



**North East  
Learning Trust**

**Head of School**  
**Rye Hills Academy**  
Applicant information pack

# Head of School

## Required September 2023

### Salary - L27-L33, Permanent

The North East Learning Trust (NELT) is looking to appoint a dynamic Head of School to join our family of schools and lead Rye Hills Academy from 1st September 2023 or sooner.

Currently ungraded following sponsorship by NELT, but rapidly improving under the guidance of NELT, we are looking for an exceptional individual to champion the continuing transformation of this blossoming secondary school.

With unwavering support from a team of trusted leaders of education, our new Head of School will echo our big aspirations for Rye Hills as we look forward with great optimism to a future of exceptional progress, top performance, and rich extra-curricular opportunities for the children of this industrious coastal town.

The successful candidate will be driven by a deep-seated desire to make a real and lasting difference to the lives of children. They must be able to motivate, develop and inspire staff through their love of teaching and their demonstrable talent as a teacher and leader. If you have a proven track record of success, of generating momentum and of bringing about change, this role could be perfect for you.

Working for the North East Learning Trust means joining one of the most successful and ambitious education trusts in the country and one of the largest school families in the region. We pride ourselves on creating outstanding schools, in every sense of the word, with a track record [of transformation and success that speaks](#) for itself.

NELT staff are never alone with a dependable network of experienced and talented teachers supporting and nurturing all staff. Our Trust leaders are renowned for their hands-on approach to school improvement and are in demand regionally and nationally for their specialised knowledge and expertise. Our culture is one of professional development, and collaboration across all Trust schools where we invest [in support, coaching and mentoring](#) at all levels.

On top of this, as a newly appointed Head of School, you will be individually supported by an experienced executive headteacher who will share your pursuit of excellence and your passion for ensuring that the children of Redcar get what they, and what every child deserves - the very best education possible.

We look forward to discussing the role with candidates who have the relevant experience and personal attributes needed for the job. Please contact Emma Campbell on 0191 5180222 ext 17104 to arrange a call or visit.

### **Closing date:**

20<sup>th</sup> January 2023(12 noon), interviews week commencing 23<sup>rd</sup> January 2023.

### **How to apply:**

Application packs can be downloaded from [www.ryehillsacademy.co.uk](http://www.ryehillsacademy.co.uk)

Letters of application (no more than 2 sides of A4 detailing relevant experience) should be returned along with application forms to:

[Emma.campbell@shottonhallacademy.co.uk](mailto:Emma.campbell@shottonhallacademy.co.uk) or by post to Emma Campbell,  
Head of Administrative Services, The Academy at Shotton Hall, Passfield Way,  
Peterlee, SR8 1AU

# Job description

## Post title:

Head of School

## Responsible to:

Trust CEO and Executive Head

## Job purpose:

To carry out the duties of the Head of School in accordance with the current conditions of employment for Headteachers contained in the Academy Teachers' Pay and conditions document, the 1998 Academy Standards Framework, the required standard for Qualified Teacher Status and any other current educational legislation as required in various Education Acts.

## Duties and responsibilities:

**The Head of School will, in collaboration with the Trust senior team,:**

### **Promote improvement and shape the future**

- Promote a constant focus on raising achievement, improving teaching, promoting the highest standards of behaviour and safety, and developing the leadership skills of self and others;
- Work with the local academy council, staff and parents/carers to create a shared vision and strategic plan;
- Ensure that the vision for the academy is clearly articulated, shared, understood and acted upon effectively by all
- work with the academy community to translate the vision into agreed objectives and operational plans which will promote and sustain academy improvement;
- demonstrate the vision and values in everyday work and practice;
- inspire and motivate others;
- create a shared culture and positive climate;
- challenge any form of prejudice and inequality, and promote the richness of cultural and religious diversity;
- ensure creativity, innovation and the use of appropriate new technologies to achieve excellence;
- where appropriate contribute to the leadership of the Trust;
- promote innovation which improves outcomes for young people.

## **Lead teaching and learning**

- take the leading role in improving students' learning through a constant drive to raise the standards of teaching throughout the academy;
- use data and other benchmarks to monitor the quality of teaching through evaluating students' progress;
- ensure that learning is at the centre of strategic planning and resource management;
- establish creative, responsive and effective approaches to teaching and learning;
- ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning;
- demonstrate and articulate high expectations and set challenging targets for staff and students;
- implement strategies which secure high standards of behaviour and safety, and attendance;
- determine, organise and implement a diverse, flexible curriculum and an effective assessment framework;
- take a strategic role in the development of new and emerging technologies to enhance and extend students' learning experiences;
- monitor, evaluate and review classroom practice and promote improvement strategies;
- challenge underperformance at all levels and ensure rapid improvement;
- establish a culture which is aspirational, applauds success and celebrates high achievement.

## **Promote continuing professional development and working with others**

- promote and provide opportunities for the continuing professional development of all staff;
- ensure effective communication systems and relationships within the academy, and between the academy and all external support agencies and the wider community;
- treat people fairly, equitably and with dignity and respect, creating and maintaining a positive academy culture in which people are happy to come to work and feel valued and respected;
- build a collaborative learning culture and actively engage with other academies to build effective learning communities with and beyond the Trust;
- develop and maintain effective strategies and procedures for staff induction, professional development and performance review;
- ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals;
- ensure clear delegation of tasks and devolution of responsibilities;
- acknowledge the responsibilities of individuals and teams, and celebrate their achievements;

- develop and maintain a culture of high expectations for self and others and take appropriate swift action when performance requires improvement or is inadequate;
- regularly review own practice, set personal targets and take responsibility for own professional development;
- manage their own workload and that of others to allow an appropriate work/life balance.

### **Leadership and Management**

- provide effective academy management and continuously seek to improve organisational policies and structures based on effective self-evaluation;
- ensure that all safeguarding policies and procedures are in place and are acted upon by all staff and governors;
- create an organisational structure which reflects the academy's values, and enables the management systems, structures and processes to work effectively in line with legal requirements and the academy's aims and objectives;
- ensure that policies and practices take account of national and local circumstances, policies and initiatives;
- manage the academy's financial and human resources effectively and efficiently to achieve the academy's educational aims and objectives;
- recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the academy;
- implement successful performance management processes for all staff;
- manage and organise the academy environment efficiently and effectively to ensure that it meets the needs of the curriculum, and health and safety regulations;
- ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money;
- use and integrate a range of technologies effectively and efficiently to manage the academy.

### **Securing Accountability**

- effectively fulfil commitments arising from contractual accountability to the Trust;
- work with the local academy council (providing information, objective advice and support) to enable it to meet its responsibilities;
- develop an academy ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- ensure individual staff accountabilities are clearly defined, understood and agreed, and are subject to rigorous review and evaluation;
- develop and present a coherent, understandable and accurate account of the academy's performance to a range of audiences including the Trust, local academy councils, parents/carers;

- reflect on personal contribution to academy achievements and take account of feedback from others;
- ensure a robust quality assurance mechanism is in place in collaboration with the Trust.

### **Strengthening Community**

- build an academy culture and curriculum which takes account of the richness and diversity of the academy's communities;
- create and promote positive strategies for challenging racial and other prejudice;
- ensure learning experiences for students are linked into and integrated with the wider community;
- collaborate with a range of external agencies to provide effective support for students and their families;
- create and maintain an effective partnership with parents to raise students' achievement and support their personal development;
- seek opportunities to invite parents and carers, community figures, businesses or other organisations into the academy to promote students' learning.

### **Health and Safety:**

It is the responsibility of individual employees at every level to take care of their own health and safety and that of others who may be affected by their acts at work. This includes co-operating with the Trust and colleagues in complying with health and safety obligations to maintain a safe environment and particularly by reporting promptly and defects, risks or potential hazards. Specifically:

- To report any incidents/accidents and near misses to your line manager
- To ensure own safety and safety of all others who may be affected by the Trust's business

### **Safeguarding**

The Trust has a Child Safeguarding policy and procedure in place and is committed to safeguarding and promoting the welfare of all its students, each student's welfare is of paramount importance to us and you are expected to share this commitment. All staff will fully comply with the Trust's policies and procedures, attend appropriate training, inform the Designated Person of any concerns, record any potential safeguarding incidents appropriately.

### **General information**

The post will require travel between academies and head office.

# Person specification

|                     | Essential   | Desirable  |
|---------------------|---|--|
| Education/training  | <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Honours degree or equivalent in a relevant subject.</li> </ul>   | <ul style="list-style-type: none"> <li>• Recent and relevant continual Professional Development</li> </ul>   |
| Experience          | <ul style="list-style-type: none"> <li>• Successful experience at Deputy Headteacher level within a secondary school</li> <li>• Experience of successful and co-operative working as a team member</li> <li>• Successful experience in leading and managing change and innovation to achieve high performance</li> <li>• Proven track record over time of raising achievement.</li> <li>• Significant contribution and evidence of the impact in professional development of other colleagues in schools</li> <li>• Evidence of tackling under performance in staff and students.</li> <li>• Experience of resource and financial management including monitoring and evaluation</li> </ul> | <ul style="list-style-type: none"> <li>• A range of leadership, management and teaching experience in more than one context</li> <li>• Knowledge and understanding of post 16 education</li> <li>• Evidence of the impact and support in own and other people's development</li> </ul> |
| Aptitude and skills | <ul style="list-style-type: none"> <li>• Safeguarding children and young people</li> <li>• Strategic planning and school evaluation</li> <li>• A high level of skill in the effective use of data to track and evaluate the performance of students and implement appropriate intervention</li> <li>• National policy framework and current educational legislation, initiatives and teaching standards</li> <li>• Equal opportunities and commitment to their pursuit</li> <li>• Curriculum management – planning, delivery and assessment</li> </ul>  |  |

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| Personal qualities | <ul style="list-style-type: none"> <li>• Candidates must demonstrate:</li> <li>• A commitment to the welfare and safeguarding of young people</li> <li>• Strong personal motivation and drive to ensure school improvement</li> <li>• The ability to inspire and motivate staff, students and the wider community and engage their commitment to the Trust's vision</li> <li>• Ability to provide ambitious, enthusiastic, sensitive, resilient and appropriately focussed leadership whilst working with others</li> <li>• Evidence of being able to build and sustain effective working relationships with students, staff, governors and the wider community</li> <li>• Evidence of working collaboratively and networking with others, within and beyond the academy to build and sustain a learning community</li> <li>• Ability to analyse and interpret information to make informed decisions and exercise good judgement</li> <li>• Organise, plan and prioritise effectively</li> <li>• The ability to be reflective and self-critical</li> <li>• Open and approachable with a vision that inspires others but is also rooted in reality</li> <li>• An exceptional role model with high standards of integrity and approachability</li> <li>• Excellent interpersonal skills and the ability to manage own workload</li> </ul> |  |
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| Leadership qualities | <ul style="list-style-type: none"> <li>• Ability to contribute to the strategic direction of the trust where appropriate</li> <li>• Ability to implement operation policies to deliver the strategic vision of the Trust</li> <li>• Leadership and management skills to improve and maintain level of attainment and success</li> <li>• Ability to lead, coordinate, delegate and empower</li> <li>• Ability to manage change and work under pressure of changing circumstances</li> </ul> |  |
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### References:

References will be requested prior to interview, except for non-teaching roles where there are exceptional circumstances, and the applicant does not give consent to do so on the application form.

### DBS:

North East Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

### Pre-occupational health:

Pre-occupational health check is an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

### Equal opportunities:

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community.

Applicants with disabilities will be granted an interview if the essential job criteria are met.