

SJA



HEADTEACHER APPLICATION PACK

Together • Kind • Evolving



“Developing a
Lifelong Love of Learning”



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1 Headteacher Advert

A rare opportunity has arisen to lead Team SJA, with the Board of Trustees looking to appoint the next headteacher of Scartho Junior Academy.

Scartho Junior Academy is an inclusive standalone academy that has a focus on 'Developing a Lifelong Love of Learning' for all our pupils.

SJA is situated in the village of Scartho in Grimsby, we are oversubscribed with 252 pupils currently on roll. We have a well maintained, open and friendly school and extensive grounds with lots of exciting outdoor provision.

As a standalone academy, the next inspiring leader will have a wide range of freedoms to act independently, innovatively and quickly when introducing new initiatives.

Everyone at SJA is incredibly proud of what we have achieved, as a team, over the years. This has been key in driving the trust forward and staff and Trustees are active role models when demonstrating our core values of 'Together, Kind, and Evolving'.

This is a great opportunity to lead, and work with, our dedicated team who are passionate, positive, professional, friendly and have an absolute commitment to our young people and the impact they can have on their future lives.

As Team SJA, we are all committed to 'Developing a Lifelong Love of Learning', where everyone (adults and children alike) are encouraged and nurtured to reach their potential. When our children leave us in Year 6, we want them to be great learners; respectful and kind; knowledgeable about the world around them; and have empathy and understanding for others.

This is a rare opportunity and Trustees are seeking to appoint an experienced leader who has drive and ambition and can be the next 'champion of young people' at SJA. If you're an experienced classroom teacher and have had successful experience of working in a leadership capacity, at either middle or senior leadership level, then this is a fantastic leadership opportunity.

We are looking for someone who:

- Has a clear vision for leading SJA through to its next levels of success
- Has a passion for learning and lives and breathes 'Developing a Lifelong Love of Learning'
- Has a deep and clear vision for the curriculum
- Is enthusiastic and can inspire and motivate a team
- Has deep levels of emotional intelligence and self-awareness
- Leads in an innovative, but calm way
- Is willing to 'sweep the sheds'

We can offer you:

- A school community that is friendly and welcoming
- A forward-thinking school who are fully committed to offering all children an enriched curriculum, with a unique REAL Project approach to learning
- A school full of enthusiastic young people who love to learn, understand the importance of having great learning behaviour and want to develop their individual learning styles
- A Board of Trustees who are motivated, proactive and committed to supporting the next headteacher
- A staff team who are absolutely committed to doing the best for every single young person
- An experienced and supportive SLT
- A School Business Team who are very experienced and supportive and are able to fully support the headteacher with finance, business, human resources, premises and health and safety. This allows the headteacher to focus on further developing teaching and learning.
- A clear headteacher induction programme both prior to starting the role and once in position
- A supportive and engaged community

Whilst the start date is not until January 2026, it is envisaged that the next headteacher will be appointed by the summer term 2025. This is a purposeful strategy as it will mean a flexible, customised, comprehensive and co-collaborated induction programme can be planned in conjunction with the successful candidate. This will allow the successful candidate to get to know SJA before they start in January 2026.

Key Dates

Visits to the school—Thursday 06 February at 2 pm and Tuesday 11 February at 2 pm.

Applications close— Wednesday 26 February 2025 at 12.30pm

Shortlisting for the post— week commencing Monday 03 March 2025

Interviews— Wednesday 19 March and Thursday 20 March

2 An Introduction to Scartho Junior Academy

Scartho Junior Academy, known as Team SJA, is an inclusive standalone academy that has a focus on 'Developing a Lifelong Love of Learning' for all our pupils. Team SJA is situated in the village of Scartho in Grimsby. Currently we are oversubscribed with 252 pupils currently on roll. We have a well maintained, open and friendly school and extensive grounds with lots of exciting outdoor provision.

At Team SJA, we are all committed to 'Developing a Lifelong Love of Learning' where everyone (adults and children alike) are encouraged and nurtured to reach their potential. When our children leave us in Year 6, we want them to be great learners; respectful and kind; knowledgeable about the world around them; and have empathy and understanding for others.

As you walk around Team SJA, you will see learners who are passionate; you will feel a sense of enjoyment and curiosity; you will see children and adults who are happy to learn from their mistakes; and you will experience authentic REAL Projects that are relevant to the world around us.

At Team SJA, learning is based on REAL Projects, which is a highly engaging and motivating approach to learning that connects deep subject content with real world problem solving.

If you really want to know what Team SJA is about, then look no further than our school poem:

*At Team SJA our brains are strong
They grow and grow if we get things wrong
With our friends we like to learn
It's important to know to wait your turn
With our curious eyes and listening ears
To face new challenges we have no fears
Our six learning skills are really key
They help create the best version of me
Sometimes we follow, sometimes we're leaders
We're mathematicians and avid readers
Learning outside is something we adore
Our projects help us to learn so much more
We all have adults that we can trust
Morning mood colouring is a must
Respecting others makes our school supreme
We're all unique but part of the team
One last thing we'd like to say
We're all proud to come to SJA*

3 Welcome from the Board of Trustees

Dear Applicant,

Thank you for your interest in the position of Headteacher at Scartho Junior Academy.

We are seeking an inspirational and dynamic Headteacher to lead our dedicated staff team and continue to build on the school's success. As a stand-alone academy with low staff turnover, we have a strong sense of community, and our school is oversubscribed with a two-form entry.

We believe that 'Developing a Lifelong Love of Learning' is at the heart of everything we do, encouraging children to flourish. Our teaching methods are inventive and adapted in order to make learning experiences exciting and accessible for all pupils in our school.

Our recent Ofsted visit graded us 'Good', with only one main development point. The focus on early reading is in line with national trends and we are developing our coaching within this requirement.

The board of trustees have developed a strong and committed structure to support the school moving forward, ensuring stability and wellbeing of staff, students and visitors.

We look forward to working with the newly appointed Headteacher to continue to strive forward with our 'Vision, Values and Ethos' in the next step of the school development.

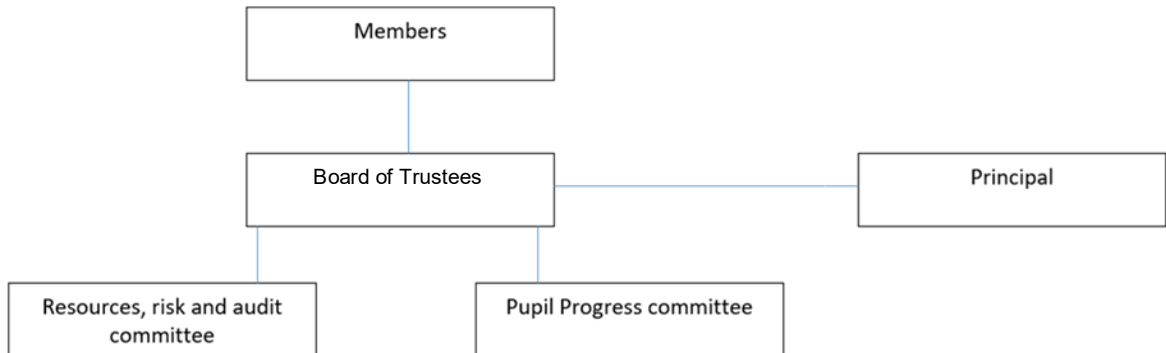
Best wishes,



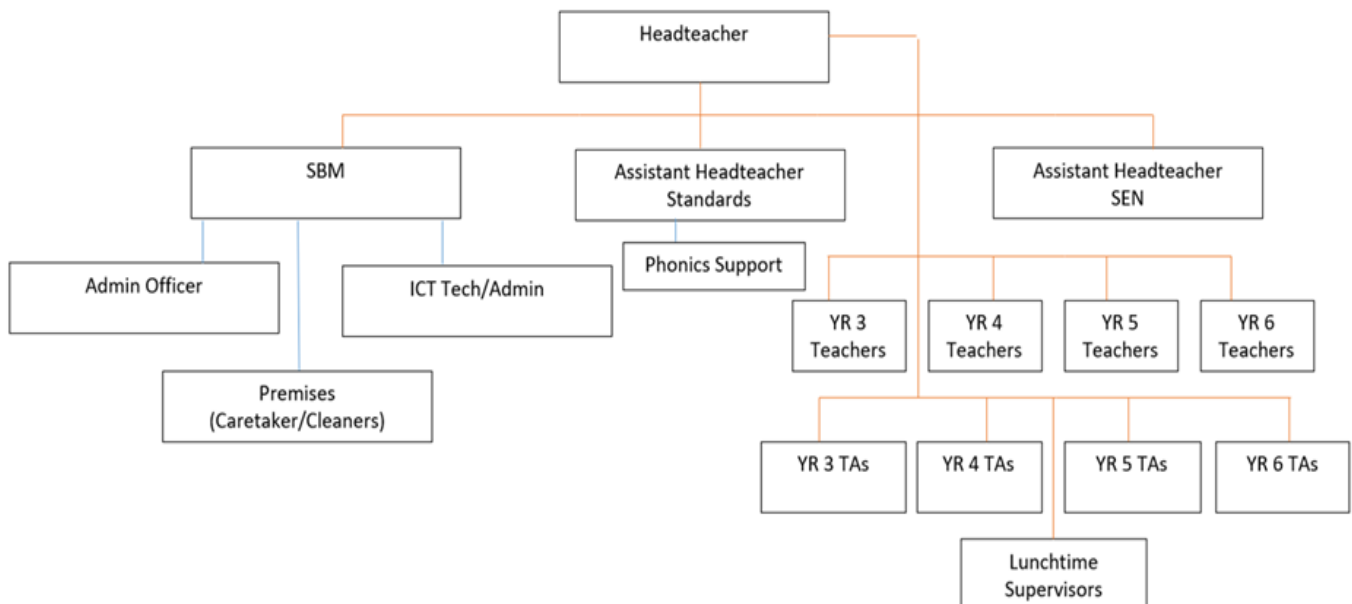
Sarah Smith
Chair of Trustees
Scartho Junior Academy

4 Organisation Chart

Governance and Accounting Officer Structure



Internal Academy Structure



5 Person Specification - Headteacher

Qualifications and Experience		
Evidence from application form, formal interview and references	Essential (E) Desirable (D)	Application - A Qualifications - Q Interview - I Reference - R
Graduate with Qualified Teacher Status (QTS)	E	Q, A
Post Graduate Qualification	D	Q, A
National Professional Qualification for Headship (NPQH)	D	Q, A
Significant and successful senior leadership experience within an Academy/School environment	D	A, I, R
Evidence of proactively pursuing continued professional development in preparation of leadership and being a 'lifelong learner'	E	A, I, R
A current serving or experienced Headteacher / Deputy Headteacher / Assistant Headteacher	D	A, I, R
Successful experience of working in a growing and diverse community	E	A, I
Proven experience of : <ul style="list-style-type: none"> Motivating, inspiring and leading staff Strategic development planning and self-evaluation Raising standards in learning and teaching and improving outcomes Recruiting and developing effective teams Effective management of change 	E	A, I, R
Safeguarding children		
Current safeguarding training	E	A, Q
Enhanced DBS clearance	E	Q
Ability to demonstrate commitment to safeguarding and promoting the welfare of children	E	A, I
Evidence of actively maintaining a safe and well-ordered academy/school environment	E	A, I
Current safer recruitment training	D	A, Q

Skills and Knowledge

A commitment to embrace the academy values and display these on a daily basis	E	A, I
Ability to articulate a clear vision of how to take the academy forward, building upon existing strengths	E	I
Have an excellent understanding of planning a Primary school curriculum	E	A, I
A track record of evaluating the quality of teaching standards and delivery of the curriculum; evidence of developing, improving and sustaining high quality principles of learning and teaching to achieve the best outcomes for children	E	A, I, R
Ability to/or experience of leading by example drawing on their own experience and the skills of staff and trustees	E	I
Ability to manage own workload and that of others to allow an appropriate work/life balance with the support of the senior leadership team and trustees	E	I
Ability to continue and further develop the wider curriculum	E	I
Ability to provide constructive feedback to staff and children that promotes next step development whilst recognising achievement	E	I
Clear understanding of the SEN Code of Practice and proven experience of supporting children in overcoming barriers to	D	A, I
A person who will play a key part in the development and connection of the school in the wider community	D	I

Children and Staff

Evidence of creating an environment which enables the personal, social and emotional development of each child so they can grow and prosper	E	A, I
Committed to aspirational educational standards for all children and staff	E	I
Demonstrates the ability to be inspiring and motivating to develop a lifelong love of learning	E	I
Evidence of identifying and developing emerging talent and leadership ability	E	I
Values mutual support and respect to enrich working relationships and build effective teams	E	I, R
Abreast of the latest educational developments and research	E	I

Systems and Processes

Evidence of understanding the impact of budgets, resources and financial planning on school sustainability	E	A, I
Ability to build a positive relationship with all members or stakeholders of the school/academy community	E	I, R
Demonstrate the experience and knowledge of the logistical challenges of organising and costing a curriculum	E	A, I
Experience of planning and delivering rigorous improvement plans, along with processes of monitoring and self evaluation	E	A, I
Create an evidence based culture of support and challenge that flows through all levels of leadership, including local governance	E	A, I

The Self Improving System

A commitment to proactively foster parental engagement and connect with the wider community	E	A, I
Ability to maintain, empower and develop opportunities for partnerships with parents, other schools or settings and other community groups	E	A, I
Ability to maintain and build on existing academy links and relationships	E	I
Evidence of encouraging and enriching the personal and professional development of all staff	E	A, I
Ability to make rapid and sustained improvements, manage change and evidence impact through quality assurance	E	I
Successful participation in collaborative partnerships with other schools and academies	E	A, I
Welcomes support and challenge from the Board of Trustees and actively supports the trustees to deliver their functions effectively	E	I
Experience of an OFSTED inspection at leadership level	D	A, I

Personal Attributes

Ability to celebrate the unique perspectives and backgrounds of all, in a fostering environment where everyone feels valued and included	E	I, R
Be approachable and accessible	E	I, R
Be an excellent communicator and have strong interpersonal skills (written, verbal and aural) to engage the whole academy community	E	I, R
Evidence of community involvement	D	I, R
Be a champion for all children.	E	A,I,R



6 Job Description

Headteacher of Scartho Junior Academy

Leadership of the Academy - Qualities and Behaviours

- Demonstrate visionary and inclusive leadership by developing a culture that aligns with the mission of *“Developing a Lifelong Love of Learning.”*
- Set a positive example through high standards, integrity, and resilience, acting as a role model for both staff and children.
- Builds an environment that values and celebrates diversity and inclusivity, recognising the unique contributions of each individual.
- Engages actively with parents, carers, and the wider community to strengthen partnerships that enrich student learning and foster a sense of belonging.
- Balances daily operational needs with a strategic, long-term vision for continuous academy improvement.
- Collaborates closely with the Academy Business Manager to ensure sound financial oversight, making resource decisions that support the academy’s mission and priorities.
- Promotes excellence in teaching and learning by mentoring and empowering staff and developing a curriculum that inspires children.
- Upholds a strong commitment to safeguarding, KCSIE and current good practice in creating a secure and supportive environment for every child.
- Prioritises academic success alongside personal growth, cultivating a balanced atmosphere of wellbeing for children and staff.
- Work effectively with Trustees to develop and promote the vision by demonstrating personal authenticity while being a role model for pupils, staff and the community.
- Build positive relationships with visitors, parents, carers and members of the community.
- Inspire and develop trust and confidence in and across the leadership of the academy at all levels.
- Value creativity and innovation; understand change and the complexities involved in leading the organisation; being a good listener, open-minded and flexible.

Expectations and Standards

- Embody and promote the academy's mission of "*Developing a lifelong love of learning to aspire to future successes*", championing high standards and a culture of growth and achievement.
- Lead with integrity, resilience, and accountability, serving as a role model to staff, children, and the wider community.
- Proactively communicate the academy's achievements, vision, and ethos to the community, building the reputation as a center for educational excellence.

Academy Culture

- Foster an inclusive, welcoming academy environment that celebrates diversity and values each individual's unique contributions.
- Build strong partnerships with parents, carers, and community organisations, encouraging active involvement in the academy's mission and supporting a collective approach to student development.
- Organise academy events and community initiatives that engage local families and businesses, promoting a sense of pride and connection to the academy.

Wellbeing

- Prioritise the mental, emotional, and physical wellbeing of children and staff, creating an environment where everyone feels valued and supported.
- Partner with local health and wellbeing organisations to provide resources, workshops, and support services that enhance the academy's wellbeing offering.
- Encourage mindfulness, resilience, and self-care practices, adopting a holistic approach to personal and community wellbeing.

Teaching and Curriculum

- Ensure the curriculum provides engaging, relevant learning experiences that develop a *lifelong love of learning* and inspire children to pursue future successes.
- Encourage staff to integrate community resources, local issues, and partnerships into the curriculum, providing children with a broader understanding of their environment and society.
- Regularly review and adapt the curriculum to meet changing educational standards and the needs of the local community.

SEND

- Ensure that children with Special Educational Needs and Disabilities (SEND) are fully included, supported, and able to access high-quality learning opportunities in line with the academy's mission.
- Work with external agencies, community partners, and families to provide comprehensive support for SEND children, creating a cohesive network to meet their individual needs.
- Advocate for additional resources and support when needed, ensuring SEND children have the necessary opportunities to thrive.

Professional Development

- Invest in staff development, offering training and resources that support innovative teaching practices and personal growth aligned with the academy's mission.
- Encourage staff to engage with local educational networks, sharing knowledge and experiences to enhance their professional expertise.
- Promote leadership opportunities within the academy, empowering staff to take on new roles, mentor peers, and contribute to a dynamic learning environment.

Organisational Management

- Manage resources, facilities, and budgets effectively to ensure sustainable growth, aligning investments with the academy's mission and educational goals.
- Work closely with the Academy Business Manager to oversee financial planning, budgeting, and resource allocation, ensuring efficient use of funds to support academy priorities.
- Maintain strong financial oversight, regularly reviewing budgets and expenditures to ensure the academy remains financially sound and well-prepared for future needs.
- Collaborate with community partners, local businesses, and external organisations to expand resources and enhance student opportunities.
- Ensure that administrative processes and academy operations are efficient, responsive, and focused on maximising support for student learning and staff needs.

Governance

- Work closely with the Board of Trustees to align on the strategic direction, ensuring transparency and a shared commitment to the academy's vision and values.
- Engage trustees in community outreach initiatives, helping to strengthen ties between the academy and local organisations, stakeholders, and families.
- Provide regular updates on academy progress, successes, and challenges to the Board of Trustees, maintaining open, honest communication.

Safeguarding

- Maintain rigorous safeguarding procedures that prioritise the safety and wellbeing of every child, creating a secure and supportive environment for all.
- Collaborate with local authorities, community agencies, and external safeguarding partners to enhance the academy's protective measures and resources.
- Ensure staff are trained in the latest safeguarding protocols, maintaining a proactive approach to creating a safe learning environment.

7 Scartho Junior Academy, a great place to be the Headteacher

The opportunity to be the Principal of Scartho Junior Academy comes around rarely. There have only been two Headteachers/Principals over the last four decades. I myself have been the Headteacher/Principal for nearly twenty-one years. Why is it that this is the case?

In a short piece like this, I can't go over every single aspect of the school, and its community, that has kept me here for that long. So, what are the key reasons for me still being the head here, and why would I wholeheartedly urge you to apply for this rare opportunity to lead Scartho Junior Academy?

Whilst it was over twelve years ago, I must mention the fact that we are a Stand Alone Trust (SAT). Together with a number of other local schools, we converted to an academy over twelve years ago. We're still one of the few SATs left in North East Lincs, and around the country. We are all incredibly proud of this and fight fearlessly to protect this status.

We are a trust, like any multi academy trust, but we are a trust with just one school in it...SJA! This status enables us to be very independent, do things the SJA way and we have the ability to react to situations very quickly and flexibly, due to the fact that we don't have levels of bureaucracy that you would have to go through in a MAT.

This independent status brings its challenges, but we are in an incredibly strong position due to the way that we all work together - staff, children, parents/carers, the Boards of Trustees and the surrounding community. Our end of key stage results are very strong, and have been since we returned from COVID.

We've just had an Ofsted inspection, where we were rated 'Good', but we only had one point to action on, which is very rare in a 'Good' inspection. Our curriculum is well-planned, rigorous, but creative, with a focus on our approach to learning - REAL Projects.

The business side to the trust is incredibly strong and is well led by our experienced School Business Manager. The school is pretty much full, which means we are in a strong position financially.

The Board of Trustees are strategic and very experienced, but most importantly they are supportive and want to do the best for the Trust, the staff and the children. However, the real reason to be the Principal is the children. They are a great bunch of children who are polite and curious learners. They have a lot about them and that keeps you on your toes!

If I was asked to sum up SJA in three words it would be, 'Together, Kind, Evolving'. These are actually our three key values that we have developed as a school. Whilst these seem like three simple words to describe our culture at SJA, they took nearly two years to agree with the whole school community. It's these three words that really encompasses what SJA is about.

Developing a 'culture' in an organisation is the bedrock on which everything else is built. I'm absolutely convinced that this is the reason why SJA is successful and is in a strong place. 'Together' is all about how we work as a team. This is easy to do when everything is going well, but it comes into its own when we're facing adversity and difficult times; it's during these times that the true importance of teamwork comes to the fore. 'Kind' is, to me, the most important word, which is why it's at the heart/centre of these three words. I constantly say to the children, that if I could have every child and adult in school having one characteristic, then it would be this one.

If everyone was kind all the time, then the Principal's job would be easy; maybe so easy that the school wouldn't need a Principal! 'Evolving' is an interesting word, and not one that I was advocating to start with when we were looking at our culture. However, I'm now really pleased that we chose this word.

At SJA, it doesn't matter how successful we are, we are continually looking to evolve and be even better. Yes, we celebrate our successes, but then we look at how we can be even better, a trait we also endeavour to share with our children. This sense of evolving has stood us in good stead whilst I've been the Headteacher/Principal. Through this time, we've always been a 'Good' school and this is the case despite all the changes in education, and especially the inspection framework.



I could go into far more detail about the different aspects that make SJA great; our staff; our SATs results; our curriculum; our great children; our community; our Board of Trustees; our School Business Team and how they support the Principal; our financial situation; the focus on staff and pupil wellbeing; how we support and develop all staff; and our great learning environment. However, the Board of Trustees asked me to contribute a short piece to say why SJA would be a great place to be the Principal of.



Brevity is not a strength of mine, especially when being asked to reflect on why SJA is a great place to be at! I could wax lyrical about all the aspects of the school I've just mentioned, but space and time is at a premium.

If I was to focus on one aspect though that runs through SJA and the culture that has been built since I've been Headteacher/

Principal, it would be the sense of 'Belonging'. This is at the heart of everything that we do at SJA and it's why I would wholeheartedly recommend to you that SJA would be a great place for you to become the next Principal of. Who knows, you might be the next leader who is here for the next few decades and can lead SJA to the next levels of success.

Neville Rice
Current Headteacher

8 Messages from our children and staff

From our children



“I think Team SJA is a great school because we don’t just do Maths, English and that you do lots of different things (Projects). Behaviour is great in school and you get lots of support from all of the kind teachers, TAs and even Mr Rice!”

“I enjoy SJA because we learn in such a fun way through Projects. Every day is different and every Project makes me think about how our actions influence the world around us.”

From our Staff

“SJA is a great school because it gives us opportunities to learn and grow that other schools don’t provide. I enjoy coming here because of all the adults in school are supportive, helpful and kind.”

“SJA is an incredible school to work at, offering a supportive, vibrant environment where staff and pupils are equally encouraged to achieve their potential. The school fosters a strong sense of community and inclusivity, where everybody feels valued.”

“SJA is an Academy that is lead by well informed Trustees, our passionate Headteacher and experienced SLT. As a stand alone academy we are in charge of our own journey and are continually evolving to allow pupils and staff to grow and develop. We are able to utilise our resources for the best impact and are in a strong financial position. External financial and premises scrutiny is positive. Wellbeing is at the heart of everything we do and we have created a warm, inviting, safe environment for everyone. SJA is a strong team, where everyone’s voice is valued and professional trust is shared across the team. Staff are aware of how they fit into the school vision and how this impacts on the vibrant, unique learning environment.”

“The school community is absolutely one big family. Everyone thinks of others and treats each other as they would want to be treated. We value everyone individually - this great school deserves a great head, who is willing to listen and learn from the whole team at SJA.”

“All our SJA families and their children are welcomed and valued. Pupils are treated like ‘one of our own’ and we are always thinking ‘how would I want my child to be treated’. We love getting to know our pupils and listening to their voices, they inspire us to be the best that we can be.”

9 How to Apply

Visits to the Academy:

Candidates who wish to visit the Academy prior to completing their application, or would like a professional conversation with the current Headteacher or Chair, should contact Paula Kettrick on **01472 879524**.

Alternatively please contact our Schooloffice via email - office@scarthojunior.co.uk

Applying:

To apply, please download the Application Pack and Academy Application Form.
For more details please contact the school office, **01472 879524** or email office@scarthojunior.co.uk

Closing Date: Wednesday 26 February 2025 at 12.30pm

Interviews will take place: Wednesday 19 March and Thursday 20 March

We expect a formal letter of application (supporting statement), along with the Academy application form, and it should be no longer than 3 sides of A4 and should address the selection criteria detailed in the Person Specification.

Please return your completed application to the School Business Manager, Paula Kettrick at recruitment@scarthojunior.co.uk



Useful Information

Website - <https://www.scarthojunior.co.uk/>

Scartho Junior Academy
Edge Avenue
Grimsby