



Whitby School  
Ad finem terrae



Wonder  
Learning Partnership  
Educate | Empower | Engage | Enrich

# Information for Candidates

## Trust Secondary Headteacher

# Welcome to Whitby School



A school community where history and traditions are cherished

Our school is a place where opportunities and experiences instil a love of learning and aspirations are nurtured. We encourage our pupils to aim high and be proud of their achievements as they strive to excel in their learning.

Our school site structure allows for an environment where our younger pupils will flourish as they start their secondary school journey at our Lower School site which provides space for them to grow both personally and academically. Moving to our Upper School site in Year 9, pupils can engage in key opportunities to explore academic interests and focus on subject options, career pathways and routes into our Sixth Form, all supported by our dedicated team.

We provide a creative, safe, and caring environment where every child is known and cared for as an individual. In this climate, every young person can thrive as they develop in personality, character and intellect and become a highly successful learner and individual.

As a school at the heart of the community it serves, we will work in partnership to ensure our children not only receive a broad and balanced education but also allow them to enjoy the area they live in and make a positive wider contribution to the community.



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# Vision & Values Whitby School

Whitby School's values embrace the high aspirations and opportunities we will create for pupils and students at Whitby School as we encourage them to excel and develop both personally and academically.

**"I will endeavour to be a person of great character who has the courage to realise my ambitions."**

## Endeavour

Striving for excellence to reach our potential.

## Courage

Exploring new opportunities with determination for personal growth.

## Ambition

A strong desire to succeed in achieving our goals.

## Character

Demonstrating qualities of honesty, integrity, kindness and respect in all we do.



Whitby School



# Life at Whitby School



Bringing leading edge teaching and learning to one of the most beautiful and historic places in the country

## This is what we believe in:

- our ambition is for pupils/students to apply themselves to their learning and personal development, making the best use of all the support and opportunities available to them
- our colleagues and governors will create opportunities conducive to successful learning and personal development.
- We aim to meet the needs for inclusive learning by using all available resources as effectively as possible and by safeguarding pupils and students. Consistency and fairness are the cornerstones of this endeavour
- we embrace working with parents to support the successful learning of our children
- partnerships with our wider community are encouraged so we can enrich the learning of our children through positive role models and the strengths and values of such a rich historic town



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# In Partnership



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Whitby School has enjoyed a collaborative and successful relationship with the Wonder Learning Partnership over the last two years and is in the process of formally joining Wonder. The strength of Whitby School is built on our joint vision that every pupil is known and cared for as an individual. Pupils' talents, achievements and successes are celebrated as we believe that every pupil has the ability, strength, talent and determination to achieve their potential.

Wonder is passionate about working in partnership with each of our family to provide the best education for our children along with ensuring colleagues are supported in career development.

As we have brought the school communities of Eskdale School and Caedmon College together, we have crafted Whitby School's identity around the rich history, traditions and culture of the town as we believe in schools retaining their uniqueness and being true to the communities they serve.

The Trust values are defined as:

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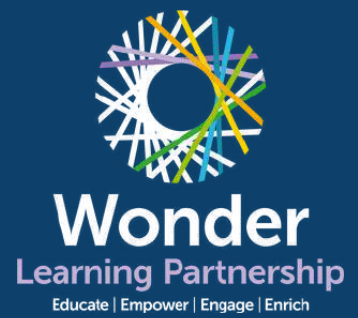
**Educate**—we are committed to educating the whole child and believe every child should reach their potential

**Empower**—we will empower our whole school community through support, development and value in the pursuit of excellence

**Engage**—we will engage in best practice to develop the personal qualities and aspirations of pupils and staff

**Enrich**—we will ensure our children are exposed to a wealth of experiences and opportunities

# The Wonder Family



## Trust Schools



**Woldgate  
School**  
Of great merit, character & value

## Family Schools



The Wonder Learning Partnership enjoys working together with schools across the East Riding of Yorkshire and North Yorkshire where we collaborate across school improvement and business service support including Estates and Compliance, People and Culture, Data and Systems, Communication and Teaching and Learning.

We live into being our mission and values and respect the heritage and culture of each of our schools. Our mission is defined by the Trust Board and includes six key statements that define the purpose of our organisation and its culture.

- Recognising locality, rurality, community.
- Respecting the foundation, history, and identity of each school.
- Ensuring every child can attend an exceptional local school.
- Providing every school who shares our mission a choice and home.
- Serving the greater good, the needs of others and our vocation as Servant Leaders.
- Being an advocate for those who we serve.

# The Wonder Family



## Having vision, values and high expectations:

Whitby School is a new school where colleagues, pupils and the wider school community take pride in their heritage whilst embracing the mission to provide an ambitious and engaging curriculum. As Headteacher you will lead on school improvement whilst acting as a servant leader collaborating with colleagues from across our Trust and school family.

### Wonder Servant Leadership Standards and Expectations.

1. **Listening:** We will listen. To learn, review and improve all that we do.
  2. **Empathy:** We will understand other perspectives. Keeping an open mind and valuing individual perspectives.
  3. **Healing:** We will promote good physical and mental health. Helping colleagues to adopt healthy lifestyles and to effectively manage their workload.
  4. **Self-Awareness:** We will reflect on our emotions and behaviours. Considering how our words and actions impact upon our children and fellow colleagues.
  5. **Persuasion:** We will persuade others through coherent, logical, and reasoned debate. We will listen to colleagues, learn from best practice and evidence-based research.
  6. **Conceptualisation:** We will focus on our mission to dream big. To create an ambitious, long-term vision for our community.
  7. **Foresight:** We will predict the future. Always reflecting upon our strengths, weaknesses, opportunities, and targets.
  8. **Stewardship:** We will hold true to our mission and values. Creating a positive culture and legacy for future generations.
  9. **Growth:** We will grow our own. Investing in colleagues through the best professional training, qualifications, and career pathways.
- Community:** We will be proud to be part of the community we serve. We will recognise the importance of fellowship, being positive and professional.



# Welcome from the Chief Executive Officer



I can remember many lessons from my school days, and most are related to an inspirational teacher, a school visit or activity that inspired me. I can remember at lunch and breaktimes, being glued to a BBC Microcomputer, the first in school and learning basic programming to control a plotter. If I managed successfully to get my coding correct then the plotter would (more times than not), jump into life and by controlling a pen start to draw an image on the paper. I can remember spending many happy hours aged 11 drawing basic shapes and quickly with practise started to become someone who could teach my fellow pupils.

I was inspired by the activity and with the teacher's guidance continued to develop an interest in computers and programming. Very soon, much to the dismay of my parents, I was building computers from scratch in my bedroom, installing software and constantly upgrading.

When I look back at that journey, to eventually studying Engineering, I am programming at secondary school, my talents had not only been recognised by my teachers but also developed through the opportunities I was given. I met the teacher many years later, when I was training to teach, and his impact was such that I could not find the words to vocalise my utter gratitude to this man who had taught me and gave up his time outside of lessons.

I suppose from the experiences I describe; you might conclude that we all need a eureka moment within our education and I only wish that could be so. It is, for me, a belief that we need to do all we can through our teaching to know each individual child and to identify within them, those talents and passions that will help forge a career or develop a lifetime interest. I would truly hope that would be the case, but I find it equally interesting why I succeeded in my chosen field of study.

I loved learning. I devoured work that was given to me. I spent hours outside of lessons, I read ahead and purchased books to read around the topic. In reflection, I realise that within me became a determination to be the best in my class and I was aware that others were also learning quickly and therefore, to stay ahead I needed to give my all. Soon, the habits I developed within these subjects spread and the investment of time and energy became the norm. I suppose my work ethic, in reflection, was already well formed from watching my parents, but it established within me a desire to do the best I could and if that was not good enough, then at least I would take solace in the fact I had given my all and try again, next time.





‘Education is not the filling of a pail, but the lighting of a fire’ - William Butler Yeats.

I will remain ever grateful to the teacher who within me set the fire burning, as even to this day it still drives my passion for my subject and teaching. It is though, the work and time I invested outside of lessons, the many evenings, weekends, and holidays I worked, that brought my success as I read around my learning. Whatever the subject, it is that work ethic that, with guidance, has helped my knowledge to grow and helped to shape my experience. For all of our children, it is the commitment inside the classroom and also outside, that will help them shape their futures.

My question to you, therefore, is whether you can through your own teaching and those who you lead, create a calm, purposeful and exciting learning environment where each child is known and cared for as an individual and can thrive through your outstanding teaching.

If you believe you can, then I would encourage you to apply, for it is our belief that through our ethos, a principled, coherent curriculum with personalised assessment and exceptional teaching, our pupils can experience a unique and memorable education.

Jonathan Britton  
Trust Chief Executive Officer



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## Job Role Description



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## Trust Secondary Headteacher

# Core Purpose

|                  |                               |
|------------------|-------------------------------|
| Post Title:      | Trust Secondary Headteacher   |
| Base:            | Whitby, North Yorkshire       |
| Salary:          | Leadership Range L25 to L29   |
| Line Management: | Trust Chief Executive Officer |

This role is best suited to an experienced and ambitious Deputy Headteacher who is looking for their next challenge through becoming a Headteacher. The Headteacher, will under the direction of the CEO, provide strategic and operational leadership, working with Trustees and other stakeholders to lead, develop, implement and maintain the strategic direction, vision, values and priorities of the Trust and the school, ensuring that all involved are committed and engaged to providing the best outcomes and experiences for our children.

The Headteacher will act as a role model for all in our school community.

**Teaching:** The Headteacher will lead teaching and learning, to maximise academic progress - to develop within our pupils the skills they need to learn and an unquestionable thirst for knowledge.

**Ethos:** The Headteacher will create through collaboration, an ambitious, sequenced, interlaced Trust curriculum, to open our child's hearts to the wonders of our world and to maximise learning.

**Achievement:** The Headteacher is responsible for ensuring the continued and sustainable raising of academic progress and standards. Using Trust data and national benchmarks to monitor, evaluate and improve the quality of leadership and teaching, to help our children excel.

**Care:** The Headteacher will create a warm, welcoming and caring community, with every child known as an individual. A place where our children can thrive, have fun, benefit from great teaching and personalised tuition.

**Holistic:** The Headteacher will enrich the lives of every member of our community – making the most of their individual talents and providing a wealth of enrichment opportunities within the formal curriculum and beyond the end of the school day.

The Headteacher is directly accountable to the CEO for the implementation of the strategic and operational priorities within the school and Trust on a day to day basis, with oversight by the Trustees. Headteacher will act as a role model for all in our school community.



# Duties & Responsibilities

## Ethics & Professional Conduct

- Demonstrate consistently high standards of principled and professional conduct.
- Be an advocate for the Trust, its work, partnership and collaboration with external agencies.
- Meet and model all the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. Achieve and model the standard outlined in the Department of Education's guidance, Headteachers' standards 2020.
- Uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders: selflessness; integrity; objectivity; accountability; openness; honesty; leadership.
- Uphold public trust in the WLP school leadership and maintain high standards of ethics and behaviour.
- Both within and outside school, build relationships rooted in mutual respect, and at all times 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 and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law.
- Serve in the best interests of the school's pupils.
- Conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and 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.





## Teaching, Curriculum & Assessment

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of the Trust pedagogy.
- Ensure effective use is made of formative, summative assessment and interlacing, to monitor understanding and knowledge retention.
- Ensure an ambitious, challenging, broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all pupils 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 pupils' knowledge and understanding of the curriculum.

## Ethos

- Establish and sustain the Trust's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where pupils experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Develop and maintain respect across all stakeholders, inspiring others to contribute positively to shared ideas and plans for the school.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.
- Develop an ethos and culture that ensures regular involvement of all staff in school development and ensure collaboration, innovation and individual and team creativity both within school but also working across the Trust.

## Special Educational Needs and Disadvantaged

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs, disabilities or those who are classified as Disadvantaged.
- Establish and sustain culture and practices that enable pupils 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 pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.



## 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.
- Regularly review your own practice, set personal targets and take responsibility for your own continuous professional development.
- Effectively and robustly implement the Trust performance management process for staff ensuring delivery of agreed collective and individual objectives and standards.
- 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.
- Actively keep abreast of educational developments and best management practices in order to introduce appropriate innovation, whilst building on the trust ethos and vision.

## Organisational Management

- Ensure the protection and safety of pupils 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 effective operational management for the delivery of education within the school's budget and in accordance with financial and Trust processes and the requirements of academies financial handbook, taking direction from CFO & CEO.
- Working with CFO, CEO, and the WLP Board of Trustees to manage all education resources within allocated budgets; actively seek opportunities for cost-improvements and ensure that 'value for money' is at the core of all financial activities, to ensure they have a positive impact on the learning of children.
- Translate the vision for the school into agreed objectives, operational and business plans, and working with Trust Central Team.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Ensure a culture of professionalism and open dialogue with staff across the school, ensuring a joint commitment to the values, vision and priorities for the school.
- 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.
- Act in accordance with the Trust policies, procedures and legislation affecting the conduct of the school, particularly those governing health and safety, finance and employment rights.

## 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.
- Implement Trust 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.



## Working in Partnership

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Develop and communicate a shared educational vision that expresses the core values of the Trust, is responsive to the needs of the local community, and motivates and inspires others.
- Working in collaboration with the Trust Central Team, other Trust schools and all key stakeholders to achieve and articulate the Trust vision and secure their commitment to its enactment.
- Participate in Trust and sector wide activities in order to share best practice, contribute to the development of the Trust strategies and policies, and promote the Trust in the local and national context.
- Commit the 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 pupils.

## Governance & Accountability

- Understand and welcome the role of effective governance, upholding your 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.
- Work collaboratively with the Chair of Governors to encourage and support all LGB members both separately and collectively to fulfil their governance responsibilities effectively, in particular in terms of holding the school to account and challenging the school to enable all pupils to make the best possible progress and achieve their full potential.



# Person Specification

## Qualifications and Experience:

|   | Essential | Desirable |
|---|-----------|-----------|
|   |           |           |
| Qualified teacher Status  | Y         |           |
| Degree or equivalent  | Y         |           |
| National professional qualification for headship (NPQH)   |           | Y         |
| Evidence of commitment to continual professional development including recent participation in a range of relevant training | Y         |           |
| Evidence of commitment to continual professional development including recent participation in a range of relevant training |           | Y         |
| At least 12 months experience of working at senior level in education (Head, Assistant Head or SLT level)                   | Y         |           |
| Proven track record of raising educational standards  | Y         |           |
| Experience of working in at least two different schools   |           | Y         |
| Experience of whole school curriculum planning, development and implementation  | Y         |           |
| Experience of developing, implementing and managing effective whole school systems for monitoring pupils' progress          | Y         |           |
| Involvement in school self-evaluation and strategic development planning  |           | Y         |
| Demonstrable experience of successful staff management and development  | Y         |           |
| Experience of offering challenge and support to improve performance of academic, pastoral and support work                  | Y         |           |
| Experience of successfully leading change and inspiring others  | Y         |           |
| Leading a school to achieve improved OFSTED judgements  |           | Y         |



| Professional knowledge and understanding:  | Essential | Desirable |
|--|-----------|-----------|
| Understanding of local and national policies, priorities and statutory frameworks  | Y         |           |
| Understanding of the roles of WLP and Board of Trustees  |           | Y         |
| Confidence in accessing, analysing, interpreting data, and the ability to use data to set targets and identify weaknesses, support school planning, monitoring and development | Y         |           |
| Understanding of high-quality teaching, and the ability to model this for others and support others to improve   | Y         |           |

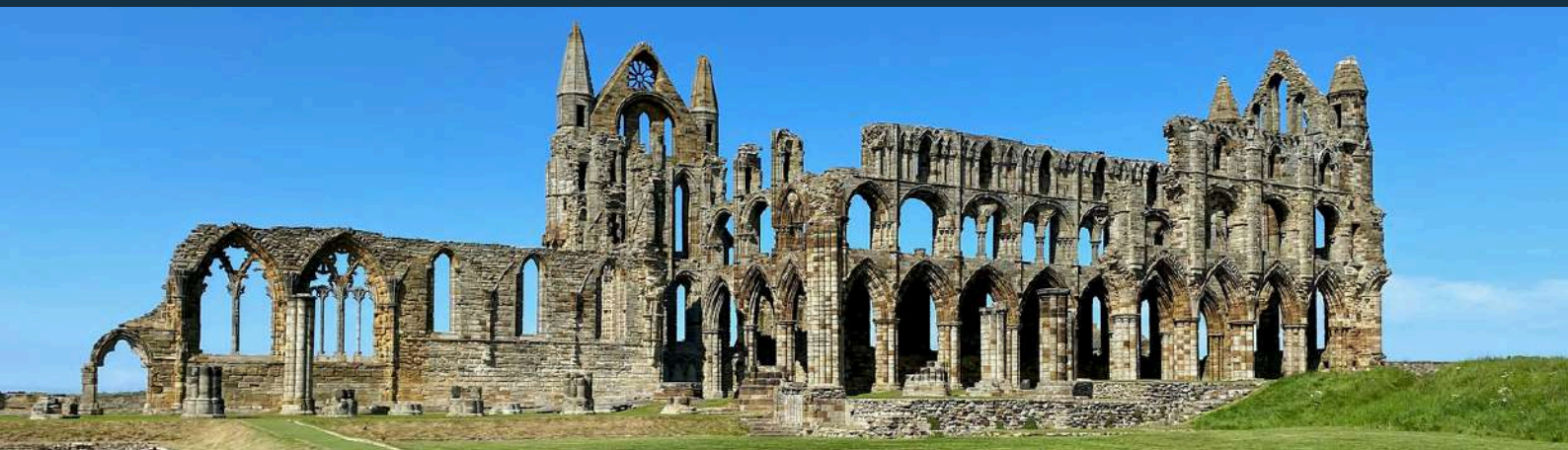
| Criteria:  | Essential | Desirable |
|--|-----------|-----------|
| Ability to remain resilient, positive, enthusiastic and good humoured when working under pressure                    | Y         |           |
| Strong commitment to raising standards   | Y         |           |
| Ability to relate to children  | Y         |           |
| Capability to make and take decisions and delegate appropriately   | Y         |           |
| Effective communication oral and written, and strong interpersonal skills  | Y         |           |
| Ability to communicate a compelling vision and inspire others  | Y         |           |
| Ability to build strong teams and effective working relationships  | Y         |           |
| A commitment to ensuring the best outcomes for all pupils and promoting the ethos and values of the school and trust | Y         |           |
| Strong emotional intelligence and self-leadership skills   | Y         |           |
| Strong people skills, enabling others to grow and develop  | Y         |           |
| Commitment to maintaining confidentiality at all times   | Y         |           |

| Safeguarding:   | Essential | Desirable |
|---|-----------|-----------|
| Commitment to safeguarding and promoting the welfare of children and young people | Y         |           |
| Recent accredited safeguarding training   | Y         |           |
| Sound understanding of statutory safeguarding requirements                        | Y         |           |



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**Note** - This person specification is not necessarily a comprehensive definition of the post. It will be reviewed and may be subject to modification and amendment after consultation with the post-holder.

## How to Apply

**Start Date: January 2026**

If you would like to apply for the position of Headteacher please complete the Teacher post application form available on [www.wlp.education](http://www.wlp.education)

Please return completed application forms to Lucy Bailey in our Trust People and Culture Team [recruitment@wlp.education](mailto:recruitment@wlp.education) – by 9am Monday 6th October 2025

Interviews scheduled week commencing 13th October 2025

The trust is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. An enhanced DBS disclosure is required for all posts.



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