



Northern
Lights
LEARNING TRUST

**PART TIME HEAD OF YEAR
IAN RAMSEY CE ACADEMY
APPLICATION
PACK**



Northern Lights



We are a Multi-Academy Trust currently comprising ten schools – primary and secondary – and over 4,200 children and young people in an area stretching from Teesside through to Wearside.



We are a Teaching School Hub, one of 87 DfE centres of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country.



We are an Early Years Stronger Practice Hub, set up by the DfE to provide advice, share good practice and offer evidence-based professional development for early years practitioners.



We provide Initial Teacher Training, a school-based learning opportunity where you will train in a highly personal, supportive and creative environment, with purpose and challenge at the heart of it all.

OUR SCHOOLS



Benedict Biscop CE Academy
Sunderland



Dame Dorothy Primary School
Sunderland



Firthmoor Primary School
Darlington



Grange Primary School
Hartlepool



Hart Primary School
Hartlepool



Holley Park Academy
Washington, Sunderland



Ian Ramsey CE Academy
Stockton-on-Tees



St Aidan's CE Academy
Darlington



St. Helen's Primary School
Hartlepool



St. Peter's Elwick CE Primary School,
Hartlepool



Venerable Bede CE Academy
Sunderland

Every Northern Lights school has its own values and its own vision and that's really important to us because all of our schools are there to serve our community but equally, our Trust is there to serve each other.

We do that with humility and with an openness because at Northern Lights it's not all about the academic – that is really important to us – but we know, as a Trust, we are successful if we have ensured that in an holistic way our children and young people have had every opportunity to experience, to flourish, to thrive, to understand the wonder and the joy of the world around them.

– Jo Heaton OBE, Chief Executive, Northern Lights Learning Trust



Welcome from the CEO

Thank you for your interest in the position of Part Time Head of Year within Northern Lights Learning Trust.

We are a growing Multi-Academy Trust that is currently made up of 3 secondaries and 8 primaries across Wearside and Teesside, with our central offices based in Seaham. We educate over 4200 pupils and employ over 600 members of staff and serve a diverse range of schools and communities. Each of our schools have their own individual ethos, values and vision, which sit together as part of our Northern Lights vision of 'Shining Together and Stronger Together'. As a CofE MAT, our schools are a mixture of Church and non-Church schools that range in size and levels of disadvantage. We see this diversity as a real strength to learn from and work with each other.

As a Multi-Academy Trust we are at the heart of the current educational landscape, as a designated DfE Centre of Excellence as a Teaching School Hub and DfE Early Years Hub, responsible for teacher development across all ages and phases of education, working with over 300 schools. We are collaborative in our approach and value professional development highly in all we do.

We are looking for someone whose values align with us as a Trust and has the drive and ambition to work collaboratively to provide the best opportunities and outcomes for our young people.

We look forward to receiving your application.

Yours faithfully

Jo Heaton
Chief Executive Officer



Welcome from the Headteacher

I am privileged to be Headteacher at Ian Ramsey CE Academy. It is my pleasure to welcome you to our school.

Ian Ramsey CE is a popular and oversubscribed secondary school at the heart of the Stockton community and its surrounding villages. There are approximately 1187 pupils on roll in years 7-11. In 2022, Ofsted described our academy as a place where 'Pupils and staff have positive relationships. There is an inclusive culture built on a Christian ethos.'

The Christian ethos shapes the daily culture of our school so our children feel safe and are cared for. Our Academy's mission statement, 'Together to learn, to grow, to serve', encompasses our commitment to ensuring all members of our community use the gifts we have been given to serve others to learn as individuals and build the confidence to achieve their aspirations.

We provide a broad and inspiring academic experience, which is interesting, challenging, and relevant to the needs of our pupils. We want all our children to reach their full potential, to give them the opportunity to flourish, to recognise and develop their individual gifts and talents and approach the outside world with confidence. Our DEEP curriculum, offers all pupils a first class education based on high-quality teaching and a range of experiences outside of the classroom.

The 2025/26 academic year will be an exciting one for all those involved. Whilst the most recent Ofsted inspection judged the academy to be 'good' in all areas, there is still so much potential that is yet to be recognised and harnessed.

Each member of staff plays an essential role in the day to day running of the school and each can positively impact the children and young people in our care; the post of Part Time Head of Year will be no different and is a vital role in the whole academy team.

Thank you for your interest in our academy.
Kind regards

Donna Park
Headteacher

Part Time (0.4) Head of Year
Permanent
Required as soon as possible
NJC SCP 18-22
£31,537 - £33,699 FTE
(£10,891.65 - £11,638.32 pro rata actual salary)
15 hours per week
Term time only plus 2 professional development days, plus
2 additional days (38.8 Weeks)
Working Pattern: 8am-4pm

The successful candidate should:

- Demonstrate high expectations of yourself and others.
- Enjoy working collaboratively, being innovative and creative
- Have the skills and knowledge to ensure the school is a safe environment
- Possess excellent organisational skills
- Have an excellent understanding when dealing with children and adults
- Keep calm under pressure whilst maintaining confidentiality
- Have an enthusiasm which would allow you to be supportive of the Trust and school's ethos.

If so, we would really welcome your application.

In return you will receive:

- A supportive working environment that puts people at the heart of the organisation
- The opportunity to work as part of a growing Trust and shape this role
- Continuous professional development
- A range of Trust initiatives that improve wellbeing. Current initiatives include an annual wellbeing day.
- National Terms and Conditions of Employment
- Teachers' Pension Scheme/ Local Government Pension Scheme

Employee welfare package through Education Mutual including:

- 24-hour GP access
- Nurse support service
- Mental health services, including stress management, mental health first aid training and bereavement support
- Free Flu vaccinations
- Counselling Services
- Physiotherapy
- Financial wellbeing coaching
- Maternity and Paternity support
- Menopause support
- Access to useful wellbeing resources

Employee benefits package through Vivup including:

- Cycle to work scheme
- Lifestyle savings including discounts on shops, food and drink and days out

CLOSING DATE:

Applications must be received by: Sunday 1st March 2026

Short Listing will take place on: TBC

Interviews will take place on: TBC

HOW TO APPLY:

Letters of application should be returned, along with a Northern Lights Learning Trust application form, to recruitment@nllt.co.uk or by post to Northern Lights Learning Trust, Spectrum Business Park, Lighthouse View, Building 2, Seaham, SR7 7PR.

Applications will only be considered on receipt of an application form, CV's and other forms of application will not be accepted. For further information, please contact the school on 0191 5239745.

Job Description

Post: Part Time Head of Year

Responsible to: Deputy Headteacher

Responsible for: Implementing pastoral strategies to support pupils' well-being, behaviour, and personal development

Salary band: NJC 18-22

Start date: As soon as possible

Key purpose of the role:

Working across a year group(s) to establish functional strategies for the school in all areas of pastoral care. To develop and implement long-term plans within the school that guide staff to support pupils to overcome their barriers to learning and maximise the opportunities provided for them.

To support pupils to achieve their full potential who may be exhibiting behaviour, emotional or social problems in school.

KEY RESPONSIBILITIES:

Support for the pupil

- To monitor behaviour, emotional and social issues within a year group(s) and make positive interventions when necessary.
- To identify personal issues that are affecting pupil performance and share this information with relevant staff in order to help the pupil maintain their school placement.
- To help support pupil attendance and punctuality by working with the attendance officer.
- Build and sustain strong partnerships with parents and carers, developing trusted relationships that support and promote positive outcomes for pupils.
- Collaborate closely with pupils and lead a designated cohort to foster a sense of pride, ownership, and responsibility.
- Champion a holistic approach to pupil development, ensuring that academic achievement and broader learning experiences are fully integrated into personal growth.
- Work in partnership with teachers and school leaders to create an environment where every child is supported to thrive and flourish, both academically and personally.
- To create and implement behaviour plans and monitor their success.
- To support pupils in lessons who are experiencing difficulties.
- To provide support to pupils in integration issues within their wider social environment

- To be accountable for implementation of a positive ethos within year groups and promote a positive behaviour code for pupils within these groups.
- To work to raise the self-esteem of all pupils in all year groups
- To act as a key worker for pupils as and when appropriate.
- To provide clear guiding principles and strategies to support teaching in order to manage pupil behaviour and to minimise opportunities for poor behaviour during social time and lessons.
- To create and implement mentoring systems within the school
- Supported by Senior Leaders to review, create and implement improved school and pastoral policies
- To drive forward innovation within the pastoral team
- To identify and adopt best practice across the school in all areas of pastoral care
- To articulate and support the school policies and dress codes with all pupils and their parents/carers.

Inter-agency Working

- To initiate contact with other agencies via the Early Help Assessment framework, on behalf of the school and parent/carers and to liaise with all parties on a regular basis.
- To be responsible for completion, registration, and management of Early Help Assessment documentation when a need is identified, acting as Lead Professional where appropriate.
- Act as Deputy DSL when required, as directed by Line Manager/DSL.
- To represent the school, when requested, at Interagency or other professional meetings.
- To ensure the maintenance of accurate and up to date pupil information on the management information systems (e.g Arbor, CPOMS), inclusive of completion of follow up of actions to ensure safeguarding for all.

Other Specific Duties

- To demonstrate a commitment to safeguarding and promoting the welfare of children and young people, staff and volunteers.
- As a member of a first aid team, to carry out First Aid at Work duties for staff, pupils and visitors.
- To play a full part in the life of the school community, supporting the school's distinctive Christian ethos and mission, encouraging colleagues and pupils to do the same.
- To engage actively in the appraisal management process.
- To continue personal development as agreed at appraisal meetings.
- To address the appraisal targets set.
- To promote actively in the school's corporate policies.

Support for the School

- To actively work with other senior management in school promotion strategies, in particular to include prospective pupils, parents and staff at local primary schools.
- Be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Assist with the supervision of pupils out of lesson times
- Accompany teaching staff and pupils on visits, trips and out of School activities as required and take responsibility for a group under the supervision of the teacher
- Participate in training and other learning activities and performance development as required
- Show a duty of care and take appropriate action to comply with Health & Safety requirements at all time
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory

The duties outlined above are the main ones considered essential to the role but are not exhaustive.

PERSON SPECIFICATION – PART TIME HEAD OF YEAR

CATEGORY	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
APPLICATION FORM	1. Completed application form		A
QUALIFICATIONS AND TRAINING	1. Educated to GCSE Standard at Grade A – C (or 9 – 4) including Mathematics and	1. NVQ Level 4 or equivalent qualification in	A / Q
	English or NVQ equivalent 2. Good standard of education with relevant qualifications appropriate to the post. 3. Willingness to undertake any further training and development, relevant to the role.	relevant discipline. 2. First Aid training or willingness to undertake appointed person certificate. 3. Child Protection training 4. Training in literacy/numeracy strategy 5. Training in SEN strategies.	
EXPERIENCE	1. Recent and relevant experience of working with children within an education setting, within a specified range/subject area.	1. Experience of working in a school environment	A / I
KNOWLEDGE & UNDERSTANDING	1. Ability to relate well to children and adults. 2. Ability to work effectively within a team environment, understanding classroom roles and responsibilities.	1. Equal Opportunities and recognising the nature of the diverse school community 2. Understanding of basic technology –	A/I

	<ol style="list-style-type: none"> 3. Ability to build effective working relationships with all pupils and colleagues 4. Ability to promote a positive ethos and role model positive attributes. 5. Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate. 6. Ability to adapt own approach in accordance with pupil needs 7. Ability to adapt own approach in accordance with pupil needs. 8. Working knowledge of relevant policies/codes of practice/legislation. 9. Understanding of national curriculum and other basic learning programmes/techniques (within specified age range/subject area) e.g. knowledge of core subjects 10. Understanding of principles of child development, learning styles and independent learning 	computer, video, photocopier etc.	
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11. Experience of resources preparation to support learning programmes
12. Effective use of ICT to support learning
13. Excellent communication skills.
14. Excellent numeracy and literacy skills.
15. Be able to maintain confidentiality.
16. Excellent listening skills.
17. The ability to manage behaviour of children in a positive and supportive manner.
18. General awareness of inclusion, especially within a school setting.

<p>PERSONAL CHARACTERISTICS</p>	<ol style="list-style-type: none"> 1. Friendly, approachable and professional manner. 2. Calm approach. 3. A commitment to working as part of the whole school team and supporting the vision and aims of the school. 4. High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and 		<p>A/I</p>
	<p>commitment to raising their educational achievements.</p> <ol style="list-style-type: none"> 5. Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners. 6. Demonstrate and promote the positive value, attitudes and behaviour expected from pupils. 		

	<p>7. Ability to liaise sensitively and effectively with parents and carers, recognising their role in pupils learning,</p> <p>8. Able to improve their own practice through observations, evaluation and discussion with colleagues.</p>		
OTHER	<p>1. Recommendation from both referees</p> <p>2. Fully enhanced DBS clearance with children's barred list check</p>	<p>. Strong recommendation</p>	<p>References Enhanced DBS certificate</p>

Key

A = Application

Q = Qualification certificates

I = Interview

References will be requested prior to interview, unless there are exceptional circumstances, and the applicant does not give consent to do so on the application form. Please contact us to discuss further if you do not consent.

Ian Ramsey CE Academy, part of the Northern Lights Learning Trust, is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

References:

References will be requested prior to interview, unless there are exceptional circumstances, and the applicant does not give consent to do so on the application form. Please contact us to discuss further if you do not consent.

DBS:

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.**Safeguarding:**

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Pre-employment occupational health:

Pre-employment occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required. In some circumstances, an appointment with Occupational Health may be required to assess fitness for the role.

Equal opportunities:

Northern Lights Learning Trust are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.

Artificial Intelligence and Recruitment at Northern Lights Learning Trust

Northern Lights Learning Trust is committed to embracing innovation while maintaining fairness and integrity in our recruitment processes. We recognise that candidates may choose to use AI tools to support the preparation of their applications. While this is acceptable, we expect all submissions to reflect the applicant's own experiences, values, and suitability for the role and it is essential that AI is used appropriately.

AI must not be used to:

- provide misleading or false information at any stage of the application journey
- inflate or invent qualifications, skills or experience
- complete assessments as part of the recruitment process
- create generic responses and copy them into your application

If you have any questions about the use of AI in your recruitment process with us, please email: hadmin@nllt.co.uk