

Aquinas CE Education Trust

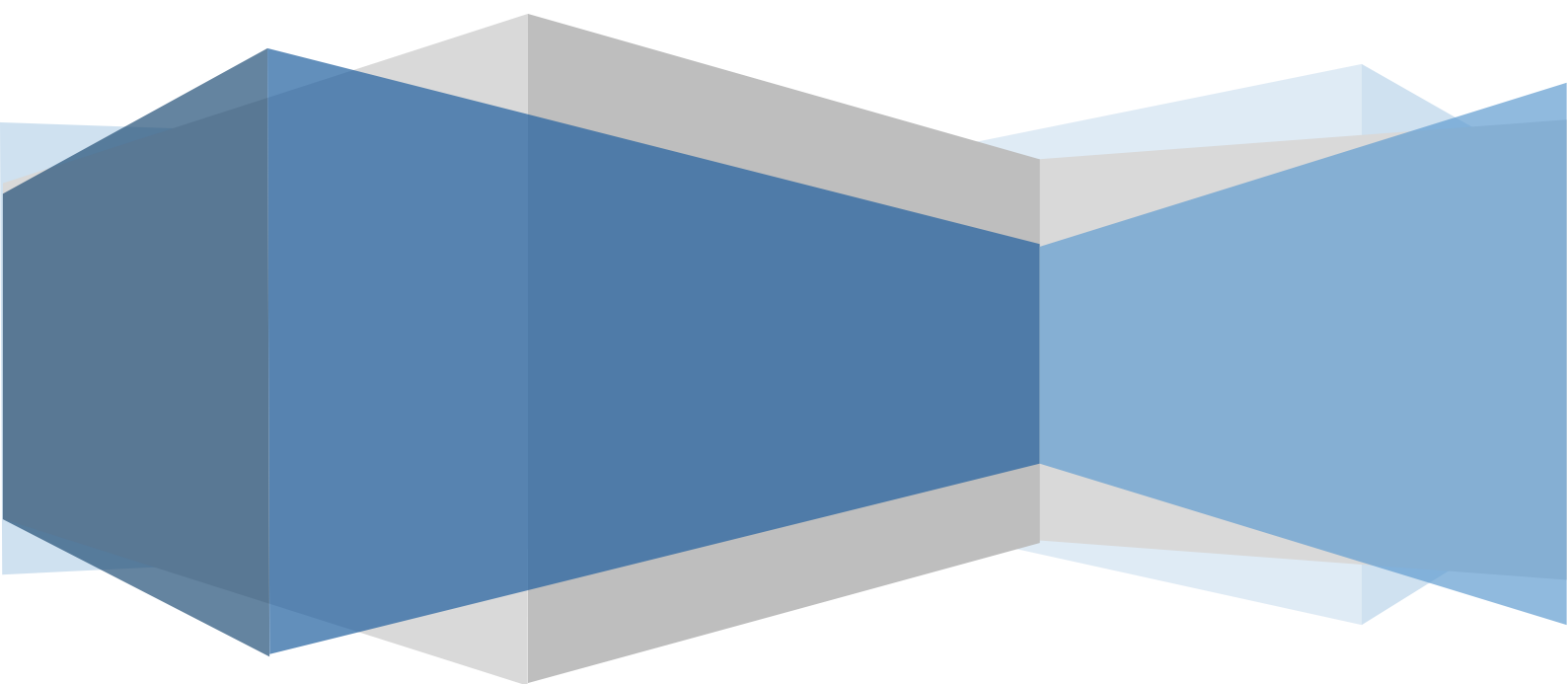
www.aquinastrust.org

Application Pack

Headteacher

Rye Primary School

Start date: September 2025



HEADTEACHER

The Aquinas CE Education Trust is seeking to appoint an outstanding individual to be our new Headteacher to start in September 2025. Our new Headteacher will be leading our flourishing school, graded Good by Ofsted in 2023.

The successful candidate will be motivated to build on the legacy of school improvement that has been growing since the school joined the Aquinas Trust. We are seeking an inspirational leader who will support the Trust in actively promoting the vision and ethos in every aspect of Trust and school life. This is the ideal opportunity for someone who is forward thinking, innovative in leadership and displays a passion for education, learning and well-being.

We welcome applications from those looking for their first headship.

Our ideal candidate will:

- Have extensive experience of senior leadership.
- Hold an NPQH or be open to obtaining the qualification.
- Have experience of working in a variety of school settings.
- Be a good communicator with the ability to work independently and as part of a team.
- Be experienced in leading school improvement and strategy.
- Be able to lead on delivering an outstanding learning environment.

We would welcome a letter of application if you are:

- an inspirational, outstanding classroom practitioner committed to helping children achieve high academic standards and outcomes with experience from EYFS to Year 6+
- an exceptional individual who demonstrates energy, passion and excellence
- able to demonstrate a proven track record of implementing changes to raise standards and achievement for all students.
- highly committed and supportive of pupils, parents, staff, AAC members and the wider Trust networks.
- able to take a lead role, working closely with the senior leadership team and other leading practitioners across the Trust in developing, implementing and evaluating policies and practice that lead to school improvement.
- an experienced leader (preferred >3 years) who can provide vision and inspiration for pupils and staff in pursuit of excellence
- Somebody who appreciates the Headteacher of a School is a senior public servant with a wide ranging list of responsibilities to varied stakeholders
- a good communicator with excellent organizational and interpersonal skills who fully embraces our Trust ethos and Christian values

We would be pleased to welcome you for an informal visit to our school prior to application. Rye Community Primary School is committed to safeguarding the young people in our care and we expect all our staff to share this commitment. The successful applicant will be required to undergo an enhanced DBS check.

THE APPLICATION PROCESS AND TIMETABLE

CLOSING DATE

You are invited to submit a letter of application outlining your suitability for the role against the job description and person specification.

- Closing date: **Monday 27th January 2025 (midday)**

We reserve the right to withdraw a Vacancy advert, should we find a suitable candidate.

CONTACT

Your application should be emailed to: aquinas.recruitment@aquinastrust.org

SHORT LISTING

The candidates selected for an interview will be informed after short listing and full details of the interview programme will be provided, this will include an opportunity to tour the school with the Headteacher prior to the interview day.

- Shortlisting will take place on: **28th January 2025**

INTERVIEWS

- Interviews will be held on: **5th February 2025**

We look forward to receiving your application. If you would like to arrange a visit to the school, or a phone conversation with Kathy Griffiths, Chief Executive, prior to submission, please contact aquinas.recruitment@aquinastrust.org

Rye Community Primary School has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete an Equal Opportunities Monitoring Form along with their application.

Rye Community Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all colleagues and volunteers to share this commitment. Successful applicants will be required to undertake a DBS enhanced clearance.

Please send your application along with a personal statement outlining your suitability for the role by email to Aquinas.recruitment@aquinastrust.org. Please note a signed copy of your application form will be required prior to the interview.

JOB DESCRIPTION

DETAILS

Range: Leadership (Outer London) Point 8 – 20

Full time salary: £63,117.00 - £83,426.00

Hours: Full-Time

Summary of Responsibilities and Duties:

To create a positive learning environment for all children and staff through effective strategic management of a broad range of duties throughout their school.

The following list of responsibilities and duties is not exhaustive.

School culture

- Establish and sustain the school's ethos and strategic direction, in partnership with those responsible for governance and through consultation with the school community.
- Ensure the school's ethos and strategic direction is in line with the values and vision of the Trust.
- Create a culture where pupils experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare pupils 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.

Whole-school organisation, strategy and development

- Provide overall strategic leadership and, alongside others, lead, develop and support the strategic direction, vision, values and priorities of the school.
- Ensure the Trust's strategic direction, vision and values are reflected in the school.
- Establish, oversee and evaluate systems, processes and policies that enable the school to operate effectively and efficiently.
- Produce and implement improvement plans and policies that benefit the development of the school and the Trust.
- 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 school improvement over time.

Teaching

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils 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 pupils.
- Teach, as required.
- Liaise with other leaders within the Trust.

Curriculum and assessment

- 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 subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

Health, safety and behaviour

- Promote the safety and wellbeing of pupils and staff.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Ensure good order and discipline amongst pupils and staff.
- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct, in accordance with the school's Behaviour Policy.
- Implement consistent, fair and respectful approaches to managing behaviour.

SEND and additional needs

- Ensure the school holds ambitious expectations for all pupils with SEND and additional needs.
- Establish and sustain culture and practices that enable pupils 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 pupils, 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 appraising and managing their performance.
- Develop clear arrangements for linking appraisal to pay progression and advise the Director of Learning on pay recommendations for teachers.
- Organise and deploy resources within the school.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Promote harmonious working relationships within the school.
- Maintain relationships with organisations representing staff members, e.g. unions.
- Ensure staff are deployed and managed well with due attention paid to workload.

Professional development

- Promote the participation of staff in relevant CPD.
- 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 the approaches laid out in the 'Standards for teachers' professional development'.

- 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.
- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other staff members.
- 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 governing board, staff, pupils and parents.
- Collaborate and work with colleagues and other relevant professional within beyond the school including relevant external agencies and bodies.
- Forge 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 pupils.
- Build and maintain excellent relationships with other schools in the Trust, the Board of Governors and the Board of Trustees.

Governance and accountability

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationships with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Ethics and professional conduct

- Always Uphold and demonstrate the Seven Principles of Public Life – 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 pupils' vulnerability, or which might lead pupils to break the law.
- Serve in the best interests of the school's pupils.
- 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.

- Lead on and promote a working environment with equality, diversity and inclusion at its core.
- Instil the core Christian values of respect, service, wisdom and stewardship throughout the school.
- Facilitate the ability for children and young people to learn through faith and love.

Training

The Trust is committed to the development and progression of all staff. Staff are encouraged to attend training courses appropriate to their own and department's needs. These include external courses, internal workshops, staff meetings and departmental training. The successful candidate will be required to undertake training to fulfil the requirements of the post.

The postholder will be expected to carry out such other duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

Safeguarding

All school-based colleagues have the responsibility for promoting the safeguarding and welfare of children. All colleagues should be aware of the school's Child Protection and Safeguarding Policy and work in accordance with this document at all times.

Variations

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Headteacher Person Specification

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> • Qualified teacher status (QTS) • A degree level qualification or equivalent • Further relevant professional and/or academic study and evidence of CPD 	<ul style="list-style-type: none"> • Knowledge of current issues in Education • A relevant leadership qualification • National Professional Qualification for Headship
Skills and experience	
Essential	
<ul style="list-style-type: none"> • At least three years of proven strong, successful senior leadership and management experience in a school. • Evidence of demonstrating a strategic leadership style that is characterised by integrity, creativity, resilience and clarity. • Experience of implementing, managing and evaluating change in a collaborative way, ideally within a multi academy trust. • Experience of raising standards that have impacted positively on pupils and teaching and learning. • Significant experience of evaluating and using data to plan and improve pupil outcomes. • Experience of making effective use of funding and other resources. • Strong financial planning and management skills. • Excellent communication skills and proven ability to listen to, understand and work effectively with the school community. 	
Knowledge	
Essential	
<ul style="list-style-type: none"> • A commitment to church school leadership. • An understanding of how to empower pupils and staff to excel. • An ability to drive a culture where outstanding teaching and learning is central to the school's work. 	

- An up to date knowledge of current educational thinking and the latest research.
- A clear understanding of and commitment to promoting safeguarding within the school community.
- Knowledge and understanding of the statutory frameworks which set out professional duties and responsibilities.

Personal traits

The successful candidate will:

- Demonstrate optimistic personal behaviour.
- Be able to build positive relationships rooted in mutual respect.
- Have a commitment to valuing, supporting and encouraging the professional development of all staff.
- Be able to build and nurture a strong, positive and collaborative team culture that enables all staff to carry out their roles to the highest standard.
- Be committed to building and maintaining effective and positive relationships with all stakeholders.
- Be able to inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in children's lives.
- Be able to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflicts at every level.
- Show tolerance and respect for the rights of others, recognising differences and cultural diversity, while upholding the fundamental British values.
- Contribute to the flourishing of the wider Trust.