



Star

NURTURING TODAY'S **YOUNG PEOPLE**,
INSPIRING TOMORROW'S **LEADERS**



**REGIONAL DIRECTOR AND EXECUTIVE PRINCIPAL
RECRUITMENT INFORMATION PACK**

MESSAGE FROM THE CEO

Thank you for considering our Regional Director and Executive Principal role at Star Academies.

Star's mission is to create outstanding schools that deliver the very best education to young people. Our culture is one of aspiration and high expectations. Every child's educational journey is of paramount importance to us, and we take seriously our responsibility to shape their future life chances.

We passionately believe that schools have a transformational impact on society, and we have seen the difference that a rounded, high quality educational experience can make to individuals and communities.

As one of the leading providers of education in the country, we have extensive experience of running highly successful schools and being part of an improvement journey for some of the most challenging schools too. Our policies and operating procedures are designed to provide happy, calm learning environments in which an excellent curriculum can be delivered by skilled teachers who benefit from tailored professional development.

In this role, we are looking for an exceptional leader who will have oversight and direct engagement with around eight schools - primary and secondary, faith and non-faith schools, - and provide the leadership to realise our mission and vision for the young people in those schools through the Principal of those schools.

We are looking for an exceptional leader who will share and live out our commitment and values - that is where our recruitment starts. In keeping with our mission of educational excellence, character development and service to communities, we are seeking an exceptional leader who is committed to academically challenging schools, a knowledge-rich curriculum, a belief in inclusion and the best

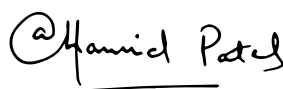
in everyone, is passionate about our leadership specialism and will stop at nothing to achieve progress and attainment in line with the top 5% of schools nationally. That is our track record in some of our schools – but we want it for all our schools so that we can know that our children have had a transformational education as a Star pupil.

In this role, you must be prepared to be 'hands on' and model the practices we expect of our leaders. At a national level, Star's central team and the principals of our 36 schools share a spirit of collaborative autonomy. They work together to find the best ways of developing and delivering policies that spur academic excellence and build young people's characters, nurturing and inspiring them to become tomorrow's leaders.

Our schools are clustered within five Star partnership areas across the country. This role will oversee schools in the West Midlands mainly, and our three schools in London.

Thank you for considering applying for this highly influential role that can support our mission of changing the life chances of the young people in our care.

Yours sincerely,



SIR MUFTI HAMID PATEL CBE
Chief Executive, Star Academies



ABOUT OUR SCHOOLS



OUR MISSION

To promote a culture of educational excellence, from within a caring and secure environment enriched with the values of discipline, mutual care and respect, which extends beyond the school into the wider community.

OUR VISION

Nurturing today's young people, inspiring tomorrow's leaders.

OUR STAR VALUES

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SERVICE

Being a responsible citizen in our community

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TEAMWORK

Working together for excellence

A large, white, outlined letter 'A' centered in a light blue square.

AMBITION

Aspiring to be our best

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RESPECT

Treating others as we wish to be treated

CURRICULUM

Our curriculum emphasises the importance of intellectual study and focuses on traditional learning. We believe that this will best equip our pupils for the pathways that lead to university, the professions and success in whatever career they eventually choose. We are determined that our pupils will compete on equal terms with pupils coming from the most privileged circumstances. We provide them with an academic, but rounded, education that gives them the best possible chance to succeed.

There are five key strands to the overall curriculum:

1. Academic excellence
2. Character development
3. Service to communities
4. Underpinning STAR values
5. Overarching leadership specialism

There is an unashamedly academically focused subject driven knowledge rich curriculum for the vast majority of pupils. This model is based on the driving principle of the highest ambition and expectations of pupils regardless of background that will lead to transforming their life chances.

LEADERSHIP SPECIALISM

Our leadership specialism provides our pupils with a variety of enjoyable and engaging learning experiences. Programmes in sports, creative arts and social enterprise build character and provide opportunities for making a difference in the local community. These programmes are supplemented by enrichment opportunities – Leadership Academies – aimed at developing key leadership skills and specific interests and talents. All of our Leadership initiatives promote our STAR values of service, teamwork, ambition and respect and equip our pupils with the skills and confidence to take on more responsibilities as they get older.

THE ROLE

Job Title:	Regional Director Executive Principal
Reports to:	Executive Director: Education
Responsibility for:	Designated cluster of schools

JOB PURPOSE

To create outstanding organisations that promote education excellence, character development and service to communities.

JOB SUMMARY

1. Contribute to the development of the overall trust strategy and associated policies.
2. Contribute to developing the vision and direction of the trust.
3. Provide strategic leadership to one of the trust's school clusters.
4. Ensure that the standards and outcomes of the schools in the cluster are of the highest possible standard.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1. Strategic Leadership of the Cluster

- 1.1. Assume responsibility for standards and outcomes in all schools in the designated cluster.
- 1.2. Hold to account and line manage the Principals of schools in the cluster.
- 1.3. Undertake the performance management of Principals in the cluster.
- 1.4. Visit all schools in the cluster regularly in proportion to their level of performance and model excellent leadership and teaching as needed.
- 1.5. Guide, coach and mentor Principals to achieve the highest possible standards and outcomes in their schools.
- 1.6. Ensure that there is fidelity to and compliance with trust policies, procedures and models in all schools.
- 1.7. Ensure all obligations in relation to the faith designation or community status of a school are adhered to.
- 1.8. Agree, oversee and monitor each school's Annual Operating Statement and where appropriate Rapid Improvement Plans, taking remedial action when required.
- 1.9. Facilitate the development of senior and middle leadership teams in the cluster.
- 1.10. Organise talent management and succession planning across the cluster, ensuring that there is a robust pipeline of well-trained, skilled and experienced staff when vacancies arise.
- 1.11. Lead communications to Local Accountability Boards of schools in the cluster in liaison with the trust's Governance Team and attend Local Accountability Board meetings.
- 1.12. Report to the trust as required on the performance of schools in the cluster against an agreed set of measures.

2. Operational Leadership of Schools in the Cluster

- 2.1. Support and challenge school leaders using data dashboards and other trust sources of intelligence, overseeing the establishment of intervention groups and monitoring progress and impact.
- 2.2. Support and challenge school leaders in securing the highest standards of attendance and behaviour.
- 2.3. Oversee the development and improvement of the quality of teaching in the cluster of schools in conjunction with trust.
- 2.4. Ensure that the findings of the trust's Quality Assurance visits inform schools' planning.
- 2.5. Lead on schools' preparation for Ofsted inspections.
- 2.6. Participate in the recruitment of all senior leadership posts in the cluster.
- 2.7. Oversee the deployment of trust and jointly funded teaching and school improvement staff across the cluster.
- 2.8. Oversee the business service teams within schools in the cluster, ensuring that support from Star Central teams is appropriately directed in areas such as HR, estates, finance, IT, communications and governance.
- 2.9. In conjunction with Star Central Heads of Service, lead on the local deployment of those business services which are devolved on a cluster basis.
- 2.10. Lead on managing staff restructuring and other complex HR processes as required.
- 2.11. Support Principals in managing complaints and investigations in conjunction with Star Central HR and Governance teams and lead on the investigation of Stage Two complaints.
- 2.12. Be the point of contact for dealing with any critical incidents in the cluster.

3 System and Civic Leadership

- 3.1. Support Principals in developing effective relationships with parents, wider stakeholders and the local community.
- 3.2. Develop and sustain collaborative partnerships with feeder schools to ensure seamless transition and high levels of pupil recruitment.
- 3.3. Establish an overview of local, sub-regional and regional priorities and the opportunities for partnership working which will benefit cluster schools and the trust's objectives.
- 3.4. Liaise with key local agencies such as local authorities, Regional Directors and Local Enterprise Partnerships in order to establish meaningful partnerships which will benefit the cluster schools and their pupils.
- 3.5. Participate in training relating to familiarity with Star systems and processes.
- 3.6. Deliver training in partnership with Star Talent Academy and National Institute of Teaching to new and fledgling teachers and leaders.

4 Funding/Budget Management

- 4.1. Support Principals in securing good financial health, including managing the school budget responsibly and with probity and transparency, and report in a timely manner any risks or concerns to the trust.
- 4.2. Ensure that the financial management of all schools in the cluster is in line with trust requirements.

5 Accountability

- 5.1. Be accountable for the performance and outcomes of schools in the cluster.
 - 5.2. Be accountable for compliance of all aspects of trust policies, procedures and models in cluster schools.
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6 Other Responsibilities

- 6.1. Promote the trust's vision of nurturing today's young people, inspiring tomorrow's leaders'.
 - 6.2. Champion the trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
 - 6.3. Contribute to the wider life of the Trust and its schools through out of hours and partnership work.
 - 6.4. Carry out any such duties as may be reasonably required by the trust.
 - 6.5. Demonstrate commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.
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7 Records Management

- 7.1. All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.

PERSON SPECIFICATION

No	Categories	Essential/ Desirable	Assessed by:	
			App Form	Interview
QUALIFICATIONS				
1.	First degree or equivalent.	E	✓	
2.	Qualified Teacher Status.	E	✓	
3.	Masters level qualification in a relevant discipline.	D	✓	
4.	NPQEL.	D	✓	
5.	Evidence of professional development in school improvement and school-to-school support.	D	✓	
EXPERIENCE				
6.	A track record of success (as measured by performance outcomes and OFSTED judgements) as a Headteacher/ Principal and as a lead practitioner.	E	✓	✓
7.	Experience of delivering effective and substantive school-to-school support, with demonstrable impact on rapid school improvement.	E	✓	✓
8.	Experience of managing, supporting and coaching senior school leaders to deliver improved outcomes.	E	✓	✓
9.	Experience of leading successful school partnerships.	D	✓	✓
10.	Experience of participating effectively in multi-organisational partnerships.	D	✓	✓
11.	Experience of resolving complex problems and situations successfully in-school.	E	✓	✓
12.	Experience of effective school improvement planning, including identifying priorities, determining interventions, setting targets and milestones and monitoring and evaluation progress and outcomes.	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
13.	The ability and authority to command respect in school leaders when leading dialogue about school improvement priorities.	E	✓	✓
14.	The required knowledge and skills to be able to identify school improvement priorities and solutions, and to communicate these clearly and effectively to school Principals and senior leaders.	E	✓	✓
15.	The ability to lead, manage, guide, coach and mentor school Principals in order to improve the quality of their leadership to improve standards and outcomes.	E	✓	✓
16.	The ability to model effective leadership and pedagogical practice so that it leads to improvements in performance.	E	✓	✓
17.	Evidence of innovative thinking, a solution-focused approach and creative approaches to strategic challenges.	E	✓	✓
18.	The ability to work to deadlines, adapt to changing conditions and generate effective solutions to new situations and problems as they arise.	E	✓	✓

No	Categories	Essential/ Desirable	Assessed by:	
			App Form	Interview
ABILITIES, SKILLS AND KNOWLEDGE				
19.	A thorough knowledge of equality, diversity and inclusion and wellbeing policy requirements and practices.	E	✓	✓
20.	The ability to organise the effective deployment of staff across a number of schools, ensuring accountability and impact.	E	✓	✓
21.	The ability to quickly establish credibility and build strong working relationships at all levels.	E	✓	✓
22.	Effective oral and written communication skills, with proven ability to negotiate and influence change with sensitivity and emotional intelligence.	E	✓	✓
23.	Excellent IT skills, including the ability to use MS Office software packages such as Word, Excel and Outlook.	E	✓	✓
25.	Strong analytical, strategic thinking and project management /planning skills.	E	✓	✓
26.	Highest levels of integrity and probity and a commitment to highest levels of effort, endeavour and focus on standards.	E	✓	✓
PERSONAL QUALITIES				
27.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
28.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
29.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
30.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
31.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
32.	Sympathetic to and supportive of the mixed multi-academy trust model.	E	✓	✓

ABOUT STAR ACADEMIES

Star Academies is a mixed Multi-Academy Trust that runs a diverse network of primary and secondary schools. We are a values-based organisation, committed to enhancing social mobility. All our efforts are geared towards raising the aspirations of children and young people in areas of social and economic deprivation to improve their life chances and help them succeed at the highest levels of education, employment and the professions.

Star Academies is one of the country's leading education providers, and our schools promote excellence in everything they do. In every school, the entire staff team – working in partnership with parents and the local community – is committed to nurturing today's young people and inspiring tomorrow's leaders.

Our schools work together as Star Partnerships in five cluster areas – Lancashire, Greater Manchester, West Yorkshire, the Midlands and London. Schools within the Partnerships collaborate to share expertise and maximise opportunities and experiences for our pupils.

Star Academies employs the very best staff and invests heavily in their continuing professional development. Staff benefit from an extensive range of nationally accredited training provided by Star Talent Academy and The National Institute of Teaching. Star also offers a range of rewards and benefits, including competitive salaries and pension schemes, generous holiday entitlements and healthcare cash plans.

WE ARE
INSPIRATIONAL

WE ARE
TRANSFORMATIONAL

WE ARE
ONE



WE
ARE
STAR



WE ARE INSPIRATIONAL

DRIVING SOCIAL MOBILITY

Our schools are situated in some of the country's most deprived areas. Whether they are in deprived parts of thriving cities, coastal towns and rural villages, we don't let the places our pupils live get in the way and stop them achieving stellar outcomes.

We want our pupils to reach for the stars and believe that anything is possible if they are willing to work hard. We're not in the business of giving them false hope though. Our outcomes speak for themselves. We have pupils who arrive at primary school, living in poverty and with no prior knowledge of English, who go on to achieve a full house of GCSE Grade 9s and then to study at world-class universities or take up top-flight apprenticeships.

If you are passionate about closing the gap and believe young people shouldn't be limited by their circumstances or starting points - if you share our vision of a country of opportunity and you believe in the power of a knowledge-based education to transform opportunities and elevate the social and economic profile of a whole community - there could be a place for you at Star.

BRINGING OUT THE STARS

All our schools have a leadership specialism. We bring out the leader in every pupil, from their first day at primary school to the day they leave sixth form. Our pupils are award-winning entrepreneurs, junior athletes competing for their country, prolific charity campaigners and some of the country's best scholars. They are innovative scientists, skilled technicians, thought-provoking poets, performers, artists and everything in between.

Joining Star means joining an organisation that makes young people believe not only in themselves, but in a better and brighter future for the world around them.

VALUING HARD WORK

We make no apologies for the fact that we expect our pupils and staff to work hard; we wouldn't be able to achieve such consistently high results if they didn't. However, we make sure that every individual's hard work is valued, that their efforts are appreciated, and that they can see how their personal contributions are helping change young people's lives.

ENGAGING IN SOCIAL GOOD

Our Star-wide commitment to service empowers everyone in our organisation to give something back and make a positive impact in the community. Our Shine Charity helps pupils, staff and their families get involved with civic and charitable projects that tackle issues ranging from poverty to loneliness.

Our staff and pupils work together to run food banks, help local conservation projects and participate in clean-up operations. We volunteer at local homeless shelters and soup kitchens. We visit care homes and hospitals to bring some cheer into the lives of elderly people and those who are unwell. Our Star Winter Gift Programme is a unique national programme that aims to bring joy to thousands of people over the festive season.

Collectively, our schools have raised over £1,000,000 for charity.

DEMONSTRATING SERVANT LEADERSHIP

Our leaders put their teams first. They take time to build trust and they keep the wellbeing of their staff in mind in everything they do. They clear the obstacles that get in the way and do everything they can to enable their staff to shine.

BEING STRONGER IN OUR DIVERSITY

Star is a global community and we pride ourselves on our diversity. Our pupils and staff come from all over the world, our schools are located in every corner of the country, and the people we employ come from every part of society. We have faith and non-faith schools across all phases and our staff and pupils benefit from partnerships that encourage them to befriend people from other backgrounds, beliefs and cultures. We are a community founded on the principle of meritocracy and the desire to bring together the very best people to transform our country's educational landscape.





WE ARE TRANSFORMATIONAL

BEING A LEARNING ORGANISATION

We are a high-performing organisation, but we never rest on our laurels or take our success for granted. We are restless, always learning from our experiences – good and bad – and always on the lookout for new ideas to try in our constant quest for improvement. We don't believe that any one individual – however senior in the organisation – has a monopoly of wisdom. Some of the best ideas come from the most junior staff.



GROWING OUR OWN

We are committed to developing the next generation of teachers, managers and leaders in our own schools and throughout the school system. We offer clearly-defined pathways to success for teaching and non-teaching staff alike. We aim to create an environment where all our staff can grow and succeed. Star Talent Academy, our training and development arm, was set up specifically to champion the professional and personal development of our workforce. The Academy offers a range of accredited CPD opportunities, nationally-recognised qualifications and coaching programmes for staff at all levels and from all disciplines, ranging from apprenticeships to national leadership qualifications.

EMPLOYING INSTRUCTIONAL LEADERS

At Star, we lead by example. Our leaders position themselves on the front line. They are visible and accessible to their staff. They roll their sleeves up and get involved in the hard graft that's needed to deliver outstanding outcomes. They work hard to earn the respect of their staff and do all they can to make their jobs easier - not harder. They willingly share their skills and expertise with their staff. Every manager is a coach, dedicated to enabling others to thrive.

COLLABORATING, SHARING AND SUPPORTING

Collaboration is at the heart of the Star model. It is by people working together, with each individual bringing their unique skills and perspectives, that organisations thrive. Leadership is shared as we work for and with each other.

Star creates an environment where sharing and mutual support come naturally. Our staff are instrumental in the development of Star-wide policies and procedures. Trust-wide learning and management groups provide opportunities for schools to come together to discuss, develop and refine the approaches and delivery plans for every aspect of our provision. From subject strategies to safeguarding, finance to estate management, we tap into our staff's collective expertise to ensure our plans - and our solutions - are practical, logical and optimal.

BEING JUST THE RIGHT SIZE

When you work for a large national organisation with multiple campuses, it is easy to feel like you are just a cog in the machine and that your contributions are negligible in the big scheme of things. Star is big enough to give you room to grow and progress, but small enough to remember what makes you special.



ENCOURAGING FAST TRACK CAREER PROGRESSION

At Star, we create a climate where talented, high-potential individuals are able to scale great heights. Our high quality, bespoke learning and mentoring programme provides a ladder to success. Our most promising staff are fast-tracked into leadership and management positions as part of our Star Talent Initiative.



WE ARE ONE

UNITING BEHIND OUR STAR VALUES

In order to achieve the aspirational standards we set ourselves, we act as one organisation – an organisation where the whole is greater than the sum of its parts. Our STAR values of service, teamwork, ambition and respect underpin everything that we do. They are shared by everyone in our schools and our central team. We expect our staff to model our STAR values and our pupils to act as ambassadors for our Star behaviours by serving the local community, working well together, aspiring to excel in all that they do, and treating others as they wish to be treated.

SHARING A MORAL PURPOSE

Anyone with experience in the education sector knows that it isn't an easy profession, but we are bolstered by the knowledge that what we do is worthwhile. We aren't just finding our own purpose - we are helping young people to discover theirs too. There are times when it feels like an uphill struggle, but we don't give up, because every day - in some small way - we are changing lives for the better. We are working tirelessly to eradicate social inequalities and break down barriers to learning. By levelling the playing field and giving disadvantaged young people, their families and communities a fighting chance, we are playing our part in enhancing social mobility. This makes us proud.

FILLING OUR ORGANISATION WITH STAR TALENT

In order to achieve excellence in everything we do, we need people who are exceptional in their field and who are driven to go the extra mile. We have a rigorous recruitment process because we want to make sure that we find the right people – people who share our values and who want to be the very best they can, whatever their discipline or background. Our roles may be varied and wide-ranging, but everyone shares one common characteristic – they are talented at what they do.

BEING DRIVEN BY THE PURSUIT OF EXCELLENCE

Nobody achieves success overnight, and every experienced leader knows that while you can plan for every eventuality, plans alone are not enough. Every school has plans that cover every area of school life, but it's how we deliver those plans that sets Star apart. We are characterised by attention to detail, a constant quest to do things better and a belief that there's always more to learn. That's the only way we can ensure every pupil is achieving their potential. Success lies in the quality of the learning materials and the resources we produce, in our relentless drive to ensure that every lesson is good or outstanding and in our commitment to operational excellence. Our staff strive for excellence in everything they do and go above and beyond the call of duty to make our vision a reality.

CELEBRATING SUCCESS

At Star, we celebrate the marginal gains as much as the monumental ones. Every small breakthrough is a step on the path to success. As in so many areas of life, most of our major successes are built on a series of small achievements along the way. We never lose sight of this. Whatever their role, we praise our staff for a job well done. We take stock of our day-to-day accomplishments and celebrate them.

Our STARS scheme and the annual Star Awards are designed to recognise individuals who go the extra mile. They bring everyone together to celebrate the role we collectively play in transforming futures. We take genuine pleasure in our progress, as individuals and as an organisation.

TAKING PRIDE IN BEING ONE FAMILY

Star is a vibrant, dynamic family where life-long friendships are forged, professional relationships flourish, and people treat each other with respect, kindness and good humour. We wholeheartedly believe that success is the result of teamwork, and teamwork depends on us supporting each other – not just when it's convenient, but when it really counts. We want all our people to love their job, to love the people they work with and to love being a part of Star.



STAFF BENEFITS



COMPETITIVE SALARIES

We value our staff and place a supreme importance on their well-being. We aim to offer job satisfaction, work-life balance and a competitive reward package.



PENSION SCHEME

All contracted members of staff will be automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pension Scheme (whichever is appropriate).



NATIONAL TERMS AND CONDITIONS

We offer national terms and conditions in line with the School Teacher's Pay and Conditions document ("STPCD") and Burgundy Book for teachers or the NJC Green Book for support staff. This commitment is protected via a Recognition and Collective Agreement between Star and the national Trade Unions and Professional Associations. Star also subscribes to the Valued Workers Scheme.



SIMPLYHEALTH

Our Healthcare Cash Plan from Simplyhealth enables staff to claim money back on the cost of everyday healthcare, such as dental treatment, eye tests, physiotherapy, acupuncture, osteopathy, chiropractic treatment, homeopathy and chiropody/podiatry, all up to an agreed annual limit.



MYLIFESTYLE EMPLOYEE DISCOUNTS

mylifestyle is an exclusive portal that provides our employees with access to a wide range of employee perks, including shopping discounts at hundreds of online and high street retailers, and discounted gym membership.



CAR BENEFIT SCHEME

Our car benefit scheme allows Star employees to drive away a brand-new electric vehicle or plug-in hybrid car for a fixed monthly amount via salary sacrifice.



CYCLE TO WORK SCHEME

Our Cycle to Work scheme enables employees to purchase brand-new bicycles and equipment via salary sacrifice.



FLEXIBLE AND FAMILY FRIENDLY POLICIES

We offer flexible working opportunities; job share arrangements and part-time roles; generous family leave packages; and leave to support you with emergencies or for compassionate reasons.



RECOGNITION

We're proud to have a range of schemes, which recognise the achievements of our staff and show our appreciation of their contributions. Our Star Letters scheme and annual Star Awards provide a way for managers to reward and recognise colleagues who go that extra mile.



ADVICE AND COUNSELLING SERVICES

Our Employee Assistance Programme offers free and confidential advice 24 hours a day and 365 days a year. Colleagues also have access to structured counselling sessions.



GP SERVICES

Through our partnership with Simplyhealth, we offer 24/7 telephone access to GP services. Colleagues can speak to a GP at any time and, if appropriate treatment requires medication, the GP can offer private prescriptions.

HOW TO APPLY

Star Academies is committed to equality of opportunity and welcomes applications from all sections of the community. You can apply for this post by visiting our vacancies page:

www.jobtrain.co.uk/starcareers/vacancies.aspx

and filling in the associated application form. CVs will not be accepted for this post.

All potential applicants are welcome to contact Daniel Burgess, Lead Resourcing Partner, on **0330 3139150** or daniel.burgess@staracademies.org to arrange an informal, confidential discussion regarding the role.

Star Academies is committed to safeguarding and promoting the welfare of children. This post is subject to satisfactory clearances, including references, DBS checks, health clearances and proof of legal working in accordance with the Asylum and Immigration Act 1996.



