



**Northern  
Lights**  
LEARNING TRUST

**Assistant Headteacher  
– Early Years Lead  
Grange Primary School**





# Northern Lights



We are a Multi-Academy Trust currently comprising ten schools – primary and secondary – and over 4,200 children and young people in an area stretching from Teesside through to Wearside.



We are a Teaching School Hub, one of 87 DfE centres of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country.



We are an Early Years Stronger Practice Hub, set up by the DfE to provide advice, share good practice and offer evidence-based professional development for early years practitioners.



We provide Initial Teacher Training, a school-based learning opportunity where you will train in a highly personal, supportive and creative environment, with purpose and challenge at the heart of it all.

## OUR SCHOOLS



**Benedict Biscop CE Academy**  
Sunderland



**Dame Dorothy Primary School**  
Sunderland



**Firthmoor Primary School**  
Darlington



**Grange Primary School**  
Hartlepool



**Hart Primary School**  
Hartlepool



**Holley Park Academy**  
Washington, Sunderland



**Ian Ramsey CE Academy**  
Stockton-on-Tees



**St Aidan's CE Academy**  
Darlington



**St. Helen's Primary School**  
Hartlepool



**St. Peter's Elwick CE Primary School,**  
Hartlepool



**Venerable Bede CE Academy**  
Sunderland

Every Northern Lights school has its own values and its own vision and that's really important to us because all of our schools are there to serve our community but equally, our Trust is there to serve each other.

We do that with humility and with an openness because at Northern Lights it's not all about the academic – that is really important to us – but we know, as a Trust, we are successful if we have ensured that in an holistic way our children and young people have had every opportunity to experience, to flourish, to thrive, to understand the wonder and the joy of the world around them.

*- Jo Heaton OBE, Chief Executive, Northern Lights Learning Trust*



## Welcome from the CEO

Thank you for your interest in the position of Assistant Headteacher within Northern Lights Learning Trust.

We are a growing Multi-Academy Trust that is currently made up of 3 secondaries and 8 primaries across Wearside and Teesside, with our central offices based in Seaham. We educate over 4200 pupils and employ over 600 members of staff and serve a diverse range of schools and communities. Each of our schools have their own individual ethos, values and vision, which sit together as part of our Northern Lights vision of 'Shining Together and Stronger Together'. As a CofE MAT, our schools are a mixture of Church and non-Church schools that range in size and levels of disadvantage. We see this diversity as a real strength to learn from and work with each other.

As a Multi-Academy Trust we are at the heart of the current educational landscape, as a designated DfE Centre of Excellence as a Teaching School Hub and DfE Early Years Hub, responsible for teacher development across all ages and phases of education, working with over 300 schools. We are collaborative in our approach and value professional development highly in all we do.

We are looking for someone whose values align with us as a Trust and has the drive and ambition to work collaboratively to provide the best opportunities and outcomes for our young people.

We look forward to receiving your application.

Yours faithfully

Jo Heaton



## Welcome from the Head of School

Thank you for your interest in the post of Assistant Headteacher, including responsibility for Early Years, at Grange Primary School.

I am extremely proud of all that we achieve as #TeamGrange, driven to ensure every child's journey with us is the best it can be!

I am fully committed to the community of Grange Primary School and strive to ensure that the school serves our local children and their families well, providing the very best support and guidance. Grange Primary School is a fully inclusive school, with an Additional Resourced Provision of 33 planned places to support children with Autism or Physical/Medical needs and High and Complex needs. We are a forward-thinking school, with a solution-focused approach. We learn together every day, looking for ways we can make things even better.

Our Vision is to ***be the first choice of school for every local child and family.***

Our mission is ***to provide a stable, safe and nurturing environment at the heart of the community, where everyone can flourish.*** Each and every member of our school community has an important role to play in achieving this, and we are therefore looking for enthusiastic, positive and resilient individuals to join our team of dedicated, passionate and highly skilled staff. A non-judgemental, kind and compassionate approach is vital for anyone wanting to join our amazing team.

We have recently invested in developing the Thrive approach within school, which demonstrates our continued commitment to ensuring we support the emotional and social development of children through a trauma sensitive approach, alongside their academic development, having high expectations for all.

Our **values** are embedded into our curriculum, and we aim to model and promote these in everything we do. Please visit our website [www.grangeprimaryschool.org](http://www.grangeprimaryschool.org), where you will find more information about our values and other information about the school, which will give a broader picture of who we are and how we work.

If you are excited by this opportunity to join our Senior Leadership Team and become an Assistant Headteacher at Grange Primary School and have any more questions, please do arrange to speak to me. Visits to the school are welcomed. We look forward to receiving your application.

Kind Regards,

*Sam Musgrave*

## Assistant Headteacher

Permanent position required for April 2026  
for Northern Lights Learning Trust  
Based at Grange Primary School, Hartlepool.  
L5 – L9 (£57,137 - £63,070 per annum)  
Teachers' Pay and Conditions

We are seeking to appoint a dedicated and ambitious Assistant Headteacher, including the responsibility of Early Years Lead at Grange Primary School. This leader will play an integral part in school improvement and have a significant impact in improving outcomes for all, in a fully inclusive, ethos and culture.

We are looking for a motivational, enthusiastic leader to work closely with the Senior Leadership Team and staff to drive the school forward. We are seeking a leader who demonstrates the ability to lead the Early Years phase in school and lead a core subject or group of subjects.

The position is open to teachers who have school leadership experience.

All candidates must be able to demonstrate high standards of classroom practice, good interpersonal skills and be supportive of Northern Lights and Grange Primary School's values and ethos. Candidates should be able to work well with parents and external services.

Are you:

- Dedicated to making a difference in the lives of our pupils
- Able to communicate effectively with our parents and build positive relationships with families and the local/wider community
- Able to demonstrate excellent leadership skills and attributes and have a desire and experience to take a lead role within our school
- Committed to the raising of standards of all pupils across school
- Experienced in leading teams of staff
- Committed to working as part of a flexible, committed team
- Dedicated in promoting the well-being of all individuals
- Able to contribute to wider school effectiveness

If this is you, we would really welcome your application!

**In return you will receive:**

- A supportive working environment that puts people at the heart of the organisation
- The opportunity to work as part of a growing Trust and shape this role
- Continuous professional development
- A range of Trust initiatives that improve wellbeing. Current initiatives include an annual wellbeing day.
- National Terms and Conditions of Employment
- Teachers' Pension Scheme/ Local Government Pension Scheme

**Employee welfare and benefits package including:**

- 24-hour GP access
- Nurse support service
- Mental health services, including stress management, mental health first aid training and bereavement support
- Free Flu vaccinations
- Counselling Services
- Physiotherapy
- Financial wellbeing coaching
- Maternity and Paternity support
- Menopause support
- Access to useful wellbeing resources
- Cycle to work scheme
- Lifestyle savings including discounts on shops,

**CLOSING DATE:**

Applications must be received by 9.00am on Monday 2<sup>nd</sup> February.

Short Listing will take place during the week beginning Monday 2<sup>nd</sup> February.

Interviews will take place during the week beginning Monday 9<sup>th</sup> February.

**HOW TO APPLY:**



Letters of application should be returned with application forms to [recruitment@nllt.co.uk](mailto:recruitment@nllt.co.uk) or by post to, Northern Lights Learning Trust, Spectrum Business Park, Building 2, Lighthouse View, Seaham SR7 7PR

Applications will only be considered on receipt of a completed application form, CVs and other forms will not be accepted. For further information, or if you would like to arrange a visit to the school, please contact our School Business Manager Ellen Dunning on 01429 272007.

Details of the school can be found on the school website [Grange Primary School](http://www.grangeprimaryschool.org)  
[www.grangeprimaryschool.org](http://www.grangeprimaryschool.org)

## JOB DESCRIPTION

POST: Assistant Headteacher at Grange Primary School.

RESPONSIBLE TO: Board of Northern Lights Learning Trust, CEO, Associate Headteacher, Head of School, Deputy Head of School and Local Governing Body,

RESPONSIBLE FOR: Leading Early Years. Leading a core subject or group of subjects.

SALARY BAND: L5-9

START DATE: 20<sup>th</sup> April 2026

### **KEY PURPOSE:**

To support and assist the Head of School by providing dynamic and professional leadership and management by:

- Sharing and modelling the school's vision and values that will enable the school to develop further throughout periods of change.
- Developing and motivating staff, setting high expectations and aspirations for all
- Raising the attainment and achievement of all pupils.
- Contributing to rigorous school self-evaluation
- Proactively managing staff and resources within a team
- Ensuring the environment and curriculum are appropriate to meet the needs of all children within their team/phase
- Working closely with the SENDCo to lead SEND provision within their phase

- Carry out the professional duties of a teacher

## **KEY RESPONSIBILITIES:**

### **Member of the SLT**

- To take a key role in, as a member of the Senior Leadership Team, the strategic leadership and management of the school.
- To play a major role in developing whole-school vision, values and aims, establishing policies and practices through which they shall be achieved.
- To be instrumental in supporting all staff through change
- To support the SENDCo to lead SEND provision within their phase – acting as a SEND Champion and provide guidance and support to staff.
- To lead on pupil achievement, attainment, teaching and learning and ensuring the statutory requirements are met within their team/phase
- To support the Headteacher to lead Attendance within their phase – acting as an attendance champion to secure good attendance habits, working with stakeholders utilising attendance data to inform actions and improvements.
- To support the Headteacher to lead behaviour within their phase –having a secure understanding of children’ needs and working collaboratively with staff and stakeholders to ensure provision and support meets individual need.
- Analysing and interpreting school data and information within core responsibility areas
- Managing the performance of the school’s staff through the provision of induction and performance management so as to maximise effective learning
- Carry out the role of Deputy Designated Safeguarding Lead
- To co-ordinate staffing and cover arrangements within core responsibility areas and ensure effective communication between members of the team.
- As part of the SLT maintain a high profile as an example of best and leading practice and reporting to staff, governors etc. as necessary
- Collaborate with others in the organisation of whole school events and the wider school agenda, leading events within key responsibility areas.
- Work with a variety of multi-agencies to support the best possible outcomes for pupils
- To share responsibility for the day-to-day management of the school, taking on specific tasks, as required including monitoring and supporting the implementation of agreed policies and procedures within responsible teams.



### **Strategic Direction/ Shaping the Future**

- Support the Head of School in promoting and developing a vision for the future of the school; ensuring it is clearly articulated, shared and understood and acted upon effectively by all
- Play a significant role in the school improvement planning process, taking account of the agreed priorities of the school and reflecting specifically on personal areas of responsibility
- Develop and implement policies and practice which reflect the school's commitment to high achievement and attainment
- Promote and enhance a culture of teamwork in which all stakeholders' views are valued and taken into account
- Demonstrate high standards of personal integrity and professionalism across all aspects of school life
- Maintain an overview of current research and best practice within responsibility areas so as to provide strategic direction

### **Leading a phase/ team in school (Early Years)**

- Play a key role alongside the Head of School in leading teaching and learning, standards of attainment, pedagogy and performance management particularly in their own team/phase.
- Lead their own team/ phase and provide an example of 'excellence' as a leading classroom practitioner
- Ensure that the environment within the key responsibility areas is appropriate to the needs of all children and monitor the impact of this.
- Maintain a strategic overview of interventions within key responsibility areas.
- Devise, implement and evaluate key policies and practices linked to key responsibility areas ensuring statutory guidance is met
- Carry out school self-evaluation exercises linked to school improvement planning and priorities, impacting on attainment and achievement
- Work with the SLT to raise the quality of education and pupils' achievement, setting high expectations and monitoring and evaluating effectiveness.
- Coach and mentor staff to maximise impact on effective teaching and learning
- Support staff in the development of teaching strategies and provision for pupils with SEND including effective adaptations particularly within their phase/key responsibility areas

- Support staff in developing the planning and assessment procedures for identified responsibility areas
- Share the responsibility for the input and analysis of key school performance data (for responsibility areas) to ensure high standards are promoted ensuring deadlines for data submission are met
- Be part of target setting, including statutory procedures and targets for individuals and groups
- Plan, organise and deliver professional development where necessary
- Keep abreast of the latest developments and be able to disseminate to others, including SLT and Governors
- Lead Curriculum meetings and monitor the implementation of plans, ensuring a broad and balanced curriculum is in place for their own team/phase which meets the needs of the range of pupils and makes strong links with the local community
- Demonstrate a commitment to positive behaviour management both in class and across whole school environment
- Ensure effective and consistent communication with all stakeholders, including monitoring the agreed use of Class Dojo and the School's website.
- Ensure best value and impact is achieved through the allocation and monitoring of delegated budget and resources.
- Ensure the promotion of the school to maximise admission numbers
- Lead on funding and organisational elements related to Early Years.
- Ensure effective transition linked to key areas of responsibility.

### **Developing self and working with others**

- Work with the Head of School to build a professional learning community both within and beyond the school
- Promote an ethos in which every individual is treated with dignity and respect
- Promote safeguarding to ensure the welfare of pupils is paramount
- Support the Head of School in Performance Management, probation and induction processes, ensuring best practice is celebrated and shared and underperformance is addressed.
- Support and mentor ECTs within the school
- Review own practice, setting personal targets and having a commitment to own Professional Development relevant to the post
- Set high expectations for your own performance and that of others

### Strengthening Community

- Identifying opportunities, with the Head of School and SLT, to further involve parents, carers, community and business organisations to enhance and enrich pupils' experiences
- Promote partnership working across the cluster and beyond to strengthen community cohesion
- Respond to an understanding of the diversity of the school community
- Contribute to policies and practice which promote equality of opportunity and tackle prejudice
- Maintaining positive perceptions of the school through relevant engaging items such as school website, Class Dojo and the local media also aiming to increase numbers on role
- Promote and model excellent relationships with parents and carers, which are based on partnerships to support and improve pupil's achievement, attainment and overall well-being

## PERSON SPECIFICATION ASSISTANT HEAD

CATEGORY	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
APPLICATION	1. Well-structured supporting letter and application		
QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT	2. QTS 3. Degree 4. Evidence of continued and relevant professional development	5. Further Professional Development e.g. NPQ	2-5 Application Certificates

## EXPERIENCE

6. Proven excellence as a classroom teacher, including teaching in Early Years, meeting a range of individual needs.
7. Subject Leader or leadership responsibility in a school, demonstrating impact on raising standards using effective school self-evaluation.
8. Experience of improving the skills of other practitioners through the development of effective learning and teaching
9. Experience of leading, managing, motivating and developing staff
10. Experience of promoting safeguarding procedures in school
11. Experience of working across the primary age range
12. Involvement in development of provision for pupils with SEND to meet individual need

6-12 Application and Interview process

## KNOWLEDGE, SKILLS AND ABILITIES

13. Up to date knowledge and understanding of current developments, research and statutory requirements related to Early Years education.
14. Ability to implement and use School Self-evaluation processes and data in order to accurately prioritise strategic leadership objectives
20. To have a secure, working knowledge of strategies to improve and sustain good attendance.

16, 18 Application  
13,14,15,16, 17, 18, 19, 20 Interview



	<p>15. A clear understanding of effective strategies to break down barriers for both pupils and families to close gaps in achievement</p> <p>16. Excellent knowledge of strategies to promote effective behaviour for learning and meet individual need</p> <p>17. Ability to respond well to and provide to others effective feedback, support and challenge.</p> <p>18. Promote an ethos and culture that is firmly rooted in professionalism and which all staff are motivated, supported and valued</p> <p>19. Understanding and knowledge of the SEND code of Practice</p>		
PERSONAL QUALITIES	<p>21. Ability to develop and sustain effective working relationships with staff, Governors, parents and the wider community</p> <p>22. High expectations of self and others</p> <p>23. Effective organisation, with the ability to work to deadlines and prioritise work</p> <p>24. Flexibility and adaptability</p> <p>25. Positive and solution-focused approach to all work</p>		<p>21, 22, 25, 28 Application</p> <p>21, 22, 23, 24, 25, 26, 27, 29, 30 Interview</p> <p>References</p>

	<p>26. Enthusiastic and passionate approach.</p> <p>27. Integrity, honesty and openness</p> <p>28. Resilience</p> <p>29. Personable approach to deal with situations which may include tackling difficulties and conflict resolution.</p> <p>30. Active engagement in supporting the wider activities of the school.</p>		
OTHER	<p>31. Satisfactory references (which will be requested for all candidates progressed to interview under safer recruitment practices)</p> <p>32. Enhanced DBS with barred list check</p>		References DBS certificate

### References:

References will be requested prior to interview, unless there are exceptional circumstances, and the applicant does not give consent to do so on the application form. Please contact us to discuss further if you do not consent.

### DBS:

Northern Lights 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.**

### Safeguarding:

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child

centred. This means that they should consider, at all times, what is in the best interests of the child.

#### **Pre-employment occupational health:**

Pre-employment occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required. In some circumstances, an appointment with Occupational Health may be required to assess fitness for the role.

#### **Equal opportunities:**

Northern Lights Learning Trust 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.

#### **Artificial Intelligence and Recruitment at Northern Lights Learning Trust**

Northern Lights Learning Trust is committed to embracing innovation while maintaining fairness and integrity in our recruitment processes. We recognise that candidates may choose to use AI tools to support the preparation of their applications. While this is acceptable, we expect all submissions to reflect the applicant's own experiences, values, and suitability for the role and it is essential that AI is used appropriately.

AI must not be used to:

- provide misleading or false information at any stage of the application journey
- inflate or invent qualifications, skills or experience
- complete assessments as part of the recruitment process
- create generic responses and copy them into your application

If you have any questions about the use of AI in your recruitment process with us, please email: [hradmin@nllt.co.uk](mailto:hradmin@nllt.co.uk)