



Horizons Specialist Academy Trust
Providing infinite opportunities

Principal

The Woodlands Academy

Recruitment Pack

July 2026

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Welcome from the CEO



Thank you for your interest in Horizons Specialist Academy Trust (HSAT).

At HSAT, everything we do is driven by a shared commitment to improving the lives of the young people we serve. Our academies provide inclusive, nurturing environments where pupils with special educational needs and disabilities are supported to thrive, and where staff are empowered to make a genuine difference every day.

We are proud to be a Trust where our values are lived, not just stated. Colleagues consistently describe HSAT as a place where there is “authentic and genuine care for staff” and a strong sense of teamwork. As one colleague shared, “I feel appreciated on a daily basis... it’s genuine.” This culture of trust, collaboration and shared purpose underpins everything we do.

The Woodlands Academy is entering an exciting new chapter in its development, creating a unique opportunity for an exceptional leader to shape the future of the academy. Having recently moved into a brand-new, state-of-the-art building, this is a rare chance to lead a thriving special academy at a pivotal moment in its journey. The successful candidate will build upon the academy’s many strengths, working alongside a highly skilled and dedicated staff team who are passionate about achieving the very best outcomes for pupils. Most importantly, they will have the privilege of working with an incredible group of children and young people whose individuality, resilience and achievements inspire us every day. This role offers the opportunity to make a lasting difference, establishing a clear vision for the academy’s next phase of development and ensuring that every pupil continues to receive the high-quality education, care and support they deserve.

As a growing Trust, we are committed to investing in our people. We place a strong emphasis on professional development, leadership opportunities and continuous improvement, ensuring that every colleague is supported to develop their skills and progress in their career. Just as importantly, we recognise the importance of wellbeing and work hard to create an environment where staff feel valued, supported and able to thrive.

Joining HSAT means becoming part of a community that is ambitious, compassionate and forward-thinking. You will be joining a Trust where your contribution matters and where, together, we strive to provide the very best opportunities for our pupils.

We look forward to welcoming you.

Rebecca Whelan

Chief Executive Officer

About Horizons Specialist Academy Trust

Providing Infinite Opportunities – Ensuring the best education for our children and young people

Horizons Specialist Academy Trust (HSAT) is a specialist multi-academy trust, underpinned by a single organisational and financial structure led by a Chief Executive.

The Trust comprises Abbey Hill Academy (including Abbey Hill Sixth Form), Archway Academy, Green Gates Academy, Hollis Academy, Mo Mowlam Academy, The Meadows Academy (Norman Cornish Academy from September), The Woodlands Academy and Westlands Academy.

Together, these eight provisions support approximately 1,000 children and young people with a range of special educational needs and disabilities.

Our vision of '*Providing infinite opportunities, ensuring the best education for our children and young people*' is a bold one. Our aim '*to do more and to do it better*' at every level for our pupils, their families and the wider Trust community is key and is underpinned by our values of providing:

- Opportunities for all
- Opportunities to care
- Opportunities together, and
- Opportunities for life



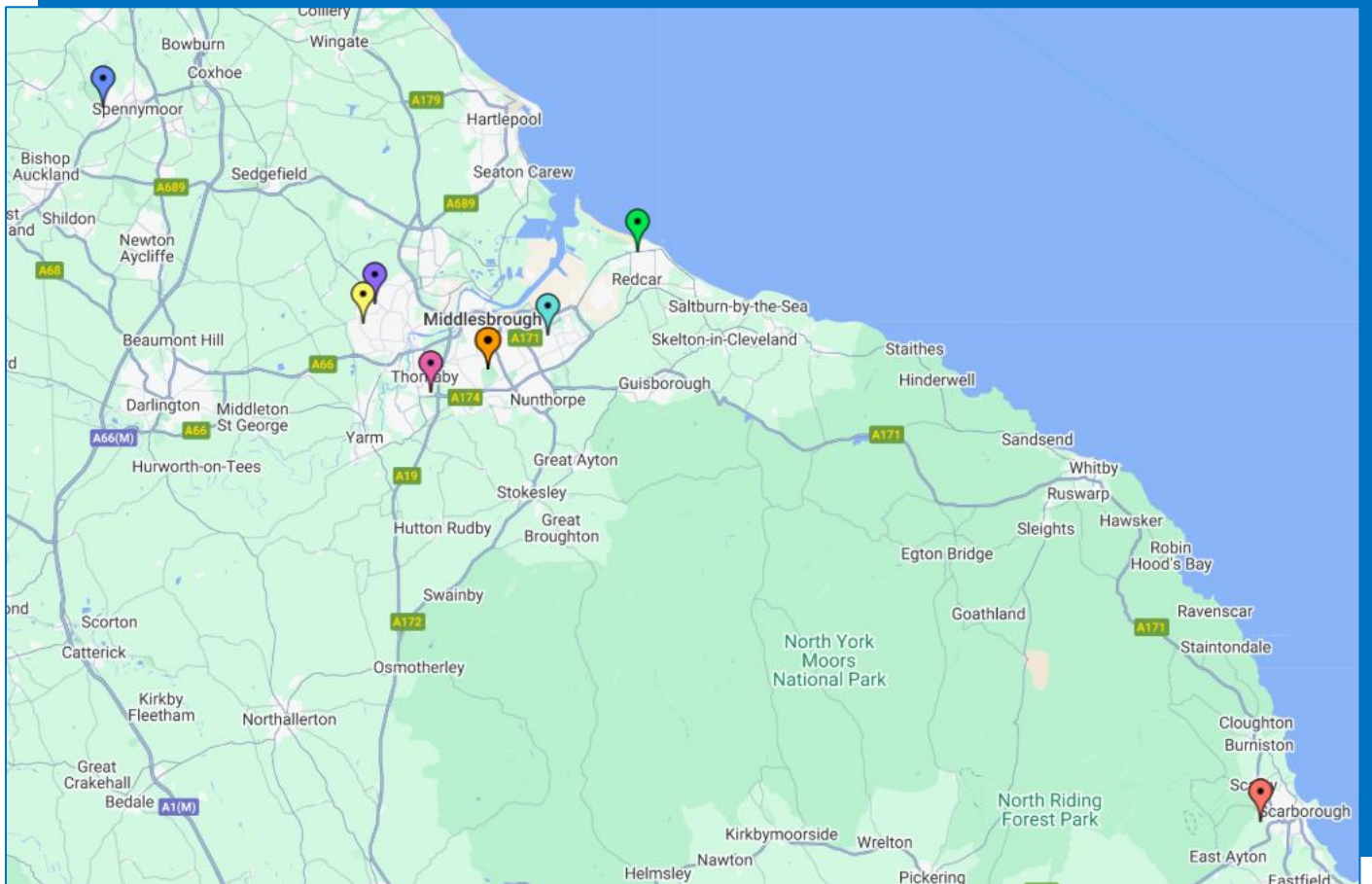
We are a caring, inclusive organisation dedicated to working in partnership as a family of schools where we champion all children and young people, as well as the staff that support them. Working in collaboration with stakeholders and the wider professional and local community demonstrates our commitment to our civic duty and is evidence of our moral purpose.

We have high aspirations for ourselves and others. Our belief that a child's future should be defined by their talents and aspirations, not limited by the challenges that they face, is a key driver in seeking to improve the life chances of all our pupils.

We recognise that ensuring our pupils are safe, receive a high quality and inclusive education, and are confident and prepared to play an active role in society is only possible when we have an effective and strong multi-academy trust.

The shared core values of our Trust remain constant and relevant at all levels and our governance framework helps to drive excellence in all that we do.

Our Academies



Abbey Hill Academy



Archway Academy



Green Gates Academy



Hollis Academy



The Meadows Academy



Mo Mowlam Academy



Westlands Academy



The Woodlands Academy



Our Team



Abbey Hill Academy



Abbey Hill Academy Sixth
Form



Archway Academy



Green Gates Academy



Hollis Academy



The Meadows Academy



Mo Mowlam Academy



Westlands Academy



Woodlands Academy

Without exception, everyone is deeply committed to the very highest outcomes, regardless of their role, recognising the strength of collective contribution and effort.

Leaders

Academy leaders, driven by exceptional Principals, focus relentlessly on students and their outcomes. They are purposeful and ambitious, continually seeking better ways to improve within a culture of success, and doing what it takes to make a meaningful difference to the lives of children and young people with SEND.

Central team leaders, guided by an inspiring Chief Executive and a skilled Executive Leadership Team, lead high-performing services that add real value to our academies. This includes expertise across education standards, people, governance and compliance, estates, and IT, ensuring the right conditions are in place for academies to thrive. By providing strong strategic and operational support, they enable academy leaders to remain focused on what matters most - delivering strong pupil outcomes.

Governance across the Trust is robust, rigorous and proportionate, offering both professional support and constructive challenge. This ensures leaders remain focused on continuous improvement and achieving the best possible outcomes for students with SEND.

Our leaders maintain a clear focus on long-term success, never allowing the urgent to distract from what is most important.

Teachers

Our teachers are highly effective in the classroom, both in the uncompromising quality of their teaching and in the perceptive and individualised attention they give to students. They are passionate about the subjects they teach and dedicated to the children and young people in their care. Our teachers are carefully recruited and expertly supported to make sure they, like our students, are the very best they can be.

Support Staff

Our support staff are integral to the success of our Trust and form a vital part of the wider staff cohort, working alongside teachers and leaders to secure the best possible outcomes for our students. They bring specialist expertise, professionalism and dedication to their roles, whether working directly with students or enabling high-quality provision behind the scenes. Like our teachers, they are carefully recruited, well-trained and continually developed, ensuring they have the skills and knowledge to make a meaningful difference every day. Their contribution is essential in creating the conditions in which our academies can operate effectively and our students can thrive.

Why Work for HSAT?

At HSAT, we want to be an employer of choice for employees and for that reason we are very proud to be recognised by Investors in People as a Gold organisation for **We invest in people** and Silver for **We invest in wellbeing**. Our consistently low staff turnover reflects high levels of staff satisfaction and a positive working environment where colleagues feel supported and valued.

We believe that the children and young people in our care deserve the very best staff who are highly effective at what they do. We want our employees to take pride and satisfaction in their work. This means that one of our fundamental priorities is to ensure that all our employees feel valued, knowing that the role they fulfil is vital to transforming the life chances of our children and young people.

HSAT is built on strong and stable financial foundations, offering a secure platform rather than a turnaround environment.

What We Offer at HSAT

Health & Wellbeing

Access to a wide range of support for your physical and mental wellbeing, helping you stay healthy and supported at work.

Professional Development

Opportunities to learn, grow and progress through high-quality training and career development pathways.

Tailored Training

Access to individualised development and a blend of in-house and external training—both face-to-face and virtual.

Comprehensive Induction

A structured induction programme to help you feel confident from day one, covering culture, safeguarding, key information, and expectations.

Family-Friendly Working

Supportive policies including flexible working and special leave to help you balance work and home life.

Pension Benefits

Access to the Local Government or Teachers' Pension Scheme, depending on your role.

Cycle to Work Scheme

Save money on a new bike and promote a healthier, more sustainable co

A Supportive Culture

Be part of a Trust that genuinely cares, where staff feel valued, supported, and part of a strong team. Evidence of this is reflected in our current Staff Retention rate of 97.5%.

Tending the Team

At HSAT, we recognise that working in schools is extremely rewarding, but we haven't lost sight of the fact that it is often challenging and burdensome. All our employees have access to our HSAT wellbeing offer to promote positive mental and emotional wellness. This centres around a suite of staff provision such as bite-size online wellbeing training to help maintain work-life balance, free access to professional counselling and even a health and wellbeing week each half term, during which all meetings are cancelled. In short, we take care to care.

HSAT Central Team

As a senior leader within HSAT, you will work alongside a highly skilled and experienced Central Team, primarily based at the Abbey Hill Academy site. The Central Team provides strategic leadership and expert support across finance, estates, business operations, safeguarding, HR and IT, enabling our academies to operate effectively and focus on delivering exceptional outcomes for pupils.

Working in close partnership with academy leaders, the Central Team ensures that services are responsive, high-quality and tailored to the specific needs of each academy. This collaborative approach is central to driving consistency, efficiency and continuous improvement across the Trust.

HSAT is committed to being an employer of choice. We operate in line with the School Teachers' Pay and Conditions Document and National Joint Council guidelines, and we recognise continuity of service for all employees joining the Trust. This ensures that our people are valued and rewarded in a way that compares favourably across the sector.

What do others say about HSAT?

Ofsted

Working for HSAT offers the opportunity to be part of a highly supportive and values-driven organisation, as reflected in its Ofsted reports. Inspectors consistently highlight the Trust's strong leadership, inclusive ethos, and commitment to ensuring that every pupil - regardless of need - can thrive. Staff benefit from a collaborative working environment where professional development is prioritised, and where teamwork is central to improving outcomes for pupils with special educational needs and disabilities.



Ofsted findings also emphasise the positive relationships between staff and pupils, creating a calm, respectful, and purposeful atmosphere across HSAT schools. Employees are supported to innovate and adapt their practice, with a clear focus on high-quality teaching, wellbeing, and continuous improvement. As part of HSAT, staff are not only educators but advocates, making a meaningful difference in the lives of young people every day.

Investors in People

Working for HSAT is described as a highly supportive, values-driven experience where staff feel trusted, valued, and part of a strong team. The most recent IIP report (November 2025) highlights a culture of genuine care, professional growth, and collaboration, with many employees emphasising the positive relationships and shared mission to improve young people's lives.

Selected staff voice quotes:

- *"There is really authentic and genuine care for staff... I am very lucky."*
- *"I feel appreciated on a daily basis... it's genuine."*
- *"Everyone works as a team. SLT has your back."*
- *"It's more of a family vibe, as opposed to a work environment."*
- *"I just feel that I am valued and there is progress for me to make personally and professionally."*

Together, these insights show HSAT as an organisation where staff are supported to thrive, feel recognised, and are united by a shared commitment to making a difference.

What did our staff say in the most recent HSAT survey?

- "Everyone is open to new ideas here and values what others bring – it's a genuinely collaborative place to work."
- "I genuinely love my job – I feel supported, valued, and surrounded by amazing colleagues, with real opportunities to grow and develop my career."
- "It's a professional organisation with strong integrity, where you feel trusted to do your job and recognised for doing it well."
- "The culture is incredibly supportive and welcoming – there's a real team ethos, no cliques, and a sense that everyone has your back."
- "What makes this a great place to work is the people – we support each other, share responsibility, and are all focused on doing the best for our pupils."

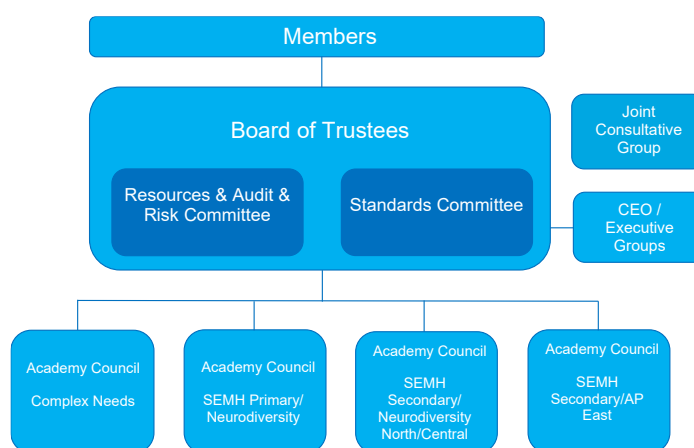


Our Board of Trustees has collective accountability and strategic responsibility for the Trust. It has a focus on ensuring the Trust delivers an excellent education to pupils while maintaining effective financial management and ensuring compliance with the Trust's charitable objects; regulatory, contractual and statutory requirements and the funding agreement.

Trustees own key aspects of our strategic plan enabling them to monitor progress of our strategic plan and hold leaders to account.

Local governance is achieved through our Academy Councils. The Trust's Academy Councils advise the Trust Board, through the Standards Committee, on matters relating to individual academy provision and achievement. Academy Council meetings hold Principals and senior leaders to account for the delivery of key aspects of the Trust's strategic plan and academy-level action plans.

Financial stewardship and oversight are provided through the Resources & Audit & Risk Committee (RAR), where the Chief Financial Officer (CFO) plays a key role in supporting governance by providing financial insight, assurance and robust scrutiny of resource management across the Trust.



Our Academies:

	Age Range	Needs	Local Authority	Commissioned Places (26/27)	Ofsted rating
Abbey Hill Academy (plus Sixth Form)	11-19	MLD, SLD, CLD, PMLD, Autism	Stockton	357	Good
Archway Academy	11-16	PRU	Redcar and Cleveland	85	Good
Green Gates Academy	5-11	SEMHD	Stockton	50	Good
Hollis Academy	11-16	SEMHD	Middlesbrough	85	Good (Awaiting formal outcome of recent positive inspection)
Mo Mowlam Academy	5-16	SEMHD	Redcar and Cleveland	104	1 Strong Standard 4 Expected Standard 1 needs attention
The Meadows Academy *(joined Feb 25)	11-16	SEMHD	Durham	66	Requires Improvement*
The Woodlands Academy	2-16	MLD, SLD, CLD, PMLD, Autism	North Yorkshire	164	
Westlands Academy	11-16	SEMHD	Stockton	85	3 Strong Standard 3 Expected Standard

Key Details

Role	Principal
Location	The Woodlands Academy, Scarborough
Closing Date	12 noon, Monday 14 th September 2026
Interviews	Friday 25 th September 2026
Induction & handover	ASAP, depending on availability of successful candidate
Start Date	1 st January 2027
Salary	L21 – L27 £84,699 to £98,106 per annum
Pension	Teachers' Pension Scheme (TPS)
Working Hours	You will be expected to work the hours to meet the demands of the post. It is recognised there will be fluctuations with this work especially during school term time.
Holidays	Your holidays coincide with periods of school holidays and public holidays, details of which will be notified to you by the Trust from time to time. You will be paid your normal salary during these closure periods, unless you are receiving less than full salary arising from the application of the sick pay scheme, maternity scheme, etc.
Notice	The appointment will be terminable by three months' notice in writing on either side, subject to successful completion of a six-month probation period.
General	The successful candidate will be required to complete medical forms and may undergo a full medical examination. The successful candidate will be required to provide proof of eligibility to work in the United Kingdom in accordance with the Asylum and Immigration Act 1996, before employment may commence. An enhanced disclosure from the Disclosure and Barring Service will be requested in the event of a successful application.

Please read the information in this pack. If you are interested in applying, please apply by downloading the teaching application form from our website www.horizonstrust.org.uk

The Trust have partnered with Edwin People for this recruitment. **Completed application forms should therefore be emailed to:** executiverecruitment@edwinpeople.com

If you have any questions about the vacancy or would like to visit Horizons Specialist Academy Trust or one of our Academies, please don't hesitate to contact us by email to executiverecruitment@edwinpeople.com.

About The Role and The Woodlands Academy

The Woodlands Academy is a specialist provision supporting more than 165 pupils aged 2–16 with a wide range of special educational needs and disabilities. All pupils have an Education, Health and Care Plan (EHCP), and the academy works closely with a range of specialist professionals and agencies to ensure that individual needs are fully understood and effectively met.

Recently relocated to a purpose-built facility, the academy benefits from an exceptional learning environment that supports a carefully designed and ambitious curriculum, alongside a wide range of enrichment, therapeutic and personal development opportunities. The academy combines high expectations with a deep understanding of the individual needs of every pupil.

At The Woodlands Academy, we are committed to ensuring that every child can access education successfully, achieve meaningful outcomes and be well prepared for adulthood. Central to this commitment is a nurturing pastoral approach built upon strong relationships between pupils and our highly skilled, experienced and caring staff team.

Pupils are encouraged to engage fully in learning, develop their strengths and achieve success in a variety of ways. Through a culture that promotes empathy, respect and resilience, we support young people to become confident, responsible citizens who are equipped for the next stage of their lives and able to make a positive contribution to their communities.

The Woodlands Academy is entering an exciting phase of its development following its move into a purpose-built facility. The Principal will have the opportunity to build on the academy's many strengths, leading a highly skilled staff team and working alongside the Executive Principal and Chief Executive to shape the next stage of its strategic development.



The successful candidate will:

- Have significant experience of working with students with special educational needs.
- Be an outstanding and experienced leader and practitioner.
- Provide effective leadership in raising standards of attainment and achievement.
- Work collegiately to build on the strengths of the Academy and Trust.
- Be able to motivate staff that are fully engaged in the goal of achieving excellence in all areas of the Academy both personally and professionally.



The Trust can offer:

- An ambitious and forward-thinking Chief Executive Officer and Board of Trustees.
- A highly collaborative and supportive Executive Leadership Team.
- A committed and skilled Central Team across Finance, HR, Estates, IT and Operations.
- Well-established systems, processes and infrastructure.
- Extensive and varied professional learning opportunities.

If you have the vision, expertise and drive to lead The Woodlands Academy in the next stage of our journey, we would very much like to hear from you. Please apply by downloading the application form from our website www.horizontrust.org.uk. **Completed application forms should be emailed to executiverecruitment@edwinpeople.com**

If you have any questions about the vacancy or would like to visit Horizons Specialist Academy Trust or one of our Academies, please don't hesitate to contact us by email to executiverecruitment@edwinpeople.com.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore will be subject to an enhanced DBS check from the Disclosure and Barring Service. Please note – if you are shortlisted, you will be subject to an online search. This is not part of the shortlisting process, and you will have the opportunity at interview to address any issues of concern that come up during the search.

Job Description

Post: Principal - The Woodlands Academy

Pay Range: L21 to L27

Responsible to: Executive Principal

Core Purpose:

- To work with the Executive Principal and Chief Executive to develop the direction of the Academy and Trust.
- To lead and manage the day to day efficient organisation of The Woodlands Academy and ensure world class educational provision.
- To secure the Trust's mission of establishing leading edge culture within its provisions which is proactive in addressing key national policies and initiatives.
- To act as the Designated Safeguarding Officer for the Academy

Key Functions:

- Realise the full potential of every student by raising the expectations of parents, teachers and the students themselves.
- Ensure that learning and teaching is of the highest quality for students at all stages within the provision.
- Maintain an overview of the quality of teaching and learning; develop baseline measures and specify improvement targets linked to Performance Management arrangements.
- Celebrate the good achievement and performance of all members of the school community whilst also identifying and challenging underperformance.
- Develop policies, systems and activities which promote behaviour and attendance.
- Oversee and implement the performance management system agreed by the Board of Trustees to ensure that the quality of learning and teaching improves year on year.
- Sustain effective performance management of staff within the provision and contribute to supporting the wider Trust staff.
- Work collaboratively with the Executive Leaders and key senior colleagues within the Trust to develop and implement a strategic plan which identifies targets and priorities to ensure high standards and an improving quality of education measured by the learning outcomes of students.
- Take responsibility across the Trust for an area of key importance e.g. continuing professional development, data analysis, behaviour management, and quality assurance – as designated by the Executive Principal.
- Develop senior leaders who can contribute to HSAT priorities.
- Ensure that all staff at The Woodlands Academy are committed to the aims of the Trust and the specific objectives and targets identified for the secondary provision there.
- Develop and promote excellence across all key stages, building on current initiatives including the use of new technologies.
- Ensure that the management, organisation and administration of the provision at The Woodlands Academy supports the vision and aims of the Trust and delivers appropriate outcomes for the students there.
- Ensure effective learning and the highest standards of progress, achievement and behaviour, building on inclusive practice and utilising ICT to ensure that personalised learning is embedded.
- Take a lead role in the Positive Handling and Restrictive Interventions Policy.
- Coordinate and manage arrangements for internal exclusions with other colleagues.

- Organise and implement the curriculum and its assessment. Ensure through monitoring and development those areas in need of improvement.
- Monitor and evaluate teaching and learning and the progress and achievement of pupils/students, including the tracking of pupil progression, in order to set realistic targets for improvement.
- Develop effective links with external agencies including local, regional and national educational communities.
- Lead, motivate, support, challenge and develop the staff team within the provision at The Woodlands Academy.
- Ensure clear delegation of tasks and responsibilities.
- Ensure all staff have opportunities for continuing professional and personal development to sustain their own motivation and that of other staff.
- Collaborate with senior colleagues and the Head of Estates and IT to ensure the effective management and organisation of accommodation.
- Monitor and review all available resources to ensure the enhancement of the quality of education and improved achievement and progression.
- Work in partnership with the CFO to ensure proper use of resources and best value.
- Work collaboratively with the Trust's Safeguarding Lead to develop policy and practice and to positively contribute to the Trust's Safeguarding Board to ensure effective practice within and beyond The Woodlands Academy
- Collect data on achievement and be the lead coordinator of Recognition of Achievement events.
- Any other duties as directed by the Chief Executive commensurate with the role.

Accountability

- Provide reliable and detailed information to the Executive Principal Leaders based on sophisticated data collection and interpretation of student performance.
- Present accurate, up to date data and other information about the performance of the provision at The Woodlands Academy in a form that is clearly and easily understood.
- Lead and develop a culture within which staff recognise that they are accountable to the Trust and its provision at The Woodlands Academy
- Develop a culture of partnership working with all colleagues within the Trust.
- Play a full role in the Executive Leadership Team, contributing to Trust-wide strategy, priorities and decision-making.
- Meet with the Executive Principal, and other Executive Leaders as requested to seek advice and views on a regular basis.
- Contribute to developing the HSAT Strategic Plan which will identify the priorities for service delivery and ensure these are reflected in the academy improvement plan for The Woodlands Academy.
- Ensure that parents and students are well informed about the curriculum, attainment, achievement and progress.
- Create and maintain positive and effective partnerships with parents, thus supporting pupil/student achievement.
- Take responsibility for the achievement and progress of all students within the provision at The Woodlands Academy
- Provide effective management of behaviour to support learning.
- Provide a regular newsletter for parents, the Chief Executive and the Board of Trustees.

The duties outlined in this job description may be modified by the Trust's Board, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. It will be reviewed on a regular basis.

July 2026

Person Specification

Essential Criteria	Stage Identifier
Qualifications & Education:	
E1 - DfE recognised Teaching Qualification	AF/C
E2 - Leadership qualification	AF/C
Experience:	
E3 - Evidence of successful experience as a senior leader, including leading school improvement projects	AF/I/R
E4 - Evidence of successful teaching experience	AF/I/R
E5 - Experience of managing change at a senior leadership level	AF/I/R
E6 - Experience of working in a SEND and/or SEMHD setting at a senior level	AF/I/R
E7 - Experience and evidence of working effectively with children and young people who have special educational needs.	AF/I/R
Leadership Experience:	
E8 - Clear understanding of strategic planning for school improvement	AF/I/R
E9 - Experience of rigorous school self-evaluation leading to school improvements and accounting for school effectiveness to the Board of Directors and stakeholders.	AF/I/R
E10 - Ability to inspire, challenge and motivate others to work towards common goals through establishing, developing and maintaining a culture of co-operation and teamwork	I/R
E11 - Experience of using data analysis to raise attainment	AF/I/R
E12 - Ability to model effective practice in learning and teaching	I/R

E13 - Experience of monitoring and evaluating the quality of teaching, learning and the standards achieved by students and using the findings to inform planning in order to raise achievement	AF/I/R
E14 - Experience of leading, challenging and developing staff to secure improvement	AF/I/R
E15 - Ability to build and maintain effective relationships with parents/carers and other stakeholders.	AF/I/R
E16 - Experience of dealing with, and knowledge of the safeguarding arrangements for children demonstrating your commitment to safeguarding.	AF/I/R
E17 - Experience of working in partnership with a range of external organisations and agencies	AF/I/R
Skills:	
E18 - Excellent negotiation and presentation skills (oral and written)	AF/I
E19 - A clear vision and understanding of the needs of students with special needs	AF/I
E20 - Knowledge of the structure and content of the curriculum for post 16 students as well as alternative curricular/vocational opportunities	AF/I/R
E21 - Specialist knowledge of a range of special needs and the impact on inclusion	AF/I
E22 - Able to plan strategically and be decisive	AF/I/R
E23 - Understand how to set targets for improvement and establish action plans to ensure targets are met	AF/I/R
E24 - Knowledge and understanding of the Academy budget, its application and monitoring with the ability to evaluate and review cost effectiveness of financial decisions	AF/I/R
E25 - Knowledge of School Improvement Partnerships and the Inspection Framework.	AF/I/R
E26 - Ability to de-escalate challenging situations and respond appropriately	I/R

Personal Attributes:	
E27 - Ability to inspire, motivate and innovate	AF/I/R
E28 - Presence, integrity, creativity and resilience	I
E29 - Ability to prioritise, plan and organise	AF/I/R
E30 - Ability to communicate clearly and deal sensitively with people	I
E31 - A commitment to equal opportunities, inclusion and multi-cultural education.	AF/I
E32 - Calm and caring nature in dealing with the challenges of the role	I/R
E33 - Capacity to make difficult, but fair and objective, decisions in the interests of children and young people.	AF/I
E34 - A commitment to serving the needs of young people with SEND & SEMHD.	I
Special Requirements:	
E35 - Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	I/R

Desirable Criteria	Stage Identifier
Qualifications & Education:	
D1 - Qualification in SEND	AF/C
D2 - NPQH	AF/C
Experience:	
D3 - Teaching experience at Key Stage 5	AF/I/R
D4 - Experience of leadership in more than one establishment	AF/I
D5 - Experience of working in a Multi-academy Trust.	AF/I

Leadership Experience:	
D6 - Experience of leading and developing transition	AF/I/R
D7 - Experience of developing new opportunities to extend learning	AF/I/R
Skills:	
D8 - Able to attract and use effectively sources of external funding	AF/I/R

NOTE: The person specification is related to the key accountabilities of the post as determined by the job description. Shortlisting is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.

The post is subject to a clear Enhanced Disclosure and Barring Service Check. Issues arising from references will be taken up at interview; all appointments are subject to satisfactory references.

Horizons Specialist Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



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Abbey Hill Academy



Abbey Hill Academy Sixth
Form



Archway Academy



Green Gates Academy



Hollis Academy



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Westlands Academy



Woodlands Academy