

# Working for Outwood Grange Academies Trust

Teaching Staff



**Students First**

*Raising Standards and Transforming Lives*




*Students First*  
**OUTWOOD**  
GRANGE ACADEMIES TRUST



Students First:

raising standards

transforming learning



**As Community Executive Principal, I am incredibly proud to lead four academies that sit at the heart of our communities; Outwood Academy Adwick and Outwood Academy Danum in Doncaster, alongside Outwood Academy Brumby and Outwood Academy Foxhills in North Lincolnshire. Together, we are more than just schools, we are a community of learners, educators and leaders, united by a shared vision of excellence.**

In this community, we believe that every child deserves the very best education, and that starts with an exceptional team of staff. Across our academies, we are committed to inspiring young minds, raising aspirations, and transforming lives. Our schools are places of opportunity, where students are encouraged to dream big and achieve more than they ever thought possible. We do this by listening to them and working with them to co-construct a learning journey that takes them from year 7 to their future aspirational destination.

But great schools are built on more than just ambition, they thrive because of dedicated, passionate, and skilled professionals who bring learning to life every day. Whether you are a teacher, a leader, or part of our invaluable support staff, you will be joining a community that values your talent, invests in your development, and empowers you to make a real difference.

Our community of 4 academies significantly benefit from a culture of high expectations, innovation and collaboration and you'll be provided with the following opportunities:

- Work in a community of academies where ambition, innovation, and collaboration drives success.
- Benefit from bespoke training packages, leadership opportunities and a clear pathway for progression.
- Allow you to make a lasting impact - your work will empower young minds, create opportunities, and change lives.
- Be part of a culture that cares - join a supportive, inclusive environment that values your wellbeing.

Whether you are an experienced teacher, an aspiring leader, or a professional looking to contribute to a thriving community which truly works collaboratively across the 4 academies, we offer the platform to grow, achieve, and inspire. I warmly invite you to be part of our journey.

**Sabiha Laher**

Community Executive Principal

# Outwood Academy Adwick

## Position: Principal

**Start Date:** September 2025

**Salary:** L33 - L39 (£109,275 to £126,517)

**Hours of work:** Permanent/full-time

## Are you our next inspirational Principal?

Outwood Grange Academies Trust (OGAT) is looking to appoint a Principal at Outwood Academy Adwick. With the current Lead Principal moving to lead another OGAT secondary academy, the school is now seeking to replace them. We are looking for a Principal that has the vision, personality, and strategic thinking to lead one of the most popular schools in the area. You may be seeking your first headship or be an experienced Principal/Headteacher looking for a new challenge, regardless you must have the determination, ambition and value in the power of great education to lead the academy to be exceptional. We want our new Principal to have highly developed emotional intelligence and the ability to build effective relationships with all stakeholders. They need to be reflective, able to challenge positively, lead change effectively, and manage difficult conversations sensitively.

## About Us

Outwood Academy Adwick is an 11-18 academy based just north of the large South Yorkshire town of Doncaster. The academy's facilities provide an excellent learning environment for the young people to thrive and there are well-developed relationships locally, particularly with neighbouring primary and secondary schools. The school has been a member of the Outwood Family since 2009, and in the latest 2023 Ofsted inspection the academy was graded Good in all categories. The inspection noted 'the school has a supportive and caring culture. Staff build positive and friendly relationships with pupils. Pupils achieve their full potential, with staff feeling proud to work at the school'.

The inspectors were equally complimentary about the sixth form provision, with a wide range of courses on offer; including A Levels, vocational qualifications and T-levels. In the academy's drive for exceptionality, the academy will become a specialised setting for T-Levels in September 2025.

## The Team

You will be working with an experienced Senior Leadership Team of 7 colleagues to lead a talented team of teaching and support staff who are fully committed to the vision to raise standards and transform the life chances of all the students. The senior leaders are motivated to lead with a relentless focus on the quality of education and wider curriculum provision for the students. Their leadership engenders a strong sense of belonging and inclusion in the school and promotes the power of education, inspiring staff and students to aim high and be the best they can be.

## The Trust

The Trust embraces the opportunity to ensure that all children, irrespective of their starting point receive an excellent education. It relishes the opportunity to be part of the much needed regeneration of the areas it works in. It is one of the largest MAT's in the country and with that, our academies can draw on a range of expertise. The Trust also works across geographical communities with Outwood Academy Adwick being part of a community of 4 secondary schools in Doncaster and North Lincolnshire. The Principals from the schools work closely together, sharing best practice and supporting one another to ensure continuous and never ending improvement for the students in the community. You will be empowered to lead Adwick and your professional development will be a priority for the Trust with significant opportunities to engage in Trust-wide and cross-phase projects.

This is an exciting time for the school and the new Principal. If you have a proven track record of school improvement as a senior leader in a secondary setting this role offers a fantastic opportunity to lead the future success of Outwood Academy Adwick. Above all, you will share the school and Trust's commitment to putting Students First, Raising Standards and Transforming Lives.

For a confidential discussion about the role, please contact Nina Martin, Executive Officer; via email on [n.martin@outwood.com](mailto:n.martin@outwood.com) Visits to the school are welcomed and encouraged.

**Closing date: Midday on Monday 21 April 2025**

**Interview dates: Thursday 24 and Friday 25 April 2025**

Outwood Grange Academies Trust is committed to safeguarding and promoting the welfare of children. All appointments are made in accordance with safer recruitment practices and the statutory guidance in Keeping Children Safe in Education.

Online checks will be carried out on all shortlisted candidates, and all appointments are subject to an enhanced DBS check, satisfactory references and checks regarding suitability to work with children.

*We reserve the right to close advertisements early. Either advertisements will therefore close at 12 noon, on the advertised closing date, or the day the decision has been taken to close the advertisement early.*

# Job Description

**Job Title: Principal**

**Reporting to: Chief Executive / Executive Principal /  
Community Executive Principal**

**Grade: L33 - L39**

## Overall purpose of the post:

Provide leadership and strategic direction, holding delegated accountability for standards and quality in the academy in order to:

- Provide every child with a high quality education, which promotes the highest possible standards of achievement;
- Maximise potential through the skills and resources available from across the Family of Schools;
- Build leadership capacity in the academy.

## Main duties and responsibilities:

### Leadership

- Overall responsibility for all delegated management and operational activity of the academy;
- To provide enthusiastic, innovative and consistent leadership to the academy and its leadership team;
- To work positively with the community to ensure the best possible outcomes for all students, especially those who are the most vulnerable;
- Implement the Trust's policies, ensuring they are rigorous and sustainable, and strategies in order to transform the outcome for students at the academy;
- To ensure that students are healthy, stay safe, enjoy and achieve their maximum potential, and achieve economic and personal well-being once they leave the academy;
- To develop the reputation of the academy, locally, regionally and nationally;
- Act as an ex-officio member of the Academy Council.

### Education Provision and Standards

- Ensure that a modern, up to date curriculum is developed and implemented and that curriculum delivery is translated into effective learning and assessment practice;
- Encourage and promote innovation in educational provision through the commissioning and delivery of services, ensuring that the academy can meet changing needs and demands consistent with government guidelines and requirements;
- Ensure that high quality provision is available to all students regardless of race, religion, sexual orientation, gender, disability, economic background or special educational needs;
- Develop a culture where students feel safe, confident and can attain their maximum educational outcomes.

## Finance, Personnel and Resources

- Ensure that all the activities of the academy are conducted in accordance with all legal requirements and regulations. That policies and procedures are consistent with “best practice” and recognised codes of probity;
- Develop and implement a performance management framework for the delivery of high quality services through high quality performance;
- Recruit, manage and motivate a committed, effective and diverse workforce that understands its roles and enables and promotes high quality learning;
- To ensure that all resources are organised and managed to provide the best possible outcomes for students;
- To ensure that development of positive solutions to achieving diversity, dignity and equality in all aspects of service delivery and engagement with the broader community.

## Additional Responsibilities

- Deal with any immediate problems or emergencies according to the academy’s policies and procedures;
- Respect confidential issues linked to home/students/teacher/academy work;
- Fire Marshall duties in the case of Fire and/or Emergency Evacuation where applicable;
- Comply with the academy’s Child Safeguarding Procedures, including regular liaison with the academy’s Designated Child Safeguarding Person over any safeguarding issues or concerns;
- Comply with the academy policies and procedures at all times;
- Undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

## Special Features

The post holder shall be required to work in any of the schools/academies within the Outwood Grange Family of Schools as directed by the Chief Executive.

## Personal Contacts:

**External:** Contractors, suppliers, parents, external agency professionals, other government and local authority staff, other staff from academies and schools.

**Internal:** Students, staff, Board and Academy Council members, parents and any other visitors to the Academy.

# Person Specification

## Job Title: Principal

Qualifications	Essential	Desirable
Qualified Teacher Status (QTS)	✓	
Degree	✓	
National Professional Qualification for Headship (NPQH)		✓
Experience	Essential	Desirable
An ability to drive and deliver transformational and cultural change	✓	
A clear understanding of what constitutes an outstanding school and what needs to be done to maintain that standard	✓	
A deep knowledge and clear understanding of educational legislation, new innovation and developments	✓	
Experience of preparing/supporting staff through Ofsted inspections		✓
Skills	Essential	Desirable
An innovative leader, with a clear understanding of education opportunity and how it can be translated into practical reality	✓	
An outstanding, collaborative leader with the ability to forge positive relationships in order to promote success	✓	
An enthusiastic leader, committed to ensuring the best possible outcomes for children and the community	✓	
The ability to build a sustainable workforce of high quality staff and leaders	✓	
The ability to provide clear direction and shared purpose for all children, staff and stakeholders	✓	
A commitment to working positively with all stakeholders and partners	✓	
Excellent communication skills with all children, staff and stakeholders	✓	
Strong negotiation skills and the ability to influence others to the benefit of the Trust	✓	
An ability to use the full range of leadership skills and qualities including emotional intelligence as appropriate to the situation	✓	
An enthusiastic leader committed to ensuring the best possible outcome for students	✓	
The ability to motivate and develop a workforce of high quality staff and leaders	✓	



Other	Essential	Desirable
A proven ability to successfully manage all resources effectively	✓	
The ability to motivate staff to ensure high performance	✓	
The ability to translate a visionary/innovative concept into a practical implementation plan	✓	
An ability to use the full range of leadership skills and qualities including emotional intelligence as appropriate to the situation	✓	
An enthusiastic and motivational leader	✓	
The ability to drive forward change very often in very challenging circumstances	✓	
Resilience and determination including the ability to also provide support, demonstrate empathy and deal with staff in a sensitive and considerate manner	✓	
A personal commitment to inclusion and diversity to ensure the maximum benefits for children and equality in employment and service delivery matters	✓	
A strong commitment to personal development and the personal development of all staff	✓	



## Employee benefits

### *What do we offer as an employer?*

Outwood Grange Academies Trust supports colleagues by funding an extensive range of accredited training courses and apprenticeship opportunities up to Masters level. We also offer:

- Your starting salary plus annual inflation linked increases. The starting salary will be dependent on experience
- We follow the principles of the School Teachers' Pay and Conditions Document
- You will be automatically enrolled into the generous Teachers' Pension Scheme
- Pay progression happens automatically on the anniversary of the target period appropriate to your role
- Flexible family friendly policies from day one
- We have our own Workload Charter and are committed to ensuring that Teachers' workloads are manageable
- All teachers receive an allotted minimum of two hours CPD each week
- Access to centralised resources to support with lesson planning and reducing workload
- Comprehensive induction and training process



- Automatic enrolment into our Employee Assistance Programme which gives you and your family members free access to:
  - *Specialist information on a wide range of work-life issues*
  - *Emotional support and counselling for a wide range of personal and work issues*
  - *Legal guidance*
  - *Financial guidance and debt counselling*
  - *Child and dependent care support and advice*
  - *Support for managers*
- We are also a wellbeing employer with a dedicated wellbeing policy and menopause policy along with menopause champions based in our academies
- Nursery voucher scheme
- Free flu vaccinations
- Free onsite parking
- Employee discounts such as competitively priced Synergy Car Leasing
- Access to various discount sites

## Barnsley

Outwood Academy Carlton

Outwood Primary Academy Darfield

Outwood Primary Academy  
Littleworth Grange

Outwood Academy Shafton

## North Yorkshire

Outwood Primary Academy Alne

Outwood Academy Easingwold

Outwood Primary Academy  
Greystone

Outwood Academy Ripon

## Wakefield

Outwood Primary Academy  
Bell Lane

Outwood Academy City Fields

Outwood Academy Freeston

Outwood Primary Academy  
Greenhill

Outwood Academy Hemsworth

Outwood Primary Academy  
Kirkhamgate

Outwood Primary Academy  
Ledger Lane

Outwood Primary Academy  
Lofthouse Gate

Outwood Primary Academy  
Newstead Green

Outwood Grange Academy

Outwood Primary Academy  
Park Hill

## Derbyshire

Outwood Academy Hasland Hall

Outwood Academy Newbold

## Nottinghamshire

Outwood Academy Kirkby

Outwood Academy Portland

Outwood Academy Valley

## Doncaster

Outwood Academy Adwick

Outwood Academy Danum

Outwood Primary Academy  
Woodlands

## Redcar & Cleveland

Outwood Academy Bydales

Outwood Alternative Provision Eston

Outwood Academy Normanby

Outwood Academy Redcar

## Wigan

Outwood Academy Hindley

## Middlesbrough

Outwood Academy Acklam

Outwood Academy Ormesby

Outwood Academy Riverside

## Sheffield

Outwood Academy City

## St Helens

Outwood Academy Haydock

## Stockon-on-Tees

Outwood Academy Bishopsgarth

41 academies over 13  
local authorities make up  
the Outwood Family.

1 Junior Academy  
1 Alternative Provision  
12 Primary Academies  
27 Secondary Academies

## Doncaster and North Lincs Community



ADWICK



BRUMBY



DANUM



FOXHILLS

## OIE Overview



The Outwood Institute of Education is a network supporting schools to raise standards in education and outcomes for students across the North of England.

The network consists of a Maths Hub, an English Hub, and the National Institute of Teaching (NPQ provider). These organisations work together to form the Outwood Institute of Education and work to support schools to improve outcomes for young people across the North of England.

## The Outwood English Hub



The English Hub programme was launched in October 2018 when the Department for Education announced the names of 32 schools across England that were to be designated as an English Hub.

The purpose of the English Hubs is to promote a love of reading and to take a leading role in supporting schools in the teaching of early reading and phonics. English Hubs will run events to showcase excellent practice in teaching reading to local schools.

The Outwood English Hub is based Outwood Primary Academy Lofthouse Gate, and is led by the OIE.

Visit: [www.englishhub.outwood.com](http://www.englishhub.outwood.com)

## The Yorkshire and the Humber Maths Hub



The Maths Hub programme brings together all mathematics education professionals in a national network of hubs. Each hub is locally led by an Outstanding school or college, working in partnership with neighbouring schools, colleges, universities, CPD providers, maths experts and employers. All the hubs collaborate as a national group, pooling experiences, expertise and ideas as a network, meeting once a term at the National Maths Hubs Forum.

The Yorkshire and the Humber Maths Hub is led by the OIE, working with key strategic partners. The Maths Hubs are a new way of harnessing the maths expertise within an area, and to spread excellent practice for the benefit of all pupils and students.

Visit: [www.mathshub.outwood.com](http://www.mathshub.outwood.com)

## The National Institute of Teaching



The National Institute of Teaching (NIoT) is England's new flagship teacher and leader training and development provider. Founded by four of the country's most respected school trusts, it is run by schools for schools. The Institute will boost the quality of teacher and leader development by generating and interpreting research, applying the insights to the design and delivery of its programmes, and sharing it all with the sector.

Visit: [www.niot.org.uk](http://www.niot.org.uk)

# How are Outwood Grange Academies Trust addressing unnecessary teachers' workload?

MARKING	
What the Workload Review Group said...	What we have done...
Use the three principles (meaningful, manageable and motivating) set out in this report to review the school's marking practice as part of an overall and proportionate assessment policy in partnership with their teachers and governors.	The Trust recently introduced a new Feedback and Assessment Policy that relies on teachers' professional judgement to decide how and when to give feedback to students. It was informed by the three principles to ensure practice is meaningful, manageable and motivating. It ensures that feedback delivered within the lesson is as valued as that written outside of the lesson when marking work.
Evaluate the time implications of any whole school marking and assessment policy for all teachers to ensure that the school policy does not make unreasonable demands on any particular members of staff.	The Feedback and Assessment policy has no quantitative demands on how many times teachers should give written feedback to students. Only qualitative criteria are provided. Teachers are free to use whichever feedback strategy they believe will best support students to move their learning forward. There is no requirement for teachers to mark every page of the students' books they use their professional judgement to be selective about which pieces require written feedback and how much is required.
In partnership with their teachers and governing boards, monitor their marking practice as part of their regular monitoring cycle and evaluate its effectiveness on pupil progress.	Every half term we operate a Learning Reflection. Staff are able to reflect on their own practice and work with their department and other colleagues to share good practice. This allows all teachers to self reflect on the effectiveness of practice and to work with their middle leader and senior leader link on best practice and areas for development.
Challenge emerging fads that indirectly impose excessive marking practices on schools.	The previous marking policy stipulated a specific generic approach to marking. This was reviewed and considered to be overly burdensome and to not be best practice. The new Feedback and Assessment Policy was developed in consultation with staff across the Trust. It does not stipulate any specific marking method, it does not require any specific pen colour or approach. If verbal feedback is given in class it does not require any stamps of recording etc. It is best on best practice from evidence based research on what impacts upon students.

PLANNING AND TEACHING RESOURCES	
What the Workload Review Group said...	What we have done...
SLT should ensure there is ongoing work to develop a shared understanding of effective teaching to inform planning, underpinned by effective continuous professional development.	The Trust has invested significant time and resources to develop an Outwood curriculum that supports effective planning and teaching across all subject areas. It provides long term and medium term planning for subjects.  The Outwood Institute of Education has a programme of CPD available to all teachers that offers a tailored and career led programme of training and development.  Across the Trust 95% of colleagues stated that 'Leaders use professional development to encourage, challenge and support teachers to improve.'
SLT should not automatically require the same planning format across the school.	There is shared long term and medium term planning for teachers to access to inform their short term planning. Teachers are not required to produce written lesson plans. Lessons are considered in terms of their reflection of learning over time.
SLT should review demands made on teachers in relation to planning to ensure that minimum requirements to be effective are made. Where more intensive plans are needed for pedagogical reasons, a review date is set.	Where support plans are in place these are time bound and provide intensive support. They are always linked to specific teachers' standards.
Senior and middle leaders should ensure, as a default expectation that a fully resourced, collaboratively produced, scheme of work is in place for all teachers for the start of each term.	The Trust provides opportunities for teachers to collaborate with colleagues doing the same job across the Trust to develop and share resources and ideas - this also supports the development of career networks across the Trust. Collaboratively produced long term and medium term plans are available across all subjects.
Senior and middle leaders should make clear who will be planning new schemes of work and associated resources, what time they will have available to do so, and how this will be made available to all staff in a timely fashion.	Recent work by colleagues across the Trust has ensured that the curriculum is planned for all subjects from year R to 11 and is available to all teachers. Joint L&P and CPD events enable subject staff to meet and share resources and practice.
SLT should ensure that the highest quality resources are available, valuing professionally produced resources as much as those created in-house.	Resources for all subjects are shared via Google Drive which means they can be shared with all colleagues and accessed from anywhere.
SLT should consider aggregating PPA into units of time which allow for substantial planning.	Standard PPA at secondary is 12% and at primary is 13% (exceeding the recommended 10%) of the timetable and never given in blocks of less than 1 hour.
SLT should work with middle and subject leaders to identify alternative ways to evidence 'effective teaching and planning', emphasising teacher development.	Teachers are not required to produce written lesson plans. SLT monitoring and observation will be used to evidence effective teaching and planning over time.  Formal lesson observations are 'development led' to support the continuous professional development of teachers.  Across the Trust 88% of colleagues have said that the SLT in their academy has created a climate in which staff are trusted to take risks and innovate in ways that are right for pupils.
Subject and phase leaders should lead discussions on quality assurance with SLT/governors to help them understand where a subject- or phase-specific approach may be most appropriate – and why the volume of paper plans may be an inadequate proxy.	The overarching 'Outwood Curriculum' provides a quality assured structure for subjects and phases across all years of education.  A programme of professional development through training and sharing practices will embed the understanding of the curriculum for all leaders and teachers.

DATA MANAGEMENT	
What the Workload Review Group said...	What we have done...
Use software which adheres to common definitions and standards.	The Trust has invested in developing its own bespoke and tailored software to support teachers in data management; ensuring that only simple data is collected once which can then be used in multiple ways without the need for re-entry.
Conduct a regular audit of in-school data management procedures to ensure they remain robust, valid and effective, and manageable for staff.	The Trust continues to implement bespoke and tailored software to remove the workload created through recording information in hard copy or on spreadsheets, e.g. O Cloud Consequences.
Do not routinely collect formative assessment data.	Formative assessment data is not routinely collected. Teachers use their judgement when marking to consider how what to record to inform the planning of students' next steps in their learning.
Summative data should be collected only as frequently as essential to ensure appropriate action can be taken in between collections. Unless there are issues of performance to address and monitor, summative data should not normally be collected more than three times a year per pupil.	The Trust believes that the collection of Praising Stars data 6 times a year ( 5 times for Y7 & 11 ) is effective in supporting and intervening with students quickly, in order to maximise their success.  To counter this, the Trust has removed the requirement for additional written student reports and only has 3 parent evenings per year, with parents invited by request.
Review assessment which leads to data generation and consider a range of approaches (including standardised tasks/test items).	Standardised assessment is used to allow collaboration and support from Directors and colleagues across the Trust to reduce the workload for Heads of Department, Phase Leaders and teachers.  Colleagues are supported with exam board training to ensure they have the knowledge and resources to assess effectively and efficiently.
Make data accessible to all stakeholders in an appropriate form.	The use of our own Praising Stars software allows a single point of data entry to provide data for multiple uses and stakeholders
Do not collect data outside of agreed data collection points. Take a strategic view of the assessment demands throughout the school year and implement an assessment and data management calendar.	The data entry windows for Praising Stars are agreed at the beginning of each year and data collection is not required outside these windows.  Time is provided for data entry and moderation within Learning and Performance time.
Do not request data in any other format than that which the school regularly and routinely presents.	Praising Stars reports allow the single input data to be manipulated, by the system, into multiple reports. Some subjects choose to maintain their own subject trackers to support and inform planning.
Keep data requirements under review and challenge selves and leaders to collect the least amount of data possible.	The Trust continues to review how it can reduce the need for data collection; using technology to pull information between software and systems, therefore, removing the need for data to be entered more than once into different systems is just one way this has been improved.

#### What else have we done?

- Directed time for teachers is below the national '1265 hours' in both secondary and primary phases of teaching;
- By completing Learning and Performance time each week, we are able to disaggregate 3 days to create 3 additional holidays in the year;
- All departmental meetings take place during the 2 hours Learning and Performance time each week;
- Staff receive high quality professional development through Learning and Performance and through the wide variety of professional learning opportunities offered by the Outwood Institute of Education;
- Colleagues have opportunities to work at other schools in the Trust if they wish to expand their experience;
- Specialist Directors support teaching and learning in the classroom and, where appropriate, cover for absent colleagues, thus reducing the need for HoDs/SLT to set cover work;
- Independent counselling services are available for any colleague who requires support, for whatever reason.

*Across the Trust 98% of staff have said that they are proud to be a member of Outwood Grange Academies Trust staff.*



*It is always about putting students first:  
raising standards and transforming lives.*

Outwood Grange Academies Trust  
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