

# Headteacher

## Signhills Infant Academy



A Partner School of



**St Lawrence  
Academies Trust**

Stronger Together



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## **Headteacher: Signhills Infant Academy, Cleethorpes required for September 2024 - Salary range L11-L24 dependent on experience**

"Signhills Infant Academy is a nurturing, happy community," Ofsted 2022.

At Signhills Infant Academy we are Building our Future. The opportunities and education we provide for our pupils not only benefits them, but also our future community as our children grow and contribute to our society. This underpins our values-based approach to every aspect of school life.

Our Academy is a nurturing and exciting place in which we prepare our children for living in our ever changing world. We provide a rich and meaningful education for all, with a bit of added sparkle! We have high expectations of our children, continually encouraging each child to do their best and develop a desire to learn, develop and thrive beyond our setting.

Together with the neighbouring junior Academy, Signhills Infant Academy has been an integral part of the local community for over fifty years. It has an excellent reputation and is the school of choice for many parents, with over half of the pupils living beyond the traditional catchment area.

This is a great opportunity for the right candidate to lead a vibrant academy with a dedicated and passionate team of staff. This post would ideally suit an experienced Headteacher who can inspire and develop staff and children, and create an environment where the whole academy community can thrive and flourish.

### **We are looking for a person who:**

- Recognises the importance of the first few years of a child's school life, is resilient, caring and committed to providing the best early education experiences for our children
- Is an experienced leader in a primary or infant setting
- Is a champion for all children and an advocate for an inclusive and values driven education
- Recognises that attainment and progress are valuable ingredients in a holistic education that nurtures children, ignites a love of learning and a curiosity about the world in which they live, preparing them for their next steps in education and beyond
- Has excellent interpersonal skills and demonstrates understanding, empathy and respect for the whole school community
- Has a successful record of securing and maintaining school improvement
- Can inspire and empower others, lead change and ensure high outcomes through robust quality assurance

## What we can offer you is:

- An inclusive, vibrant and welcoming environment with talented and fully committed staff
- Wonderful children who enjoy coming to school and are excited to learn
- A supportive community of staff, local governors and parents/carers
- An exciting opportunity to be part of a new and growing Trust with a strong central team
- Supportive and bespoke performance development and appraisal
- A Multi-Academy Trust environment that values Headteacher professionalism and delegates to them the responsibilities for their children's education and pastoral support.
- A collaborative and developmental relationship with other leaders across the family of schools.
- High quality, bespoke education support from a central team that supports school leaders with the delivery of the quality of education

For more details about the Academy and an application pack, please see our website at [www.signhillsinfants.co.uk](http://www.signhillsinfants.co.uk) or our Trust website at [www.slatrust.co.uk](http://www.slatrust.co.uk)

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. The successful candidate will be subject to enhanced DBS checks and satisfactory references, including their suitability to work with children.

To apply please download the Application Pack and SLA Trust Application Form.

We ask candidates to submit a completed application form, together with a formal letter of application to [hr@slatrust.co.uk](mailto:hr@slatrust.co.uk)

For more details please contact the Trust Deputy CEO Jo Everitt **01724 747310** or email [hr@slatrust.co.uk](mailto:hr@slatrust.co.uk)

**Closing Date: Friday April 12th 9am**

**Interviews will take place: Provisionally - April 23rd and 24th**





## Welcome from the Chair of Governors

Dear Applicant

Thank you for your interest in the post of Headteacher at Signhills Infants Academy. I and the board of governors are very pleased that you are considering applying to lead our unique and wonderful school. Our school is highly regarded within the local community and our school's focus is our children. We pride ourselves on being an inclusive space where children of all abilities can grow, flourish, and feel safe in their learning and experience with us.

To ensure that this continues to be our priority, we want to appoint a substantive Headteacher who is able to build on the current strengths that our school holds. Our Headteacher should be a strong, approachable, compassionate and supportive leader who is passionate and knowledgeable about the pursuit of teaching and learning in schools. They must have a love of working with children and who will be able to integrate well with the excellent staff we already have, and with the accomplished and extremely able Senior Leadership Team.

We have recently become part of the St Lawrence Academies Trust and I feel this will help guide our school, as they follow the same ethos of prioritising the care and well being of our children that our schools' leadership has always held.

I firmly believe that we are a good academy offering the best opportunities for all students. We hope our Headteacher can help us to build on that, along with our working relationship with Signhills Junior School.

Signhills Infants Academy offers a unique opportunity to the right candidate to help us to grow the school and to help us guide the children forward.

Yours faithfully

Garry Abel

Chair of the Local Board of Governors





## Welcome Letter from the SLA Trust Board of Directors

Dear Applicant,

Thank you for your interest in the position of Headteacher at Signhills Infant Academy.

We are, as you will read, a new church based Multi-Academy Trust wanting to serve the young people and communities that our schools are set in. We seek to provide an education and environment which will enable each of our students to grow, thrive and reach their full potential, so they then go on to make a significant contribution of their own, throughout their lives, wherever they may be.

We believe in excellence and we are looking for a Headteacher who will, along with the excellent staff we believe we have at Signhills Infant Academy, help us to achieve this goal. We also believe in education as something which develops the whole person to play their part in today's world.

For the right person we believe this is an exciting opportunity to make a difference, not only to the individual lives of both staff and pupils of the Academy community, but also to the wider Trust.

As a 'young' Trust we are looking for somebody who will work with us to help shape the Trust and to be willing to build, share and receive learning and experience across the family of schools that we are seeking to build.

So, thank you for reading this far. For the right person we believe we have a very special school to offer in a much underrated part of the world in which to live. Please read on, and if you feel you can meet our hopes and aspirations, we look forward to receiving your application.

Best wishes

*David Court*

David Court  
Bishop of Grimsby  
Chair of the Board of Directors





## Working with the Trust - Community, Integrity, Aspiration and Hope

This is an exciting opportunity for an experienced and inspirational school leader to enable the Academy to realise its full potential. You have the opportunity to work with and lead an amazing team of staff and fantastic children at Signhills Infant Academy.

St Lawrence Academies Trust is a new and growing Church of England Multi Academy Trust, based in the Diocese of Lincoln. We are currently a Trust of three schools, having been recently formed as part of the Lincoln Diocese MAT strategy. Due diligence work is ongoing with other schools that are very interested in what our Trust has to offer.

As a new growing Trust, in recent months we have increased our central team with excellent practitioners and leaders of school improvement. They will work with Headteachers to ensure a high quality of education and an environment in which pupils can flourish.

Our aim is to allow schools to become stronger by working together. The delegated responsibilities to schools allows our school leaders to have the flexibility to make curriculum and pedagogical decisions that drive school improvement for the children in their care. Our strong and experienced central team provides the valuable business, operational and educational support services that allow school leaders to focus on the provision and outcomes of children.

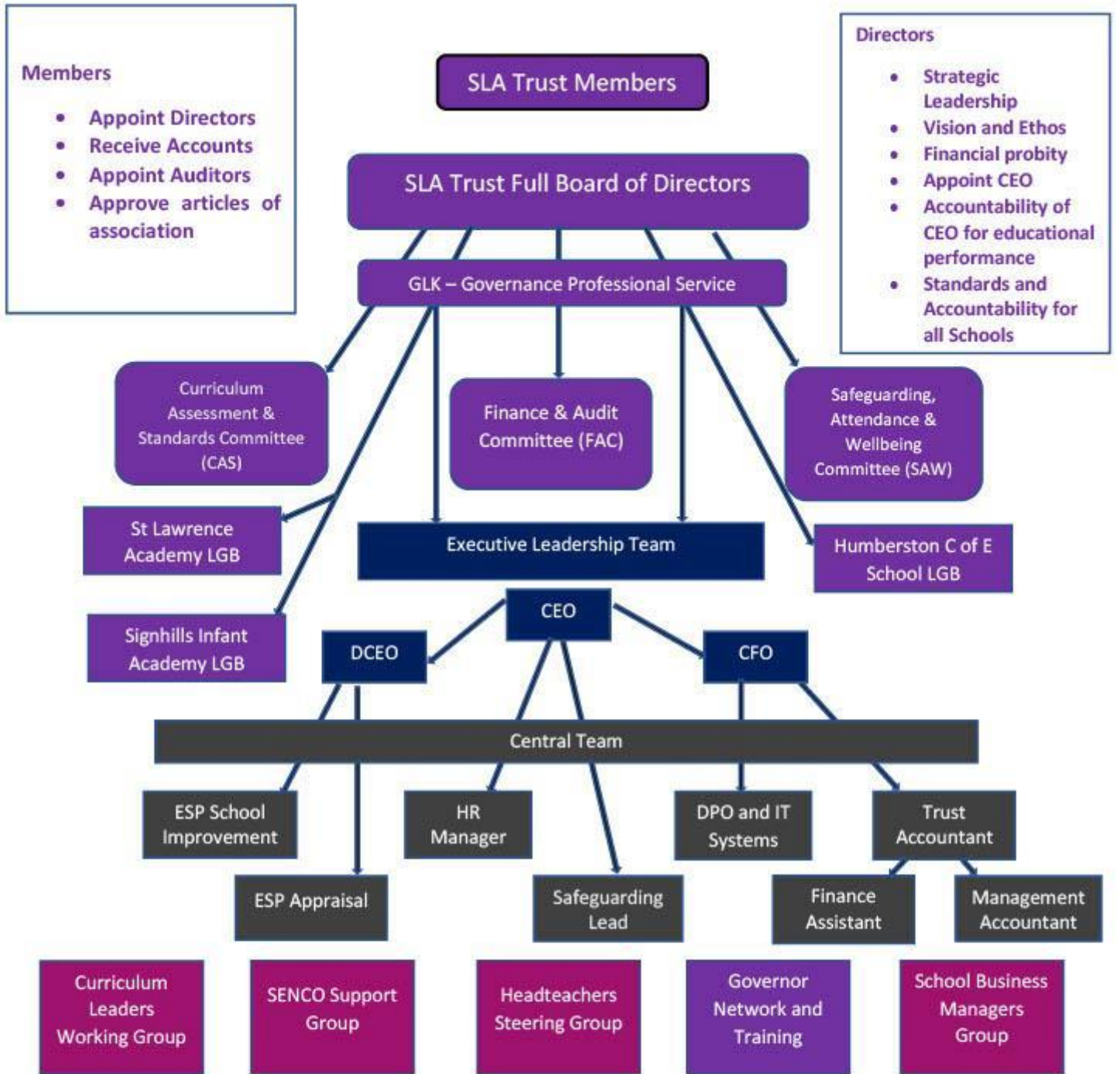
By working together we draw **strength for today** and give **bright hope for tomorrow**.

We embrace children and staff from both church schools and non-church schools, across both the primary and secondary age range. Provision and opportunities across the Trust must nurture our pupils and allow them to flourish, by helping them find the things they enjoy and are good at. We want them to become the leaders of the future. As a Diocesan Trust, Christian values and the exploration and understanding of the Christian faith underpins our work.

**Mike Adnitt,**  
**CEO The St Lawrence Academies Trust**

 <p><b>St Lawrence Academies Trust</b> Stronger Together</p> <p><i>We pride ourselves on celebrating the uniqueness of each of our partner schools.</i></p>  <p><b>Schools are stronger when working together. Collaboration is at the heart of our offer.</b></p>	<p>Help to shape the future direction of the Trust.</p> <p>Be part of something new, exciting and different!</p> <p>Freedom to develop a curriculum that meets the needs of your children.</p> <p>Receive excellent Trust support for finance, budgeting and facilities services.</p> <p>Have opportunities to collaborate.</p> <p>Benefit from having school leaders freed up to focus on the education of pupils.</p> <p>Be supported by a Trust central team of experienced school leaders.</p>	<p><b>Community Integrity</b></p>  <p><b>Aspiration Hope</b></p> <p>Please contact our CEO, Mike Adnitt</p> <p><a href="http://www.slatrust.co.uk">www.slatrust.co.uk</a></p> <p>01724 747310</p> <p><b>Strength for Today, Bright Hope for Tomorrow</b></p>
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Local Governing Boards (LGBs)	Executive Leadership Team	Headteachers Steering Group
<p>Monitor and challenge school leaders</p> <p>Prioritise school improvement through the school development plan</p> <p>Manage the school according to the scheme of delegation</p> <p>Drive forward the school vision</p>	<p><b>Financial strategy and resourcing across all school. Systems, structures and process support, including finance, ICT, Learning and Teaching and curriculum development</b></p> <p><b>Support and challenge for the outcomes of students, collaboration between schools, sharing of best practice and living out the distinctive ethos and vision of the trust</b></p> <p><b>Sustainability, growth and succession planning. Leadership at all levels and professional development</b></p> <p><b>Quality assurance and compliance</b></p>	<p><b>School Leaders evidence-based school improvement and development group</b></p> <p><b>Discussion and developmental work with suggestions to the Trust Central Team</b></p> <p><b>Working Groups</b></p> <p><b>Projects, developmental work, moderation and collaboration.</b></p>





## About Signhills Infant Academy

# Our Ethos, Values and Vision

### **Ethos and Values Statement** (Who we are)

Signhills Infant Academy is an inclusive school with a strong ethos which values every child. We work together for the benefit of the children, families and staff in the school community. Our Academy is a lively and exciting place in which we prepare our children for life in our ever changing world. We provide a rich and magical education for all children. We have high expectations of our staff and pupils. We continually encourage them to do their best, and develop a desire to learn. We feel that if the school provides the right ethos, children will gain the tools they require to grow, develop and thrive beyond our setting.

### **Vision Statement** (What we strive for)

Our vision is to develop strong minds, bodies and spirit in preparation for life. We sow the seeds of curiosity, enthusiasm and resilience to ensure all children continue to delight in their lifelong love of learning. We aim for our pupils to be happy and contented in school. We want children's love of learning, wonderment of their world and limitless dreams of what they might achieve to be harnessed and opportunities provided for them to make strides in their learning, their interests and their motivation.

### **Mission Statement** (How we will do it)

We will:

- Ensure there is a warm, welcoming and secure environment for all
- Provide high quality, personalised and inspirational teaching and learning
- Offer a creative and adventurous curriculum delivered by a passionate and innovative team
- Expect high standards for behaviour and conduct
- Provide enriching experiences and role models
- Foster a culture in which every child's contribution is encouraged, valued and celebrated
- Build genuine, collaborative partnerships with families and the community.



## Our Nurturing Approach

At Signhills Infant Academy our pupils are at the heart of everything we do. We know that children learn best when they are happy and settled and we have adopted an approach that supports the emotional and social development of all of our children. We check children's readiness to learn, identify any areas where they need extra help and then plan to meet them. Through doing so, we are able to make sure that all of our pupils have what they need to make the best possible progress in their learning.

Members of staff have undertaken extensive training, based on the most up-to-date knowledge about the way our brains develop. This focuses on child development, attachment and how life experiences from very early childhood can determine how a person responds to situations throughout their life. This has really helped us to understand why children behave in the ways they do.

There are all sorts of unavoidable things that can happen in family life that can affect and sometimes slow down a child's readiness to learn. These might include bereavement, moving to live in a new place, family illness, separation, a frightening accident.... or sometimes a child might have an anxiety about something that to us seems small but to the child seems very big. Our teachers and teaching assistants use strategies for helping a child through these difficulties and traumas.

We have lots of programmes or interventions at school that we use to help children who are struggling with curriculum areas such as reading, writing or maths. Our nurturing approach and targeted support helps us improve children's emotional and social development.

## The Curriculum

Children are provided with a broad, balanced and exciting education within the frameworks of the Early Years Foundation Stage Early Learning Goals and the National Curriculum. Learning is stimulating, challenging and carefully planned to meet the needs of all pupils through a themed approach. Feedback from children and staff is very positive about this way of planning and teaching, as the work is cross-curricular and children can relate to aspects of learning more easily.

All aspects of the Early Years Foundation Stage areas of learning and the National Curriculum are taught, with a focus on the development and progression of knowledge and skills throughout the school.

### **Curriculum Enrichment**

We are able to offer a range of clubs for children throughout the year. These take place after school, and are run by members of staff or specialist teachers. During the year, every opportunity is taken to provide children with exciting learning experiences.



## 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
NPQH	D	Q, A
Significant and successful senior leadership experience within a primary or infant school	E	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	D	A, I, R
Personal experience of : <ul style="list-style-type: none"><li>• Motivating, inspiring and leading staff</li><li>• Strategic development planning and self-evaluation</li><li>• Raising standards in learning and teaching and improving outcomes</li><li>• Recruiting and developing effective teams</li><li>• Effective management of change</li></ul>	E	A, I, R

Safeguarding Students		
Current safeguarding training	E	A, Q
Enhanced DBS clearance	E	Q
Ability to demonstrate commitment to safeguarding and promoting the welfare of students	E	A, I
Evidence of actively maintaining a safe and well-ordered school environment	E	A, I
Current safer recruitment training	D	A, Q





<b>Qualities of Knowledge</b>		
A commitment to embrace the Christian ethos and values of the Trust	E	A, I
Ability to articulate a clear vision of how to take the academy forward, building upon existing strengths, taking all members of the academy community with them	E	I
Have an excellent understanding of how to develop a curriculum which engages and meets the needs of all pupils	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 learning and teaching to further improve outcomes for children	E	A, I, R
Lead by example with integrity, inspiration, resilience and creativity; drawing on their own experience and skills of staff and governors	E	I
Able to manage own workload and that of others to allow an appropriate work/life balance with the support of the senior leadership team and governors	E	I
Ability to continue and further develop the wider curriculum in order to nurture the "whole child"	E	I
Ability to provide constructive feedback to staff and pupils that promotes next step development whilst recognising achievement	E	I
Clear understanding of the SEN Code of Practice and proven experience of supporting students in overcoming barriers to learning	D	A, I
A person who will play a key part in the personal development of the school and wider community	D	I



<b>Students and Staff</b>		
Evidence of creating an environment which enables the personal, social and emotional development of each child in order to optimise learning potential	E	A, I
Committed to aspirational educational standards for all pupils and staff	E	I
Demonstrates the ability to be inspiring and motivating	E	I
Evidence of identifying and developing emerging talent and leadership ability	E	I
Values mutual support and respect, fostering strong working relationships and building effective teams	E	I, R
Abreast of the latest educational developments and research	D	I

<b>Systems and Processes</b>		
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 of the school community	E	I, R
Experience of planning and delivering rigorous improvement plans, along with processes of monitoring and self evaluation	E	A, I
Experience of leading an organisation with delegated responsibilities within a Federation or Trust	D	A, I
Create an evidence based culture of support and challenge that flows through all levels of academy leadership, including local governance	E	A, I



<b>The Self Improving System</b>		
A commitment to proactively foster parental engagement	E	A, I
Able to maintain and develop opportunities for partnerships with parents, other schools and community groups	E	A, I
Ability to maintain and build on existing Academy links and relationships	E	I
Evidence of encouraging 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 Governors and actively supports the governors to deliver their functions effectively	E	I
Experience of an OFSTED inspection at leadership level	D	A, I

<b>Personal Attributes</b>		
A commitment to uphold and promote the academy's Christian ethos and life	E	I, R
Reflective - able to build on the firm existing base, valuing work already done	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
Be a champion for all children.	E	A,I,R





## Headteacher of Signhills Infant Academy

### Headteacher Job Description

#### Leadership of the Academy - Qualities and Behaviours

- Articulating the values and a vision of the school and Trust for pupils and staff
- Working effectively with Directors and Governors to develop and promote this vision by demonstrating personal authenticity with respect to these aspects of leadership and being a role model for pupils, staff and the community.
- Having a holistic view of the world and embracing equality and diversity. Welcoming staff, pupils, carers, parents, governors and community members of all backgrounds, faiths and cultures.
- Being socially adaptable in a variety of contexts and placing a high priority on being the respected public face of the Academy.
- Endeavouring to build positive relationships with official visitors, parents, carers and members of the community.
- Having a passion for learning and for leadership across a school community.
- Leading with spiritual, moral and emotional intelligence and a sense of vocation.
- Inspiring and developing trust and confidence in and across the leadership of the school at all levels.
- Expressing with conviction and clarity the educational aims, values and purposes for the future success of the Academy; ensuring that all members of the Academy are provided with opportunities to achieve their potential by releasing their inherent capacity to improve and achieve their best; working hard to close the academic achievement gap.
- Constantly seeking to take the learning of students and staff to deeper levels; focusing on the equal importance of physical, moral, emotional and spiritual development.
- Valuing creativity and innovation; understanding change and the complexities involved in leading the organisation; being a good listener, open-minded and flexible.
- Possessing the leadership and management skills and the personal qualities to build strong relationships with all stakeholders, particularly pupils, parents/carers, staff and governors.
- Securing through the leadership, management and organisation of the Academy a successful focus on: both strategic planning and operational effectiveness; both capacity-building and the short-term raising of standards; both teamwork and individual effort; both the celebration of what has already been achieved and the constant pursuit of further improvement.
- Celebrating the progress and successes of pupils and staff regularly.
- Working with determination, resilience and conviction to achieve long term goals; showing self-awareness and humility while working with the courage to make difficult decisions for the good of others.



## **Expectations and Standards.**

- Demonstrating moral characteristics; working in ways that show trustworthiness, empathy, dignity, respect, generosity, compassion, justice, forgiveness and reconciliation.
- Courage, initiative and the ability to think and act independently; facing challenges including poor performance and to take difficult decisions.
- Self-awareness, authenticity and integrity; generate trust among all people and in all aspects of leadership.
- Excellent cognitive and analytical skills combined with high levels of emotional and spiritual intelligence; having good judgement particularly in complex and uncertain situations.
- Humility that recognises that leaders cannot do it all themselves and sometimes get things wrong; a lifelong learner.
- Resilience, patience and tenacity for sustained organisational and cultural change and to manage conflict and vulnerability successfully; holding fast to the truth and values.
- Energy, stamina and optimism that maintain a positive outlook even in the most demanding situations.
- Inspiring others; motivating them to do not just what is expected, but to go above and beyond the expected in order to positively influence and benefit the whole Academy community.

## **Professional Standards**

### **School culture**

- Ensure that the values of the Academy are upheld and that the education of children is driven by the Trust vision for education and the Academy vision for its pupils.
- Lead the ethos and strategic direction in partnership with Trust, governance and the Academy community.
- Grow a culture where pupils experience a positive and enriching Academy life that allows them to flourish.
- Be ambitious and have unrelenting high expectations for all pupils.
- Ensure educational standards which prepare pupils of all abilities and from all backgrounds for the next steps in education and life.
- Establish positive and respectful relationships across the Academy community and create a safe, orderly and inclusive environment.
- Foster a culture of high staff professionalism where training and professional development are prioritised.

### **Teaching and Curriculum**

- Lead learning and the curriculum to establish and sustain high-quality teaching across all the whole school, evidence-informed understanding of how pupils acquire knowledge, wisdom and skills. To underpin this by developing high quality subject expertise and planning.
- Develop reliable and proportionate approaches to assessing pupils' knowledge and understanding.
- Ensure effective use of formative and summative assessment to ensure that all stakeholders, including parents, governors and the Trust are fully aware of the progress of and potential outcomes for pupils.
- Deliver a structured and coherent curriculum which sets out the knowledge, skills and values covered at subject level.
- Drive, monitor and quality assure curricular leadership, with expert subject leaders who can access professional training, networks and CPD.
- Provide evidence-informed approaches to phonics, reading, writing and maths.



### **Behaviour**

- Establish, ensure and sustain high expectations and standards in behaviour, built upon understanding, mutual respect, relationships and routines,
- Provide an environment where all members of the Academy community can learn, play and work with dignity and pride in themselves and others.
- Work to ensure that policies and processes are understood clearly by all staff and pupils, who adopt courteous conduct and respectful approaches to managing behaviour.
- Have clear expectations of how adults within the academy model and teach the behaviour of a good citizen.

### **SEND**

- Ensure and sustain a culture of ambitious and unrelenting high expectations for all pupils with additional and special educational needs and disabilities.
- Provide systems and practices that enable all pupils to access the curriculum and learn effectively.
- Work in partnerships with parents, carers and professionals to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- Ensure that the Academy is fulfilling statutory duties with regard to the SEND code of practice.

### **Professional Development**

- Ensure staff have access to high quality and sustained CPD that is aligned to the priorities of Academy improvement priorities and the individual needs of staff and the teams they work within.
- Guarantee that staff have the training and expertise to effectively plan, deliver and evaluate the curriculum.
- Create systems for identifying talent and expertise within the staff and utilising this to support staff across the Academy. Work with the Trust to draw on expert provision from beyond the Academy,

### **Organisational Management**

- Make safeguarding a priority and ensure that systems and processes are in place to monitor if pupils are safe, happy and well.
- Provide strategies for supporting pupils who are more vulnerable and who may not be safe, happy and well.
- Manage the financial resources delegated to the Academy and take responsibility for the effectiveness and probity of public funds. To work within the Trust's financial procedures and ensure that effective and considered budgetary decisions are made with finance leaders.
- Ensure that staff are deployed and managed well with due attention paid to both financial efficiency and to workload and wellbeing.
- Ensure rigorous approaches to identifying, managing and mitigating risk and maintaining a risk register.
- Lead the performance development and appraisal cycle at the Academy, in line with the current policy.





### **Continuous School Improvement**

- Develop processes of evaluation to identify, analyse and find solutions to complex or persistent problems and barriers which limit school effectiveness and identify priority areas for improvement.
- Lead the cycle of the Academy's development planning and self evaluation process so that priorities and challenges, as well as successes and impact, are identified and documented.
- Ensure that the Academy is well prepared for external quality assurance processes, such as Ofsted or Local Authority reviews.
- Design and deliver evidence-informed strategies for improvement which are realistic, timely, appropriately sequenced and suited to the Academy's context

### **Working in partnership**

- Forge constructive relationships beyond the Academy and work in partnership 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 ensure that the needs of children, young people and families are met across the community.

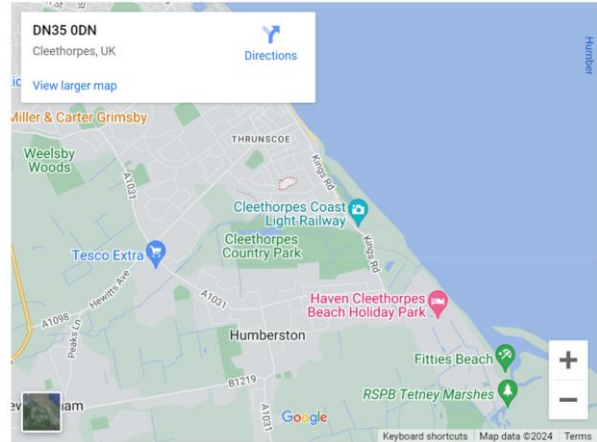
### **Governance and accountability**

- Work closely with the Chair of the Local Board of Governors to develop capacity across the board and create opportunities for governors to be well informed about the work undertaken at the Academy.
- Understand the role of effective governance to give account and accept responsibility in order to 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.



Signhills Infant Academy  
Hardy's Road  
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North East Lincolnshire  
DN35 0DN  
[www.signhillsinfants.co.uk](http://www.signhillsinfants.co.uk)

## Living in North East Lincolnshire



### Living in North East Lincolnshire

North East Lincolnshire comprises the seafaring town of Grimsby, the coastal resort of Cleethorpes, and several villages. With the beautiful Lincolnshire Wolds to one side and the sandy beach to the other, there is much to be enjoyed.

Once a thriving fishing area, the port of Grimsby, along with neighbouring Immingham, is now one of the UK's leading automotive ports and a major hub for the offshore wind industry. The dockland area is in the process of redevelopment for business and leisure, reflecting the investments taking place across the borough. Grimsby town centre is undergoing a transformation as shopping and leisure facilities are developed. Cleethorpes has also undergone a regeneration and the interesting shops, cafes and entertainment venues are a draw for locals and tourists. The beach and all its attractions are enjoyed by young and old.

### Location

With excellent and uncongested motorways, you can reach North East Lincolnshire quickly and easily. The A180/M180 connects directly to the M18, which offers onward links to the M62, A1 and M1. The Humber Bridge is easily accessible.





## What our children think of our school...

"The teachers are kind and helpful and help us learn lots and lots!"

" I love writing and maths."

"I like that we get to do lots of different learning!"

"I love our school trips."

"We have the school swimming pool - I love learning to swim."

"I enjoy singing in assembly."

"We have the best teachers in the world!"





## Visits to the Academy:

Candidates who wish to visit the Academy prior to completing their application, or would like a professional conversation with the Deputy CEO of the Trust, should contact Jo Everitt on **01724 747310**.

Alternatively please contact our Human Resource Team via email - [hr@slatrust.co.uk](mailto:hr@slatrust.co.uk)

## Applying

To apply, please download the Application Pack and Academy Application Form.

For more details please contact the Trust Deputy CEO Jo Everitt **01724 747310** or email [hr@slatrust.co.uk](mailto:hr@slatrust.co.uk)

**Closing Date: Friday April 12th 9am**

**Interviews will take place: Provisionally - April 23rd & 24th**

We expect a formal letter of application (supporting statement), along with the official SLA Trust 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** [hr@slatrust.co.uk](mailto:hr@slatrust.co.uk)

## Useful Information



Signhills Infant Academy  
[www.signhillsinfants.co.uk](http://www.signhillsinfants.co.uk)

**St Lawrence Academies Trust (SLA Trust)**  
[www.slatrust.co.uk](http://www.slatrust.co.uk)