



**Northern
Lights**
LEARNING TRUST

**ASSISTANT HEADTEACHER
HOLLEY PARK ACADEMY**

APPLICATION PACK



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.

OUR SCHOOLS



Benedict Biscop CE Academy
Sunderland



Dame Dorothy Primary School
Sunderland



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 7 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
Chief Executive Officer



Welcome from the Headteacher

Thank you for your interest in the Assistant Headteacher post at Holley Park Academy.

Holley Park Academy, located in Ayton, Washington, is a thriving one-form-entry primary school with 205 pupils currently on roll from Nursery to Year 6. Since joining the Northern Lights Learning Trust in 2022, we have become part of an expanding network of schools, offering excellent opportunities for collaboration, professional development, and the sharing of best practice. We are proud to serve a busy, local community and are committed to our vision: 'Work Together, Achieve More' which permeates all aspects of our school culture and ethos.

Our school was judged 'Good' by Ofsted in 2024, reflecting our dedication to high standards and strong outcomes for all pupils. At Holley Park, we nurture a culture based on the 5 Rs—Resilience, Respect, Responsibility, Resourcefulness, and Reflection—which underpin our approach to learning, personal development, and the way we support every child to thrive.

We are seeking a passionate and dynamic Assistant Headteacher who shares our values to join our school leadership team. This is an exciting opportunity for an experienced educator who is enthusiastic about shaping the future of a nurturing, inclusive school. You will play a key role in leading and supporting high quality teaching and learning, driving school improvement initiatives, and fostering a strong, collaborative culture where both staff and pupils flourish.

Please find attached further details about the vacancy. If you would like to discuss the role in more detail, or visit the school, please do not hesitate to contact us.

With best wishes,

Lisa Curtis
Headteacher

ASSISTANT HEADTEACHER

**Permanent position required for April 2026 at
Holley Park Academy
L1 - L5 (£52,026 - £57,418) per annum starting point subject to experience
Teachers' Pay and Conditions**

An exciting opportunity has arisen for an Assistant Headteacher position at Holley Park Academy to be part of the Senior Leadership Team.

We are seeking to appoint an innovative, ambitious Assistant Headteacher who wants to play an integral part in school improvement and have a significant impact in improving outcomes for all, in a fully inclusive, ethos and culture.

Dedicated management release time will be given with the expectation to impact across whole school 'Teaching and Learning.' This offers an exciting leadership opportunity for the ideal candidate.

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
- Positive, enthusiastic and able to act with integrity
- Committed to the raising of standards of all pupils across school
- 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 so, 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 package through Education Mutual 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

Employee benefits package through Vivup including:

- Cycle to work scheme
- Lifestyle savings including discounts on shops, food and drink and days out

CLOSING DATE:

Applications must be received by: Friday 9th January at 9:00am

Shortlisting will take place on: Wednesday 14th January

Interviews will take place on: w/c 19th January

HOW TO APPLY:

Applications should be submitted to recruitment@nllt.co.uk, or if you prefer you can submit through post to Recruitment, Northern Lights Learning Trust, Spectrum Business Park, Lighthouse View, Building 2, Seaham, SR7 7PR

Applications will only be considered on receipt of an application form; CV's and other forms of application will not be accepted. For further information, or if you would like to arrange a visit to the school, please contact the Office Manager Lianne Pye on 0191 4170303

Details of the school can be found on the school website: www.holleeparkacademy.co.uk

JOB DESCRIPTION

Post: **Assistant Headteacher**

Responsible to: **Board of Northern Lights Learning Trust, CEO, Headteacher, and Local Governing Body.**

Responsible for: **All staff and resource**

Salary Band: **L1 - L5**

Start Date: **April 2026**

KEY PURPOSE:

To support and assist the Headteacher 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
- Leading a 'core' subject/area
- 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 evaluate the effectiveness of the school in terms of overall provision, including pupil achievement, attainment and teaching and learning
- 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
- 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.

Strategic Direction/ Shaping the Future

- Support the Headteacher 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
- Play a key role alongside the SLT in driving high-quality teaching and learning, raising standards of attainment, strengthening pedagogical practice, and supporting effective performance management.

Leading Teaching and Learning (Core subject/area)

- Lead a core area across school and provide an example of 'excellence' as a leading classroom practitioner
- Devise, implement and evaluate key policies and practices linked to subject/core area
- 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 teaching and learning and pupils' achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes
- Coach and develop staff to maximise impact on effective teaching and learning
- Support staff in developing the planning and assessment procedures for identified core subjects/areas
- Share the responsibility for the analysis of key school performance data (subject/team/area specific) to ensure high standards are promoted
- 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
- Ensure a broad and balanced curriculum is in place which meets the needs of the range of pupils in school and makes strong links with the local community
- Demonstrate a commitment to positive behaviour management both in class and across whole school environment.

Developing self and working with others

- Work with the Headteacher 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 Headteacher in Performance Management where best practice is celebrated and shared and underperformance is addressed
- Reviewing 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 and SLT, to further involve parents, carers, community and business organisations to enhance and enrich pupils' experiences
- Promote partnership working across the school 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, newsletters and the local media
- Promote and model excellent relationships with parents, which are based on partnerships to support and improve pupil's achievement, attainment and overall well-being.

Additional responsibilities – the post holder must:

- Promote and safeguard the welfare of the children and young people that they are responsible for or encounter
- Act in compliance with data protection principles in respecting the privacy of personal information held by the Academy
- Comply with the principles of the Freedom of Information Act 2000 in relation to the management of Academy records and information
- Carry out their duties with full regard to the Academy's Equal Opportunities Policy, Code of Conduct, Child Protection Policy and all other Academy Policies
- Comply with the Academy Health and Safety rules and regulations and with Health and Safety legislation.

PERSON SPECIFICATION

ASSISTANT HEADTEACHER

CATEGORY	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
APPLICATION FORM	1. Well-structured supporting letter and application		Application
QUALIFICATIONS	2. QTS 3. Degree 4. Evidence of continued and relevant professional development	5. NPQSL 6. Further professional development	Application supported by Certificates (1-6)
EXPERIENCE	7. Proven excellence as a classroom teacher-meeting a range of individual needs. 8. Subject leader or management responsibility in a school- demonstrating impact on raising standards. 9. Experience of improving the skills of other practitioners through the development of innovative learning and teaching. 10. Experience of leading, managing, motivating and developing staff. 11. Experience of promoting safeguarding procedures in school. 12. Experience of leading practitioners	13. Experience of the successful effective management of change. 14. Experience of successful teaching across both Key Stage 1 and Key Stage 2 15. Experience of impacting on the wider curriculum. 16. Experience of delivering <i>Little Wandle letters and sounds revised</i> phonics programme. 17. Experience in meeting the needs of children with SEND. 19. Experience or passion of PHSE & personal development	Application Task References Interview

SKILLS AND KNOWLEDGE	<p>20. Excellent knowledge and understanding of learning and teaching within the primary age range</p> <p>21. Up to date knowledge and understanding of current developments, pedagogy and initiatives within education, including curriculum and assessment</p> <p>22. Excellent understanding of inclusion and breaking down barriers for pupils and families</p> <p>23. Lead by example with integrity, creativity, resilience and clarity</p> <p>24. Promote an ethos and culture that is firmly rooted in professionalism and which all staff are motivated, supported and valued</p>	<p>30. Knowledge and understanding of the role of the Governing Body</p> <p>31. Impact of initiating, developing and leading on an initiative/project beyond own school</p> <p>32. Knowledge and understanding of leading Performance Management</p>	<p>Application Task References Interview</p>
SKILLS AND KNOWLEDGE CONTINUED	<p>23. Ability to analyse and evaluate School Self evaluation processes including the use of external and internal data in order to accurately prioritise strategic leadership objectives</p> <p>24. A clear vision and understanding of the needs of all pupils in order to close gaps in achievement</p> <p>25. Understanding and knowledge of</p>		

	<p>SEND Code of Practice</p> <p>26. Excellent knowledge and understanding of diversity and equality requirements</p> <p>27. Excellent strategies for behaviour for learning</p> <p>28. Ability to think strategically</p> <p>29. Have an up-to-date knowledge of statutory regulations and guidance relating to curriculum developments.</p>		
PERSONAL ATTRIBUTES	<p>32. Evidence of being able to sustain effective working relationships with staff, Governors, parents and the wider community</p> <p>33. High expectations</p> <p>34. Ability to work to deadlines and prioritise work</p> <p>35. Flexibility and adaptability</p> <p>36. Deal successfully with situations which may include tackling difficulties and conflict resolution</p>		<p>Interview</p> <p>References</p>

OTHER	37. Recommendation from both referees 38. Fully enhanced DBS clearance with children's barred list check	39. Strong recommendation	References Enhanced DBS certificate
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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 contact hadmin@nlft.co.uk