

BECOME PRINCIPAL AT TEAM EDUCATION TRUST



TEAM Education Trust
Together Everyone Achieves More

JOB ADVERT CLOSING 19 JANUARY 2025
SHORTLISTING 20 JANUARY 2025

Dear applicant,

Thank you for your interest in joining TEAM Education Trust as the Chief Executive Officer of the Trust, I am pleased to share more about the role, our mission and our vision.

TEAM Education Trust is a collective of mainstream and specialist schools across the East Midlands, unified by our commitment to ensuring all pupils make exceptional progress.

As a Trust, we are anchored by values of TOGETHER, Together, Opportunity, Growth, Enterprise, Trust, Honesty, Excellence, Respect. We are proud of our continuous work to offer high-quality educational experiences and provide a safe, nurturing environment for all pupils.

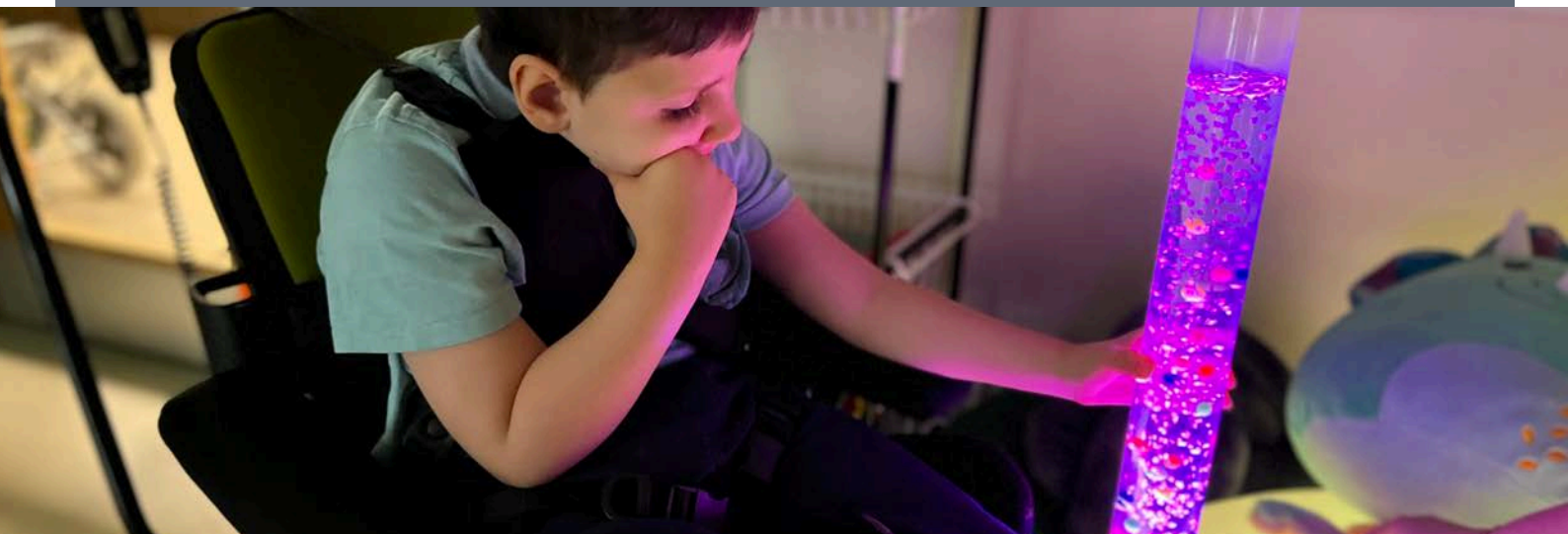
The Principal role at Newman School is a unique opportunity for an ambitious and innovative leader to make a profound impact on a school dedicated to serving pupils with SEND. We are particularly excited to welcome a leader who can inspire our community, collaborate effectively, and bring forward-thinking approaches to further develop our specialist provision.

In this role, we are looking for someone who shares our commitment to safeguarding, inclusivity, and supporting every young person's right to success. We expect our leaders to set high standards, embody our values, and collaborate with our Trust network to secure the best educational outcomes for all. You will be a visible and proactive leader, well-versed in strategic planning, SEND provision, and adept at building positive relationships with parents, carers, and external partners.

If you are ready to take on this rewarding role, we would be delighted to explore how your skills and vision align with our goals. Please feel free to reach out to me for an informal conversation or to arrange a visit to Newman School.

Thank you once again for considering this opportunity. We look forward to learning more about you and how you can contribute to our shared vision.

Sarah



NEWMAN SCHOOL

The aim of the school is focused on meeting pupils' needs. Newman School aims to provide a positive environment where pupils can flourish, be respectful to others and develop their ability to regulate and express their emotions. A safe place where children feel they belong and become confident individuals. An aspirational learning experience where children are supported to reach their full potential.

The school is committed to fostering an inclusive community that celebrates diversity and promotes understanding among all its members. Through a broad and balanced curriculum, Newman School ensures that each student receives personalized support and encouragement to explore their interests and talents. Innovative teaching methods and a range of extracurricular activities are integral to the school's approach, helping students to develop not only academically but also socially and emotionally.

Collaboration with parents and the wider community is also a key component of Newman School's philosophy. By building strong partnerships, the school creates opportunities for students to engage in real-world experiences and gain valuable insights from various perspectives. This holistic approach equips students with the skills and confidence they need to thrive in an ever-changing world.

Newman School has been on a long journey to join the Trust, toward the end of the 2023-24 academic year, the Trust secured the funding necessary to undertake the structural work and refurbishments required to ensure the future of the Grade 2 listed building. With funding secured, all parties were able to move forward with the planned academisation, and Newman School formally joined TEAM Education Trust at the start of the 2024-25 academic year.

The process has taken a lot of patience, and may have created uncertainty at times. We are grateful to the school staff and to the families of students for their resilience during the time it has taken to achieve this outcome.

Looking ahead, the partnership with TEAM Education Trust promises to bring a wealth of opportunities for both students and staff. As part of the Trust, Newman School will benefit from shared resources, expertise, and a collaborative network of schools dedicated to enhancing educational standards and outcomes for all pupils.



CHAIR OF GOVERNING BODY



My name is Carolyn Briggs, and I hold the privileged position of Chair of the Governing Body for Newman School. Within Newman School I get to work with some amazing Professionals who provide a quality educational experience for our young people. These young people are exceptional and only deserve the best that we can provide. My aim, therefore, would be to appoint someone who will ensure that this happens on a daily basis. They would be dedicated to that end by using the professionals who are part of the school in the most beneficial way possible. They would also evidence their commitment to TEAM and work with them to be part of an Academy that ensures all our young people have a quality education.

I look forward to seeing our school community grow and thrive, and I am excited about the future possibilities that lie ahead. Together with our dedicated staff, supportive parents, and enthusiastic students, we will continue to build on the strong foundation that has been established, creating a vibrant and dynamic learning environment for all.

By taking a child-first focus, we work hard to make sure that our learners have the best foundations on which to build success in their future lives, jobs and relationships. To achieve this, we support our exceptional staff continually strive for excellence through taking a team approach.

We believe in teamwork. It is fundamental to everything we do at TEAM Education Trust. It enables us to identify the talents and skills of our staff to achieve an excellent, inclusive education for all the children and young people within our schools.

Teachers and support staff join the education profession to make a difference to the lives and outcomes of young people through providing an excellent inclusive education. The Trust makes it possible for us to work together to achieve this for as many children as possible.

At the TEAM Education Trust we take the attitude that 'anything is possible'. We recognise and celebrate everyone's uniqueness, we value everyone's contributions and we will demonstrate that together 'we can achieve more' for our children, young people and the wider community.

Together Everyone Achieves More.



[View our 2023-24 Celebration Film:
www.teameducation.org](https://www.teameducation.org)

TEAM Education Trust is a mixed MAT of primary and special schools operating in Derbyshire, Nottinghamshire, and South Yorkshire.

Since the Trust was formed in June 2020, its capacity for growth and collaboration has increased to provide expert support and opportunities to schools in the wider education sector. Initially three schools, now four, additionally the Trust sponsors one other SEND school and works in collaboration with associate partners, some of whom have chosen to voluntarily academise with TEAM. In total the Trust works with 13 different schools and has developed satellite provision to support SEND sufficiency in Derbyshire and Nottinghamshire. It is anticipated that the SEND satellite provision, some of which is co-located with mainstream schools, will grow from 4 sites to 6 in the year ahead.

Additionally, the Trust continues to trade its services, and has begun to develop on a national stage, having held its inaugural SEND & Inclusion Conference in 2024.



HARRY'S STORY*

On arrival into our class in September 2023, it was well documented that Harry was a strong character who regularly displayed unsettled behaviour and pushed boundaries. In previous academic years Harry's behaviour often meant he was isolated and struggled to engage positively with staff and his peer group.

Well, what a difference a school year makes!

Harry is a young man who craves stability, predictability and structure. He also thrives when he feels safe, secure and has a sense of belonging.

At the start of the academic year the class staff set out with the goal of ensuring he became an integral member of the class and ensured he had a clear understanding of the boundaries from the very first day. Harry craved lots of nurture and care from new staff and seemed excited to build positive relationships.

Within the first month Harry moved from sitting on his own to sitting within the class group and told us how excited he was to be sitting with his new friends. He also built the skills and confidence to access the dining area to collect his own lunch; something he had never achieved before. Over the course of the year Harry has gained more confidence in expressing how he feels to familiar staff, in doing this he has enabled staff to support him and put things in place before he reaches crisis with his behaviour.

Other achievements this year include Harry accessing school trips and going out into the community. In April this year Harry expressed an interest in joining the school council, he was accepted by the existing members and has been attending and contributing to weekly meetings for the last 3 months. As part of his school council role, he also took part in interviews for new staff.

Harry's parents gave the following feedback:

"This year it has been a joy to watch him transform from an isolated boy with a broken sense of self worth displaying constant distressed behaviours, to an included and happy student, proud of his achievements at school and with a sense of connection with his teachers and friends, where he feels valued."

*Names have been changed to protect the identity of pupils



TEAM EDUCATION TRUST PRINCIPAL AT NEWMAN SCHOOL

Pay Scale: Depending upon experience

Closing date: 19 January 2025

Shortlisting: 20 January 2025

Interview day 1: 28 January 2025

Final interview: 29 January 2025

KEY RESPONSIBILITIES

To undertake the duties of Principal in accordance with the Teachers Pay and Conditions Act and other relevant statutory provisions. We will welcome applicants from individuals with the energy, commitment and desire to lead an exceptional learning experience for our young learners at Newman School.

The Trust has a strong mentor programme and this opportunity may appeal to a new newly qualified head teacher. Equally, there are good opportunities within TEAM Education Trust for a successfully experienced Principal.

The Principal will work with the Local Governing Board and the TEAM Education Trust Executive and Central Team members to embed our shared vision and strategic plan to inspire and motivate pupils, staff, stakeholders and all other members of the school community.

The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers Pay and Conditions Document. In addition the job description should be supplemented by the Headteacher standards.

CORE REQUIREMENTS

The Principal will:

- Ensure the vision and values of the school are clearly articulated, shared, understood, and acted upon effectively by all.
- Work within the school community to translate the vision and values into agreed objectives and operational plans which will promote and sustain school improvement.
- Demonstrate vision and values in everyday work and practice.
- Motivate and work with others to create a shared culture of kindness and positivity.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that strategic planning and the school culture and curriculum take account of the diversity, values and experience of the school and community at large.
- Be a member of the senior leadership team and make a significant contribution to the strategic development and direction of the school in line with the School Improvement Plan.
- Play a major role under the overall direction of the CEO in formulating and reviewing the School Improvement Plan, aims and objectives of the school by:
 - Establishing the policies through which they shall be achieved.
 - Managing all School staff, phases and resources, to provide guidance and support to other members of staff to achieve and maintain a good quality of teaching.
 - Monitoring progress towards their achievement.



MANAGING THE ORGANISATION

The Principal will provide effective management of the school and continuously seek to improve organisational structures based on self-evaluation.

The Principal will:

- Take responsibility for safeguarding and promoting the welfare of children. To support the schools safeguarding team to ensure effective staff supervision is in place.
- Create an organisational structure which reflects the school's values, and enables the management systems, structures, and processes to work effectively in line with legal requirements.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies, and initiatives.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school.
- Manage and organise the school 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 are monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school.
- Ensure Consultations and Tribunals are managed effectively.



LEADING TEACHING AND LEARNING

The Principal has a central responsibility for raising the quality of teaching and learning. This involves high expectations, maintaining and evaluating outcomes and establishing a successful learning culture which all impact on pupils' achievement.

The Principal will:

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every student's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Establish creative, responsive, and effective approaches to learning and teaching.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies which secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum and implement Assessment for Learning.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Take a strategic role in the development of emerging technologies to enhance and extend the learning experience of pupils.
- Challenge under-performance at all levels and ensure action is taken to secure improvement.

DEVELOPING SELF AND WORKING WITH OTHERS

Effective communication and relationships are key to effective headship. The Principal needs to build a professional learning community which enables others to achieve.

The Principal will:

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction, professional development, and performance management.
- Ensure effective planning, allocation, support, and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others.
- Regularly review own practice and achievements, set personal targets, and take responsibility for own personal development. Take account of feedback from others.
- Manage own workload and that of others to allow an appropriate work/life balance.
- To advise and assist the governing body as required in the exercising of its functions including attending meetings and making reports.
- To assist liaison and co-operation with Authority officers and support services;
- To help in maintaining and developing effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's education.
- To assist liaison with other educational establishments in order to promote the continuity of learning, progression of achievement and curriculum development.
- To assist liaison with other professional bodies, agencies and services.
- To develop and maintain positive links and relationships with the community, local organisations and employers.
- To promote a positive image of the school.
- To ensure that the school plays a constructive role in the life of the community and that its curriculum draws on the nature and resources of that community.
- Provide strategic leadership and coordination to create an outward-facing school across the Trust which work with other schools, partners and key stakeholders, including parents and carers- in a climate of mutual challenge and support – to secure the development of best practice so that all pupils achieve their potential by making good progress from their starting points.





SECURING ACCOUNTABILITY

With values at the heart of leadership, the Principal has a responsibility to the whole school community and is accountable to a range of groups particularly pupils, parents, carers, Governors, and the LA.

The Principal will:

- Take responsibility for establishing and monitoring the systems and culture of the school to promote and safeguard the welfare of young people.
- Fulfil commitments arising from contractual accountability to the Governing Board.
- Develop a school 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.
- Work with the Governing Board (providing information, objective advice, and support) to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of attainment and for achieving efficiency and value for money.
- Reflect on personal contribution to school achievements and take account of feedback from others.
- Develop and present a coherent, understandable, and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- To provide information to the CEO/Director of Education & Development to enable them to meet their responsibilities for securing:
 - Effective teaching and learning.
 - High standards of achievement.
 - Efficiency and good value for money.
 - To co-ordinate and ensure implementation of transition for new pupils into Nursery and Reception.

STRENGTHENING COMMUNITY

The Principal should engage with the internal and external school community to secure equity and entitlement and collaborate strategically and operationally with a wide range of partners to bring positive benefits.

The Principal will:

- Build a school culture and curriculum which takes account of the richness and diversity of the school's communities.
- Ensure learning experiences for pupils are linked into and integrated with the wider community.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional, and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses, or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.



OTHER

- To understand and comply with the Trust's Equal Opportunities Policy.
- To comply with the school's Finance Policy and ensure Financial Regulations are adhered to.
- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures and safeguarding policy adopted by the school.
- To undertake training as appropriate.
- To comply with all Health and Safety policies and legislation and specifically to take reasonable care of him or herself and other persons who may be affected by their acts or omissions at work (Health & Safety Act 1974) and, other relevant employment legislation and school policies.
- Comply with Equal Opportunities policy of the school.
- To maintain General Data Protection Regulations and confidentiality at all times.
- To carry out any other reasonable duties within the overall function, commensurate with the grading and level of responsibility of the post.
- Attend and participate in school-based INSET as required by the Principal and such training as may be appropriate for the effective fulfilment of the post.
- Demonstrate initiative and the capacity to work independently and to self-directed schedules.
- To carry out any other reasonable duties within the overall function, commensurate with the grading and level of responsibility of the post.
- May be required to undertake any other reasonable duties appropriate to the role as instructed by the Trust.



WHOLE ETHOS

- Establish a safe and purposeful learning environment.
- Initiate, contribute to, or respond in a timely manner with respect to child safeguarding procedures.
- Provide advice and guidance to others on the development of practices leading to the wellbeing of pupils.
- Support and encourage support staff participation through effective deployment and consultation.
- Make effective use of all resources, including ICT and personnel.
- Contributes towards the School's Vision and Values, particularly promoting the careers, enterprise and developing positive outcomes for all our learners.
- Understands and works to the expectations set out within the Trust/school policies.
- Use the performance management process to drive school improvement through the raising of standards of teaching and learning.
- Promote the wider aspirations of the school.
- Ensure the Trust vision is promoted within and across the School.

SAFEGUARDING & CHILD PROTECTION

- To be Designated Safeguarding Lead for school and have responsibility for safeguarding matters.
- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures and safeguarding policy adopted by the school.
- Has up to date knowledge of relevant legislation and guidance in relation to working with and the protection of young people.
- Displays commitment to the protection and safeguarding of young people.
- Values and respects the views and needs of young people.
- Is willing to work within organisational procedures and processes and to meet required standards for the role.
- Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children.

The postholder will comply with Health and Safety requirements and specifically will take reasonable care of him/herself and other persons who may be affected by his/her acts or omissions at work (Health and Safety at Work Act 1974), and other relevant employment legislation and school's policies.

PERSON SPECIFICATION

	Essential	Desirable	Key
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status. • To be educated to Degree level (or equivalent). • Recognised leadership qualification. 	<ul style="list-style-type: none"> • Higher Degree qualification. • Postgraduate SEN courses. • Interest in promoting positive mental health and wellbeing outcomes in education. 	A
Experience	<ul style="list-style-type: none"> • Significant, recent and relevant experience as a Principal, Deputy or Assistant Principal. • Significant teaching experience with pupils with a range of SEN. • A recent senior leadership post for at least 3 years. • Implementation of effective teaching strategies which ensure all children make progress. • A proven track record of successful leadership. • Appraisal process. • Recruitment and selection. • Monitoring and evaluation teaching. 	<ul style="list-style-type: none"> • Monitoring and development of actions plans to address issues identified. • School self-evaluation and school improvement planning. • Curriculum leadership and development. • Experience of working with and involving school Governors. • Delivery of resources to promote positive wellbeing for children. 	A, I & R
Knowledge	<ul style="list-style-type: none"> • Strategies which help to raise pupils' achievement. • Good understanding of a range of learning difficulties and SEND needs. • Behaviour Support policies and practice. 	<ul style="list-style-type: none"> • Current trends in educational development. 	A & I



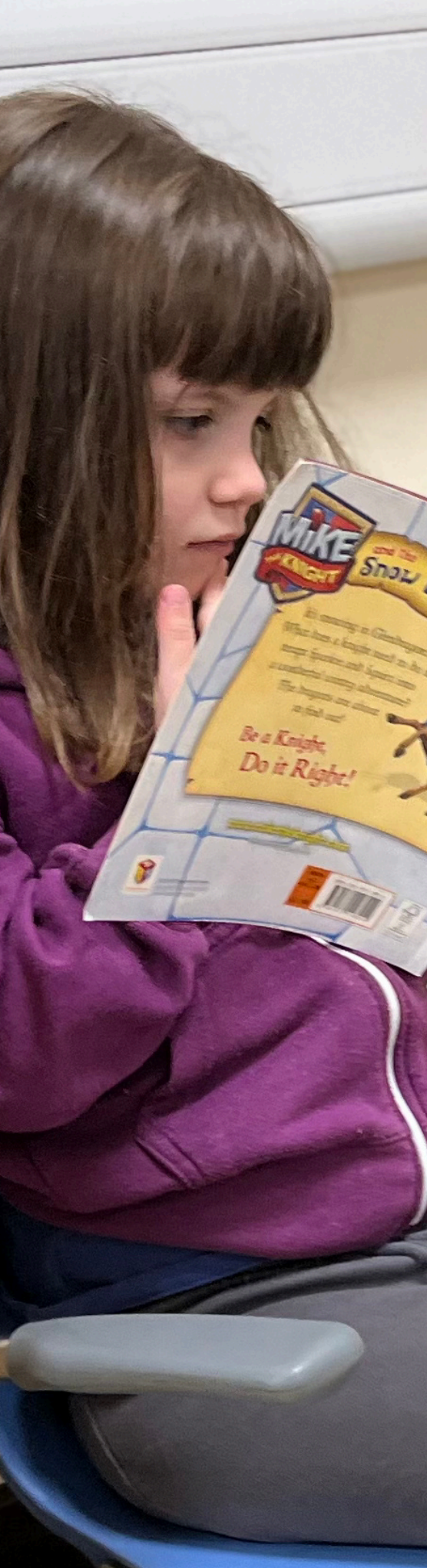
PERSON SPECIFICATION

	Essential	Desirable	Key
Knowledge	<ul style="list-style-type: none"> • Up to date knowledge of statutory regulations and guidance relating to the post including understanding of Ofsted requirements/Frame work. • Current trends in educational development A & I. • Resource and signpost to relevant resources in respect of promoting positive student mental health. • Safeguarding children and young people. • What constitutes a good/outstanding school . • The process of strategic planning and school self-evaluation. • Ways to communicate and translate a shared vision into practice . • Leading the management of change. • Application of new technologies to teaching, learning and management. • Comparative data and KPIs to establish benchmarks and set targets for improvements. 		A & I

PERSON SPECIFICATION

	Essential	Desirable	Key
Knowledge	<ul style="list-style-type: none"> • National policy framework and current educational legislation and initiatives. • Principles of effective teaching and assessment for learning. • Roles and responsibilities of Governing Body, LA and of the requirements for accountability. • School budget management and financial responsibilities. • Strategies for fostering school improvement, including attendance and behaviour for learning. • Equal opportunities and commitment to their pursuit. • Legal issues relating to school management. • Awareness of the Equality Act 2010 and protected characteristics. 		A & I
Skills & Abilities	<ul style="list-style-type: none"> • Excellent organisational skills. • Ability to communicate effectively in writing and orally. • Ability to think strategically. 		A, I & R





PERSON SPECIFICATION

	Essential	Desirable	Key
Skills & Abilities	<ul style="list-style-type: none"> • Ability to lead and manage own work effectively and take responsibility for own professional development. • Able to establish and develop good relationships and liaise effectively with all stakeholders • Analysis of data, to evaluate the performance of pupils' progress and plan an appropriate course of action for whole school improvement • Support, motivate and inspire both colleagues and pupils by leading through example. 		A, I & R
Professional Development	<ul style="list-style-type: none"> • Committed to personal and professional development. 		I & R
Personal Qualities	<ul style="list-style-type: none"> • Flexible and approachable. • Ability to develop and maintain positive working relationships within school and with external agencies. • Resilient under pressure. • Relating positively to and showing respect for all members of school and wider community. 		I & R

PERSON SPECIFICATION

	Essential	Desirable	Key
Other	<ul style="list-style-type: none"> • Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of Disability Discrimination Act 1995. • Be capable of moving and handling within school policies and procedures. 		A, I & R
Values	<ul style="list-style-type: none"> • An awareness of the School/Trusts equal opportunities policy. • Displays commitment to the protection and safeguarding of young people. • Values and respects the views and needs of young people. • Is willing to work within organisational procedures and processes and to meet required standards for the role. • Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children. 		A & I

Key

A	Application	I	Interview	R	Reference
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 Shortlisting - 20 January 2025
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 Final interview - 29 January 2025

#WEARETEAM



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