

Assistant Headteacher –
SEND and Inclusion Lead

Early applications encouraged
This vacancy may close before the deadline



Application Pack

North Star Community Trust
Central Services
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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.

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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.”

Headteacher | Heron Hall Academy

Woodpecker Hall Academy – Edmonton

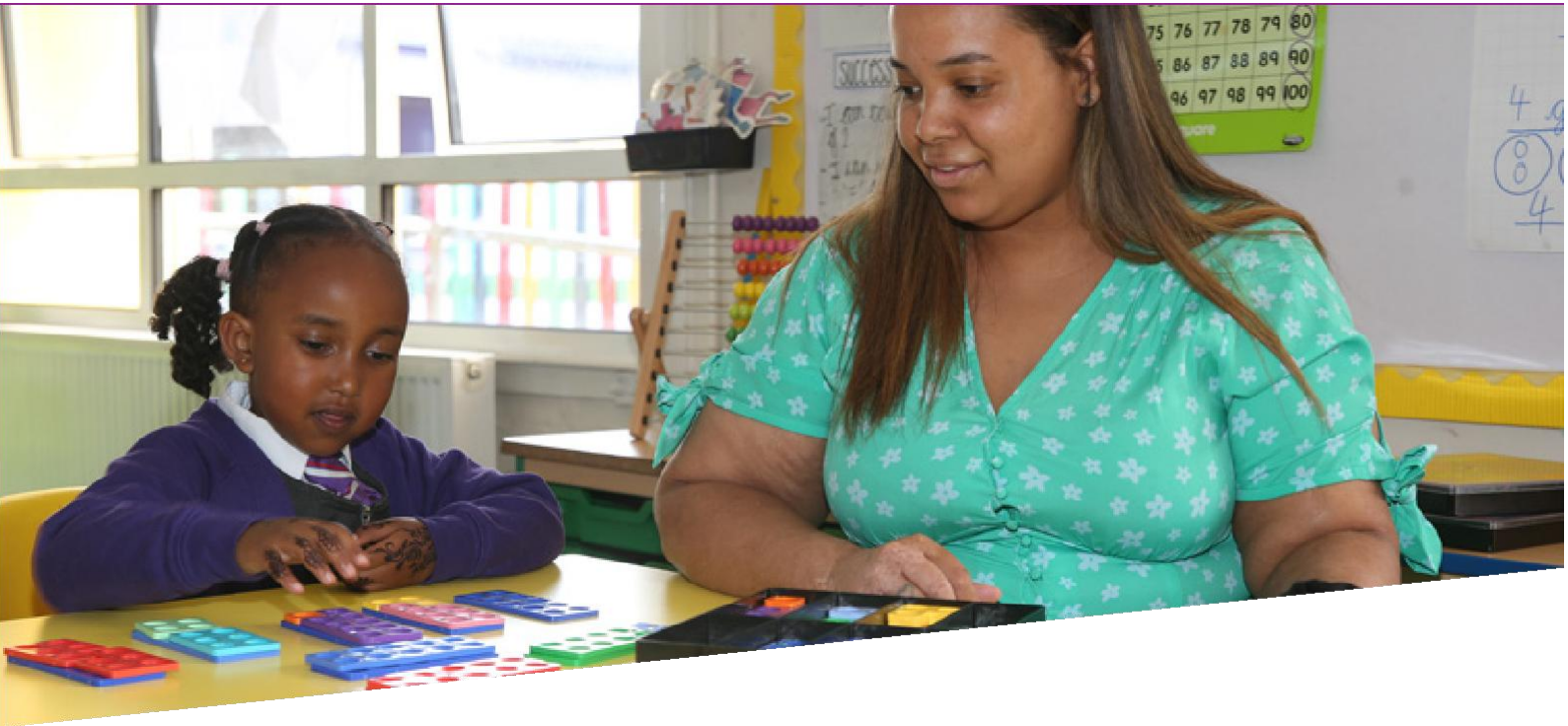
The Pearson National Teaching Awards ‘Primary School of the Year’ Silver Award 2024

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

| | |
|------------------------|--|
| Role | Assistant Headteacher - SEND and Inclusion Lead |
| Reports To | Headteacher |
| Responsible For | SENDCo / Inclusion Team |
| Location | Kingfisher Hall Academy, 40 The Ride, Enfield, EN3 7GB |
| Working Pattern | Monday to Friday (Hours in accordance with the provisions of STPCD) |
| Contract Type | Permanent Term Time and Full Time |
| Salary | Leadership scale: L3 – L6 Salary: £58,497 - £62,677 Salaries are determined by the current range being paid and experience NSCT Health Cash Plan + Generous Pension |
| Annual Leave | Holiday year runs from 1 st September – 31 st August. Annual leave entitlements are calculated in your salary. No additional paid leave is provided and leave is taken during school closures. |

Job Purpose

As a member of the Senior Leadership Team, the Assistant Headteacher will work in partnership with the Headteacher and Senior Leadership Team to support the strategic leadership and management of the academy. The postholder will promote the vision, values and inclusive ethos of the school while supporting the development and implementation of effective SEND provision, inclusion and pastoral care practice across the academy. They will lead on assessments, interventions and staff development to ensure all pupils with special educational needs and disabilities (SEND) receive high-quality support and inclusive teaching practices.

The postholder will provide strategic leadership in the development and implementation of the Trust's SEND policy, ensuring it aligns with the wider aims and vision of the academy. They will oversee and monitor pupil progress, manage Education, Health and Care Plans (EHCPs) and Learning Support Plans, and lead on effective engagement with parents/carers, external agencies and the local authority. The role also carries key responsibility for promoting safeguarding and pupil wellbeing, fostering a safe and nurturing learning environment that promotes inclusion and high aspirations.

Employees will be expected to comply with any reasonable request from their line manager and Senior Leadership Team to undertake work of a similar level and grade that is not specified in this job description. Following consultation with you, this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

The role involves adhering to the professional responsibilities and expectations set out in the School Teachers' Pay and Conditions Document (STPCD) and Teachers' Standards.

Key Responsibilities

Strategic leadership and policy Implementation:

- Maintain, update and implement the SEND policy in line with national and local legislation and guidance.
- Establish success criteria, objectives and actions for SEND as part of the School Improvement Plan (SIP).
- Complete the Self-Evaluation Form (SEF) with a focus on evaluating SEN provision.
- Analyse the SEND provision and its impact across the academy as part of the SIP.
- Contribute to whole-school self-evaluation and school improvement planning, ensuring SEND and inclusion priorities are embedded across all areas of academy development.

- Support the Senior Leadership Team in monitoring teaching and learning quality and outcomes across the academy.
- Develop and maintain strong partnership working with parents/carers, local authorities and external agencies.
- Promote and uphold safeguarding policies and procedures, working closely with the Safeguarding Team and senior staff to maintain high standards of pupil welfare and protection.

Assessment, monitoring and reporting:

- Analyse whole-school assessment and progress data to inform strategies that improve outcomes for all pupils, with a particular focus on SEND learners.
- Monitor the academic and personal development of pupils with SEND using agreed tracking systems.
- Provide SEND progress reports termly for the Headteacher and SLT.
- Provide relevant SEND updates and data to support reports to the governing body and SEND governor.
- Coordinate and support effective transition for pupils with SEND.
- Write, review and oversee EHCPs and Learning Support Plans in collaboration with staff and parents/carers.

Curriculum and inclusion:

- Work with colleagues to promote inclusive practice and access to the curriculum and wider academy life for all pupils with SEND.
- Provide targeted feedback to teachers to support quality first teaching for SEND pupils.
- Model effective inclusive classroom strategies and support staff in adapting provision.
- Lead on developing SEND-related initiatives in line with SIP priorities and ensure relevant training and resources are available.

Staff development and training:

- Support and coach teaching staff across the academy to develop inclusive practice and improve teaching quality.
- Plan and deliver in-house training related to SEND and inclusion.
- Train and work with staff to identify professional development needs around SEND and inclusion.
- Develop and guide support staff to deliver effective interventions.
- Provide mentoring and guidance to ECTs, teachers and support staff regarding SEND provision.
- Lead the performance management process for support staff to drive professional development and effectiveness.

Liaison and partnership working:

- Liaise collaboratively with local authority representatives, outside agencies and health/social care providers.
- Arrange and participate in multi-agency meetings to support the needs of SEND pupils.
- Work in partnership with parents/carers, ensuring their voice is included in planning and review.
- Ensure timely and accurate communication with stakeholders on matters relating to SEND.

Intervention and targeted support:

- Identify pupils requiring additional interventions and support planning and delivery.
- Monitor and evaluate the effectiveness of interventions and adapt provision accordingly.
- Work with staff to remove barriers to learning and ensure individual targets are ambitious and achievable.
- Track pupil outcomes to ensure progress and attainment for SEND learners remain a school-wide priority.

General responsibilities:

- Contribute to strategic leadership across the academy, supporting the Headteacher and Senior Leadership Team in whole-school development and improvement initiatives.
- Support and lead a team in delivering a curriculum subject that engages, motivates and inspires pupils.
- Maintain a comprehensive understanding of local and national SEND policies and initiatives, ensuring their effective application within the academy's provision.
- Ensure compliance with SEND legislation and maintain up-to-date knowledge of relevant guidance, best practices and changes.
- Advocate for inclusive values across the academy, fostering an environment that supports all learners.
- Lead and manage the deployment and oversight of support staff to ensure effective support for SEND pupils.
- Serve as the primary point of contact for staff, pupils and parents/carers on all SEND-related matters.
- Ensure that all staff are familiar with and adhere to the SEND policy and practices.
- Create a positive, collaborative and supportive academy culture.

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 |
|--|-------------------------------------|--------------------------|
| Grade 4 (C) or above GCSEs in English, Maths and Science | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Education to A level standards | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Bachelor's Degree | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| PGCE or other recognised teaching qualification | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Qualified Teacher Status (QTS) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| National Award for SEN Coordination (NASENCO) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Evidence of Continuous Professional Development | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Professional Experience | Essential | Desirable |
| Highly experienced teacher and practitioner within primary education | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Well-versed as a SEND/Inclusion Lead across a diverse primary setting | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| As a senior leader to shape SEND strategy, policy and whole-school improvement | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Strategic planning and execution of whole-school SEND initiatives, including academy improvement efforts and policy implementation, to foster innovation and enhance educational quality | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Successful track record of driving change and improving outcomes within SEND | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Experience leading SEND curriculum development to improve teaching and learning outcomes | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Implementing intervention strategies with a SEND focus to raise attainment and close achievement gaps | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Effective in assessment, progress tracking and target setting to drive pupil success | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Delivering behaviour management strategies within a SEND context to maintain positive learning outcomes | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Supporting children with SEND, EAL and other additional needs | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Experienced in leading, mentoring and managing staff, including overseeing performance management and facilitating professional development opportunities | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Actively involved in extracurricular activities and enrichment programmes | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Risk assessments and ensuring a safe learning environment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Engaging with stakeholders to build strong, collaborative relationships and aligned goals | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Skills and Knowledge | Essential | Desirable |
| In-depth knowledge of the SEND Code of Practice and statutory responsibilities | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Well-developed awareness of current educational practices and pedagogy in SEND and inclusion | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Understanding of the national curriculum framework and requirements, with particular expertise in SEND | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Knowledgeable of UK education policy and Ofsted framework | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ability developing innovative curriculum content, staying updated on national education developments, curriculum reforms and assessment processes | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ability to engage and inspire pupils across a diverse range of abilities and needs | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Implementing strategies for diverse learners, including bilingual pupils and creating an inclusive and supportive learning environment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Identifying and addressing learning barriers through targeted, inclusive strategies | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Use formative and summative assessments to evaluate SEND pupil progress, analyse data to identify underachievement and collaborate with leadership to implement strategies that improve outcomes | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Strong team leadership and management skills | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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|---|-------------------------------------|--------------------------|
| Understanding of budget management and effective allocation of resources to support academy priorities | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ability to analyse data and implement effective operational and strategic strategies to improve outcomes within your role | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Proficient in IT, including Microsoft 365 applications | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Familiarity with role-specific platforms, digital tools and resources to enhance teaching and learning experiences | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Awareness of online safety and responsible use of digital tools | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Understanding of safeguarding, child protection and health & safety | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Knowledge of equality, diversity and inclusion | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Understanding of GDPR and data protection regulations in education | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Attributes | Essential | Desirable |
| Communicate professionally and respectfully with pupils, staff and the wider community, using clear verbal, written and interpersonal skills. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Work collaboratively and constructively with colleagues and the wider academy community to support a positive environment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Handle disagreements and challenging situations calmly and professionally, promoting respect and resolution | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Remain calm, approachable and solution-focused under pressure and in times of challenge | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Prioritise the safety, wellbeing and development of pupils and staff | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Take the initiative and respond proactively to the needs of pupils and colleagues | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Be punctual, reliable and committed to professional responsibilities | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Manage time effectively, meet deadlines and adapt to changing demands | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Demonstrate strong organisational skills with accuracy and attention to detail | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Exercise discretion and maintain confidentiality when handling sensitive information | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Uphold ethical standards and demonstrate high levels of trust and integrity | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Demonstrate a positive attitude and act as a role model for pupils, aligned with Trust values | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Value diversity and actively contribute to an inclusive environment for all | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Engage in self-reflection, embrace professional development, and use creativity and technology to enhance practice | <input checked="" type="checkbox"/> | <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. 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 were 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.

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