

Recruitment Pack

Headteacher

Holy Trinity CE Primary School



Welcome from the CEO

Dear Prospective Candidate,

Thank you for your interest in the role of Headteacher at Holy Trinity Church of England Primary School and in joining Leeds Diocesan Learning Trust (LDLT). This is a significant and exciting opportunity to lead a school with a strong Church foundation, a clear and established vision, and a deep commitment to serving its community.

We are seeking an experienced and outstanding Headteacher who combines high expectations for pupils and staff with a collaborative and generous approach to leadership. At LDLT, we believe that our schools are strongest when leaders work in trust with a shared purpose to further the Trust vision of Loving Living and Learning Together. You will join a warm, welcoming and highly supportive network of Headteachers and Trust leaders who value professional dialogue, mutual challenge and collective responsibility for improving outcomes for all children across the Trust.

Our work is rooted in Christian values, and we seek leaders who are committed to living out these values through their leadership, demonstrating compassion, integrity, courage and respect in all that they do. As a Church school within a Church Trust, Holy Trinity benefits from strong partnerships, clear strategic support and the freedom to lead creatively within a framework of shared vision and accountability.

If you are a reflective and values driven leader who is ambitious for children's outcomes and experiences, committed to collaboration and inspired by the opportunity to serve within a values based learning community, we would be delighted to receive your application.



Richard Noake
CEO of LDLT



Holy Trinity CE Primary School

Hello and welcome to Holy Trinity Primary School. We are looking to find our next head teacher to join us to lead our school on the next phase of our development. We hope that might be you. You will be joining us at a really exciting time, taking on a school in the unique position of being a brand new school drawing on a rich and varied history that stretches back over 150 years.

Holy Trinity Church of England Primary School is a welcoming and inclusive primary school serving its local community in Ripon, North Yorkshire. From September 2025, the school operates as a single, unified primary following the successful amalgamation of the former Holy Trinity Infants and Holy Trinity Junior schools. This marks an exciting new chapter for our school and one where our new head teacher will have an opportunity to ensure continuity of education on one site delivering a creative and dynamic curriculum offer for pupils from Early Years through to the end of Key Stage 2.

Holy Trinity Infants was judged Good at its last Ofsted inspection in June 2025 and achieved a very positive SIAMS Section 48 inspection outcome earlier in the year. The new Primary School is committed to building on its existing strengths, maintaining high expectations, sustaining improvement and high quality provision for all learners. We are looking for an inspirational leader to take the strong foundations that have already been built and further develop Holy Trinity School into an inspirational school that every child remembers with love and affection.

School Vision: “Loved by God and one another, Holy Trinity is a welcoming community of faith, where we learn and flourish together. Each day opens up horizons of hope, aspiration and joy!”

Our vision and values are grounded in a clear Christian theology rooted in the biblical message of love from 1 John 4 and brought to life through the parable of the Good Samaritan. Guided by the belief that we are loved by God and one another, the school promotes compassion, courage and responsibility, encouraging pupils to love God, love their neighbour and love themselves.. This vision shapes daily life at Holy Trinity, informing collective worship, curriculum and relationships, and inspiring children to ‘go and do likewise’ as empathetic, respectful and caring members of a welcoming and inclusive community. After a busy time over the last few years, we’re now looking forward to really embedding our vision of “Loved by God and one and other” to bring us together and ensure that all of the team flourish.

Holy Trinity school works closely with the Trust, local parish and diocese. Our long and varied history means we have a special relationship with our local church. From Breakfast Club, to Messy Church to Boost club, after school and in the holidays, a majority of our children have experienced these links outside of school and with the amazing volunteer team supporting us, every child has the opportunity to be involved with our Church community. Our Local Academy Council are very keen to see these links at the forefront of our school ethos. As a Church School faith and belief is explored in an inclusive and thoughtful way, encouraging pupils to reflect, ask questions and develop respect for different beliefs and cultures. The school welcomes families of all faiths and none, ensuring that Christian values are lived out rather than simply taught.

Our recent amalgamation provides a great opportunity to offer a rich and varied experience to our children and community. We are looking forward to developing further under new leadership to ensure that every child has the opportunity to grow into the best version of themselves. We have a diverse intake of children, with a large number from a military background. This brings mobility but also means our children are used to meeting new friends and supporting each other through what can be a challenging time. As a school, we have over 25 first languages spoken and have welcomed both staff and children from around the world, growing our community and offering opportunities to learn even more about living and learning together.

Holy Trinity is committed to providing rich, engaging and memorable learning experiences that extend beyond academic achievement. The school aims to ensure that all pupils experience a broad and balanced curriculum, enriched by opportunities in sport, the arts, outdoor learning and leadership. Developing pupils' confidence, independence, wellbeing and sense of social responsibility is a key priority, alongside ensuring that every child feels safe, known and supported.

Holy Trinity is proud to be one of the first schools to be part of Leeds Diocesan Learning Trust (LDLT),, a family of schools united by a shared commitment to excellence and collaboration and underpinned by a strong Christian vision and values. As part of LDLT, the school benefits from strong governance, professional support and opportunities for collaboration and development across the trust. The Trust provides strategic oversight while empowering school leaders to lead with integrity, creativity and ambition in the best interests of their community.

Ripon itself offers a wonderful setting to be a part of, as a Cathedral City with a history stretching back well over 1000 years. On the edge of the stunning Yorkshire Dales National Park, with a UNESCO World Heritage site on our doorstep and in easy striking distance of Harrogate, York and Leeds, Ripon offers the feel of a close-knit market town community with the benefits of being close to major transport routes. Civic events are organised regularly in the Market Square and both the Cathedral and Holy Trinity church host a large number of events throughout the year.

Thank you for the time you've spent looking at whether you feel you can be that person who will be taking us forward into our new chapter and beyond. We know that you are looking for your next opportunity so if you do want to know more, please contact us and we'd be really happy to answer any questions.

About Leeds Diocesan Learning Trust

Holy Trinity CE Primary School is proud to be part of Leeds Diocesan Learning Trust (LDLT). Should you be successful in your application, LDLT will be your employer. Leeds Diocesan Learning Trust (LDLT) is a Church Trust within the Church of England Diocese of Leeds. It welcomes any school that wants to develop and improve within a culture of mutual sharing and dynamic collaboration.

LDLT opened its doors in September 2022 with a strong vision of full flourishing through loving, living and learning together. As a Church Trust, LDLT is an important part of the Anglican Diocese of Leeds' vision for education and was established by the Leeds Diocesan Board of Education to provide high-quality services, support and challenge to an increasing number of schools across the diocese looking to take on academy status. LDLT is an inclusive Trust, established to be a home for schools with or without a religious foundation and it will equally support Church and community schools looking for a secure and nurturing environment, where their uniqueness will be safeguarded.

The Trust has 13 schools across North and West Yorkshire: Craven, Leeds and Ripon with all schools being within the Primary phase. The Trust has aspirations to grow in these three specific geographies over the next five years and to also establish other clusters where demand dictates.

LDLT's dedicated central team has a strong focus on school improvement through collaborative working across peer network groups and other mechanisms to provide a real benefit to schools.

Our Vision and Christian Ethos

LDLT is guided by a vision that ***serving and celebrating our unique schools and communities, we will love, live and learn together***. This vision reflects our shared commitment to create environments where children, staff, governors and all members of our school communities are valued as people of God, and where transformational learning and the flourishing of all are at the heart of everything we do.

Staff Support, Wellbeing and Benefits

LDLT is committed to being a Trust that values its people. We know that great staff create great schools. As part of LDLT, colleagues benefit from:

- **Generous Pension Schemes**

- Teachers' Pension Scheme (TPS) for teaching staff
- Local Government Pension Scheme (LGPS) for support staff

Both schemes offer excellent employer contributions and long-term financial security.

- **Holiday Entitlement**

Support staff receive generous paid holiday entitlement, increasing with service and aligned to the local government national pay framework.

- **Cycle to Work Scheme**

Employees can benefit from our Cycle to Work scheme, supporting sustainable travel and staff wellbeing.

- **Professional Development**

We invest significantly in professional learning, offering:

- Trust-wide CPD programmes
- Leadership development pathways
- Collaboration through subject and phase networks
- Opportunities for career progression across the trust

For more information about the Leeds Diocesan Learning Trust, please visit www.ldlt.co.uk

Headteacher Job Description and Person Specification

We are looking to appoint an exceptional and inspirational Headteacher to lead Holy Trinity Church of England Primary through its next stage of development. Holy Trinity is a vibrant, welcoming school rooted in strong Christian values, where every child is nurtured to flourish academically, socially and spiritually. At the heart of a caring and supportive community, the school is committed to high-quality teaching and learning, strong partnerships with families and a curriculum that inspires curiosity, confidence and a love of learning. This is an exciting opportunity for a visionary leader to build on existing strengths and shape the future of our school with ambition, compassion and a distinctive Church School purpose.

Reporting to	CEO and Chair of Local Academy Council
Duration of post	Permanent
Work commitment	Full time
Salary	Leadership scale, L14 - L18
Start date	13 April 2026 or 1 September 2026 for the right candidate
Location	Holy Trinity CE Primary School, Ripon

Job Purpose

- Take the lead role on working with the Governors to champion and uphold the school's Church School vision, which embraces excellence, high standards and inclusion. Translate the vision into a development plan and implement it successfully.
- Secure excellent teaching to achieve high standards of learning and attainment across the primary range, including preparation for secondary education.
- Hold all staff to account for their professional conduct and practice.
- Ensure inclusion, diversity and access.
- Lead the school's distinctive vision, where Collective Worship is at the heart of the school's daily experience and children and staff flourish in their spiritual life.
- Lead by example to foster an open, transparent and equitable culture.
- To be responsible for the internal organisation, management and control of the school.
- Manage finance and resources astutely to maximize their use and value.
- Develop and sustain effective relationships with the Governors, CEO and LDLT colleagues in particular, to ensure effective governance of the school, and the discharge of Governor responsibilities.
- Build/develop and maintain effective relationships with parents and all members of the school and wider community to enhance the education of all pupils.
- Create an outward-facing school to work with other schools, organisations and partners, to champion best practice.
- To uphold the highest standards of professional and business ethics, and support the Governors in ensuring that this impacts on all aspects of the school decision making processes.
- To keep children safe and support the Governors to implement and oversee the highest possible standards of child protection, prevent strategies and safe-guarding throughout the school.
- To represent the school at panels, working groups and meetings as required by the Governors and Trust.
- To undertake other duties and responsibilities as is reasonably directed by the Governors and CEO.

Key Duties and Responsibilities

Qualities and knowledge

- Hold and articulate clear values and moral purpose, focus on providing an outstanding education for all pupils.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise and skills, and that of those around you.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and staff

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

Systems and process

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the governors to understand their role and deliver their functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
- Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame a self-regulating and self-improving school.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others - within and beyond schools, to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Continuing Professional Development and Confidentiality

- All staff are expected to participate fully in the Trust's appraisal and performance development processes, demonstrating a commitment to continuous improvement and personal growth. This includes participating in regular reviews, reflecting on practice, and contributing to the setting and evaluation of professional objectives. Staff are expected to use appraisal as a constructive opportunity to celebrate strengths, identify areas for development, and align their professional growth with the strategic priorities of the school and Trust.
- Postholders are required to take responsibility for their own ongoing professional development, proactively engaging with opportunities offered by the school and the Leeds Diocesan Learning Trust (LDLT). This includes attending relevant training, conferences, briefings and networking events that support excellence in professional practice.
- Staff must adhere to all Trust-wide policies, procedures and statutory requirements.
- A high standard of professionalism is essential at all times, including maintaining strict confidentiality in all matters relating to LDLT, its schools, pupils, staff and wider business.

Safeguarding

- LDLT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- All staff are required to uphold the highest standards of professional conduct and to follow Trust and school safeguarding policies and procedures at all times.
- The postholder must attend relevant safeguarding training, maintain an up-to-date understanding of child protection responsibilities, and act promptly on any concerns in line with statutory guidance, including Keeping Children Safe in Education.
- This role is subject to an enhanced Disclosure and Barring Service (DBS) check, satisfactory references and appropriate pre-employment safeguarding checks.

Terms and Conditions

This job description is current at the date of appointment. In consultation with your line manager, the post description may be varied to reflect or anticipate changes in the role. The post holder may be required to undertake any other duties commensurate with the grade of the post, including other miscellaneous work deemed suitable by Trust management.



Person Specification

Qualifications and Experience	Essential	Desirable
Qualified teacher status	✓	
Degree level qualification or equivalent	✓	
Further relevant professional study and evidence of continuous professional development and knowledge of current issues in Education.	✓	
At least three years of proven strong, successful senior leadership and management experience in a primary school	✓	
Experience leading in a Church school		✓
NPQH		✓
Qualities and Knowledge	Essential	Desirable
Hold and articulate clear vision, values and moral purpose, demonstrating optimistic personal behaviour, and positive relationships and attitudes.	✓	
Demonstrate a strategic leadership style that is characterised by integrity, creativity, resilience and clarity. Understand how to empower all students and staff to excel.	✓	
Experience of curriculum design and management.	✓	
Experience of handling complaints and concerns from parents and other key stakeholders.		✓
Developing an effective model for behaviour and attendance management.		✓
Skilled in managing change, with resilience and the ability to navigate challenges effectively.		✓
Skills	Essential	Desirable
Evidence of raising standards that have impacted positively on pupil attainment and teaching and learning.	✓	
Significant experience in evaluating and using data to plan and improve pupil performance.	✓	
An understanding of what makes outstanding teaching, how students learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work.	✓	
A commitment to valuing, supporting and encouraging the professional development of all staff members.	✓	
An understanding of how to create whole community accountability systems and implement them to combine data from a range of sources in order to maximise the achievement of children.	✓	

Skills	Essential	Desirable
Strong financial planning and management skills, with experience of making effective use of resources in order to make sound judgements against set criteria.	✓	
A clear understanding of and commitment to promoting and safeguarding the welfare of children.	✓	
Evidence of building and nurturing a strong, positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement.	✓	
A commitment to building and maintaining effective and positive relationships with parents, carers, trustees, the wider community and other schools.	✓	
Can inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.	✓	
Excellent communication skills and proven ability to listen to, understand and work effectively with all children, staff, trustees and parents.	✓	
The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level.	✓	
Other	Essential	Desirable
Be proactive in the working environment.	✓	
Be enthusiastic and positive.	✓	
Be able to adapt to changes in priorities.	✓	
Be able to anticipate workload and plan.	✓	



Selection Process Guidance

Safeguarding and Safer Recruitment Checks

LDLT is committed to safeguarding and promoting the welfare of children and young people, and all recruitment processes reflect our obligations under Keeping Children Safe in Education (KCSIE). All appointments are subject to safer recruitment checks, including an enhanced Disclosure and Barring Service (DBS) check, verification of identity and qualifications, online checks, employment history scrutiny, and the receipt of satisfactory references. Any gaps in employment will be explored during the interview process.

Equality and Diversity

LDLT is an inclusive employer and is committed to ensuring equality of opportunity for all applicants. We welcome applications from individuals of all backgrounds, faiths and protected characteristics. Recruitment decisions are made solely on the basis of merit and alignment with the values, ethos and requirements of the role. We are dedicated to creating a workforce that reflects the diversity of the communities we serve.

Visits to the School

We encourage prospective applicants to visit Holy Trinity CE Primary School prior to submitting an application. A visit offers an opportunity to meet staff, explore the school environment and gain a deeper understanding of our values, vision and community. Visits can be arranged by contacting the school office using the details below.

How to Apply

All applications must be submitted using the official application form, which ensures a fair and consistent process for all candidates. Applicants should complete all sections in full and provide a supporting statement that demonstrates how they meet the job description and person specification. CVs alone cannot be accepted in place of a completed application form. All applications must be received by the closing date stated in this pack. Shortlisting will be carried out against the published criteria. Please send all completed applications to: Info@LDLT.co.uk

Shortlisting

Applications will be shortlisted against the criteria outlined in the person specification. The selection panel will carefully review each application, and shortlisted candidates will be contacted directly to confirm next steps. Candidates who are not shortlisted will be informed following the completion of this stage.

References

References will be requested for all shortlisted candidates prior to interview, in line with safer recruitment guidance. One reference must be from the candidate's current or most recent employer, and, where applicable, one must be from a role involving work with children. Referees will be asked about the candidate's suitability for working with young people and any concerns related to safeguarding.

Interview

Shortlisted candidates will be invited to attend an interview, which may include a range of assessment activities such as a lesson observation, presentation, in-tray task or written exercise, depending on the role. The interview panel will explore experience, skills, values, and suitability for working within Holy Trinity CE Primary School and the wider Trust. Candidates will be informed of the structure of the day in advance.

Final Selection

Following the completion of all interview activities, the selection panel will evaluate each candidate against the requirements of the role. Decisions are made objectively based on merit, safeguarding considerations and the needs of the school. Candidates will be informed of the outcome as soon as possible after the selection meeting.

Offer of Employment

Any offer of employment will be made subject to all safer recruitment checks being completed satisfactorily, including enhanced DBS clearance, verification of identity and qualifications, medical clearance, and the receipt of references deemed suitable by the Trust. The successful candidate will be issued with a conditional offer followed by a contract of employment once all checks are confirmed.

Timeline

- Application deadline: Monday 19th January 2026 12pm
- Shortlisting: Tuesday 20th January 2026
- Interviews: Monday 26th and Tuesday 27th January 2026

While every effort will be made to adhere to published dates, the Trust reserves the right to make adjustments where necessary.

Days to visit school pre-application: Thursday 8th January and Tuesday 13th January 2026. Contact the school to arrange.

For a telephone conversation with the Trust CEO please contact the school to arrange.

Questions and Contact Details

If you have any questions about the role, the school, or the recruitment process, please do not hesitate to get in touch. Enquiries and arrangements to visit the school can be directed to:

- Zara Satariano – Holy Trinity Office Manager
- Email: Zara.Satariano@LDLT.co.uk
- Telephone: 01765 602858

