

The Trinity School



Headteacher Recruitment Brochure

Integrity – Tenacity – Ambition



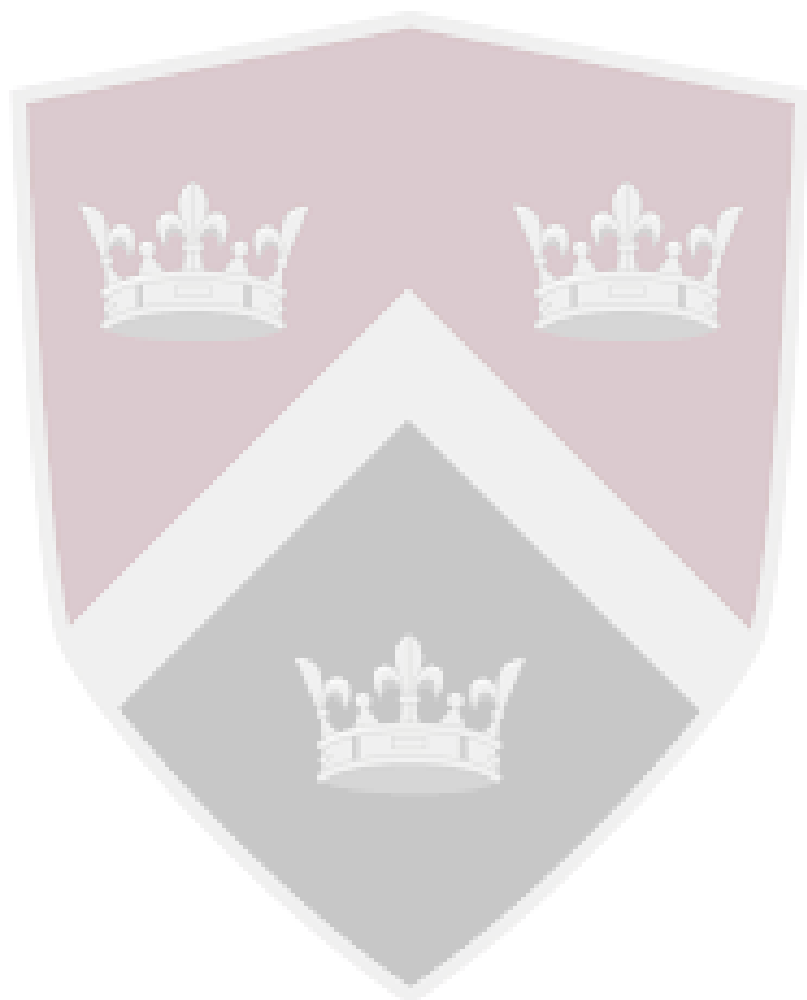
"The school is commendably ambitious for all pupils. Staff embrace the school's positive, inclusive ethos"

Ofsted Report 2025



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Letter from the Chair of Governors



Dear Candidate,

Thank you for taking the time to visit our website and request the details of the post of Headteacher of Trinity School. We would like to extend a very warm welcome to you and thank you for your interest in this prestigious post.

This is a rare and exciting opportunity to lead a truly exceptional school. Our current Headteacher, who has been instrumental in shaping our vision and working alongside Trust colleagues to design a state-of-the-art free school, is retiring. We are seeking an inspirational leader with the passion, vision, and expertise to build on this strong foundation and take our school into its next chapter of excellence.

The Trinity School is a member of the Alpha Trust, a partnership which provides opportunities to support one another and work collaboratively for the benefit of all our students. The person appointed will work with the Chief Executive Officer, Trustees and Governors to translate our shared vision and values into practice. They will be committed to excellence in all aspects of the curriculum, teaching and learning as well as pastoral care. They will place the highest priority on the creation of a safe environment for learning and safeguarding across the school.

If you share our commitment to exceptional outcomes for all students, we hope you will apply.

This pack aims to provide you with information about the application process, our MAT and The Trinity School. If this sounds like a role that excites you, we look forward to your application.

Application forms and letters (no CVs) should be returned to **recruitment@alphamat.org**

Kind regards,

Vanessa McMahon
Chair of The Trinity School Local Governing Body

Welcome from the CEO



We warmly welcome you to the Alpha Trust. We believe that every child in our schools can achieve the highest academic standards whilst enjoying a vibrant, broad and balanced curriculum. We are committed to excellence in all that we do and are unashamedly ambitious for the future success of our students.

Our schools retain their own unique features to meet the needs of the communities which they serve, but we are united in the core purpose of providing an outstanding educational experience which includes a rich and varied extra-curricular programme. The Trust has a proven track record of success and it is a pleasure and privilege to work with like-minded, ambitious professional leaders and Trustees.

We are mutually supportive and financially disciplined with a culture and ethos that benefits from shared expertise and success. We share a morally sound vision with a focus on the individual student. We aim to provide the care and support to enable each individual to flourish.

As a leading provider of outstanding Initial Teacher Training (CTTC) we are passionate about developing exceptional educators. Our Alpha Teacher Development (ATD) programme empowers teachers to thrive and inspire in every classroom.

It is central to the philosophy of this Trust that our students will learn in an orderly atmosphere, developing the capacity for creative independent thought and the ability to communicate effectively.

Our vision has school improvement at the core of every decision we take to ensure every child is given the opportunity to achieve outstanding outcomes. We believe that the partnership unique to Alpha Trust forms the solid foundation to ensuring this success.

Kind regards,

Gillian Marshall
CEO



Alpha Trust – Mission

The mission of Alpha Trust is to provide all our children and young people with every opportunity to achieve excellent individual outcomes, both academic and personal; to be committed to advancing learner progress through ambition, challenge and inspiration in our teaching, learning and leadership; and to support our students as they build resilience, become proud of who they are, take on responsibilities and grow respect for others.

Alpha Trust – Values

As a family of schools we are working collaboratively to celebrate and nurture both the similarities and distinctiveness of each school's ethos and values. We celebrate the uniqueness of all students through outstanding pastoral care, academic challenge and inspirational teaching. Each child is supported to flourish and make a positive contribution to the communities they serve.

We expect all members of Alpha Trust to respect and model our core values:

- Integrity and Honesty
- Compassion
- Ambition
- Commitment
- Respect
- Resilience
- Optimism
- Loyalty

School	Type	Ofsted	Number of students
Colchester County High School for Girls	Academically selective girls school: Years 7-13	Outstanding (2024)	1201
The Gilbert School	Mixed comprehensive secondary school: Years 7-11	Outstanding (2025)	1590
Manningtree High School	Mixed comprehensive secondary school: Years 7-11	Good (2025)	921
Home Farm Primary School	Mixed comprehensive primary school: EYFS – Year 6.	Outstanding (2021)	422
The Trinity School	Mixed comprehensive secondary free school: Year 7-11	Personal Development Outstanding Good (2025)	787
Trinity Primary School	Mixed comprehensive primary free school (building date tbc by DfE)	n/a	n/a

The Trinity School Vision



Mission Statement

The mission of this school is to prepare resilient and responsible citizens, who are able to thrive in a modern society and compete in a global economy. We promote aspiration and excellence. We are unashamedly ambitious for the future success of our students.

Our vision is to:

- Establish integrity, tenacity and ambition in all students
- deliver consistently outstanding teaching and learning
- Empower students to cope with the social, emotional and physical pressures and demands of life in an ever changing world
- Provide outstanding pastoral care which nurtures health and wellbeing
- Provide a broad, well-balanced and personalised curriculum
- Ensure access to opportunities beyond the classroom which inform and inspire our students
- Enable our students to achieve excellence in public examinations
- Facilitate access to the highest quality further education and employment

It is central to the philosophy of this school that our students will:

- Aspire to achieve excellence as the graduates, leaders and entrepreneurs of tomorrow
- Learn in an orderly, disciplined atmosphere, following the school's code of conduct
- Develop the capacity for creative, independent thought and problem-solving
- Be able to communicate ideas effectively and imaginatively
- Develop appropriate technological skills
- Understand our economic and political environment
- Become members of society who have developed sound judgement, maturity and compassion
- Understand and respect social, moral, spiritual and British values within a multi-cultural society and take part in cultural activities
- Appreciate and understand the importance of protecting the environment
- Become caring and compassionate individuals who are in turn, valued and secure

The Trinity School Ethos



The schools in our partnership share common beliefs, culture and ethos. These have led to us establish environments with a positive attitude to learning, where students are challenged within a supportive and safe environment.

At The Trinity School this is expressed through our stated aim that, "Trinitarians are the graduates, leaders and entrepreneurs of tomorrow." We are unashamedly ambitious for all our students and work to ensure doors are held open for them as they progress through their time with us.

From Year 7 onwards, students are challenged in their learning, with a clear message that every lesson matters, that each helps them to progress to become graduates and is complemented by an outstanding co-curricular curriculum which builds their cultural capital in preparation for this. For some, being a graduate will mean studying at an Oxbridge or Russell group university, for others it will mean completing an apprenticeship. Each is valued.

Students are taught leadership skills from Year 7 and have a clear pathway of opportunities to lead laid in front of them as they progress through the school whilst business skills are also taught on entry into the school in order to help Trinitarians develop the entrepreneurial skills to help them thrive in a modern economic world.

Professor Dylan Wiliam suggests that **"if we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve."** We extend this belief to include all staff.

The Trinity School's culture is symbolised by our safe water mark, situated at the school's entrance and captured accurately by Ofsted during the school's first ever inspection:

"The school has very high expectations of all pupils' learning and behaviour. Pupils receive high-quality teaching that helps them meet these ambitions"

"Pupils say this is a school where it is safe, and normal, to be different. They know that if they have concerns, or if anyone treats them unkindly, adults will support them and address the issues robustly."

"Staff embrace the school's positive, inclusive ethos."
Ofsted, May 2025

Our staff are The Trinity School's greatest asset, our students its greatest source of pride. "Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice, and discipline." Jim Collins "Good to Great"

This perhaps sums up our ethos. We strive for greatness for all Trinitarians.

Alpha Trust

Job Description: Headteacher

Responsible to: Chief Executive Officer

November 2025



Core Purpose

The overall purpose of the role of Headteacher is to develop and sustain exceptional education provision within a safe environment. This will shape the successful educational and future life opportunities of all our students. The Headteacher will provide innovative and inspirational leadership and a total commitment to the success of our students, community, its families and our staff.

The Headteacher is responsible for the strategic leadership and management of the school to ensure the implementation of the school's mission and aims, and that improvement priorities are addressed. The Headteacher will lead in the day-to-day operation of the school, ensuring its work is in line with the provisions of all applicable legislation, regulations, Alpha Trust policies and school policies. A priority is placed on the guidance and regulations which safeguard students.

Key Responsibilities

Leadership

- Always uphold and demonstrate the Nolan Seven Principles of Public Life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.
- Hold and articulate clear values and moral purpose, focused on providing all children and young people with every opportunity to achieve excellent individual outcomes, both academic and personal.
- Build relationships rooted in mutual respect and always observe proper boundaries appropriate to their professional position.
- Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit their position, students' vulnerability or might lead students to break the law.
- Serve in the best interests of the school's students.
- Conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities, modelling the behaviour of a good citizen.
- Uphold their obligation to give account and accept responsibility.
- Know, understand and act within the statutory frameworks which set out their professional duties and responsibilities.
- Take responsibility for their own continued professional development, engaging critically with educational research.
- Make a positive contribution to the wider education system.

School culture

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation within the school community.
- Create a culture where students and staff experience a positive and enriching school life.
- Uphold ambitious standards which prepare students from all backgrounds for the 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 challenge, support and high staff professionalism.
- To act as a role model for the school's culture and ways of working, at all times.

Curriculum, Teaching and Assessment

- 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 and summative assessment.
- Ensure that all students are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum.
- Ensure that effective curriculum planning, based on a broad, structured and coherent curriculum which sets out the knowledge, skills and values that will be taught, creates a successful learning environment where students achieve success.
- To establish outstanding teaching through which students enjoy a vibrant, broad and flexible curriculum ensuring high quality and personalised learning experiences for students of all backgrounds and abilities.
- To use data and target setting to identify priorities for improvement in teaching and in assessing students' knowledge and understanding.
- To ensure training supports curriculum delivery and improvement. Establish effective curricular leadership; developing leaders with high levels of expertise with access to professional networks.
- Ensure inclusive and ambitious expectations for all students including the disadvantaged and those with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure that the school works effectively in partnership with parents, carers and professionals to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- Ensure that the school fulfils its statutory duties with regard to the SEND Code of Practice
- Ensure the school is fully staffed and within budget

Leading and Managing Staff

- Ensure that all staff are engaged with the school's key development priorities and the development of the school's aims and objectives, through effective communication across the whole school community, whether they be teaching or support staff.
- Ensure a relentless focus on outstanding learning as the primary objective for all teachers.
- Maximise the contribution of staff to improve the quality of education provided and standards achieved.
- Inspire, lead, motivate, support, challenge and develop staff to secure improvement.
- Implement and sustain rigorous procedures for monitoring the performance of all staff including objective setting and personal development plans.
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams.
- 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 emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

Managing Resources and Organisation

- 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.
- Ensure staff are deployed and managed well with due attention paid to workload.
- 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.
- Agree and set appropriate priorities for expenditure for areas of responsibility, allocate funds and monitor the effective administration and control of budgets so that the school secures its objectives.
- Deploy and manage the school's resources in terms of finances and human resources efficiently and effectively to achieve the school's educational goals and priorities in line with the school's strategic plan and financial context and in accordance with relevant policies and regulations.
- Promote creativity, innovation and the use of appropriate technologies to achieve excellence.
- Ensure school buildings and facilities meet the needs of students and staff and are compliant with health and safety regulations.
- Lead systems, processes and policies that enable the school to operate effectively and efficiently.

Stakeholders and the Local Community

- Seek opportunities to communicate the identity of the school to the local community.
- Secure the commitment of all parents and carers, especially hard-to-reach parents, and the wider community to the vision and direction of the school.
- Act at all times as a role model for the school upholding its values and ethos.
- Forge constructive relationships with other schools and organisations in a climate of mutual challenge and support to improve educational outcomes for all students.

Accountability, Governance and Partnership

- Work with the Local Governing Board and Trustees to analyse and plan for the future needs and further development of the school within the local and national context.
- Translate the vision into a School Improvement Plan with agreed, prioritised objectives and operational plans which will promote and sustain school improvement within an agreed timeframe.
- Encourage a school ethos which enables everyone to work together, share knowledge and understanding and celebrate success.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences.
- To follow Alpha policies and procedures and engage fully with the Headteacher Board, supporting MAT initiatives.
- Establish and maintain working relationships with professionals and colleagues across other public services to improve educational outcomes for all students.
- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility and establishing and sustaining 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.

Continuous 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.
- 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.
- Ensure the school operates within a balanced budget, delivering exceptional educational outcomes while maintaining rigorous financial control and achieving value for money across all resources and services

Teaching

- Teach exemplary lessons that enable all students to make rapid progress.
- Act as a role model for others.

Notes

The Headteacher may be asked by the Board of Trustees, Local Governing Board or CEO to undertake other duties reasonably regarded as falling within the duties and responsibilities of the post. This job description will be reviewed annually at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the post holder.

Safeguarding

This Governing Body and Trustees are committed to safeguarding and promoting the welfare of children and young people and the Head of School must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and complete a Disqualification Declaration.

The Trinity School
Person Specification: Headteacher
November 2025



Knowledge and Skills	Competencies	Assessment method Application Supporting Statement Interview Tasks
Education, Employment Experience and Training	Essential: • Qualified Teacher Status and first degree • An excellent teacher in at least one key stage of the secondary age range • Relevant, varied and successful experience at a senior level in the secondary sector in England • Successful school development planning and a strong track record of implementing and managing the delivery of sustained improvements • Sound knowledge of change management and distributed leadership • Experience of safeguarding issues across the school • Ability to create an inclusive institution, with a commitment to diversity, inclusivity and equality of opportunity • Experience of using all relevant data to drive school improvement • Has worked successfully with governors and parents to raise achievement • Has experience of Ofsted including post inspection planning • Experience in financial planning, budget management and resource allocation • Understanding of governance frameworks and statutory accountability • Knowledge of digital strategy, data protection, and technology integration for learning • Experience in staff wellbeing and retention strategies • Ability to lead curriculum innovation and respond to national policy changes. • Experience in risk management and emergency planning	Application Supporting Statement Interview Tasks

Education, Employment Experience and Training	Desirable: • NPQH (completed or near completion) • Higher degree relevant to headship • Appropriate understanding of staffing and HR and procedures and implementation thereof • Has experience of working effectively with students with a wide ability range including gifted and talented and SEND children • Experience of system leadership and collaboration with external agencies, MATs, and local authorities • Experience in public relations and media handling	
Personal Attributes and Skills	Essential: • Excellent management, motivational and communication skills that inspire high ambition throughout the school • Ability to secure effective leadership at all levels in the school and to lead on staff development and performance management • A highly effective teacher whose practice inspires and develops others • An effective team leader and team player who is able to establish excellent working relationships, compromise and collaborate with others • Energy, drive and confidence • Professional approach with high expectations of self and others • Capacity for personal development; self-awareness • Ability to identify and grapple with multiple priorities and be adaptable and responsive to changing circumstances • Consistency of judgement and inner integrity • Solutions-focused and displays resilience under pressure • Emotional intelligence • Able to communicate clearly and effectively with a variety of audiences • Be a positive presence within the operational day of the school and Trust • A commitment to continuing to develop professionally and contribute to wider partnership work • Ability to manage staff wellbeing and foster a positive culture • Competence in situational management and time pressured decision making	Application Supporting Statement Interview Tasks

Commitment and Ethos	Essential: • To be values-led in all aspects of the role, working in a transparent way with honesty and integrity • The implementation of Equal Opportunities throughout the school • The implementation of policy on inclusive education • The involvement of the Governors in the strategic leadership of the school • The promotion of parental and community involvement in other schools in order to support the establishment of the school and support high standards of achievement • High expectations of learning and achievement • Commitment to sustainability and environmental responsibility in school operations	Application Supporting Statement Interview
Leadership and Management of Student Learning and Safety	Essential: · A clear vision appropriate for The Trinity School · Prioritise individual student needs, regarding personal safety and achievement for each individual as the highest priorities · Clear understanding of safeguarding issues · Analyses the complex issues relating to students' attainment and progress and develops effective and creative responses · Successful track record in leading, monitoring and evaluating student progress, translating into detailed plans with specific measurable targets · Ability to integrate technology and innovative practices to enhance learning outcomes and value for money	Application Supporting Statement Interview
Leadership and Management of Staff	Essential: · High-level understanding and implementation of management structures and systems, with appropriate delegation, monitoring and enforcement of accountability · Able to inspire and maintain high morale, address problems and resolve conflict by applying skills of arbitration and reconciliation in the context of persistently pursuing accountability · Ability to model and translate vision to Senior and Middle Leaders, delegate responsibly, and monitor implementation effectively · Experience in workforce planning, recruitment, and retention strategies · Ability to instil organisational culture ethos and embed wellbeing initiatives	Application Supporting Statement Interview

Alpha Trust
Norman Way, Colchester
recruitment@alphamat.org

Headteacher

Start Date: September 2026

Salary: Group size 6 – Leadership scale

Currently 787 students on roll, growth expected to 900 students by 2027

Contract: Full-time, permanent

This is a rare and exciting opportunity to lead a truly exceptional school. Our current Headteacher, who has been inspirational and instrumental in shaping our vision and working alongside Trust colleagues to design a state-of-the-art free school, will be retiring at the end of August 2026.

We need an ambitious leader to join The Trinity School, part of the dynamic and supportive Alpha Trust. The successful candidate will lead a school where students thrive, developing the skills, character, and confidence to achieve success both at school and beyond.

We are committed to excellence in all that we do and are unashamedly ambitious for the future success of our students.

Governors are seeking to appoint a Headteacher who will:

- Be unashamedly ambitious for the future success of every child
- Have the vision and ability to put our shared values and ethos into practice
- Be supportive and ambitious for all staff, ensuring collaboration to allow all students to thrive
- Place the highest priority on outstanding teaching and learning
- Model excellence and demonstrate a clear commitment to the school and its community
- Motivate and inspire both children and staff
- Be an open communicator, a motivational leader, and a passionate advocate for our school community

If you are looking for an exciting and rewarding role within a supportive trust and have an unshakeable commitment to improving the lives of children, we look forward to receiving your application.

Closing date for applications: 09 January 2026

Interviews: 26 & 27 January 2026

Start Date: September 2026

Full details are available on:

www.thetrinityschool.co.uk

www.alphamat.org

Alternatively, please contact: *recruitment@alphamat.org*





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