

Briefing Pack for Applicants
Headteacher – Netherthorpe School



Minerva

Learning Trust

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.

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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Headteacher

Location: Netherthorpe School

Pay scale: Leadership Pay Range L30: £105,595 to L37: £125,345 gross per annum

Contract: Permanent, full time

Start date: September 2026

Minerva Learning Trust is a growing multi-academy trust committed to providing an outstanding education for students from a wide variety of backgrounds across Sheffield and Derbyshire. Founded in 2014, Minerva Learning Trust has expanded to a thriving family of schools, including primary, secondary, sixth form, and a unique post-16 provision. We have a strong track record of school improvement, successfully transforming schools from Ofsted ratings of RI and Inadequate to GOOD.

Netherthorpe School is a popular 11-18 school in Staveley, Chesterfield. We pride ourselves on being an inclusive school for all. We regard all staff and pupils as part of our family and whilst we have really high expectations of everyone, we maintain a caring and supportive ethos. We strongly believe in work life balance, and we work with our staff to actively promote and improve wellbeing.

We are looking to recruit a strategic, dynamic, innovative, passionate and proven leader to lead Netherthorpe School on the next stage of its journey. This could be an existing and experienced Headteacher or a talented and ambitious Deputy Headteacher who is looking for their next challenge.

The successful candidate will have:

- belief in the worth and potential of every student
- the ability to implement and secure change successfully
- excellent interpersonal skills and an ability to lead and inspire colleagues
- a passion and drive for improvement
- experience of growing quality educational provision to meet the needs of the community

In return we can offer you:

- a strong commitment to your ongoing professional development
- mentoring by and support from an experienced CEO and Trust Central Team
- support of fellow Headteachers and staff from across the Trust and the opportunity to work collaboratively with other school leaders throughout the Trust
- the chance to make a real difference to the lives of our inspiring children and young people
- access to other employee benefits offered by our Trust

This will be a challenging but rewarding role, with the opportunity to really make your mark. If you have the vision, experience and resilience to lead our Academy forward, we would love to hear from

you. Candidates can find out more about the Trust and our schools via the Trust website www.minervalearningtrust.co.uk.

Candidates are warmly encouraged to visit the school or contact the CEO for an informal discussion. To arrange a visit or discussion, please email Sara Bailey at sbailey@central-mlt.co.uk

The closing date is at 9am on Monday 19 January 2026 and interviews will take place on the Thursday 29 January 2026.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

The application form and information pack is available on the school website. **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.** Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews and Chair of the Trust Board – John Doyle

Dear Candidate,

Thank you for taking the time to consider our vacancy for Headteacher of Netherthorpe School within Minerva Learning Trust.

Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for students who are from a wide variety of backgrounds across the city of Sheffield. During 2017-2018 the Trust brought together four secondary schools to create a new partnership which will support the teaching and learning of around 5000 students. Most recently, we have been joined by Chapeltown Academy which will enhance the post-16 provision within the north of the city and by Woodthorpe Community Primary School who are the first primary school to join our Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Working Together, Learning Together and Outstanding Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The role of Headteacher of Netherthorpe School presents an exciting opportunity for an experienced and like-minded senior leader to join our Trust and contribute to further improving the quality of education at Netherthorpe School. The role would suit someone who has experience of driving positive change, a proven track record in school improvement has excellent communication skills with the ability to motivate and inspire others. An absolute belief in the potential of every child is a must.

If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people. You will also be supported by an experienced CEO, Central Trust Team and fellow Headteachers who support each other to deliver the best quality of education for our amazing young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our students then we look forward to receiving your application.

Bev Matthews
Chief Executive Officer

John Doyle
Chair of the Trust Board

Section 3: About our Trust

Who We Are

Minerva Learning Trust is an educational charity that has the single objective 'to advance education for public benefit'. As such:

- The Trust is legally accountable for the education of every child, the professional performance of every employee and the health and safety of the working environment
- The workforce is a single "faculty of education" who work together even though their places of work are located on different school sites
- The Board of Trustees, who are appointed by the Members, are the governing body of the Trust. Every other governance group is a sub-committee, including Local Governing Bodies
- The CEO is the Accountable Officer

The Trust was established in October 2014 with the vision of providing outstanding education for students from a wide variety of backgrounds across Sheffield.

During 2017/2018, the Trust united four secondary schools to establish a strong partnership, supporting the teaching and learning of approximately 5,500 students.

In September 2020, Chapeltown Academy converted to academy status with Minerva, enhancing post-16 provision in the north of the city. This growth continued in September 2021, when Woodthorpe Primary School became the Trust's first primary school, marking the beginning of an exciting expansion into the primary phase.

In 2024, the Trust merged with another Derbyshire-based trust, adding three primary schools and one secondary school with post-16 provision. This expansion significantly increased our student population to 7,500, further strengthening our commitment to delivering high-quality education across all phases.

As a growing Sheffield and North Derbyshire-based Multi-Academy Trust, we believe that we are stronger together. Each school within the Trust has its own unique strengths, and we celebrate their diverse qualities. We are passionate about ensuring all students experience a happy and fulfilling education, reaching their full potential.

Minerva Learning Trust is led by Chief Executive Officer Bev Matthews and Chair of the Trust Board, John Doyle. Bev is an experienced Headteacher and School Improvement Leader, while John is an experienced Governor, having previously served as a senior leader in the local authority.

The Trust employs just over 1000 staff across our schools and central services and we are committed to providing career opportunities and professional development which allows people to make a positive contribution to the delivery of our vision.

What We Do

Our aim is to deliver an outstanding education for all students, staff and stakeholders.

We do this through an ethos of collegiality, placing students at the centre of all that we do. We are an inclusive Trust; our students show a high level of care for each other and respect each other's diversity. We do not allow disadvantage to be a barrier to learning and we support all our students to be the very best.

Why We Exist

As a Trust, our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Working Together, Learning Together and Outstanding Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do, and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected, and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

Our Mission, Vision, Values and Beliefs

OUR MISSION

To provide an outstanding education for students, staff and stakeholders within the Trust.

OUR VISION

Our mission is underpinned by our vision that we are 'Stronger Together'

WORKING TOGETHER

Our students, staff and stakeholders work in partnership to maximise attainment and achievement and create successful and confident citizens.

LEARNING TOGETHER

Our students, staff and stakeholders learn collaboratively with each other to develop a highly skilled workforce which impacts positively on students' life chances.

OUTSTANDING TOGETHER

Our students, staff and stakeholders work tirelessly and efficiently to develop an outstanding quality of education in all our schools.

OUR VALUES

Our values underpin all of the work that we do and the decisions that we make.

INCLUSION

We place the needs of our students at the heart of everything we do and we all support and encourage each other.

INDEPENDENCE

We promote and support strong leadership within our students, staff and stakeholders and we are all accountable for each other.

RESPECT

We recognise and appreciate the diverse qualities of our students, schools and stakeholders and we all care for each other.

SUCCESS

We celebrate and communicate our successes; share good practice and we all promote a culture of continuously learning from each other.

OUR BELIEFS

We believe that:

- we will have a significant impact on young people in our region by providing an outstanding provision
 - we can empower existing and aspiring leaders to drive school improvement
- through quality of education we can support students to be successful in life after school and to positively contribute to society
 - a child's background and circumstances should not pre-determine their future
- we can enrich the learning experience for all our students by providing aspirational opportunity beyond the classroom

Our Schools

We are very proud of all our schools. Each school serves a very different community within Sheffield, which contributes toward the inclusive nature of the Trust and is something we are very proud of.

The benefits of this means that we have schools in close proximity to each other which provides huge opportunities for staff and students alike to work with and learn from each other. No school is seen as the lead school and every school within the Trust is expected to be a 'giver' and 'receiver' of support.

We have a shared set of values and a common mission which ensures that every child receives the education they deserve. Each school within the Trust retains its cultural autonomy but we work together to ensure best practice becomes shared practice.

Each of our schools is led by a Headteacher with a Senior Leadership Team of Deputy and Assistant Headteachers. Headteachers are responsible for the overall success of the school and for developing a professional and effective working relationship with the Local Governing Body.



Schools within our Trust are listed below, alongside an overview of their context

Academy	Headteacher	Age range	Pupil Admission Number
Barrow Hill Academy	David Smith	2-11	118
Chapeltown Academy	Dom Pinto	16-19	300
Dunston Primary and Nursery Academy	Louise Parker	2-11	270
Ecclesfield School	Richard Walkden	11-16	1750
Handsworth Grange	Suzy Mattock	11-16	1025
High Storrs School	Claire Tasker	11-18	1680
Netherthorpe School	Rachel Sutcliffe	11-19	907
Stocksbridge High School	Dave Williams	11-16	900
Whittington Moor Nursery and Infant Academy	Lauren Kay	2-7	120
Woodthorpe Community Primary School	Dave Smith	3-11	455

Section 4: Valuing our Staff

Why Choose to Work for Minerva Learning Trust?

The Trust recognises that the commitment and care shown by all our people are fundamental to the success of our young people and we promise our staff that they will be supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment.

Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

Wellbeing Charter

Alongside students, our staff are our most important asset, and we are committed to being an employer of choice across our region. A happy and healthy workforce is vital for the success of our students and we are developing our approaches to staff wellbeing. The charter below gives a flavour of our thinking and direction of travel toward ensuring our Trust is a great place to work.

Emotional Pillar

An employee assistance programme with a confidential helpline that any member of staff can ring for support at any time.

Swift referrals to Counselling support and services and bespoke paid support for colleagues who are particularly struggling.

Workload Impact Assessment of new policies to ensure that they are manageable and reasonable.

Work-life Balance Policy and Charter which ensures staff are able to manage their workload.

Job opportunities shared across the Trust.

CPD and networks for teachers and support staff.

Staff voice including an annual Trust-wide survey.

Supportive arrangements including induction for new staff.

Open door policies for SLT.

Line manager support through regular 1:1 and team meetings.

Clear expectations for all staff (e.g. Code of Conduct and professional standards).

Access to onsite Mental Health First Aiders.

An MLT Wellbeing ROUTES CPD programme.

Social Pillar

Supportive policies (e.g. flexible working, maternity, paternity, shared parental leave, KIT days and leave of absence).

CPD and networks for teachers and support staff.

Working partnerships with local and regional union representatives.

Approaches across the Trust to celebrate staff as individuals and as a team.

Careful planning of meetings calendars and INSET time to allow staff to meet whilst maintaining a reasonable work-life balance

Designated social spaces in each school to allow time for rest and reflection.

A designated Wellbeing Working Group in each school.

A clear Equality Statement and community that is proactive in supporting diversity and inclusion.

A commitment to collect, analyse and respond to exit interview findings.

Dedicated mentoring support for NQTs and a buddy system for all new staff.

Access to coaching support as part of the Trust's professional development programme.



Physical Pillar

Supportive policies (e.g. work-life balance, flexible working, time off for medical screening and hospital appointments, reasonable adjustments, support for specific issues such as menopause, dementia, cancer, disabilities).

Occupational Health referrals.

Wellbeing sessions for staff (when and where appropriate) and access to resources such as gyms.

Estates management across the Trust to ensure that all staff experience a warm, safe and healthy environment.

Support for the Cycle to Work Scheme.

Individual Risk Assessments for staff facing challenges.

Wellbeing initiatives include cross Trust events.

A commitment to review workload regularly and make changes where possible.

Access to free eye tests for routine users of Display Screen Equipment.

Financial Pillar

Support for courses to prepare for retirement.



Access to enrolment in a defined benefit Pension Scheme (TPS or LGPS).

Access to pensions advice and additional voluntary contributions.

Ensuring that redundancies are a last resort when budgets necessitate changes.

Transparent and clear pay progression policies and collective bargaining with Trade Union colleagues in respect of national and local agreements.

Support for the childcare voucher scheme for eligible employees.

Employer rate and arrangements for deduction from employee's pay through payroll for health care e.g. Westfield Health.

Workload Charter

Our Workload Charter sets out our commitment and offer to support the workload and work/life balance of our staff.

Culture Matters	TIME Matters	CPD Matters	Communication Matters
<p>We all have a responsibility to manage our own workload and that of others. Line management meetings exist to discuss concerns and find solutions.</p> <p>Line Managers are encouraged to ensure fairness across teams of the delegation of tasks and workload.</p> <p>The need for change is well planned for and effectively communicated to key stakeholders. Training and time is allocated to ensure that the change is successful.</p> <p>The Trust / School Calendar is planned with workload in mind and the timing of tasks and projects are adjusted during busy periods.</p> <p>Opportunities are provided and time is given to support school-school collaboration and reduce the replication of effort.</p> <p>Research-informed teaching methods are embraced. Staff are empowered to deliver learning that meets the needs of our students in line with teaching and learning principles.</p> <p>Additional provision is strategically planned for revision sessions with an identified need in mind.</p> <p>Our schools are calm and safe places to work and learn. A strong behaviour policy is in place in all schools which is consistently applied. Staff, parents and students are aware of the policy and expectations.</p>	<p>No expectation of staff to respond to emails outside working hours. Except relating to serious safeguarding or other matters.</p> <p>Staff are encouraged to set an 'Out of Office' and to not access emails outside of their working hours.</p> <p>Restrictions are set on who can send whole staff Trust and school emails.</p> <p>Data collections are kept to a maximum of three data drops per year group in any one given academic year. Meeting time is allocated so staff can accurately analyse and discuss.</p> <p>Student assessments are strategically planned for the academic year to allow time for effective marking and feedback.</p> <p>Responsive teaching and live feedback are utilised to provide guided instruction and identify common misconceptions so that gaps are quickly closed.</p> <p>Schools do not roll over the timetable during the second half of the Summer Term, this time is used to work on core priorities and vital staff training.</p> <p>Duties, including detentions, are shared equally amongst staff.</p> <p>Meetings start and finish on time with well-structured agenda and, staff should not feel pressured to stay late.</p> <p>PPA will be distributed throughout the working week to allow time for colleagues to plan and prepare throughout.</p>	<p>Department time is prioritised and focuses upon sharing expertise, distributing workload and enhancing knowledge.</p> <p>Inset and twilights are strategically mapped to the strategic objectives of the school and the professional development needs of staff.</p> <p>The Performance Development Reviews focus upon how staff feel about their current role, how they would like their role to evolve, their career aspirations and any CPD needs that they have.</p> <p>All staff are given equal access to the Trust ROUTES CPD programme and coaching and mentoring provision. Staff are supported to undertake this during the school day.</p> <p>Department development time during the last term of the year to support strategic planning and development for the year ahead.</p> <p>CPD time for strategies to manage workload and how to manage what we expect from ourselves.</p>	 <p>Weekly staff bulletins for key messages to decrease the amount of email traffic from different personnel.</p> <p>Briefings focus on training staff and sharing key/important messages.</p> <p>Consultative Forums for staff to raise issues/ or concerns; especially where any significant change is planned.</p> <p>Capture staff voice on workload.</p> <p>Regular meetings with Union representatives to ensure that all is well across the school.</p> <p>Meet the needs of family life, ensuring emotional and family wellbeing is supported.</p> <p>Trust Wellbeing Ambassadors in every school/team who champion all workforce developments.</p> <p>Wellbeing Committees within each school/ team encourage to monitor and discuss workload issues.</p>

Continuous Professional Development (CPD)

The professional development of staff, including opportunities for research, is a key priority of the Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of everyone who works with us. We believe in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

Access to our internal ROUTES CPD programme, Minerva Leaders of Education Coaching Programme, leadership training, coaching, mentoring, external CPD programmes, ECT training, ITT development, apprenticeships, networking opportunities and access to external courses are just a taster of the wide range of opportunities on offer to all our staff.

As a Trust we strongly believe in the power of growing our own leaders and the importance of succession planning and talent management. Many leaders within our organisation have been developed through this route.

This is underpinned by our new approach to Performance Development Reviews, rather than Performance Management, which supports a move away from performance related pay to one which focuses upon the personal and professional developments needs of all individuals to ensure the best possible outcomes for all our young people.

Health and Wellbeing Services

The Trust provides health and wellbeing support through the Schools Advisory Service (SAS), offering staff access to a wide range of services, including free counselling, 24/7 GP appointments, physiotherapy, nurse support and guidance, men's health resources, the SAS Gym, weight management programs, and additional counselling services.

DSE Eye Tests

Staff who work with Display Screen Equipment (DSE) continuously and intensively for more than one hour per day on most days as a significant part of their normal day to day work can access pre-paid eye examination vouchers, which they can use at Specsavers. Staff should speak to Central HR or the school Business Support Manager to access a voucher.

Pension Schemes

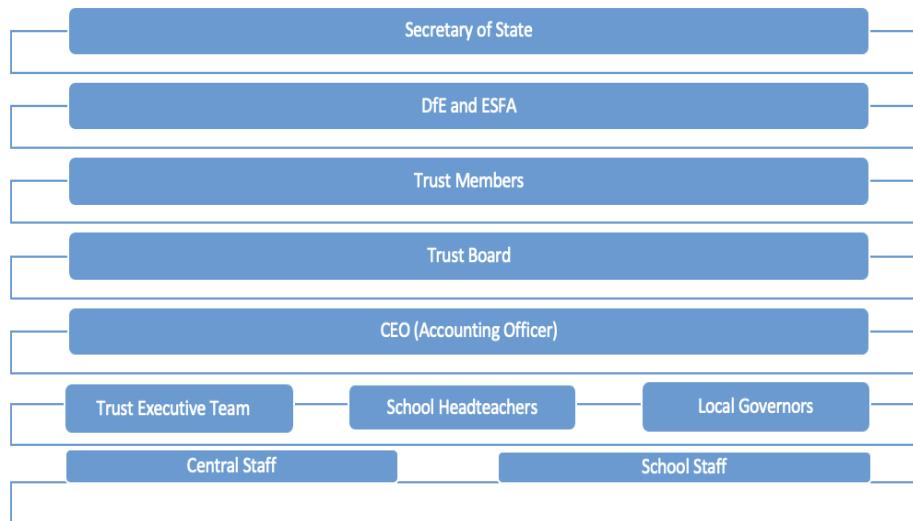
All employees of the Trust are automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pensions Scheme (LGPS). Further information and terms and conditions can be found on their websites.

Salary Sacrifice Schemes

Employees of the Trust can access the Government's Cycle to Work Scheme, which offers the opportunity to buy cycles and cycling equipment. Further information can be made available upon request.

Section 5: Governance and Leadership Structure

The diagram below illustrates lines of accountability within all Multi Academy Trusts:



Members

Minerva Learning Trust has five Members. Members are from a range of professional backgrounds including education, finance and legal services.

The Members have a role akin to shareholders. Founding Members are signatories to the Articles of Association. They have the power to amend the Trust's Articles, receive the annual accounts and appoint Trustees.

The Members meet twice yearly, including the Annual General Meeting. Details of the Trust's Members can be found on the Trust's website www.minervalearningtrust.co.uk

Minerva Learning Trust Members as of December 2024

John Bowers	David Burkinshaw	Barbara Walsh	Samantha Twiselton
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Trustees/Directors

The Trust is overseen by a Board of Trustees, currently consisting of eight. Trustees are responsible for governing and exercising all of the powers of the Trust, including:

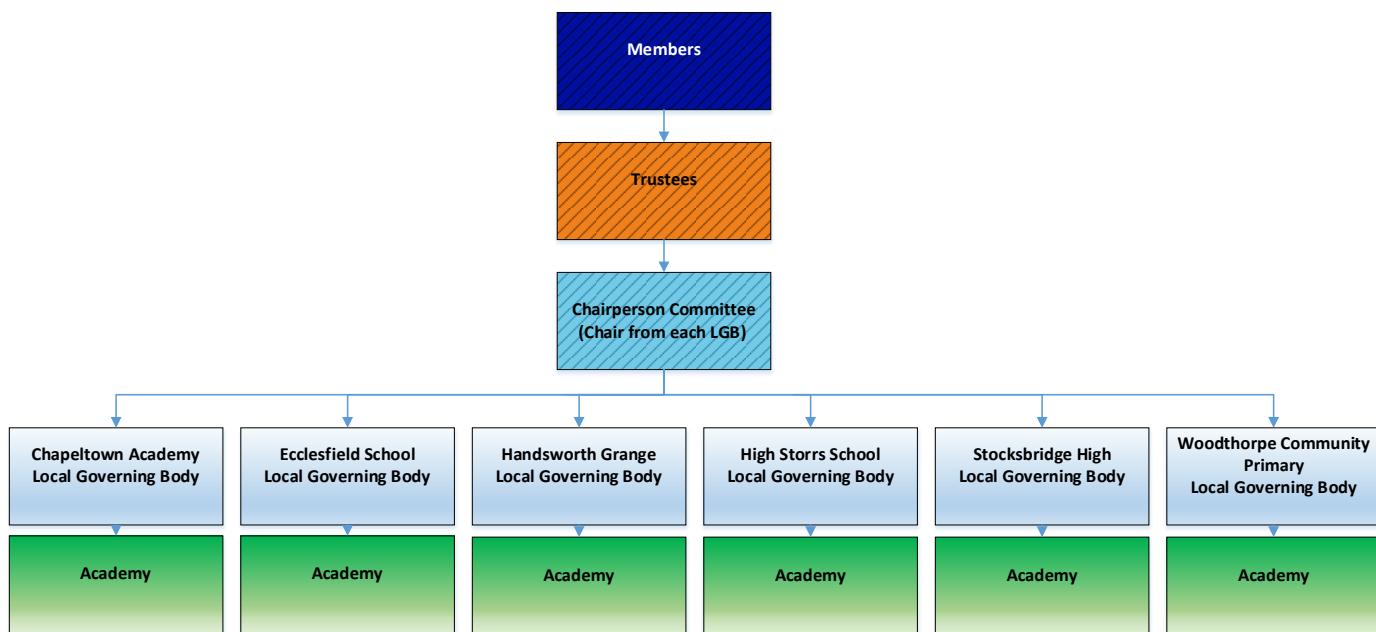
- Ensuring clarity of vision, values and strategic direction.
- Holding the Chief Executive Officer to account for the educational performance of the Trust's academies.
- Overseeing the financial performance of the Trust, managing risks and ensuring legal compliance.

The Board of Trustees meet on a termly basis. The Trust also has an Audit and Risk Committee that meets on a termly basis. Details of individual Trustees can be found on the Trust's website.

Minerva Learning Trust Members as of December 2024

John Doyle (Chair)	Jonathon Crossley-Holland (Vice Chair)
Martin Brader	Carol Castle
Dawn Walton	Pepe Di'Iasio
Nicholas Wood	Karen Robinson

The Trust's governance structure is depicted in the following diagram.



Section 6: Job Description



Minerva Learning Trust Job Description

Minerva 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.

POST TITLE	Headteacher
GRADE/SALARY	Leadership Pay Range L30 to L37
LOCATION	Netherthorpe School
RESPONSIBLE TO	Chief Executive Officer
RESPONSIBLE FOR	All employees and volunteers at the School
PURPOSE OF THE JOB	<p>Providing exceptional leadership and management including robust and effective line management and development of senior leaders, whilst providing a high quality, inclusive education for all students.</p> <p>Work in collaboration with the Local Governing Body and the Trust Executive/School Improvement Team to set and implement the vision and strategic direction of the school.</p>
RELEVANT QUALIFICATIONS	<ul style="list-style-type: none">Graduate with QTS or QTLSQualified to degree levelEvidence of leadership preparation through Continuous Professional Development (e.g. NPQH) or equivalent recognised management qualification

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

CORE PURPOSE

The core purpose of this role is to provide professional leadership and management of the School that will promote a secure foundation from which to achieve high standards in all areas of the School's work. To achieve success the Headteacher will:

- To perform the duties of Headteacher in accordance with the conditions of employment as set out in the School Teachers' Pay and Conditions Document, the Headteacher Standards (click here for a link to these standards [Headteacher Standards 2020](#)), Trust Ethical Leadership Framework and the policies and procedures of Minerva Learning Trust.
- To provide vision and dynamic and professional leadership for the School to ensure high quality, inclusive and comprehensive education for all its students.
- To inspire, challenge, motivate and empower all members of the School's community to contribute to carry the School's mission, vision and values forward.
- Effectively manage and improve learning and teaching.
- Promote excellence, equality and high expectations of all students through providing and growing an inclusive and ambitious curriculum that meets the needs of our community.
- To cultivate a safe environment that secures and promotes the highest achievement of both students and staff.
- To manage the School's resources effectively and creatively.
- To promote the School in the wider community and to work across the Minerva Learning Trust to improve outcomes for all children educated in our schools.

KEY RESPONSIBILITIES

School culture

- Work with the Trustees, Local Governors and the Trust Executive Team to ensure the School's ethos and strategic direction is in line with the values and vision of the Trust.
- Create a culture where students experience a positive and enriching School life.
- Work with the Senior Leadership Team to embed a shared culture and vision in the school, ensuring that it is understood and supported by staff, parents, students and wider stakeholders.
- Uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the School community, and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.
- Lead by example to foster an open, fair, equitable culture where alternative perspectives can be expressed and considered.

School leadership and strategy development

- Work with the Senior Leadership Team, Trust Executive Team and Local Governing Body to develop the school's strategic plan, leading to sustained improvement at pace in outcomes for all students and staff.
- Accurately evaluate school provision and use self-evaluation to shape focused development plans that lead to improved outcomes and, where standards are not met, ensure that effective, targeted support is implemented swiftly.

- Produce and implement improvement plans and policies that benefit the development of the School and the Trust.
- Be accountable to the CEO and provide operational management of all staff as per the line management structure.
- Take a lead role in quality assurance processes, including Ofsted ensuring findings are acted upon in a timely manner.
- Establish, oversee and evaluate systems, processes and policies that enable the Academy to operate effectively and efficiently.
- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the School's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained improvement over time.
- Provide mentoring, coaching, guidance, challenge and support to the senior and middle leadership teams, supporting leaders in their own development.
- Contribute towards the development of appropriate links and partnerships with education establishments and businesses to support the growth of the School and growth of the curriculum.
- Develop and sustain effective relationships with the Local Governing Body, and the Chair of Governors in particular, to ensure effective governance of the School.
- Attend meetings in accordance with the Trust's policies / procedures and lead such meetings as required.
- Ensure that the school is compliant with statutory and non-statutory requirements aligned to the DfE, Ofsted and local authority.

Teaching and Learning

- Establish and sustain high-quality, expert teaching across all subjects, built on an evidence-informed understanding of effective teaching and how students learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative assessment.
- Lead and manage teaching and learning throughout the School, including ensuring that a teacher is assigned in the School timetable to every class or group of students.
- Liaise with other leaders within the Trust to secure creative, responsive and effective approaches to teaching and learning.
- Teach, as required.

Curriculum and assessment

- Work with the Senior Leadership Team and Central School Improvement Team to develop and implement an innovative, comprehensive and appropriate curriculum to meet

statutory requirements and have regard to the needs, experience, interests and aptitudes of our students, providing the opportunity for a rich and compelling education for all.

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing leaders and teachers with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all students are appropriately supported with any additional needs.
- Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum.
- Ensure the curriculum prepares students for the next stage of their education and training through a well planned and delivered careers programme which meets the statutory requirements.

Health, safety and behaviour

- Promote the safety and wellbeing of students and staff by taking ultimate responsibility for safeguarding and promoting the health, safety and welfare of students providing a secure and inclusive climate where all students feel safe, valued and secure
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care.
- Ensure good order and discipline amongst students and staff.
- Establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students.
- Promote an environment characterised by outstanding behaviour for learning where students take pride in their, have respect for others – both within the school and out – and respond positively to the high standards expected of them.
- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour of a good citizen.

SEND and additional needs

- Ensure the school holds ambitious expectations for all students with SEND and additional needs.
- Establish and sustain culture and practices that enable students with SEND and additional needs to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents and professionals to identify the additional needs and SEND of students, and ensure support and adaptation are provided where appropriate.
- Ensure the school fulfils its statutory duties with regards to the SEND code of practice.

Management of staff and resources

- Lead, manage and develop staff members, including completion of the Trust's Performance Development cycle.
- Maintain effective procedures for the safety, security, supervision and maintenance of the school environment and resources, ensuring that all relevant health and safety regulations are met.

- Ensure that the school financial, human and environmental resources support effective, relevant and stimulating teaching and learning.
- Promote harmonious working relationships within the School.
- Maintain relationships with organisations representing staff members, e.g. Trade Unions.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Ensure staff, resources and finances are managed in line with the Trust's policies and procedures.

Professional development

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-School improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with research informed best practice.
- Ensure that professional development opportunities draw on expert provision from beyond the School, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.
- Identify talent and play a mentoring role in developing leadership across both the Trust and the School.
- Participate in arrangements for the Trust's Performance Development Review of staff and review of their own professional development needs.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- Take responsibility for their own CPD, engaging critically with education research.

Communication and working with others

- Consult and communicate with the Executive Team, governing body, staff, students and parents.
- Collaborate and work with colleagues and other relevant professional within and beyond the School including relevant external agencies and bodies.
- Forge strong and constructive relationships beyond the School, working in partnership with parents, carers and the local community.
- Commit to ensuring the School works successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students.
- Build and maintain excellent relationships with other schools in the Trust, the LGB and, the Trust Central Team the Board of Trustees.

Governance and accountability

- Work closely with the Local Governing Body (LGB) and Trustees, providing specialist advice when required to ensure robust and positive working partnerships.
- Provide regular information to the LGB and Board of Trustees on all aspects of performance, progress and achievement.

- Ensure that all responsibilities delegated by the LGB and Board of Trustees are carried out promptly and effectively.
- Ensure that staff know and understand their professional responsibilities and are held to account in line with Trust policies and procedures.
- Ensure the School effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Ethics and professional conduct

- Uphold and demonstrate the application of the Trust Ethical Leadership Framework including Seven Principles of Public Life at all times – selflessness, integrity, objectivity, accountability, openness, honesty and leadership.
- Uphold public trust in school leadership and maintain high standards of ethics and behaviour.
- Build relationships rooted in mutual respect and observe proper boundaries appropriate to their position.
- Show tolerance of, and respect for, the rights of others, recognising differences and respecting cultural diversity.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit their position or students' vulnerability or which might lead students to break the law.
- Serve in the best interests of the School's students.
- Conduct themselves in a manner compatible with their influential position in society by acting ethically.
- Uphold their obligation to give account and accept responsibility.
- Know, understand and act in line with the relevant statutory frameworks which set out their professional duties and responsibilities.

Make a positive contribution to the wider education system.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification



Minerva Learning Trust

Person Specification

Post title: Headteacher

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND EXPERIENCE Graduate with QTS or QTLS. Evidence of leadership preparation through Continuous Professional Development. Recent experience of successful secondary school(s) senior leadership OR Post 16 Recent experience of having secured on-going student progress through own teaching	AF/I AF/I AF/I AF/I
Direct experience of: Motivating, inspiring and leading a dedicated and highly professional staff Safeguarding and promoting the welfare and wellbeing of all students Strategic development planning and self-evaluation Raising standards in learning and teaching and improving outcomes for Post 16 students Recruiting and developing skilled, effective teams throughout the School Effective change management. Developing and delivering a high quality and impactful secondary or Post 16 curriculum.	AF/I
Development of effective and sustainable relationships, respect and credibility, working with key stakeholders including staff, students, families, Governors, other schools, the wider community and other external partners and organisations.	AF/I
Experience of effective management of people.	AF/I
QUALITIES AND KNOWLEDGE Able to build and communicate a coherent vision of excellence and equality, empowering all students and staff to contribute and achieve their full potential. Recent evidence of planning and leading whole school improvement initiatives and policies which have a demonstrable impact on students' attainment. Knowledge and understanding of and ability to respond to current educational policies and practices, including statutory requirements and the legal framework in which academies operate.	AF/I AF/I AF/I

STUDENTS AND STAFF		
Ability to implement strategies to celebrate diversity and to ensure inclusion, access and equality of opportunity so that all students are able to achieve their full potential.		AF/I
Track record of the professional development of teams and staff to raise the quality of teaching to improve outcomes.		AF/I
Commitment to provide a rich and varied curriculum to meet the needs of all students.		AF/I
Ability to develop, empower and support individuals and teams, to recognise and promote excellence and the skills and resilience to challenge poor performance across the school.		AF/I
Commitment to and ability to implement an ethos of the highest standards of student behaviour, standards and welfare.		AF/I
SYSTEMS AND PROCESSES		
An understanding of how to create whole community accountability systems and implement them with the support of the Senior Leadership Team, combining data from a range of sources in order to maximise the achievement of all students.		AF/I
Experience of securing and making effective use of additional resources.		AF/I
Developing the use of information systems and technology in the School.		AF/I
Commitment and proven experience of effectively implementing procedures for safeguarding and promoting the welfare of students and staff.		AF/I
Ability to develop and maintain effective relationships with the Chair of Governors and Local Governing Body to ensure effective governance and successful implementation of the Governor's responsibilities.		AF/I
Effective people management capabilities, including understanding of the role of Performance Development Review in staff development and school improvement.		AF/I
SELF-IMPROVING SCHOOL SYSTEM		
An understanding of, and sensitivity to, the needs of all members of the School and wider community.		AF/I
The ability to build trusting relationships and inspire commitment to support both the academic, spiritual, moral, social and cultural development of students.		AF/I
Ability to engage the School's community in systematic and rigorous self-evaluation, combining the outcomes of this with external evaluations to support the continuous development of the School.		AF/I
Commitment to collaborative working both internally and with other schools to improve outcomes and the ability to develop opportunities, initiatives and partnerships to derive maximum benefit for the School and its stakeholders.		AF/I
PERSONAL QUALITIES		
Passionate about education, inclusion and success for all, leading by example with optimism, empathy and integrity to inspire, motivation and generate trust in others.		AF/I
Highly effective and creative communicator (oral and written) with the ability to motivate and inspire others.		AF/I
Has the skills and confidence to negotiate and consult across a wide range of decision makers and partners.		AF/I

Ambitious, driven and resilient with a collegiate approach. High expectations and good judgement to recognise and reward professional excellence, and recognise and deal effectively with poor performance.	AF/I
Ability to generate commitment and develop strong teams to manage change effectively.	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
 AF = Application form
 I = Interview
 R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to HR and Payroll Officer – recruitment@minervalearningtrust.co.uk

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to recruitment@minervalearningtrust.co.uk by the closing date.