



Part of the SHINE Multi Academy Trust

Application Pack

for the post of

Executive Headteacher

at

Langold Dyscarr Community School and Ranskill Primary School

CONTENTS

- Job Advert
- Letter from Chief Executive Officer (CEO) and Chair of SHINE
- About Langold and Ranskill
- About SHINE Multi Academy Trust
- Job Description
- Person Specification

'Raising Aspiration within a take care ethos, whilst celebrating uniqueness and allowing all to SHINE'

JOB ADVERT (Role required from September 2026)

Job Title	Executive Headteacher
Salary/Wage	L22– L26
School/Academy Name	Langold Dyscarr Community School and Ranskill Primary School
Work Pattern	Full Time
Contract Type	Permanent
Closing Date	Sunday 9 th March 2025 18:00pm

The Board of Trustees of SHINE are seeking to appoint a highly motivated, ambitious and inspirational Executive Headteacher to lead two forward thinking academies. Langold Dyscarr Community School and Ranskill Primary School have a clear maxim of 'Take Care' that runs through the academies. This is also a core value of SHINE Multi Academy Trust which currently comprises of six diverse primaries. The Trust works together in close partnership to embrace and shape the future of primary education for all our children.

We are looking for a candidate with a proven track record of improving and maintaining high standards of achievement. The successful applicant will be someone of outstanding ability, vision and potential, who would welcome the opportunity to prove themselves in the role as executive Headteacher across two schools of different contexts and size. This person will also be committed to being part of the leadership of a primary multi-academy trust and the broader learning and experience this offers. With this in mind, the successful candidate will have access to relevant continued professional development, as well as the chance to work with other highly capable and motivated leaders throughout SHINE.

If you think you are the right calibre to rise to the challenges and opportunities we can offer, and would like further information about the role, to organise a visit to both schools, together with an application form, please contact Lauren Cartwright on 07376800653 or email hrdirector@shine-mat.com. The information and application form can also be downloaded from the SHINE website www.shine-mat.com and via the DfE Teacher Vacancies Website. A visit to the schools is considered essential in understanding the unique nature of this role and the two establishment, and therefore the particular requirements of this role.

Completed applications should be sent to the hrdirector@shine-mat.com email address.

Closing date: Sunday 9th March 2025 18:00pm

Interviews to take place on: 24th and 25th March 2025

*SHINE Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people.
This post is subject to an enhanced DBS disclosure and references.*



SHINE Multi Academy Trust
Whitemoor Academy (Primary & Nursery)
Bracknell Crescent
Whitemoor
Nottingham
NG8 5FF

Dear Applicant,

Thank you for showing an interest in the Executive Headship role, Langold and Ranskill are two of the six academies currently within our Trust.

Both schools are classed as a good school by Ofsted.

Whilst we recognise that academic success is essential, it is through a rich, opportunity led, curriculum that the academies in shine's achievement has been sustained for so many years. By unlocking each pupil's individual potential, we truly allow them to 'Shine.' All Headteachers within SHINE are passionate in their belief that a first-class primary education must go well beyond the excellent teaching of English and Maths.

SHINE was formed when the CEO was approached by the Department for Education in 2016 and asked to consider setting up a multi-academy trust based on a track record of rapid school improvement. As a Trust we hold fast to our core values in the way we operate at all levels and is proving that its collaborative working practices are bringing about a change of culture and expectation, as well as an improvement in academic achievement, at our sponsored academies within the Trust.

The Executive Headteacher role does not contain a teaching commitment, although expert knowledge of teaching and learning are expected. The post will be supported by appropriate mentoring and challenge to assist the Executive Headteacher during the initial transition stages of the appointment. In addition, there will be wide support from the CEO and other senior leaders across the Trust and Central Team.

We look forward to receiving your application by the closing date, and meeting you when you visit us.

Yours sincerely

Sam Clulow

Sam Clulow (Chair of the SHINE Multi Academy Trust Board)



How do SHINE see the role working and why now?**What is the role of an Executive Headteacher?**

An Executive Headteacher typically works across two or more settings to provide strategic and visionary leadership for the schools and is an expert in all aspects of school leadership including the business side of Headship (financial, estate management etc.) enabling the leadership structure below them, to focus on the quality of education and day to day management of school. They will typically have had experience at more than one setting as a school leader, the more diverse the better, therefore able to work effectively across two organisations - with a toolkit of experience and strategies to adapt accordingly.

Whilst the Executive Headteacher will be heavily involved in the development of strategic plans and identifying and embedding the appropriate systems in each school which will drive improvement in all areas – they will not be operationally involved in implementing actions at a school level. However, they will spend regular planned time at each school each week to quality assure the work of each Senior Leadership Team and assess ongoing impact of plans.

In such a scenario - an effective Executive Leader will utilise best practice, best resources and best staff across both settings – aiding efficiency, saving money if possible and providing pupils at both settings with the very best provision.

Why would this work at this time for Ranskill?

Ranskill is facing a significant change in staffing over the coming year with both the Headteacher and Deputy retiring at the end of Summer Term 2025. For a small but growing school (126 pupils currently- the highest ever). The current Senior Leaders cover many key roles between themselves whilst also juggling a larger teaching commitment. The post of Executive Headteacher would give further scope and time for strategic work to carry the school into the future.

If the school operated with an Executive Head and Head of School with a teaching commitment. The post of an EYFS Lead (TLR) would then be possible which is vital to coordinate the excellent Nursery and Foundation provision.

Why would this work at this time for Langold?

Current Place Planning and pupil number forecast have highlighted the need for a feasibility study to be undertaken, this is due to happen within the coming weeks and will allow the school to plan and work with the LA on any necessary buildings work to support the increase in pupils' numbers at Langold that is due to continue over the next few years - possibly rising to be close to 450 pupils, due to the significant amount of housing being built in the area. Since September, the school has already taken in 30 extra pupils new to the area. This should be seen as an exciting moment for the school but also provides great challenge to coordinate and work with all relevant parties. This would effectively make Langold SHINE's largest school sitting in the heart of an area of significant deprivation but with the opportunity to make Langold a flagship 'community school' – perhaps incorporating into any new build - a community space and a bespoke alternative provision for the rising numbers of pupils arriving at Langold with significant need.

This is going to need a person of vision, drive and experience to manage this change and keep everyone and everything stable whilst this all happens.

An Executive Headteacher with a proven track record of managing such significant change would be an asset at the current time but also into the future. Apart from the obvious added leadership capacity for the North Notts Hub - an experienced Headteacher with a 'business/ estates background would support the work of the Central Team and add capacity here.



About SHINE Multi Academy Trust

SHINE was formed in July 2016 as a direct consequence of our CEO being approached by the Department for Education to consider forming a multi academy trust (MAT), based on a track record of rapid school improvement and sustained success at Whitemoor, and all schools previously under her leadership.

Currently SHINE comprises of six schools, located in three different geographical areas: Whitemoor Academy and Scotholme Primary in Nottingham City; Ranskill Primary, Langold Dyscarr Community Academy and John Hunt Academy in Nottinghamshire; and Ironville and Codnor Park Primary in Derbyshire.

SHINE is an approved Academy Sponsor and has supported Ironville on its journey from an OFSTED category to becoming a 'good' academy. Our second sponsored academy, Langold received a 'Good' from Ofsted in September 2023.

We work together with a foundation of: shared principles and ethos, high standards and courageous leadership. All these are developed through its member academies being equal partners and shaping the development and future of the MAT.

What makes SHINE distinctive from other MATs?

Our vision for school improvement is firmly grounded in our mission statement:

'Raising aspiration through a take care ethos, whilst celebrating uniqueness and allowing all to SHINE'

We are also proud to be a Trust which values, supports and challenges all academies regardless of context, size or circumstance.

We have three maxims which encompass our ethos and are the values we want our pupils, teachers and leaders to exemplify:

'Raising aspiration and achievement through a rich, opportunity based, curriculum.'

- 1.) We believe that the three elements of Provision, Enhancement and Enrichment when combined together proportionally create a unique and high-quality education, which enables every pupil to achieve academically and to SHINE individually.

Provision

We believe that through consistent high-quality provision all our pupils will leave our academies having acquired the best knowledge and basic skills possible. Strengthening, maintaining or further developing this provision element in all our academies is central to our work in providing our pupils with a strong foundation.

Enhancement

We believe that all pupils should have access to a broad, engaging and challenging curriculum which enables them to learn and grow, in a broader sense, as unique individuals.

Enrichment

We believe that all pupils should have access to many powerful learning experiences and opportunities that motivate and inspire them. We will source the high-quality, specialist support required to turn interests into talents, enabling our pupils to SHINE.

All academies within SHINE, regardless of context, size or circumstance, commit to the above three elements as the basis of their curriculum framework. However, whilst all three elements will always be present, the emphasis may vary depending on the current needs.

- 2.) Celebrating uniqueness - Through personalised support for every academy, respecting diversity.
- 3.) TAKING CARE (Keeping Safe) - Of our pupils, staff and local communities.

How do schools work together?

To ensure that school improvement work is bespoke, each academy completes the SHINE Self-Assessment Tool upon joining the MAT and subsequently each year, identifying strengths and areas for improvement.

This forms the starting point for discussion and action planning for the coming year, giving SHINE an insight into areas where each academy will be a giver and a receiver going forward.





Quality Assurance

The CEO and School Improvement Lead conduct termly visits to each academy to discuss strengths and improvement areas. Discussions with each Headteacher lead to quality assurance reports which are shared with local governors and the Board of Trustees. This is part of a raft of quality assurance activities undertaken by the Trust (see School Improvement Cycle on the Trust website).

SHINE's CFO and HR Director work directly with Heads to support them in managing and delivering the business functions of their schools, at a minimum meeting termly to discuss, plan and support the heads in all areas of finance, personnel and estates. Both work alongside the heads and are available to support where necessary.

Collaborative Working

Partnership working in driven through a yearly Collaborative Plan which details the following:

-  Actions individual to each academy
-  Actions where members of the SHINE Team will support
-  Actions where school to school support will take place
-  Actions which will have a whole MAT focus

The CEO and School Improvement Lead coordinate collaborative school improvement work across the Trust. Impact is assessed regularly through the various SHINE working groups and at regular meetings for headteachers, which provide a valuable forum for sharing good practice, supporting and challenging each other as well as working together on areas benefitting from consistent working practices.

This group of like-minded and talented leaders relish working together and gain much from sharing expertise as well as supporting each other in times of difficulty and challenge.

SHINE considers the diverse nature of the make-up of the academies in our first cluster as a real strength.



Executive Headteacher

Langold Dyscarr Community School and Ranskill Primary School

SHINE Multi Academy Trust

Job Description

Salary L22 – L26

Main purpose

The role of the executive headteacher is to:

- Provide effective executive leadership and management across more than one setting within SHINE Multi Academy Trust (Langold and Ranskill)
- Lead school improvement strategy and operation across both primary schools, ensuring that they are delivering high-quality provision and securing the best outcomes for pupils.
- Promote a culture of unity and collaboration across the two schools.
- Support the expansion of the Trust through developing links and working with other primary phase schools in the Nottinghamshire Region and relevant secondary settings.
- Drive trust-wide improvement priorities at a local level and be a key member of the Trust's Executive Leadership Team - offering support and expertise to other schools/leaders within the Trust as appropriate.

Duties and responsibilities

Strategic leadership

- Uphold the Trust's mission statement and values whilst developing a new shared vision for the future of both Langold and Ranskill - ensuring that this is understood by staff and parents.
- Identify and ensure that relevant key objectives are used to develop school improvement plans at both schools which incorporate Trust aims and targets as well as priorities bespoke to each setting.
- Be responsible for the creation and delivery of high-quality improvement plans and self-evaluation documentation at both schools- utilising best practice and resources from each school to support and challenge.
- Review and monitor the progress of school improvement plans and self-evaluation forms, providing necessary challenge in order to achieve a sustained focus on the strategic objectives.
- Develop both settings and their provisions to increase attainment and widen inclusion.
- Use projected pupil numbers at both schools, to ensure that both schools are well prepared for the future - working closely with all involved in such planning projects.
- Build positive and respectful relationships with stakeholders and the wider community.



- Ensure that the educational experience for all learners, including those with SEND, is of a very high standard.

Managing the organisation

- Line manages the next layer of leadership at each setting (Head of School/Deputy Headteacher) providing effective support and challenge to help them secure best outcomes for pupils.
- Build capacity from within and across both settings for sustained school leadership.
- Carry out performance management in line with the trust's procedures.
- Support with managing the schools' budgets and resources - ensuring that financial resources are allocated appropriately, efficiently and effectively.
- Support with developing and implementing trust-wide policies.
- Develop and retain high-quality staff through effective professional development and performance management.
- Establish clear and open lines of communication with all stakeholders.
- Monitor staff wellbeing and workload and implement strategies to promote a healthy working environment.
- Ensure the schools effectively and efficiently operate within the required regulatory frameworks and meet all statutory duties.
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Work successfully and productively with other schools and trusts
- Maintain effective relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.
- Provide leadership training and opportunities for potential leaders. Promote the schools to the wider community, the wider region and partner schools to ensure that parents see our schools as the 'school of choice.'

Teaching and learning

- Oversee the development and implementation of a broad and balanced curriculum at both settings that meets the relevant statutory requirements and beyond.
- Establish and sustain high-quality teaching across all subjects and phases, based on evidence.
- Have ambitious expectations for all pupils, including those with special educational needs (SEN) and disabilities, and promote an inclusive culture that enables all pupils to access the curriculum.
- Work with the senior leaders in both settings to further establish high quality curriculum leadership, including developing subject leaders with relevant expertise and access to professional networks and communities.
- Promote a culture that encourages collaboration, where best practice is shared in order to secure the best outcomes for pupils.



- Ensure valid, reliable and proportionate approaches are used to assess pupils' knowledge and understanding of the curriculum.
- Support the growth of co-curricular activities, personal development and career aspiration.

Other areas of responsibility

- Develop the professional capacity to be a Trust Leader through close working and involvement with the Central Team.
- Work collaboratively with the local authority and local schools, representing SHINE MAT.
- Play a full part in the life of the MAT and their own school, to support its distinctive vision and ethos and to encourage staff and pupils to follow this example.
- Comply with the MAT and local Health and Safety Policy and undertake risk assessments as appropriate.
- Undertake any other duty as specified by the CEO and Board of Trustees not mentioned in the above.

This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the Trust in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions as they relate to Headteachers' and as adopted by the MAT.

Indicative time distribution for the first year

In the first year it is expected that the Executive Headteacher will share their 'time' equally between both settings. Into the future this does not necessarily mean being present at each school for 2.5 days a week as this role will necessitate a clear demarcation between strategic leadership and operational leadership. However, it will be important that a regular visible presence is maintained – particularly at Ranskill through Year One due to both the established Headteacher and Deputy leaving at the same time. Please note that this job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the executive headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

EXECUTIVE HEADTEACHER PERSON SPECIFICATION

The Person Specification is used by the selection panel to identify the attributes a successful candidate will need to bring to the post.

Those marked **E** are essential and must be met in order for a candidate to be shortlisted for interview or appointed to the post.

Those marked **D** are desirable and will strengthen a candidate’s likelihood of being invited to interview or appointed to the post.

All other abilities and aptitudes will be judged ‘by degree’ from the application form, references, task, presentation and interview activities to guide the selection panel in appointing a candidate who is personally and professionally suited to successfully filling this post.

A = application form/cover letter R=Reference T=Task P=Presentation I=Interview

Candidates should ensure that they will satisfy the essential elements before applying, and ensure that they construct their letter of application to include the areas requested in the details sent to potential candidates.

	CATEGORY	EVIDENCE
QUALIFICATIONS		
Qualified Teacher Status	E	A
NPQH	D	A
Recent CPD relevant to the post	D	A
Other professional qualifications	D	A
EXPERIENCE		
Substantial, successful teaching experience in the primary phase	E	A/R
Experience of Headship in two settings of different contexts	D	A
Substantial, successful senior leadership experience in primary phase schools	E	A/R
Experience of appraising the work of others/line managing	E	A/T/I
Experience of working within a Multi Academy Trust	D	A
Experience of working with governors	E	A/T/I

EXECUTIVE HEADTEACHER APPLICATION PACK

	CATEGORY	EVIDENCE
PROFESSIONAL KNOWLEDGE, SKILLS AND UNDERSTANDING		
Up to date knowledge of primary education	E	A/R/T/I
Knowledge and experience of school self-evaluation	E	A/R/T/I
Up to date knowledge of assessment and tracking	E	A/R/T
Understanding of school improvement strategies	E	A/R/T/P/I
Knowledge of current educational legislation and initiatives	E	A/R/I
Knowledge of equal opportunities and commitment to their pursuit	E	A/R/I
Wide knowledge of effective teaching methods and strategies	E	A/R/T/P
Highly developed skills in analysing and interpreting performance data	E	T
Ability to scan the educational landscape and prepare for the future	E	A/I
Highly developed skills in budget management	D	A/R/I
LEADERSHIP & MANAGEMENT		
Demonstrates the qualities needed to be an inspirational leader with a clear vision for the schools	E	A/I
Commitment to work pro-actively with governors and staff	E	A/T/I
Ability to make and support difficult decisions	E	I/T
Ability to promote high expectations of children and staff	E	A/I
PROFESSIONAL COMPETENCIES		
Ability to think strategically, plan for the future and form a vision	E	A/R/T/P/I
Ability to drive and manage change efficiently		
Ability to establish appropriate priorities for spending and effectively manage and monitor the school budget		
Ability to maintain and work within policies and procedures		
Competent user of IT and electronic data systems		
Commitment to setting high expectations and ability to challenge underperformance		
Commitment to ensuring inclusion, addressing diversity and access		
Ability to motivate and manage members of staff with different skills and experience and to delegate appropriately		
Good communication skills, with an ability to present with clarity and authority orally and to write effectively		
Ability to take clear decisions		
Ability to establish and maintain effective relationships with parents, carers and other agencies with a connection to the school		
Ability to collaborate and network with others beyond the school in order to build and maintain a learning community		

EXECUTIVE HEADTEACHER APPLICATION PACK

	CATEGORY	EVIDENCE
COMMUNITY		
Evidence of collaborating with other schools and educational providers	E	A/R
Evidence of welcoming parents and the wider community into school and valuing their input	E	A/R
SAFEGUARDING		
Evidence of up to date safeguarding training	E	A
Knowledge of the responsibilities in managing safeguarding matters	E	I
Understanding of the school's role in keeping pupils and staff safe	E	A/I
Enhanced DBS check	E	Post Appointment
PERSONAL ATTRIBUTES		
A passion for creating a rich, opportunity led, curriculum and environment where children develop a love of learning	E	T/P/I
Ability to prioritise		
Adaptable and resilient		
Efficient and able to complete tasks on time		
Able to create effective working relationships with all staff, governors and parents / carers		
Self-aware, reflective and forward thinking		
Approachable		
REFERENCES		
The candidate will have appropriate references recommending for the post	E	R
SPECIFIC REQUIREMENTS		
The ability to present professionally and manage tasks and an interview with confidence, authority and conviction	E	T/P/I
The ability to put the spiritual, moral, social and cultural (SMSC) development of pupils at the heart of school life	E	A/T/I