos Academy Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check (including Children's Barred List) and past employment references.

Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.



ASSISTANT HEADTEACHER JOB DESCRIPTION

Job title	Assistant Headteacher
Location	Reach Academy, Batley
Hours	Full time Permanent
Reports to	Headteacher
Staff responsible for	Teaching and non-teaching staff
Closing Date	13 March 2026 at 9am Interview: Online task – 17 March 2026 and in-person task and interviews 19 th March 2026
Salary/Grade	L1-L5
Job Purpose	<p>To be a fully active and influential member of the Senior Leadership Team, modelling best practice and leading on strategies which improve behaviour and attendance across the school.</p> <p>Act as the Designated Safeguarding Lead for the school, leading on all aspects of safeguarding and supporting members of the safeguarding team.</p>

KEY OBJECTIVES AND ACCOUNTABILITIES

Main Duties

Strategic Leadership and Management

- Contribute and lead elements of school self-evaluation and development planning processes
- Contribute to having a direct impact in raising achievements to the highest-level for all children through uncompromising high ambition
- Take responsibility for leading and managing areas of the strategic leadership and performance of the school under the overall direction of the Head Teacher.
- Lead by example in determining the professional conduct and practice of all staff to the highest standard.
- Promote a climate in the school which enables all pupils to display improving and positive behaviour.
- Contribute to the sustained development of the leadership team, deputising for other senior leaders when required.
- Work alongside other senior leaders in setting aims and objectives and in formulating, implementing and reviewing the impact of School Development Plans.
- Inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of pupil discipline, offering guidance and support to all staff.
- Under the direction of the Headteacher, contribute to ensuring that the school's Performance Management and Appraisal policy is implemented, to secure school improvement and individual professional development of staff at all levels.
- Actively promote equality of opportunity by working alongside senior leaders in ensuring the school provides the best possible outcomes for all its pupils.
- To provide strategic and operational leadership and support for all staff regarding the day to day running of the school
- Support the Headteacher, CEO and Trust Board as appropriate with the selection and recruitment of staff to the school.
- Be a lead professional and positive role model within our community, helping others recognise difference and respect diversity
- Liaise effectively with parents and carers to develop and sustain positive relationships between school, home and other settings to support progress with learning and SEMH development.
- Identify and address aspects of training needs for the staff team, ensuring continued professional development has a direct impact on the development of provision and outcomes for pupils
- Make a significant contribution to the school's professional development programme, including co-ordinating training programmes, delivering INSET and working with individuals and teams in a variety of professional development activities

Safeguarding

- Fulfil the role of Designated Safeguarding Lead (DSL) for the school, assuming responsibility for safeguarding pupils, staff and visitors. As a member of the senior
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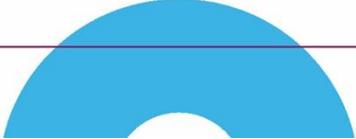
leadership team, the DSL will have the authority to make decisions regarding staff and pupils.

- Take responsibility for ensuring safeguarding procedures are in place, including undertaking the audits and reporting as required by the Headteacher.
- Ensure that appropriate training is sourced, delivered and documented to fulfil all statutory and Trust-wide requirements.
- Take responsibility for compliance of the Single Central Record (SCR) - Liaise with key staff to ensure the SCR is updated and fully compliant with statutory requirements.
- Management and supervision of Deputy DSLs to ensure adequate support for the roles are in place.
- Be the key contact for all professional agencies regarding pupils, ensuring that communication is effective and professional.
- Attend all necessary training to be able to positively contribute effectively to multi-disciplinary meetings.
- Attend and promote specific working groups, for example, DSL network and supervision as directed by the Headteacher
- Support colleagues to undertake risk assessments for onsite activities and external visits and assume the role of EVC to sign off necessary risk assessments using appropriate systems.

Attendance

- Lead on attendance, raising the profile of attendance across Reach Academy; increasing rigour and challenge to staff, ensuring consistent application of the attendance policy.
- Work with all staff on pupil attendance to implement strategies and procedures, ensuring policies are regularly reviewed and followed to secure outstanding attendance of pupils.
- Liaise with external agencies and families to manage any attendance barriers or concerns.
- Lead and evaluate whole school initiatives in parental engagement to demonstrate significant and sustained improvements across all groups.

Behaviour

- Lead on developing training and practices to include behaviour strategies and trauma informed practice; ensuring the consistent application of effective practice across the school.
 - Lead and evaluate whole school initiatives in parental engagement to demonstrate significant and sustained improvements across all groups using stakeholder voice to inform developments.
 - Working with other senior leaders, further develop recording and data systems in relation to behaviour and interventions, reporting to the Headteacher as required
 - Lead on the reintegration of pupils into the school when fixed term suspensions are issued, in line with statutory guidance and best practice.
 - Review and refine the behaviour and relationships policy and practices to ensure they are clearly defined, consistently applied and evidence positive impact.
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- Work with staff to ensure restorative strategies are implemented and all necessary plans, including supporting me to learn plans (SMTLP) are in place, reviewed regularly and implemented effectively.
- Ensure that staff are Team Teach trained and that all related procedures are implemented effectively, including the review of pupil risk assessments
- Lead on the reward system; reviewing, developing and evaluating the impact of an effective system which motivates and celebrates pupil success.

General

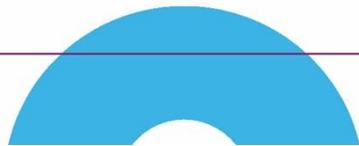
- Act with integrity, honesty and professional competence and understand the importance of confidentiality.
- Have a positive attitude towards working with vulnerable young people including ability to be understanding, responsive, calm and supportive.
- Carry out your duties with due regard to current and future Trust and academy policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, induction and on-going performance development and through Trust communications.
- Take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety at Work Act
- Demonstrate day to day commitment to the Trust's vision, mission and core values.
- Carry out such reasonable additional duties as may from time to time as determined by or on behalf of Trust Senior Leaders or the Trust Board.

PERSON SPECIFICATION

	Key Criteria	Essential (E) / Desirable (D)
Knowledge, Education and Training	Hold a relevant degree and/or equivalent experience	E
	Hold Maths and English A-C GCSE or equivalent.	E
	Have evidence of recent, relevant CPD to fulfil the requirements of the role.	E
	NPQSL qualification, or a willingness to undertake this.	E
	Hold an Advanced Team Teach qualification, or a willingness to obtain	E
	Knowledge of the schools' Ofsted Inspection criteria and processes.	E
	Thorough understanding of effective strategies for gaining and maintaining high standards of discipline at whole-school level.	E

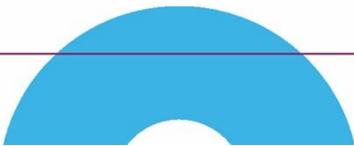


	Up-to-date understanding of child protection issues and procedures.	E
	Relevant training and a good understanding of statutory requirements and processes in relation to Safeguarding.	E
	Evidence of post-graduate study/degree	D
	Significant experience and training as a Deputy Designated Safeguarding Lead	E
	Significant experience and training as a Designated Safeguarding Lead	D
Relevant Experience	Recent, significant and successful experience as a senior or middle leader in specialist settings and/or internal AP in a mainstream setting.	E
	Have experience of leading, developing and evaluating effective safeguarding, behaviour and attendance strategies for learners with SEND, in particular pupils with SEMH needs	E
	Experience of working with professionals and colleagues in other schools and services to improve outcomes for all pupils.	E
	Ability and commitment to work flexibly and collaboratively as part of a team whilst taking a leading role when required.	E
	Experience of initiating and implementing strategies to improve parental/carer involvement in their child's learning	E
	Experience of setting and achieving ambitious standards for all pupils, overcoming disadvantage and advancing equality, ensuring the accountability of staff for the impact of their work.	E
	Experience of implementing clear policies and practices throughout a school, including monitoring and evaluating their impact.	E
	Experience of implementing rigorous, fair and transparent systems for managing the performance of staff, addressing under performance, supporting staff to improve and valuing excellent practice.	E
	Experience of developing and leading CPD for teachers and support staff	E





Aptitudes, skills and competencies	Demonstrate leadership qualities, resilience and the ability to enthuse, empower and motivate others, whilst working flexibly as part of a team	E
	Willingness to play a senior role in the multi-academy trust, contributing to school improvement at other schools within the Trust.	E
	Ability to demonstrate best practice with regard to safeguarding, child protection, safer recruitment and safeguarding policies and procedures.	E
	A team player with strong leadership and empowerment skills.	E
	Ability to create and sustain a strong, positive personal impact, conveying authority, confidence, approachability, warmth and humour.	E
	Develop, maintain and use an effective network of contacts across all agencies and communities with whom the school interacts.	E
	The ability to contribute to the day-to-day demands of a Senior Leadership Team	E
	Demonstrate energy, dynamism and resilience through a proactive and positive approach to problem solving.	E
	Ability to work calmly under pressure, prioritise workload and consistently meet deadlines.	E
	Possess emotional resilience in working with pupils presenting challenging behaviours	E
Any additional factors	Motivated to work with pupils with a wide range of learning, social, emotional and health needs	E
	The post holder may be required to work outside of normal school hours on occasion with due notice	E
	Willingness to be flexible and adaptable, leading a team by modelling a positive, professional approach, in a variety of situations.	E
	Willingness to undergo an enhanced DBS check and sign up to the DBS service on an annual basis	E
	Commitment to ongoing personal training and development	E





	Willingness to work offsite with pupils and families	E
	Willingness to work across multi academy trust sites in different key stages	E
	Understanding of relevant policies/codes of practice and awareness of relevant legislation	E
	Full driving licence with business insurance along with a willingness to transport pupils in own vehicle and drive the school minibus, undertaking minibus training as necessary	E
	Willingness to work alongside a school dog	E

Equality and Diversity statement

Ethos Academy Trust treats all applicants for employment in the same way regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Disability statement

Ethos Academy Trust is committed to promoting equality of opportunity for people with disabilities. We continue to review our processes and procedures to ensure individuals with disabilities receive full and fair consideration for all types of vacancies at the recruitment stage and during their employment.

Individuals who apply to the Trust for employment will receive fair treatment and be considered solely on their ability to do the job. Where required reasonable adjustments will be applied. During employment the Trust, wherever possible, will retain the services of an employee who is or has become disabled.

Online checks for shortlisted candidates

In accordance with DfE Keeping Children Safe in Education 2024, an online search, including social media, will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

GDPR

A copy of our Privacy Notice is available via our website: www.eat.co.uk





Nurturing inclusive learning communities

Ethos Academy Trust
c/o Reach Academy
Field Hill Centre
Batley Field Hill
Batley
WF17 0BQ

