



SIR WILLIAM ROBERTSON
ACADEMY



Chief Executive Officer & Headteacher Application Pack

'No Borders, Just Horizons...'



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WELCOME FROM THE CHAIR OF TRUSTEES

Dear Applicant,

Thank you for your interest in this exceptional opportunity to join the Aspire Schools Trust as our new CEO and Headteacher of Sir William Robertson Academy. This role offers the chance to lead a thriving and ambitious Multi Academy Trust (MAT) and to make a lasting impact on the lives of children and young people across our schools.

The Aspire Schools Trust has grown steadily since its formation as a Single Academy Trust in 2012 (Sir William Robertson Academy was the founding school), with Bassingham Primary School joining in 2018 and Westgate Academy in 2023. This growth reflects our belief in the benefits of a cross-phase MAT that supports pupils from ages 4 to 18, bringing together the best of primary and secondary education. Each school retains its distinctive character while working collaboratively to deliver excellence for all.

We are seeking a leader who shares our values, embraces our vision, and brings the ambition and expertise to take the Trust to its next stage of development. As CEO and Headteacher, you will balance the strategic leadership of the Trust with hands-on leadership of Sir William Robertson Academy, ensuring that the school continues to flourish as the flagship of the Trust. This unique dual role offers a rare opportunity to combine the responsibilities of a Headteacher with the broader strategic impact of a CEO.

We hope this brochure gives you a clear sense of who we are as a Trust and the exciting possibilities this role offers. If you share our passion for education, our commitment to collaboration, and our unwavering focus on putting children first, we would be delighted to hear from you.

Sylvia Paddock

Chair of Trustees

Aspire Schools Trust





WELCOME FROM THE CHAIR OF GOVERNORS

Dear Applicant,

It is a pleasure to welcome you to this exciting opportunity to lead Sir William Robertson Academy as Headteacher and, in your wider role, as CEO of the Aspire Schools Trust.

Sir William Robertson Academy is a school where children come first and where our pupils are inspired to “Aspire to be the best that they can be.” Under the exceptional leadership of our current Headteacher over the past 17 years, the Academy has gone from strength to strength. This leadership has established strong foundations—a broad, ambitious curriculum, a thriving community ethos, and a commitment to developing the character, skills, and knowledge of every pupil.

We are a proudly inclusive school where pupils are supported to excel academically, socially, and personally. Alongside academic success, we value programmes such as the Duke of Edinburgh Award, our comprehensive enrichment offer, and a well-resourced library, all of which help our students to grow into resilient, confident, and well-rounded individuals.

As Chair of the Local Governing Body, I can say that the Academy’s success lies in its strong sense of community. Governors, staff, parents, and pupils all share a commitment to ensuring that every child has access to opportunities to thrive.

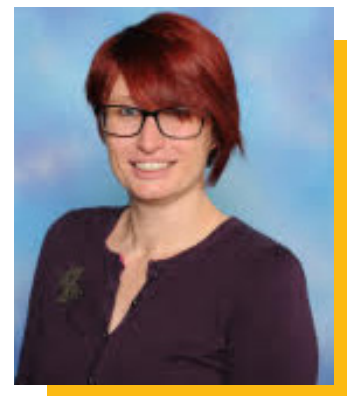
We are now seeking a new Headteacher who can build on these achievements, inspire the next stage of our journey, and ensure that Sir William Robertson Academy continues to be a place of aspiration, opportunity, and success for all.

If you are a leader who shares our values and vision, we look forward to receiving your application.

Samantha Quincey

Chair of Governors

Sir William Robertson Academy





ABOUT THE SCHOOL

Sir William Robertson Academy is a highly successful 11-18 non-selective school, set in the peaceful, rural Lincolnshire village of Welbourn. Proudly named after Field Marshal Sir William Robertson—the only person to rise from Private to the highest rank in the British Army—the school embraces his legacy of perseverance, ambition, and leadership. These values inspire our school's commitment to academic excellence, personal growth, and high aspirations for every student.



“ Relationships between teachers and pupils are warm and respectful. Behaviour in the school is calm and purposeful. ”

- Ofsted

We are proud to be one of the most sought-after schools in the area, with strong demand for places from both the local community and surrounding towns and villages. Daily transport links ensure pupils can access the school from Newark, Grantham, Sleaford, Witham St Hughs, and beyond.

Our broad and balanced 'curriculum for every future' ensures that all students are well-prepared for life in a rapidly changing world. Alongside academic achievement, we provide extensive opportunities for students to develop through the arts, sport, leadership roles, and enrichment activities.

We foster a strong sense of community through our House system, which brings together students and staff across year groups in competitions, celebrations, and shared activities. Named after Seacole, Windrush, Robertson, and Attenborough, the Houses reflect diversity, inspiration, and achievement.

This is a school with clear foundations for success and an ethos that places students at the centre of everything we do.



VISION & VALUES

At Sir William Robertson Academy, our vision is captured by the phrase: **“No Borders, Just Horizons.”** Inspired by pioneering aviator Amelia Earhart, this reflects our belief in boundless opportunities for all students. We encourage our pupils to Aspire to be the best that they can be, equipping them with the skills, resilience, and creativity to succeed in whatever path they choose.



Our core values underpin everything we do:

INVOLVEMENT

KINDNESS

RESPONSIBILITY

CREATIVITY & CRITICAL THOUGHT

RESILIENCE

ACHIEVEMENT



These values guide students and staff alike, shaping the culture of our school and ensuring that every child feels supported, challenged, and inspired.

Our commitment to high aspirations and inclusivity is strengthened by opportunities for leadership and personal growth at all levels. Whether through academic success, artistic and sporting endeavours, or meaningful leadership roles, we ensure every student has the tools to thrive.



MESSAGE FROM STUDENTS

Dear Applicant,

As Head Students, we've had the chance to see everything that makes Sir William Robertson Academy such a great place to learn and grow. For us, the most special thing about the school is the strong sense of community.

From the moment we joined, we felt welcomed into an environment where everyone is supported to do their best. The relationships between staff and students are based on trust and respect, which makes it feel like everyone really cares about you as a person. Whether it's the amazing pastoral support or the help we've had figuring out our next steps, the school always feels like it's focused on helping you succeed.

The sense of community here is hard to put into words—it's just something you feel every day.

Ava, Rhys and Maddie
Head Students



SCHOOL IMPROVEMENT

At Sir William Robertson Academy, school improvement is a continuous, collaborative process rooted in the principles of the Aspire Schools Trust School Improvement Model. This model reflects our belief that every teacher can improve—not because they aren't good enough, but because they can be even better. It is shaped by the four key propositions outlined in CST's Knowledge Building – School Improvement at Scale (2021):



1. Every teacher in every classroom must be as good as they can be in what they teach and how they teach.
2. The best evidence from research must be mobilised to inform teaching and learning.
3. Professional development is central to improving teaching and, in turn, pupil outcomes.
4. Strong structures enable strong practice to exist in all schools.

These principles ensure that our improvement work is focused, evidence-informed, and sustainable.

Our School Improvement Plan is organised around the key areas of the Ofsted framework. This structure provides clear, measurable priorities that align with the Trust's commitment to:

- High-quality teaching in every classroom.
- Targeted support to help all pupils achieve their full potential.
- A strong, inclusive culture that promotes aspiration, resilience, and kindness.

By embedding the Trust's collaborative approach to school improvement—through professional development, shared expertise, and knowledge-building—we ensure that Sir William Robertson Academy continues to grow, innovate, and deliver the very best outcomes for its pupils.





ABOUT THE ASPIRE SCHOOLS TRUST

The Aspire Schools Trust is a forward-thinking, cross-phase Multi Academy Trust based in Lincolnshire, serving pupils aged 4 to 18 across our family of schools: Sir William Robertson Academy, Bassingham Primary School, and Westgate Academy.

At the heart of our Trust is a simple but powerful principle: children come first. Guided by our ASPIRE ethos, we are committed to raising achievement, fostering collaboration, and empowering every pupil to fulfil their potential.



We believe in:

- Excellence: Raising aspirations through high-quality teaching and ambitious school improvement.
- Individuality: Celebrating the unique identity of each school while working together to deliver outstanding education.
- Innovation: Sharing expertise, developing evidence-based practices, and driving sustainable improvement.

Our personalised approach ensures that schools receive tailored support suited to their unique context. Through rigorous yet supportive improvement processes and a strong focus on professional development, we enable our schools to thrive.

Looking ahead, we are committed to sustainable growth while keeping the needs of our current schools and communities at the forefront. By working together, we aim to deliver excellence for all and transform the life chances of every child in our care.



“ Staff enjoy working here. They feel trusted and supported, and they benefit from fulfilling professional development opportunities. Trust and school leaders have a strong, shared understanding of the vision and values of the school. They know the school well and ensure that this vision is enacted. ”

- Ofsted



THE TRUST'S STRATEGIC PRIORITIES



The Trust's Strategic Plan for 2024–2027 focuses on six key areas to drive improvement, sustainability, and growth:

1. School Effectiveness and Trust Performance

- All Trust schools deliver a Good or Outstanding education, validated through robust self-evaluation, Trust QA processes, and external reviews.
- High aspiration and inclusivity are embedded across all Trust schools.
- Pupil progress improves to the top 50% nationally by 2025 and the top 35% by 2027.

2. Finances

- All Trust schools set and maintain balanced budgets by 2024/25, with consolidated Trust accounts ensuring a positive carry-forward annually.
- Centralised support ensures value for money, effective financial management, and compliance with the Academy Trust Handbook.
- Major capital projects, including the SWRA rebuild, will commence as scheduled.

3. Growth

- The Trust grows sustainably, ensuring that new schools are effectively integrated and achieve rapid improvement through tailored support.
- Structures and capacity evolve to meet the needs of a growing Trust.
- The Trust becomes an approved Sponsor Academy to support underperforming schools.

4. People

- Trust membership strengthens recruitment, retention, and staff well-being through high-quality professional development.
- Clear career progression pathways and succession planning are established across all roles.
- Opportunities for collaboration and leadership development are embedded Trust-wide.

5. Governance

- The Trust Board provides clear strategic direction, balancing growth with capacity and risk management.
- Strong parental representation is maintained on all Local Committees.
- Governance is recognised as a model of good practice, with Local Committees confident in holding schools to account.

6. Civic and Ethical Leadership

- The Trust promotes education for public good, ensuring ethical principles underpin decision-making.
- Schools contribute to local well-being through initiatives promoting healthy lifestyles and community engagement.
- Aspire Schools Trust builds a reputation as a trusted model for ethical and civic leadership.



KEY INFORMATION

Sir William Robinson Academy

Status	Academy Converter
Academy Trust	Aspire Schools Trust
Last Ofsted	October 2024
Ofsted judgement	Good
Forms of entry	5 forms of entry (150)
Year established	1961
Type of school	Non-selective, coeducational
Local Authority	Lincolnshire
Age range	11 to 18
Number of students on roll	1028
Proportion of students with SEND	17.2%
Proportion of students with EAL	2.3%
Proportion of students on FSM	20.6%
Proportion eligible for Pupil Premium	20.0%
School website	www.swracademy.org





KEY INFORMATION

Aspire Schools Trust

Status	Multi-Academy Trust
Year Trust was established	2012
Number of schools in the trust	Three
Types of schools	Primary and Secondary
Ofsted reports for schools	Bassingham Primary School, Good, July 2022 Westgate Academy, Good, November 2021 Sir William Robertson Academy, Good, October 2024
Local Authority	Lincolnshire
Age range	4 to 18
Number of students on roll across the Trust	1631
Proportion of students with SEND	17.3%
Proportion of students with EAL	6.2%
Proportion of students on FSM	22.8%
Proportion eligible for Pupil Premium	22.4%
Trust website	www.aspireschoolstrust.org





WHAT PARENTS SAY ABOUT THE SCHOOL

“ I just want to say a huge thank you to all the teachers and staff at SWRA... my son is in his final year and he has thrived under their care. I highly recommend this school. we have been very lucky that my son attended this school. ”

- Parent



"On the occasions when I have used the wellbeing/counselling services, I have found staff understanding to be exceptional and felt that my child was really supported. In addition, as someone who works myself in the wellbeing sphere, I was really encouraged to hear that the school consider issues that are not diagnosed, but are suspected (for example, autism where the child cannot get an assessment due to being high functioning), and will assist with putting in place measures to help with this. This is not something many other schools (or even workplaces) understand or offer and I think this is exceptionally proactive and forward thinking." - Parent

"Teachers at the school are caring, professional and work really hard for the pupils." - Parent



"Chose this school for my son and daughter due to its remote location, discipline and high achievements of past students. If you've got the Will the School can facilitate the Skill. Both children are and have been incredibly happy at SWRA and I am really pleased with how they have been equipped for the challenges that lay ahead." - Parent

"We really appreciate the work in particular of teachers who give up their time outside of school for extra-curricular activities. Our daughter has benefitted hugely through taking part in DofE and the school drama productions. Pastoral care is good and I feel that staff care for children in the school." - Parent



ABOUT THE AREA

Greater Lincolnshire is a well-connected and diverse region that offers an excellent quality of life in an attractive and affordable setting. Known for its blend of city, countryside, and coast, the area combines rich heritage, vibrant communities, and access to open spaces, making it an ideal place to live and work.

At the heart of the region lies the historic city of Lincoln, famous for its iconic cathedral, cobbled streets, and cultural attractions. Surrounding Lincoln are charming market towns and rural villages offering a variety of lifestyles, while the wider countryside—featuring the rolling Lincolnshire Wolds and expansive Fens—provides endless opportunities for walking, cycling, and outdoor recreation. To the east, the coastline offers tranquil beaches, nature reserves, and popular seaside towns perfect for relaxation and exploration.



Transport Links

Despite its rural appeal, Greater Lincolnshire is well-connected by road, rail, and air:

Road: Major population centres, including London, Nottingham, and Leeds, are within easy reach, with London accessible in under 3 hours by car.

Rail: From Lincoln, London can be reached in 2 hours, and from Grantham in just over 1 hour. Manchester and other major cities are also well connected.

Air: Humberside Airport offers flights to Amsterdam Schiphol, linking to over 800 international destinations. Other airports, including East Midlands, Leeds Bradford, and Birmingham, are within a 2-hour drive.

Local Solutions: Services like CallConnect and InterConnect provide flexible and reliable transport links across towns and villages, while investments in cycle networks and walkable neighbourhoods enhance accessibility.



Lifestyle and Economy

Greater Lincolnshire offers an attractive lifestyle with affordable housing, good schools, and some of the lowest congestion and rainfall levels in the UK. Residents benefit from clean air, open spaces, and a relaxed pace of life, while still enjoying access to modern amenities and vibrant communities.

The region also supports a diverse and future-focused economy. Key sectors include renewable energy, agrifood, and advanced manufacturing, alongside logistics, digital health, and a thriving visitor economy. This balance of innovation, heritage, and opportunity makes Greater Lincolnshire a place where individuals and families can enjoy both personal and professional fulfilment.



POSITION JOB DESCRIPTION

Job Title:	Chief Executive Officer & Headteacher
Salary:	Extended Leadership Scale, L40 to L46 (£129,673 - £144,579)
Contract Type:	Full-Time
Reporting to:	The Board of Trustees, Aspire Schools Trust

Job Purpose

The Chief Executive Officer & Headteacher (CEO Headteacher) is the highest leadership position within the Aspire Schools Trust (AST) and Sir William Robertson Academy (SWRA). This dual role requires strategic vision, operational excellence, and professional leadership to ensure the Trust and its schools deliver exceptional educational outcomes aligned with the Trust's vision and values.

The postholder will:

- Provide strategic and ethical leadership aligned with the Headteacher Standards (2020) and the expectations of executive leaders as exemplified in the NPQEL framework.
- Lead Sir William Robertson Academy with a relentless focus on delivering high academic standards and fostering a positive school culture.
- Drive the strategic growth and operational sustainability of the Trust, ensuring compliance, financial propriety, and continuous improvement across its schools.

Accountabilities

The CEO Headteacher is accountable to the Board of Trustees for:

1. The strategic and operational leadership of the Trust and SWRA.
2. Safeguarding and wellbeing of all pupils across the Trust.
3. Compliance with statutory and regulatory responsibilities, including financial propriety as Accounting Officer.
4. Driving continuous school improvement and securing high standards of teaching, learning, and pupil outcomes across the Trust's schools.
5. The effective management of trust resources and financial sustainability.

Line Management

The postholder currently line manages:

Trust Roles:

- Headteachers of Bassingham Primary School and Westgate Academy
- AST Chief Financial Officer
- Trust School Improvement Lead
- Director of People and Wellbeing

SWRA Roles:

- Deputy Headteachers
- Assistant Headteachers



Key Responsibilities

Strategic Leadership

- Develop and implement the Trust's long-term strategic vision, aligned with its ethos and values.
- Lead on trust growth, due diligence, and onboarding of new academies.
- Represent the Trust at a regional and national level, building partnerships with stakeholders such as the DfE, ESFA, and local authorities.
- Oversee trust-wide policies and ensure effective risk management and quality assurance.

School Leadership

- As Headteacher of SWRA, the postholder will lead the school in alignment with the Headteacher Standards (2020).
- Set and uphold high standards of academic excellence and behaviour.
- Establish a broad, balanced, and inclusive curriculum, ensuring teaching is of high quality across all subjects.
- Lead by example to build a positive and enriching school culture for pupils and staff.
- Work closely with the SWRA leadership team to implement school improvement strategies, monitor progress, and evaluate outcomes.

Governance and Compliance

- Act as the Accounting Officer, ensuring the trust meets the requirements of the Academy Trust Handbook.
- Ensure safeguarding, health and safety, and data protection responsibilities are met across the trust.
- Support effective governance by providing accurate, timely reports to trustees and local committees.

Financial and Operational Leadership

- Work with the Chief Financial Officer to set and manage budgets, oversee procurement, and ensure financial efficiency.
- Lead on income generation strategies, including grant applications and partnerships.
- Oversee the effective use of resources across the trust to support educational priorities and sustainability.

Staff Development and Wellbeing

- Promote a culture of professionalism and high expectations for staff across the Trust.
- Provide high-quality professional development opportunities for all staff.
- Support succession planning, talent development, and recruitment at all levels.
- Work collaboratively with union representatives to promote staff wellbeing and manage workload effectively.

Educational Improvement



- Develop and implement trust-wide school improvement strategies.
- Provide strategic oversight for curriculum, teaching, and assessment across trust schools.
- Foster collaboration and school-to-school support to share best practices and improve outcomes.
- Monitor and evaluate the impact of interventions to ensure continuous improvement.

Key Qualities

The CEO Headteacher will:

- Demonstrate ethical and values-driven leadership as outlined in the Headteacher Standards (2020) and NPQEL framework.
- Act in the best interests of all pupils and uphold the Trust's commitment to putting children at the heart of every decision.
- Act with integrity, professionalism, and a commitment to inclusivity.
- Build positive, respectful relationships across the Trust community and beyond.
- Lead with resilience, adaptability, and strategic foresight.

Key Outcomes

The CEO Headteacher will:

1. Deliver sustainable improvements in pupil outcomes across all trust schools.
2. Ensure financial stability and the responsible use of public funds.
3. Build a strong and collaborative trust culture.
4. Maintain compliance with all statutory and regulatory frameworks.
5. Drive the growth and development of Aspire Schools Trust.

Contractual Expectations

The postholder will carry out their duties in line with the statutory requirements of the Academies Financial Handbook, Ofsted standards, and other relevant frameworks.

This job description will be reviewed annually in consultation with the postholder and the Board of Trustees.

This job description contains the key priorities and accountabilities for the role of CEO Headteacher, it is not an exhaustive list, nor does it describe in detail all the duties required to be successful in the role.

The postholder will carry out any other duties commensurate with the post, as required.

The postholder will at times have access to information of a confidential nature and it is essential that the successful applicant is aware of the need for discretion.

The postholder will at all times carry out duties and responsibilities with due regard to the Trustees' support of and commitment to Equal Opportunities.

The postholder will be required to promote, monitor and maintain health, safety and security in the workplace. This will include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.

The postholder will be expected to undertake any appropriate training to assist them in carrying out any of the above duties.



PERSON SPECIFICATION

	CRITERIA	ESSENTIAL (E)- DESIRABLE (D)		ASSESSED BY
		E	D	
EDUCATION, QUALIFICATIONS AND TRAINING				
1	A degree	✓		A, C
2	Qualified teacher status	✓		A, C
3	Professional/leadership qualification [certification/masters in educational leadership, NPQH, NPQEL] relevant to role of CEO & Headteacher		✓	A, C
4	Evidence of recent continuing professional development at headteacher level or equivalent	✓		A
5	A relevant higher degree/masters		✓	A, C
PROFESSIONAL EXPERIENCE AND KNOWLEDGE				
6	Extensive and recent experience of strategic educational leadership in an inclusive and diverse secondary school setting, with a proven track record of driving improvement and achieving high standards in the quality of education.	✓		A, R, I
7	Demonstrates deep knowledge of teaching and learning, including curriculum design, assessment, and pedagogy, with the ability to identify and implement effective practice to enhance pupil outcomes.	✓		A, R, I
8	Sound knowledge of high-quality primary education provision.		✓	I
9	Demonstrates a commitment to the principles of Keeping Children Safe on Education and has a deep knowledge and wide experience of Safeguarding and Child Protection	✓		A, R, I
10	Successful experience of systematic, rigorous school self-evaluation to inform school/trust development planning and improve outcomes for pupils	✓		A, R, I
11	Demands ambitious outcomes for all pupils, is committed to advancing equity and instils a strong sense of accountability in staff for their impact on pupil outcomes	✓		A, R, I
12	An understanding of and interest in research-based approaches to educational improvement.	✓		A, I



	CRITERIA	ESSENTIAL (E)- DESIRABLE (D)		ASSESSED BY
		E	D	
13	Inspires, challenges, and empowers young people, staff, and leaders to achieve high standards and carry the school's or trust's vision forward across the school/trust, while promoting unity and a shared sense of purpose. Demonstrates a strong commitment to ethical principles, ensuring fairness, transparency, and equity in decision-making.	✓		A, R, I
14	Demonstrates a strong understanding of the strategic role of the Board and has experience of working collaboratively with governors/trustees to enable informed decision-making.	✓		A, R, I
15	Experience of senior leadership and governance in a Single or Multi Academy Trust, with a strong understanding of the strategic and operational complexities of running a MAT.		✓	A, I
16	A sound appreciation of the civic duty of multi-academy trusts in supporting communities, delivering wider public benefit	✓		I
17	Experience of managing significant school budgets, with knowledge of the legal, financial, and auditing requirements for multi academy trusts, including the ESFA Handbook.	✓		A, I
18	Proven ability to contribute to strategic financial and resource management to achieve educational priorities while ensuring efficiency and value for money.	✓		A, I
19	Demonstrates knowledge and understanding of the key legal issues related to school leadership, including equal opportunities, employment, and health and safety.	✓		I
20	Demonstrates skilful line management, including robust appraisal, support for professional development, encouragement and recognition of high performance, and the effective resolution of underperformance, alongside proven experience in implementing and managing organisational change to support strategic priorities.	✓		A, R, I
21	Demonstrates the ability to analyse and interpret data effectively to set targets, inform strategic actions, and evaluate progress toward educational priorities.	✓		I
22	Highly IT literate, with excellent personal proficiency in technology and a strong understanding of educational data management systems, including the ability to leverage data packages and innovate to drive improvements in education.	✓		I



	CRITERIA	ESSENTIAL (E)- DESIRABLE (D)		ASSESSED BY
		E	D	
PROFESSIONAL SKILLS AND PERSONAL ATTRIBUTES				
23	Demonstrates exceptional analytical, strategic planning, and organisational skills, with the ability to prioritise effectively, manage multiple complex projects simultaneously, and apply critical thinking to solve problems and address challenges effectively while maintaining high standards and meeting deadlines.	✓		I
24	Persistently champions the school and trust, advocating and negotiating for the educational needs of pupils and the organisation, and articulates and consistently demonstrates the school's and trust's values in all interactions and decisions.	✓		I,
25	Approachable and empathetic, with excellent communication and interpersonal skills across a wide range of audiences, including parents, carers, pupils, staff, governors, trustees, and the wider community. Quickly establishes a climate of trust and mutual respect.	✓		R, I
26	Approachable, inspiring trust and confidence across the school and community whilst leading by example and listening to stakeholders	✓		R, I
27	Maintains a thorough understanding of the evolving educational landscape, anticipates how changes may impact the trust's role and operations, and ensures trustees are informed and prepared to respond effectively to new developments.	✓		I
28	Demonstrates tenacity, courage, and resilience tempered with adaptability. Remains positive and enthusiastic while under pressure.	✓		R, I
29	Reflective and self-critical, welcoming constructive challenge and open to new ideas and innovative approaches to improve strategies, plans, and outcomes.	✓		R, I
30	Communicates an urgent and compelling drive to provide opportunities for all pupils with a relentless commitment to inclusion, improving outcomes and raising aspirations of vulnerable pupils	✓		A, R, I

Criteria assessed by:

A: Application form and personal statement

C: Certificates

R: References

I: Interview and assessment tasks



HOW TO APPLY

Please apply by completing the Trust's application form which is available [here](#).

As part of the application, you are requested to submit a personal statement of no more than 1000 words stating clearly how your knowledge, skills and experience meet the criteria set out in the person specification. Applicants must complete all sections of the application form in full. Incomplete applications will not be considered for shortlisting.

Your completed application form, including your personal statement, should be sent to hr@aspire-schools-trust.org

The deadline for applications is midday on Wednesday 29 January 2025.

Shortlisted candidates will be informed by Wednesday 5 February 2025.

The final selection process will take place on Tuesday 11 and Wednesday 12 February 2025.

References will be taken up shortly after shortlisting and prior to interview using the contact details supplied on your application form.

Further information about the Aspire Schools Trust and Sir William Robertson Academy can be found on the Trust's and the school's websites.

In addition, candidates are warmly encouraged to visit the school prior to applying.

The current CEO Headteacher and a Trustee have kindly agreed to be available for visits on:

- Thursday 16 January at 9am,
- Monday 20th January at 9am,
- Thursday 23rd January at 1.30pm.

Please email Nicky Ball, the Trust's Director of People and Wellbeing at nicky.ball@aspire-schools-trust.org to make an appointment.

Sam White of ASCL's Leadership Appointment Service will be providing professional support to the Trustees throughout the selection and appointment process.

Please copy him into any correspondence with the school.

If you would like to find out more about this exciting opportunity, please email sam.white@ascl.org.uk to arrange an informal conversation.

We welcome applications regardless of age, disability, gender, ethnicity or religion.

Aspire Schools Trust is committed to safeguarding and promoting the welfare of children and young people. The Headteacher must ensure that the highest priority is given to following guidance and regulation to safeguard children and young people. The successful applicant will be required to undertake an Enhanced Disclosure from the Disclosure and Barring Service.