



MALTBYLEARNINGTRUST

Exceptional Experiences. Successful Lives.



Principal Recruitment Pack



**Wath
Academy**

Contents

▪ Welcome from the Chief Executive Officer	3
▪ About Maltby Learning Trust	4
▪ Our Trust Values and Professional Behaviours	6
▪ Our Culture	8
▪ About Wath Academy	9
▪ Our Key Drivers and Curriculum Intent	10
▪ Application Process	13
▪ Role Description	14
▪ Person Specification	20



At our core, we provide outstanding educational provision for children, firmly rooted in the context of the local community.

Dear Applicant

Thank you for your interest in the post of Principal at Wath Academy. This is an exceptional opportunity to lead a school that has undergone significant transformation and now stands as a strong and ambitious academy within Maltby Learning Trust. At Wath Academy, we are unapologetically driven by high expectations, underpinned by care and compassion, and committed to delivering exceptional learning experiences that enable all young people to thrive and lead successful, fulfilling lives.

Wath Academy is a large, vibrant 11–18 secondary school serving the community of Wath-upon-Deerne and beyond. As part of Maltby Learning Trust, a cross-phase Multi-Academy Trust, we benefit from close professional collaboration, shared expertise and a collective commitment to improving life chances for all children across our communities.

The academy has experienced rapid and sustained improvement in recent years. This was recognised in our most recent Ofsted inspection in July 2023, where the academy was judged to be Good overall, with four areas graded Outstanding, including Behaviour and Attitudes, Personal Development, Leadership and Management, and Sixth Form provision. Inspectors highlighted a calm, purposeful environment where students demonstrate high levels of aspiration, behave well and engage positively in their learning. They also recognised the strength of leadership, the ambitious curriculum and the extensive opportunities available to students beyond the classroom.

Our curriculum is designed to develop both academic excellence and character, ensuring that students leave Wath Academy as confident, responsible individuals who are well prepared for the next stage of their education, employment or training. Alongside a strong core academic offer, students benefit from a broad curriculum and a rich programme of personal development, enabling them to develop cultural awareness, life skills and a strong sense of community contribution. Wath Academy is now a school of choice within the local area, with growing student numbers and sustained demand for places. This success has been driven by a relentless focus on improving teaching and learning, embedding a consistent and effective behaviour culture, and ensuring that all students, including the most vulnerable, receive the support they need to succeed.

We are now seeking to appoint a Principal who can build on this strong foundation and lead the academy into its next phase. The successful candidate will be a values-driven leader with the vision, credibility and determination to sustain excellence while continuing to refine and improve. They will share our commitment to high expectations, inclusion and community, and will inspire both staff and students to achieve their very best.

In return, we offer high-quality professional learning and development, genuine opportunities for system leadership and the chance to play a key role in shaping the future direction of both the academy and the Trust. As the Trust continues to grow, there will be opportunities for the right candidate to influence beyond a single academy and contribute to wider school improvement across our communities.

The successful candidate will benefit from the support of experienced Executive Leaders and a committed governance structure, ensuring you are well supported to continue driving improvement and sustaining excellence at Wath Academy.

If you are interested in this role, we would welcome an informal conversation.

Yours faithfully

David Sutton
Chief Executive Officer

Who we are:

Maltby Learning Trust is a Multi-Academy Trust of four primary and three secondary academies. The locality based Multi-Academy Trust model was established to secure purposeful partnerships with parents/carers, staff, Governors, local community groups and broader business partners to deliver the very best learning experiences and secure positive progression routes for every child and young person in the learning community. The Trust schools work in close professional partnership, sharing resources and expertise to provide the best possible opportunities for all our learners.

The Trust is a fertile and productive environment in which to grow as a leader. Bespoke leadership training is delivered within the Trust by leaders and expert external providers. In addition, a high level of support and challenge is provided by Executive Leaders. This has enabled us to develop a vibrant, committed group of talented middle and senior leaders, of which the successful candidate will be a part.

The Maltby Learning Trust is a not-for-profit charitable organisation that governs a chain of Academies under a single funding agreement with the Secretary of State for Education. The Trust is in a strong position with well-established systems and structures and has a high degree of buy-in and collaboration from all the Academies and leaders in the group.

Leaders are excited by the extended collaborative opportunities presented through the planned merger between MLT and Accord on 1st September 2026. The merger sees two successful and well-established Trusts joining together to create a brand-new organisation that will be greater by the sum of their parts. This proposed arrangement is a voluntary merger of equals, rather than by form of a takeover or acquisition or one Trust by the other.

Our Vision

Delivering **exceptional learning experiences** which enable all young people to thrive in a competitive world and lead **successful and fulfilling lives.**

The vision statement is a declaration of the Trust's overarching aspirations for what we hope to achieve. The vision is a broad description of what the Trust is trying to produce or become. It will inspire people and motivate them to want to be part of and contribute to the organisation.



Seven Schools, **One Trust**

Maltby Academy
 SECONDARY
 FOUNDER MEMBER
 2014
 RATED IN 2022 AS
 OFSTED GOOD

Maltby Redwood Academy
 PRIMARY
 FOUNDER MEMBER
 2014
 RATED IN 2022 AS
 OFSTED GOOD

Maltby Mana Academy
 PRIMARY
 SPONSORED
 2014
 RATED IN 2023 AS
 OFSTED GOOD

Maltby Lilly Hall Academy
 PRIMARY
 JOINED
 2015
 RATED IN 2021 AS
 OFSTED GOOD

Ravenfield Primary Academy
 PRIMARY
 JOINED
 2015
 RATED IN 2023 AS
 OFSTED GOOD

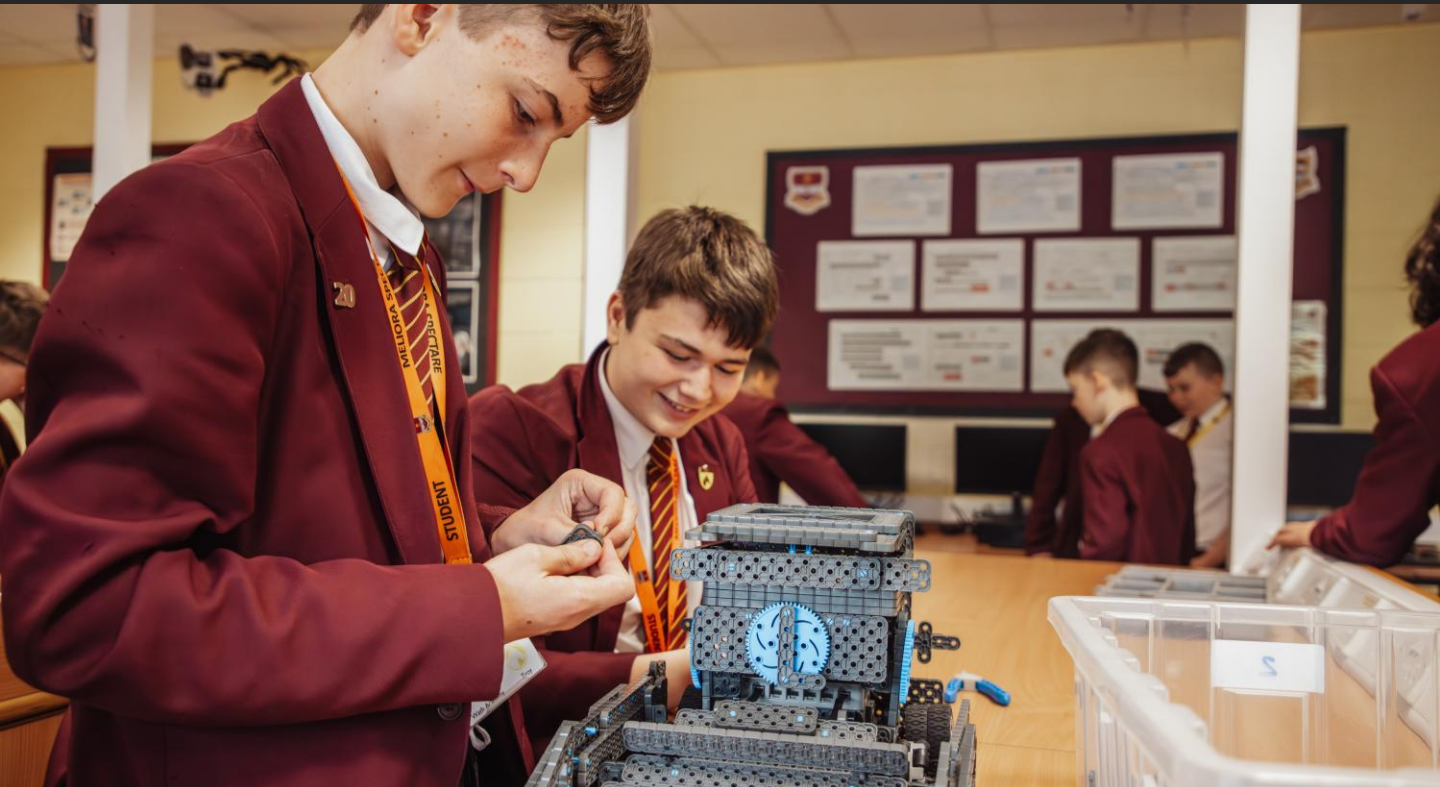
Sir Thomas Wharnton Academy
 SECONDARY
 SPONSORED
 2017
 RATED IN 2021 AS
 OFSTED GOOD

Wath Academy
 SECONDARY
 SPONSORED
 2019
 RATED IN 2023 AS
 OFSTED GOOD

Each of our schools is unique and maintains its individuality to respond to the needs of its local community and provide the best possible opportunities for its students. Being part of Maltby Learning Trust, they embrace school to school support and the sharing of good practice. Leaders actively encourage collaboration and partnership working to create and deliver the best possible learning experiences for every student.

Driven by experienced leaders with a record of transformation in education, our collaborative work ensures the development of outstanding teachers, subject/phase leaders and support staff.

All of our staff share the ethos of raising aspirations, unlocking potential and securing the best possible future for all the young people attending our schools.



Our Values and Professional Behaviours

OUR MORAL PURPOSE

Act in ways that are principled, built upon a clear set of personal values.

Passionate about making a positive difference to the lives of all children, families and communities.

The values statements and Professional Behaviours Framework are also known as the code of ethics.

The values statements and behaviours framework define what the Trust believes in and how people in the organisation are expected to behave — with students, with each other, with parents and carers, and with other stakeholders. They provide a moral direction for the Trust that guides decision making and establishes a standard for assessing actions.

The values and behaviours support the vision, shape the culture, and reflect what the organisation values and stands for. They are the Trust's principles, beliefs, and philosophy.

Values

Investing
in the Right People



Committing
to the Learning Community



Empowering
all to Lead and Grow



Behaviours

Self Awareness

Reflective, tactful and emotionally intelligent

Integrity

Honest, fair, transparent and principled

Positivity

Optimistic, hopeful, confident, solution driven and resilient

Personal Drive

Innovative, self motivated, energetic and ambitious

Alignment

Dedicated, loyal and committed to the organisation

Responsibility

Dependable, organised, flexible and accountable

Relationships

Respectful, good listener, authentic

Collaboration

Supportive, inclusive and coherent team player

Holding to Account

Challenging, consistency, clarity

Impact and Influence

Persuading, compelling, relentless, credible, adding value

Inspiring Others

Enthusiasing, energising, championing

Developing Others

Supporting, empowering, enabling

Thinking

Analytical Thinking

Conceptual Thinking

Curiosity and Eagerness to Learn

The Trust places a great emphasis on all staff demonstrating the right values and behaviours in all aspects of their work. It is important that everyone shares the vision and ambition for the children and young people across our learning communities and understand how they are expected to behave and relate to each other.

Seven Strategic Pillars of School Improvement

At Maltby Learning Trust we deliver a school improvement model based on seven strategic pillars.

These seven strategic pillars of school improvement run through the whole organisation, from the Trust Strategic Plan, through the Academy Development Plans, into the Subject/Phase Development Plans and Staff Role Descriptions.

VISION, CULTURE AND ETHOS

Embedding a culture

Securing a corporate Identity

Building a Positive Reputation

DELIVERING EXCEPTIONAL LEARNING EXPERIENCES

Continuous School Improvement

Curriculum Intent and Curriculum Design

Relentless focus on Teaching and Learning

Curriculum Impact

Behaviour, Attendance and Rewards

Personal Development

Effective use of resources

Inspirational learning environment

Maximising the use of ICT

INVESTING IN THE RIGHT PEOPLE

- High quality staff recruitment and development
- Talent identification and management
- Positive health and well-being

COMMITTING TO THE LEARNING COMMUNITY

- Positive engagement with parents
- Building partnerships with business
- Contributing to the local community

EMPOWERING ALL TO LEAD AND GROW

- Building leaders of the future
- Improvements through collaboration

SECURING COMPLIANCE

- Understanding the compliance agenda
- Assessing and managing risks
- Robust safeguarding routines

DEVELOPING EFFECTIVE GOVERNANCE

- Right people around the table
- Provide high quality servicing
- Building networks and promoting engagement

MANAGING GROWTH

- Building a strong foundation for growth
- Phasing people, system and structure

Our Culture

We believe that “Culture eats strategy for breakfast”.

Culture refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how our Trust and the individual Academies function.

The culture of the Trust results from both conscious and unconscious perspectives, interactions, and practices, and it is shaped by our vision, values and professional behaviours. Students, parents/carers, teachers, administrators, and other staff members all contribute to the culture, as do other influences such as the community in which the Academies are located, the policies that govern how we operate, and the principles upon which the Trust was founded.

Our culture overarches, underpins and seamlessly runs through everything that we do. We lead by example using and over communicating the model below to create a high aspiration and high-performance culture. We focus leadership discipline in all that we do: discipline to keep to the vision, discipline to keep things simple and discipline to execute things with high levels of consistency and accuracy.



VISION

MLT Vision. Significant core purpose. Razor sharp and R-rated vision sentences. A Picture of the Future. Vision Level Goals (VLGs). Vivid Descriptions of the future.

SENSE OF BELONGING

MLT VALUES

ACADEMY KEY DRIVERS/ CLC

PROFESSIONAL BEHAVIOURS

Our values, key drivers and professional behaviours define what it means to be part of the MLT community. They shape our identity, set the standard, and guide how we grow together. By living and celebrating these, we create a culture of clarity, pride and sense of belonging for all.

CURRICULUM

Everything children do, see, hear or feel in their setting, both planned and unplanned. It's the subjects and qualifications on the timetable, in the pedagogy and behaviours teachers and other adults use, in the space between lessons when pupils interact with each other, in approaches to managing behaviour, uniform, and attendance and punctuality, in assemblies and extra-curricular activities, and in the pastoral care and support offered to pupils.... In short, in the holistic experience every child is afforded in school.

ARTEFACTS

Systems with Purpose. A system, item or component of the academy which is specifically linked to and upholds the vision, values and key drivers. All staff should be able to clearly articulate with passion, purpose and precision, the rationale for using each artefact.

Examples: **Uniform Standards** **MLT Teaching and Learning Standard** **IRIS** **Branding Guidelines** **Reading Intervention** **Good Quality Line Management**

HOW THE SCHOOLS OPERATE DAY TO DAY

Crystal Clear Clarity
Micro-scripts
Routines and Habits

'100% 100% 100%' Burning Desire
for Continuous Improvement
Continuous Refinement
Sweat the Small Stuff

Continually QA Typicality
Swift In-person Follow Up Regular, Good
Quality and Developmental Feedback
Discussions

PROFESSIONAL LEARNING AND DEVELOPMENT (PLD)

Good Quality, Bespoke and Agile Professional Learning and Development which enables all staff to sustainably lead and grow.

COLLABORATION

Purposeful, internal and external collaboration in pursuit of the vision. Sharing and maximising expertise, driving standards for all.

INNOVATION

Creative, evidence-informed thinking and practice that challenges the status quo. Proactively seeking, testing and embracing new ideas to improve outcomes and drive continual improvement.

LEADERSHIP DISCIPLINE - VISION SIMPLICITY CONSISTENCY

Discipline to keep to the vision. Discipline to keep things simple. Discipline to execute things with high levels of consistency and accuracy.

GREAT PEOPLE

We appoint and grow great people. Our high expectations and standards are underpinned by strong relationships, care and compassion. Authentic actions are taken to create a psychological safe space in which all people can grow. Radical candour is given and welcomed frequently. Staff wellbeing is high on the priority list.



Wath Academy



About Wath Academy

Wath Academy is a school at the very heart of its community. Serving Wath-upon-Deerne and the surrounding areas, the academy has a strong tradition of supporting local families and raising aspirations for generations of young people. Having undergone significant transformation in recent years, Wath Academy is now a vibrant, ambitious and forward-looking place to learn, characterised by high expectations and a culture built on care and compassion.

Set within a well-resourced and expansive site, the academy provides a high-quality education for students aged 11–18. As part of Maltby Learning Trust, Wath benefits from strong collaboration, shared expertise and a collective commitment to improving life chances across the communities it serves.

Characterised by a clear and consistent approach to behaviour, strong relationships and a relentless focus on learning, Wath Academy prides itself on developing confident, resilient and responsible young people. This strength of provision was recognised by Ofsted in July 2023, where the academy was judged Good overall, with four areas graded Outstanding. As the report highlights:

“Pupils behave well in lessons and around the school. They are polite and respectful. Leaders have high expectations of what pupils can achieve.”

As part of a strong and collaborative secondary phase within Maltby Learning Trust, Wath Academy contributes to a shared commitment to continuous improvement and excellence. Through its ambitious curriculum, strong leadership and focus on exceptional experiences, the academy is well positioned to build on its recent success and continue its journey towards sustained excellence.

Key Drivers And Curriculum Intent

These aspirational and inspirational core principles are central to everything that we do and were jointly created by students and staff to drive the academy forward. At Wath Academy, we live and breathe these key drivers with an unwavering passion and determination to ensure that our students receive the best education; we will not settle for anything but the best and will not rest until the Academy is truly great in all areas.

Wath Academy is an inclusive school within which everyone is valued. Diversity is celebrated, and we warmly welcome everybody into our community. We have a rich 100-year history of academic and sporting achievement.

Long-standing traditions – such as the house system, which was formed in 1923, and the school's newspaper, The Torch – provide a traditional feel in our modern learning environment. Despite our size, we pride ourselves on our supportive and caring community. We set high expectations for staff and students, which are underpinned by care and compassion.

We firmly believe that with the combination of a growth mindset and world-class learning every lesson, every day, there are no limits to what our students can achieve. The addition of integrity to our key drivers encapsulates what we want to achieve via our curriculum intent. Here at Wath Academy, we do things for the right reasons. We do not take shortcuts, and we ensure everything we do is ethically and morally correct. We deliver on promises and walk the talk.



Wath Academy

Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives



Our Key Drivers

World-class learning

World-class learning every lesson, every day

The highest expectations

Everyone can be successful; always expect the highest standards

No excuses

Create solutions not excuses; make positive thinking a habit

Growth mindset

Believe you can improve; work hard and value feedback

Never give up

Resilience is essential; be relentless in the pursuit of excellence

Everyone is valued

Diversity is celebrated; see the best in everyone

Integrity

Be trustworthy and honest; deliver on promises and walk the talk

Wath Academy Curriculum Intent



Our ambition to become a beacon of educational excellence sees us providing a holistic educational experience. We believe in providing students with an academic passport that allows them to have a range of choices when leaving the Academy, whilst also remaining committed to developing the whole child, ensuring they have a good character with which they can positively contribute to society. We aim to instil a 'never give up, no excuses' culture amongst our students, which we believe will develop resilient and solution focused individuals. Therefore, we place an emphasis on character education, responsible citizenship, and attending events and trips that broaden students' horizons.



All students develop an inner belief and ambition to fulfil their dreams

Students acquire the knowledge, skills and character needed to live happy, healthy and successful lives. All are included and work hard to fulfil their potential regardless of background or starting point

All students develop a passion for life-long learning

An appetite for acquiring further knowledge, skills and awareness throughout their lives

All students gain first rate qualifications

Qualifications that ensure all doors remain open, giving our students the platform to compete and thrive on a global stage

All students develop exceptional character

Character that exemplifies a true growth mindset, a phenomenal work ethic, confidence and high levels of grit, resilience and determination; ensuring they are fully prepared to flourish in an ever-changing world

All students develop high levels of cultural and global awareness

Awareness that develops through diverse experiences that enrich our students, enabling them to engage in, empathise with, challenge and debate current affairs beyond their local community

All students develop a love of reading

All students become confident, invested readers who see the power of texts in fostering imagination and curiosity; driving their education, personal development and success in life

All students become responsible citizens

Students that are responsible members of both the school and local community; who grow into grounded and humble adults, making a positive contribution to society

All students gain an array of positive school memories

Positive school memories which last a lifetime. Memories that are created from students, staff and our community being fully invested in forging exceptional relationships based on trust, care, high expectations and a passion for genuinely making a difference

Application Process

CLOSING DATE: THURSDAY 14TH MAY 2026

For more information about Maltby Learning Trust and Wath Academy visit:

www.maltbylearningtrust.com
www.wathacademy.com

Informal discussions about the role and a visit to the Academy are warmly encouraged. Please contact Liam Ransome, Director of Education, by email via lransome@maltbylearningtrust.com to arrange a phone call or visit to discuss the post and the next stage of your career.

If you think you are the right candidate for this role, simply scan the QR code and apply online. Alternatively, visit www.maltbylearningtrust.com/vacancies



Closing date: Thursday, 14th May 2026, midday.

An email will be sent to shortlisted candidates with details of the interview process.

Interviews are scheduled to take place on Wednesday, 20th and Thursday, 21st May 2026.

We are committed to safeguarding and promoting the welfare of children and young people and expect that all staff and volunteers share this commitment. Any offer of employment will be subject to a satisfactory DBS check and other employment checks deemed relevant.



Role Description

Principal

CORE PURPOSE

- To lead the delivery of an exceptional, ambitious and inclusive curriculum that enables every young person to achieve highly and go on to live successful and fulfilling lives.
- To ensure that barriers to learning, including those linked to social disadvantage, are systematically removed so that all students have equitable opportunities and choices.
- To further establish the academy as a force for good within its community, championing the power of education to drive social mobility and long-term community transformation.
- To inspire, develop and empower staff to deliver consistently high standards, fostering a culture where all colleagues feel valued and committed to making a meaningful difference.

VISION, CULTURE AND ETHOS

- Live the Trust Vision, Values, Professional Behaviours and Academy Key Drivers every day and inspire others to do the same.
- Work with the Executive team, Governors and other key stakeholders to ensure the Trust vision is clearly articulated, shared and understood by all.
- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Create a dynamic, high aspiration, high performance, collaborative and supportive culture within the Academy.
- Create a culture where students experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.

Role Description

DEVELOPING EXCEPTIONAL LEARNING EXPERIENCES

RELENTLESS FOCUS ON TEACHING AND LEARNING

- Create a culture of continuous improvement where every teacher believes they need to improve, not because they're not good enough, but because they can be even better.
- Ensuring a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning.
- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative assessment.

CURRICULUM AND ASSESSMENT

- Ensure a broad, ambitious and coherently sequenced 11–18 curriculum that clearly defines the knowledge, skills and values students will acquire over time, enabling strong progression from Key Stage 3 through to Key Stage 5 and beyond.
- Work with local primary schools to ensure a coherent KS1-5 curriculum benefits students over time.
- Establish and sustain high-quality curricular leadership by developing subject and faculty leaders with deep disciplinary expertise, supported through access to professional networks, research and collaborative practice across the Trust.
- Ensure that all students, including those who arrive with lower levels of literacy, are supported to become confident, fluent readers through the consistent application of evidence-informed literacy strategies across the curriculum.
- Secure valid, reliable and proportionate assessment approaches that enable leaders and teachers to accurately evaluate students' knowledge, understanding and progress, and use this information to inform teaching, intervention and curriculum refinement.
- Ensure a high-quality Sixth Form provision with a clear academic and/or vocational pathway, strong teaching and curriculum delivery, and a sharp focus on retention, achievement and progression to ambitious next steps, including higher education, apprenticeships and employment.

Role Description

DEVELOPING EXCEPTIONAL LEARNING EXPERIENCES

BEHAVIOUR

- Establish and sustain a culture of exceptionally high expectations for behaviour, underpinned by strong relationships, clear routines and consistent systems that are understood and applied by all staff and students.
- Ensure a calm, orderly and purposeful environment across the academy, where disruption is rare and students demonstrate positive attitudes to learning and high levels of respect for others.
- Lead the consistent implementation of the Behaviour Policy, ensuring approaches are fair, proportionate and predictable, with a strong focus on inclusion and securing positive behaviour over time.
- Develop staff expertise and confidence in behaviour management, ensuring all adults model and explicitly teach the behaviours, attitudes and habits required for success in school and beyond.

ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

- Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable students to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

CONTINUOUS SCHOOL IMPROVEMENT

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness and identify priority areas for improvement.
- Translate the vision into agreed objectives and operational plans which promote and sustain Academy improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Role Description

INVESTING IN THE RIGHT PEOPLE

LIVE, BREATHE AND MODEL THIS MLT VALUE AND RELATED PROFESSIONAL BEHAVIOURS AND INSPIRE OTHERS TO DO THE SAME

SELF AWARENESS	INTEGRITY	POSITIVITY	PERSONAL DRIVE
Reflective, tactful and emotionally intelligent	Honest, fair, transparent and principled	Optimistic, hopeful, confident, solution driven and resilient	Innovative, self motivated, energetic and ambitious

HIGHLY PROFESSIONALISED STAFF

- Recruit, retain and deploy staff appropriately to achieve the vision and goals of the Academy
- Develop and maintain effective strategies and procedures for staff induction and continuous professional development.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals in order to ensure clear delegation of tasks and devolution of responsibilities.
- Regularly review own practice and set personal targets, taking responsibility for own personal development.
- Ensure staff are deployed and managed well with due attention paid to workload.

HIGH EXPECTATIONS

- Cultivate a positive Academy culture and climate that promotes high autonomy, high challenge and high accountability.
- Maintain a common culture which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Demonstrate and articulate high expectations and set stretching targets for the whole Academy community.
- Ensure a consistent and continuous Academy-wide focus on students' achievement where all teachers take responsibility for using data and benchmarks to monitor progress in every student's learning.
- Challenge underperformance at all levels with effective corrective action.

Role Description

COMMITTING TO THE LEARNING COMMUNITY

LIVE, BREATHE AND MODEL THIS MLT VALUE AND RELATED PROFESSIONAL BEHAVIOURS AND INSPIRE OTHERS TO DO THE SAME

ALIGNMENT	RESPONSIBILITY	RELATIONSHIPS	COLLABORATION
Dedicated, loyal and committed to the organisation	Dependable, organised, flexible and accountable	Respectful, good listener, authentic	Supportive, inclusive and coherent team player

WORKING IN PARTNERSHIP

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students.

EMPOWERING ALL TO LEAD AND GROW

LIVE, BREATHE AND MODEL THIS MLT VALUE AND RELATED PROFESSIONAL BEHAVIOURS AND INSPIRE OTHERS TO DO THE SAME

HOLDING TO ACCOUNT	IMPACT AND INFLUENCE	INSPIRING OTHERS	DEVELOPING OTHERS
Challenges, supports, provides clarity and consistency	Persuasive, compelling, relentless, credible and adds value	Enthusiastic, energised and champions others	Empowers, enables, provides support and challenges others

PROFESSIONAL DEVELOPMENT

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.
- Identify and develop talent at all levels.

Role Description

Securing Compliance

ORGANISATIONAL MANAGEMENT

- Ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- Ensure rigorous approaches to identifying, managing and mitigating risk.

DEVELOPING EFFECTIVE GOVERNANCE

GOVERNANCE AND ACCOUNTABILITY

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationships with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Person Specification

	ESSENTIAL	DESIRABLE
Qualifications & Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Good Honours Degree 	<ul style="list-style-type: none"> • Relevant PLD e.g. NPQH • Post-graduate study
Experience	<ul style="list-style-type: none"> • A strong track record of highly effective teaching, evidenced by sustained and improving outcomes across Key Stages 3, 4 and 5. • A strong track record of highly effective and impactful leadership, evidenced by sustained and improving outcomes across a school. • Experience of leading significant whole-school change successfully, securing buy-in from staff and delivering measurable impact. • Proven ability to lead robust self-evaluation, translating insight into clear strategic priorities and effective improvement planning. • A strong track record of engaging positively and effectively with a wide range of stakeholders, including students, staff, parents, governors and external partners. • Experience of Head of School or Vice Principal role in a medium/large sized secondary school. 	<ul style="list-style-type: none"> • Working in a high-performing school • Senior Leadership in more than one school • Financial Planning and control • Working with Local Governors
Knowledge and Skills	<ul style="list-style-type: none"> • A true growth mindset and a desire to continually improve • High expectations which motivates and challenges students and staff • Builds a cohesive team, provide clarity, over-communicate clarity and reinforce clear messages • Strong analytical and strategic thinking skills • Ability to simplify complex issues for a range of stakeholders • Thorough knowledge and understanding of current curriculum developments and how students learn • Strong understanding of the importance of attention to detail in everything we do • Ability to ensure a culture and structure for managing behaviour which enables all students to achieve • Ability to promote a sense of urgency and rigour • Ability to deliver effective line management • Ability to hold others to account for high standards and address underperformance • Empowers colleagues so they experience real, significant personal growth • Develops staff to become better leaders • Strong knowledge of current educational policy • Ability to manage a budget and undertake budgetary planning • Strong knowledge of governance • Ability to sensitively resolve conflict • Strong self-awareness 	<ul style="list-style-type: none"> • Contextual awareness and political astuteness • Develop, maintain and use an effective network of professional networks • Strong working knowledge and understanding of HR and associated operations

Person Specification

	ESSENTIAL	DESIRABLE
Character	<ul style="list-style-type: none"> • Fully aligned to the Trust Vision, Values, Professional Behaviours and Academy Key Drivers • Strong moral purpose and drive for continuous improvement • Demonstrate a reflective and self-critical approach • Motivated, enthusiastic and flexible • Excellent interpersonal skills; strong presence • Strong attention to detail • Have a true growth mindset, exceptional work ethic and a sense of humour • Cares passionately about making constant refinements to make a difference of young people • Promotes a sense of urgency and rigour • Driven, proactive, and positive individual with an unwavering commitment to continuously improving the standards of teaching and learning • Ability to give, receive and act on feedback • Ability to work under pressure • Commitment to the full life of the Academy 	
Attendance	<ul style="list-style-type: none"> • An excellent attendance record in current employment (not including absences due to disability) 	
Written Application	<ul style="list-style-type: none"> • A well-constructed and concise application showing evidence of knowledge, planning and enthusiasm for the role 	



MALBYLEARNINGTRUST

Exceptional Experiences. Successful Lives.

www.maltbylearningtrust.com