



# Headteacher Recruitment Pack

Closing date:  
Sunday, 27<sup>th</sup> April 2025

April 2025

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Dear Candidate,

A very warm welcome to The Sigma Trust. Born out of a local collaborative partnership of standalone academies in North East Essex, we became a Multi-Academy Trust in September 2016 and experienced rapid growth and success, establishing a very positive reputation both locally and at national level. We have a current family of 8 secondary schools and 4 primary phase schools serving over 11,500 students and employing approximately 1,700 staff. Throughout the period of expansion, we continued to put our vision and values at the heart of everything we do. Our values are of crucial importance to us and inform all that we do.

Our schools are all within touching distance of each other, and this local approach is one of our fundamental principles enabling us to maximise the provision of school-to-school support. Although our schools serve a variety of catchment areas, our vision leads us to specialise particularly in partnering schools in challenging areas and with a high level of local need where we work to ensure that no child and no school is left behind.

We firmly believe that Sigma is 'greater than the sum of its parts' and that our schools – and, therefore, our children and staff – cannot be successful unless we work in partnership together. This can be seen in practice in the formation of the Education Team and Executive Leaders working across the schools who lead our innovative initiatives and Trust priorities. This work is supported by a strong centralised Operations Team of approximately 40 staff, based at our Head Office in Clacton-on-Sea, providing Finance, People and Culture, and Payroll support to all our schools along with strategic leadership of IT, Estates, Governance and Data Management.

We are committed to appointing the right person to this role and to ensuring all prospective and actual applicants have the best possible experience of our recruitment and selection process.

Thank you for taking the time and trouble to explore this opportunity in more detail, and I wish you well in your consideration of this position, and with your application.

Yours sincerely

Lyn Wright  
Chief Executive Officer

## Job Description

### Headteacher - St Helena School

<b>Responsible to:</b>	The Chief Executive Officer (CEO), the Local Governing Committee (LGC) for areas of delegated responsibility, and the Board of Trustees
<b>Salary Grade:</b>	Leadership L29 – 35
<b>Full time/Part time:</b>	Full time

#### Job Purpose

To work with the CEO, Trust LGC, senior leadership team and school staff, to provide overall strategic leadership for the school, being responsible for the internal organisation, management and control of the school.

Professional duties must be carried out in accordance with and subject to:

- the provisions of all applicable legislation
- the instrument of government of the school;
- any rules, regulations or policies made by the Trust and LGC

#### Safeguarding Responsibilities

The Sigma Trust is committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to safer recruitment process, including the disclosure of criminal records and vetting checks. We ensure that we have a range of policies in place which promote safeguarding and safer working practice across our schools.

The role of Headteacher has overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the school. You will be required to fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services
- Operating clear whistleblowing procedures
- Sharing information with other professionals
- Assigning a designated professional lead for safeguarding
- Operating safe recruitment practices
- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice
- Establish, operate and monitor clear policies for dealing with allegations against people who work with children

## **Key Responsibilities and Accountabilities**

### **1. Strategic Direction and Development of the School**

- a. Provide strategic leadership and direction of the school
- b. Ensure all activities within the school serve the vision, strategic direction and priorities outlined by the Trust and the LGC
- c. Work in partnership with the Trust, LGC, pupils, staff, parents and other stakeholders to instil the ethos and values which underpin all activities within the school
- d. Regularly monitor and evaluate the performance of the school and respond and report to the CEO and LGC
- e. Implement the Trust's policy on equal opportunities for all staff and pupils
- f. Ensure that management, finances, organisation and administration of the school support its vision and aims
- g. Maintain positive relationships with strategic partners at all levels, both within the Trust and in the wider community, in particular championing our work with our excellent local Primary Schools

### **2. Curriculum, Teaching and Learning**

- a. Organise implement and monitor the curriculum and its assessment and ensure that it:
  - i. Provides an academic focus for all pupils
  - ii. Is broad, structured, coherent and sets out the key knowledge that will be taught
  - iii. Is relevant to the needs of all pupils
  - iv. Fulfils the school's legal responsibilities
  - v. Leads to outstanding achievement by all pupils, regardless of prior ability
- b. Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- c. Ensure that reading curriculum is high quality and evidence-informed
- d. Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum
- e. Monitor and evaluate the quality of teaching, and standards of learning and achievement of all pupils in the school

### **3. Personal Development, Behaviour and Welfare**

- a. Secure excellent attendance for all pupils, through rigorous implementation of the school's attendance policy and effective use of intervention strategies where required
- b. Establish and sustain high expectations of behaviour for all pupils, built upon a behaviour curriculum, rules and routines, which are understood clearly and implemented consistently
- c. Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy and ethos

- d. Implement consistent, fair and respectful approaches to managing behaviour
- e. Ensure that adults within the school model and teach the behaviours required for success beyond school
- f. Ensure the effectiveness of safeguarding arrangements, through the rigorous implementation of the school's safeguarding policy and the promotion of a robust safeguarding culture
- g. Develop effective links with the community, including voluntary organisations and enterprises, to extend the curriculum and enhance learning and teaching
- h. Create and sustain an effective partnership with parents to support and improve pupils' achievement and personal development
- i. Promote extra-curricular activities across the curriculum

#### **4. Leading and Managing Staff**

- a. Provide effective and regular operational management of senior leaders with regular oversight, appraisals and delegation of responsibilities
- b. Lead in the recruitment and selection of teaching and non-teaching staff
- c. Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with conditions of employment
- d. Implement and sustain effective systems for the management of staff performance including the development and maintenance of a culture of high expectations of self and of others, taking appropriate action when performance is unsatisfactory
- e. Ensure that professional duties are fulfilled, as specified in the Contract of Employment
- f. Prioritise the development on leadership skills at all levels, to ensure a school with excellent succession planning
- g. Develop good working relationships with the Trust, governors, staff, pupils, parents/carers, the community and other stakeholders within and beyond the Trust

#### **5. Efficient and Effective Deployment of Staff and Resources**

- a. Lead the development of school-level policies and procedures for approval at Trust level concerning the school's resource and asset management
- b. Set appropriate priorities for expenditure, allocation of funds and effective administration and control by:
  - i. Effective management of school's budget
  - ii. Rational allocation and monitoring of time, space and material resources
  - iii. Ensuring effective and safe arrangements for the situation and storage of materials and equipment
- c. Exploit financial opportunities to improve and develop the school building and manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum and Health & Safety regulations



- d. Ensure that any lack of maintenance, repairs or modification, including breaches of Health & Safety legislation, is acted upon promptly and in accordance with the delegation arrangements of the Trust
- e. Ensure effective working relationships with external agencies and services contracted to the school and the Trust

#### **6. Wider Responsibilities to Sigma Trust**

- a. Support the activities of the Trust
- b. Liaise effectively with, and support the work of, the Trust to enable it to ensure the effectiveness of all Sigma Schools and Academies
- c. Play an active role in the local family of schools and academies

#### **7. Accountability**

- a. Be accountable for standards across all aspects of provision
- b. Be ambitious for pupil outcomes, ensuring targets for academic performance are met
- c. Create and develop an organisation in which all staff recognise that they are accountable for the success of the school
- d. Present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including staff, the Trust, LGC, local community, Ofsted and others to enable them to play their part effectively
- e. Ensure that parents/carers and pupils are well informed about the curriculum, attainment, behaviour, attendance and progress, and about the contribution they can make in supporting their child's learning and achieving the school's targets for improvement
- f. Maintain such records of the school as are appropriate to communicate its development, improvements and achievements
- g. Carry out any such duties as may be reasonably required by the Trust, Trust Board or LGC

#### **8. Other Responsibilities**

- a. Promote the Trust's vision
- b. Champion the Trust's values
- c. Contribute to the wider life of the Trust, its schools and its community through partnership work
- d. Carry out any such duties as may be reasonably required by the Trust

#### **General**

- Comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- Ensure all duties and services provided are in accordance with the trust's Equal Opportunities Policy

- The Trustees and Local Governing Committee are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment
- Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task needing to be undertaken may not be identified.

The postholder will be expected to comply with any reasonable request from the CEO to undertake work of a similar level that is not specified within this job description.

This job description may be amended at any time following discussion with the CEO, and will be reviewed annually.



## Person Specification

Qualifications & Experience	Essential	Desirable
<ul style="list-style-type: none"><li>• Qualified teacher status in the UK</li></ul>	✓	
<ul style="list-style-type: none"><li>• Serving or returning Headteacher or Deputy Headteacher</li></ul>	✓	
<ul style="list-style-type: none"><li>• Significant experience at senior leadership level within the secondary sector</li></ul>	✓	
<ul style="list-style-type: none"><li>• Experience of working in more than one school</li></ul>		✓
<ul style="list-style-type: none"><li>• Evidence of recent and appropriate professional development for the role of Headteacher</li></ul>	✓	
<ul style="list-style-type: none"><li>• NPQH or currently working towards it</li></ul>		✓
Leadership & Management	Essential	Desirable
<ul style="list-style-type: none"><li>• An enthusiastic leader, with the ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals</li></ul>	✓	
<ul style="list-style-type: none"><li>• Ability to articulate clear vision for the academy and its development</li></ul>	✓	
<ul style="list-style-type: none"><li>• Ability to provide clear direction and shared purpose for staff and pupils</li></ul>	✓	
<ul style="list-style-type: none"><li>• Ability to inspire trust and confidence across the school and the community</li></ul>	✓	
<ul style="list-style-type: none"><li>• Understanding of the requirements and expectations of the Ofsted framework</li></ul>	✓	
<ul style="list-style-type: none"><li>• Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school improvement and pupil achievement</li></ul>	✓	
<ul style="list-style-type: none"><li>• Ability to delegate, manage and support the work of individuals and teams</li></ul>	✓	
<ul style="list-style-type: none"><li>• An excellent communicator who is at ease with all stakeholders but particularly governors, parents, pupils and colleagues</li></ul>	✓	
<ul style="list-style-type: none"><li>• Ability to develop and sustain good relationships with staff, parents and governors</li></ul>	✓	





Teaching & Learning	Essential	Desirable
<ul style="list-style-type: none"><li>• A leader of learning who demonstrates, promotes and encourages outstanding classroom practice</li></ul>	✓	
<ul style="list-style-type: none"><li>• Proven experience in leading teaching and learning for improvement</li></ul>	✓	
<ul style="list-style-type: none"><li>• Comprehensive knowledge of the curriculum</li></ul>	✓	
<ul style="list-style-type: none"><li>• Clear understanding and knowledge of what constitutes outstanding classroom practice and learning</li></ul>	✓	
Monitoring & Evaluation	Essential	Desirable
<ul style="list-style-type: none"><li>• Understanding of methods of monitoring and evaluating school performance data, including interpretation and analysis</li></ul>	✓	
<ul style="list-style-type: none"><li>• Ability to convey the meaning of data accurately to a variety of audiences</li></ul>	✓	
<ul style="list-style-type: none"><li>• Successful experience of strategies to raise pupil achievement</li></ul>	✓	
Personal	Essential	Desirable
<ul style="list-style-type: none"><li>• Clear understanding and appreciation of the role of a Headteacher</li></ul>	✓	
<ul style="list-style-type: none"><li>• High expectations of self and others</li></ul>	✓	
<ul style="list-style-type: none"><li>• The ability to work to tight deadlines and under pressure</li></ul>	✓	
<ul style="list-style-type: none"><li>• An ability to use the full range of leadership skills and qualities, appropriate to the situation</li></ul>	✓	
<ul style="list-style-type: none"><li>• An enthusiastic and motivational leader with strong morale building skills</li></ul>	✓	
<ul style="list-style-type: none"><li>• Resilience and determination coupled with the ability to support and show empathy</li></ul>	✓	
<ul style="list-style-type: none"><li>• The highest levels of integrity and reliability</li></ul>	✓	
<ul style="list-style-type: none"><li>• Self-motivated and able to take the initiative</li></ul>	✓	
<ul style="list-style-type: none"><li>• Approachability</li></ul>	✓	



## Appointment Process

- The closing date for applications is Sunday, 27<sup>th</sup> April 2025 at 00:00 GMT.
- The shortlist of candidates will be selected in the week commencing 28<sup>th</sup> April 2025, and shortlisted candidates will be invited to attend a first-round interview with The Sigma Trust on Thursday, 8<sup>th</sup> May 2025.
- A smaller group of finalist candidates will attend a final selection process with the Trust on Friday 9<sup>th</sup> May 2025.

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The Sigma Trust is proud to be an equal opportunity workplace. We are committed to equal employment opportunities regardless of any protected characteristics. This is embedded in our vision 'To Be Greater Than The Sum Of Its Parts', where we believe we are stronger and more successful working together, creating a workplace which celebrates diversity. If you require any reasonable adjustments to assist you in the selection process, please advise us of these so that we can make appropriate arrangement

