



CREATE YOUR MEANINGFUL FUTURE



New Bridge Multi Academy Trust



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WELCOME FROM CEO

About New Bridge MAT

We are a vibrant, aspirational and inclusive multi academy trust made up of eight special schools across Oldham, Tameside and Rochdale. As part of the wider New Bridge Group there are also two post-19 provisions. All of the children and young people have an EHCP with the settings supporting a wide spectrum of needs from ages 4-19 and beyond. The Trust is proud to be national leaders in Special Education and has a culture of creating outstanding opportunities for all.

A message from our CEO, Clare John

Thank you for your interest in a role within our Trust.

Here at New Bridge, we believe that our young people should be given the skills and attributes to enable them to contribute and participate in both their communities and society as a whole.

We all work together, collaboratively, to create appropriate and high-quality destination focussed, pathways for all our young people.

Our curricula and philosophies provide outstanding individualised academic and social development that will enhance the life opportunities for our students as they move into the 'adult world.'

We are an Apple 1:1 Trust, the first in the UK, which means that every single one of our children and staff have their own iPad to enhance engagement, achievement and innovation.

We believe that this key role in our Trust is one of the best jobs in the world! Why? Because it's a privilege to work here and share the learning journey our children and young people take.

It is a chance to work as part of a fantastic team that ensures our young people will continue to thrive, whatever their destination pathway.

It offers opportunity to be a positive influence, a job where you can be innovative and feel proud of the work we do together, a job where you can drive projects to completion that will further enhance our offer.

We look forward to receiving your application.

Yours sincerely,

Clare John

Chief Executive Officer



OUR CULTURE

It is New Bridge's belief that all pupils, whatever their background or ability, will be successful and valued. We are committed to providing the very best opportunities for our children and young people and our destination focused provision enables them to play a meaningful and fulfilling role within their local and wider community. We have established some of the best employability pathways in the world, with over 12 years of experience in supporting our students into the world of work.



OUR VISION:
CREATING MEANINGFUL FUTURES

OUR MISSION STATEMENT:
LEARNING TOGETHER, LEARNING FOR ALL,
LEARNING FOR LIFE

OUR VALUES:
WE ARE CARING
WE ARE CREATIVE
WE ARE INSPIRING
WE ARE PASSIONATE
WE ARE INNOVATIVE
WE TRUST EACH OTHER

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Our Socials

Check out our socials to get to know
New Bridge more...



[NB website](#)



[NB Facebook](#)



[NB X \(formerly Twitter\)](#)

OUR FAMILY OF SCHOOLS

All of our academies are special schools that cater for children and young people who have an Education, Health and Care Plan (EHCP).

We are immensely proud of all our students and the many things they achieve. It is a delight for those of us that work here to share the learning journey they undertake. We encourage them to be resilient, build their confidence and independence, and we show respect for the individuals they grow into during our care.



HAWTHORNS SCHOOL

Supports children who have complex learning needs between the ages of 5 and 11.



HEYWOOD ACADEMY

Is the latest new school in the New Bridge MAT, and will be a 75-placement school for students aged 11-19 with a diagnosis of ASC and/ or SLCN associated with ASC.



HOLLINWOOD ACADEMY

Caters for children and young people on the autistic spectrum between the ages of 4 and 19.



NEW BRIDGE SCHOOL

Accommodates pupils and young people with needs that range from profound and multiple to moderate learning difficulties between the ages of 11 and 19.



SAMUEL LAYCOCK SCHOOL

Provides for pupils with moderate learning difficulties, severe learning difficulties and those on the autistic spectrum between the ages of 11 and 16.



SPRING BROOK ACADEMY

Caters for pupils with a range of social, emotional and mental health needs for children and young people between the ages of 5 and 14.



SPRINGBOARD PROJECT

Provides for pupils and young people with social, emotional and mental health needs between the ages of 14 and 19.



THOMAS ASHTON SCHOOL

Accommodates children and young people with a range of social, emotional and/or mental health needs between the ages of 7 and 14.

NEW BRIDGE GROUP

We have a number of affiliated organisations that provide unique services to our young people. They offer life opportunities beyond school and are extremely popular. Executive Leaders and Trustees sit as directors of wider management teams that run and manage each entity as an independent operating business.

EVERYONE LEARNING

The Everyone Learning team support the delivery of statutory, mandatory and individualised training that is vital to meeting future goals and ambitions of every individual across our group. They help to provide a highly skilled workforce that places best outcomes for children and young people at its heart.



FUTURE FINDERS EMPLOYABILITY COLLEGE

Future Finders Employability College is a specialist Post 16 institution that provides inspirational training, teaching and learning to supported Internship students, focusing on positive destinations, development of skills for adulthood, employment and further education or training.



NEW BRIDGE HORIZONS

New Bridge Horizons is a day provision for service users over the age of 19 who have learning and/or physical difficulties.

New Bridge Horizons is a not-for-profit company that is an affordable, convenient and innovative provision that provides individualised pathways for all service users.





THE RIGHT FIT

Are you right for New Bridge?

New Bridge recognises that working with children with Special Educational Needs (SEN), Social, Emotional, and Mental Health (SEMH) needs, and disabilities requires a unique set of characteristics. We are looking for individuals that are...

- **Empathetic and Compassionate** and have the ability to understand and respond sensitively to the diverse needs and challenges faced by our young people.
- **Patient and Resilient** as working with young people who may have varying levels of emotional and behavioural difficulties demands a patient and resilient approach.
- **Strong Communicators** that are able to communicate effectively with our young people, their parents or guardians, and colleagues to develop supportive relationships and ensure clear understanding.
- **Flexible and Creative** and are willing to adapt their teaching methods in order to create engaging, inclusive activities that cater to individual needs to significantly enhance learning experiences of our young people.
- **Team Collaborators** as collaborating with all staff and departments is vital for providing a nurturing and supportive environment that promotes the well-being and development of every young person.
- **Committed to Inclusion** and has a strong belief in the value of inclusive education and a dedication to creating an environment where all young people can thrive.

THE RIGHT FIT

Is New Bridge right for you?

New Bridge is committed to making a difference where it matters most to create meaningful futures for our staff as well as our children and young people. Without our dedicated colleagues, we would not be able to do the outstanding work we do together. We create working environments where our staff want to work, where all our staff feel valued, respected and safe, and can thrive in their professional lives.

Our People Promise:

- We invest in developing talent through our strong focus on high quality CPD through our dedicated Everyone Learning Team.
- We nurture teams: fostering a sense of belonging secured by strong purpose and healthy relationships.
- We promote flexible working across all roles, and have a generous special leave of absence policy that is underpinned by our commitment to supporting colleagues when unexpected personal circumstances arise.
- We invest in Hospital Saturday Fund (HSF) for staff, including PerkBox discounts and 24/7 HSF Assist.
- We operate a Trust TOIL scheme, for all staff, where there are opportunities to take up to 5 TOIL days per academic year during term.
- We are committed to growing our own and career progression.



SPRING BROOK ACADEMY (LOWER SITE)

Lead a site. Shape a year. Make a difference that lasts.

Spring Brook Academy (Lower Site) is part of the Springs SEMH Ecosystem, New Bridge Multi Academy Trust's 5–19 specialist provision for children and young people with social, emotional and mental health needs across Greater Manchester. We are looking for an experienced, warm and resilient leader to take on the role of Head of Site at our Lower Site for the remainder of the 2026/27 academic year.

This is not a caretaker post. It is a defined leadership assignment with a clear brief: to lead the Lower Site day to day, to keep pupils safe, settled and learning, and to hand over a site that is stronger in August than it was in January. You will work under the strategic leadership of the Executive Headteacher (SEMH) and alongside an experienced leadership team across our Upper Site and Springboard provision.

About Us

Our work is built on a simple set of commitments: Belonging First; Maslow before Bloom; stage not age; connection before compliance. We draw on attachment theory, polyvagal-informed practice, PACE and UDL 3.0 to create an environment where pupils who have often been let down by education can feel safe enough to learn, and where staff are supported to do demanding work well. We are an ambitious, evidence-led ecosystem with a strong improvement journey behind us and clear priorities ahead.

Current Leadership Team



Andy Howard - Executive Headteacher



Sarah Dunsdon - Head of School
(Upper Site)



Toni Thomason - Head of School
(Lower Site)

Our Socials

Check out our socials to get to know Spring Brook Academy (Lower Site) more...



How to find us

Spring Brook Academy (Lower Site) is situated in Oldham and is accessible by car, tram and bus. Click [here](#) to plan your route.



WHO WE ARE LOOKING FOR

The advertisement is for a Head of School for Spring Brook Academy, Lower Site. This is a **fixed term opportunity** until **31st August 2027**.

As Head of Site you will:

- Provide highly visible, consistent and relational leadership of the Lower Site from day one;
- Act as Designated Safeguarding Lead and maintain a strong safeguarding culture;
- Secure consistency and quality in teaching, learning and curriculum, matched to each pupil's stage, not age;
- Lead, support and hold to account a committed staff team, including day-to-day line management and performance management;
- Sustain high expectations around attendance, engagement and relationships;
- Implement the site's agreed improvement priorities and keep the Executive Headteacher informed of progress and risk;
- Work closely with families and partner professionals around individual pupils;
- Contribute to planning for 2027/28 and provide a thorough handover at the end of the appointment.

You may currently be a Head of School or Site, a Deputy or Assistant Headteacher, or an equivalent senior leader within a Trust. You might be an established senior leader ready for a whole-site brief, or an aspiring headteacher looking for a substantial, time-limited opportunity to lead. Either way, you will bring:

- Strong and credible senior leadership experience with demonstrable impact;
- A secure understanding of SEND and SEMH education, and a clear commitment to relational, trauma-informed, child-centred practice;
- Excellent safeguarding knowledge and professional judgement;
- A track record of improving teaching, learning and outcomes;
- The ability to lead, support and challenge teams through change;
- Warmth, resilience and the capacity to stay calm, regulated and purposeful in a complex environment;
- The ability to translate strategic priorities into high-quality day-to-day practice.

What We Offer As an Academy

- A genuine whole-site leadership experience within a specialist SEMH setting, with the support of an experienced Executive Headteacher and Trust leadership team;
- A clear brief, defined priorities and honest, developmental feedback throughout.

Job Description and Person Specification

Job Description

Job Title:	Head of School – Spring Brook Academy (Lower Site)
Pay Grade / Scale / Range:	L15 – L19
Benefits & Perks:	TOIL scheme, Occupational Pension Scheme, Occupational Sickness Scheme, Workplace Health Scheme
Working hours:	Hours in accordance with School teachers' pay and conditions document as they apply to Senior Leadership
Location:	Initially based at the Spring Brook Academy Lower Site, but all staff are required to work at any site of the New Bridge MAT if operationally needed
Staff responsible to:	Executive Headteacher
Staff responsible for:	Staff within Spring Brook Lower
Probationary period:	Not applicable

Overall Purpose of the Job

To provide visible, consistent and relational day-to-day leadership of Spring Brook Academy (Lower Site), securing a high-quality, safe and nurturing education for every pupil, in line with the Springs 'Belonging First' culture: Maslow before Bloom, stage not age, connection before compliance.

To work with the Executive Headteacher and the wider leadership team to implement Spring Brook Academy's agreed vision, values and improvement priorities at the Lower Site, and to translate them into effective operational practice.

To lead, support and hold to account the staff of the Lower Site, providing stability, high expectations and continuity of leadership for pupils, families and staff through the remainder of the 2026/27 academic year, and to prepare the site for a well-planned transition to its 2027/28 leadership arrangements.

To act as Designated Safeguarding Lead for the Lower Site, taking responsibility for safeguarding and child protection (including online safety) in line with Trust policy and statutory guidance.

To attend and contribute to local governing body and Trust meetings as required by the Executive Headteacher.

Key Responsibilities and Activities

Priorities for the Interim Period

Because this is an initial fixed term appointment, the following priorities set out what success looks like by 31st August 2027. They sit above, and give focus to, the standing responsibilities that follow.

- Provide strong, visible and consistent leadership across the Lower Site from day one, establishing trusted relationships with pupils, staff and families quickly
- Maintain and strengthen the safeguarding culture of the site and fulfil the responsibilities of Designated Safeguarding Lead
- Secure consistency and quality in teaching, learning and curriculum delivery, so that every pupil's learning is matched to their stage, not their age
- Sustain high expectations and relational practice around attendance, engagement, behaviour and co-regulation, in line with the Springs Relationships Policy
- Support, develop and hold staff to account through effective day-to-day leadership, line management and performance management
- Implement the agreed academy improvement priorities for the Lower Site, as set out in the School Development Plan, and keep the Executive Headteacher informed of progress and risk
- Work closely with families and partner professionals around individual pupils, including those at risk of placement breakdown
- Ensure effective communication and collaboration between the Lower Site, the Executive Headteacher, the Upper Site and Springboard, and the wider Trust
- Contribute to planning for the site's leadership, staffing and improvement priorities for 2027/28, and provide a thorough, well-documented handover at the end of the appointment

Teaching and Learning

- Model and promote high-quality teaching that reflects current evidence on the education of children and young people with SEMH needs
- Ensure a consistent and continuous focus on pupil achievement, using data, benchmarks and the Springs Data and Evidence Strategy to monitor progress
- Ensure that personalised learning is at the centre of planning and resource deployment at the site.
- Ensure a culture and ethos of challenge and support in which every pupil can achieve success and become engaged in their own learning
- Demonstrate and articulate high expectations and set challenging but realistic targets
- Implement strategies which secure high standards of behaviour and attendance, grounded in relational and trauma-informed practice
- Work with the Executive Headteacher and the other Heads of Site to deliver a curriculum that meets the needs of the Lower Site's pupils and prepares them for their next steps
- Monitor, evaluate and review classroom practice and lead improvement strategies
- Challenge under-performance at all levels and ensure effective follow-up

Leading the Lower Site

- Work with the Executive Headteacher and named key colleagues to ensure the highest priority is given to safeguarding and promoting the welfare of pupils and staff
- Implement and champion Spring Brook Academy's agreed vision, values and strategic priorities at the Lower Site, and demonstrate them in everyday practice
- Contribute to strategic planning with the Executive Headteacher and the wider leadership team, and translate agreed priorities into effective operational delivery
- Line manage all site staff on a day-to-day basis
- With agreed support, be responsible for the performance management and development of teachers at the site

- Motivate and work with others to create a shared culture and positive, psychologically safe atmosphere
- Ensure that the resources of the site are used to best effect to raise standards for pupils
- Keep abreast of current initiatives and evidence, and advise the Executive Headteacher on their implementation where this would benefit pupils

Communication and Relationships

- Build a collaborative learning culture within the school and actively engage with the Upper Site, Springboard Project and other schools, to build an effective learning community
- Implement the agreed policies for staff induction, professional development and performance review
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture
- Develop and maintain a culture of high expectations for self and others, and take appropriate action when performance is unsatisfactory
- Review own practice regularly, setting personal targets and taking responsibility for own personal development

Managing the School

- In partnership with the Executive Headteacher, deliver and review the evidence-based improvement plan for the site and its facilities
- In partnership with the Executive Headteacher and Governors, recruit, retain and deploy staff in line with safeguarding procedures
- Appropriately manage the workload of staff to achieve the vision of the school, with due regard to wellbeing and the Springs Staff Wellbeing Support Plan.
- 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 available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money

Strengthening the Community

- Acting as the designated safeguarding lead; responsible for safeguarding and child protection (including online safety).
- Build a culture and curriculum which takes into account the richness and diversity of the local community
- Ensure learning experiences for our young people 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 our young people and their families in partnership with key colleagues
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development particularly attendance
- 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 partnerships with other schools and promoting innovative initiatives
- Co-operate and work with relevant agencies to protect and safeguard the welfare of our young people

Securing Accountability

- Develop an 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 local governing body to enable it to meet its responsibilities
- Develop and present a coherent, understandable and accurate account of the performance of the school with particular reference to the experience of our young people to a range of audiences, governors, parents and carers
- Reflect on personal contribution to school achievements and take account of feedback from others

Generic Duties

- Comply with policies and procedures relating to child protection, health & safety, confidentiality and data protection, reporting all concerns to an appropriate person
- Contribute to the overall work and ethos of the organisation.
- Attend and participate in meetings as required.
- Improve own practice through training, observation, evaluation and discussion with colleagues.
- Recognise own strengths and areas of expertise and use them to support others.
- To work across the New Bridge MAT if required.
- To understand the importance of inclusion, equality and diversity, both when working with students and with colleagues, and to promote equal opportunities for all.
- To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises
- To participate and engage with workplace learning and development opportunities, subject to the school's training plan, working to continually improve own performance and that of the team/school.
- To undertake any other additional duties commensurate with the grade of the post

Other Duties

- This job description is not intended to be all-inclusive, and the job holder may be asked to perform other duties commensurate with the post as directed by the Executive Headteacher to meet the needs of the organisation

Equipment, Tools, Physical or Special Requirements

- Cross-site travel will be required.
- Enhanced DBS required

Person Specification

Selection Criteria (Essential Criteria **emboldened**)

Assessed By

Education, Qualifications & Training

- **Qualified Teacher Status (QTS)**
- **Evidence of recent and relevant continuing professional development in SEND/SEMH and in leadership**
- **Designated Safeguarding Lead training (or willingness to complete)**
- NPQH, NPQSL or equivalent senior leadership qualification (or working towards)
- Qualification or accredited training in trauma-informed, attachment-aware or relational practice

Application Form/Interview & Selection Certificates / Checks

Knowledge & Experience

- **Successful senior leadership experience (e.g. Head of School / Site, Deputy or Assistant Headteacher, or an equivalent Trust leadership role) with demonstrable, quantifiable impact**
- **Experience of leading within a specialist SEMH or SEND provision, or of leading SEMH/inclusion provision within a mainstream setting**
- **Secure knowledge of child protection and safeguarding procedures, including the role of the DSL, Keeping Children Safe in Education and multi-agency working**
- **A credible track record of improving the quality of teaching, learning and curriculum, and of raising pupil progress and achievement**
- Experience of leading staff through challenge and change, including line management, performance management and the development of others
- Knowledge and application of relational, trauma-informed and attachment-aware practice, and of strategies which promote pupils' spiritual, moral, social, cultural and emotional development and good behaviour
- Understanding of attendance, behaviour and pastoral systems and how they are led and quality-assured.
- Understanding of the planning, monitoring and implementation of a personalised, differentiated curriculum, including the timetable.
- Ability to use data, evidence and quality assurance intelligently to inform decisions and account for performance
- Understanding of the responsibilities of governors and of the accountability framework for academies
- Experience of working with the age range of pupils at Spring Brook Academy (Lower Site)
- Experience as a Designated Safeguarding Lead
- Experience of leading across more than one site or phase, or within a MAT
- Experience of working with EHCP processes, local authority commissioners and placement reviews

Application Form Interview & Selection Certificates / Checks

Skills and Abilities

- **Leadership: the ability to use appropriate leadership styles in different situations in order to secure commitment to an agreed vision; set high expectations and provide a role model for pupils and staff; prioritise, plan and organise the work of the site; devolve responsibilities within a defined framework and monitor that they are carried out; and build, support and work as part of a team.**
- **The ability to establish trusting relationships quickly with pupils, staff, families and partners, and to lead with warmth, consistency and calm authority in a complex and sometimes unpredictable environment.**
- **The ability to translate strategic priorities into high-quality day-to-day practice and to secure continuity and stability during a period of transition.**
- **Decision making: the ability to make sound, timely decisions based on analysis and interpretation of relevant data and information, and to demonstrate balanced and fair judgement.**
- **Communication: the ability to listen to and understand the views of others; make points clearly; consult and negotiate to achieve specific objectives; establish and manage good communication systems; and chair and contribute to meetings effectively.**

Application Form Interview & Selection Certificates / Checks

Skills and Abilities Continued

- The ability to deal sensitively with people, resolve conflict and seek advice and support where necessary.
- The ability to meet the requirements of relevant legislation and statutory guidance applying to schools.
- Personal effectiveness: the ability to prioritise and manage own time, work consistently to deadlines, set and achieve challenging but realistic goals, and take responsibility for own professional development.
- Resilience, emotional regulation and the capacity to model co-regulation for staff and pupils.

Personal Qualities

- Commitment to our Trust's values, vision and mission
- Unwavering commitment to improving outcomes, aspirational destinations and the lives of children and young people
- Ability to challenge constructively while maintaining positive relationships. Influencing skills without reliance on authority
- Visible, authentic and values-led leadership
- Collaborative and service-oriented
- Champions inclusion, equity and the belief that every child and young person can achieve ambitious outcomes and aspirational destinations

Work Circumstances

- Commitment to personal development.
- Punctuality and regular attendance.
- Willingness and ability to work flexibly as required, including occasional out-of-hours working to support school functions or evening meetings.
- Willingness to travel to and work at any site within the New Bridge MAT as required.



KEY INFORMATION

KEY DATES

CLOSING DATE

16th October 2026, 9am

SHORTLISTING

16th October 2026

INTERVIEWS

20th October 2026

New Bridge MAT is committed to safeguarding and promoting the welfare of children and applicants must have a commitment to safeguarding young people. This post is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service and references will be sought prior to interview.

For shortlisted candidates, an online check will also be carried out as part of our due diligence in line with Keeping Children safe in Education 2026.

HOW TO APPLY

MAKING YOUR APPLICATION

Please return completed application forms to recruitment@newbridgegroup.org

VISIT US

To arrange an informal conversation about the role, or a visit to the Lower Site, please contact info@springbrookacademy.org

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Join us and create your meaningful future at New Bridge.