



Ambition • Bravery • Respect

Northern Ambition Academies Trust  
**Primary Executive Headteacher  
Recruitment Pack**



**Northern Ambition**  
Academies Trust  
Ambition • Bravery • Respect

[northernambition.org.uk](http://northernambition.org.uk)



# Welcome to **Northern Ambition Academies Trust**

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It is often said that each child gets one chance at education, and here at Northern Ambition Academies Trust (NAAT), we ensure that our pupils are given every possible opportunity to reach their potential, unlock their creativity and succeed in life.

We are proud to be a values-driven organisation with an unwavering commitment to our children and young people, our families, our staff and the community. We place our pupils and staff at the heart of everything we do.

Our family of schools, our leaders, academy councils and trustees are committed to our core values of Ambition, Bravery and Respect. We are hugely ambitious for every pupil within the Trust and are committed to continuous school improvement.

We aim to facilitate the very best experiences and achievements for our pupils through high-quality, wide-ranging curricular and extracurricular experiences underpinned by rigorous and systematic support and challenge of all our schools.



We hope to build on our success to further grow our family of schools as well as to develop the opportunities on offer for our pupils and our staff. For further information, please visit our website or get in touch.

**Liz Fairhurst**  
CEO

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# Vision & Values

## Our Vision

*At Northern Ambition Academies Trust,  
our vision is to create a world in which all young  
people can flourish, dream and succeed.*



# Our Values

Our mission is for every child to leave our schools equipped with the essential skills they need to contribute effectively to society and to become well-rounded, confident, happy adults. To do this, we keep the following values at the heart of everything we do:



## Ambition

- We aim high and don't put limits on ourselves or other people.
- We are relentless in assessing our performance and seeking to continuously improve.
- We make the most of the opportunities offered to us to help us achieve our goals.



## Bravery

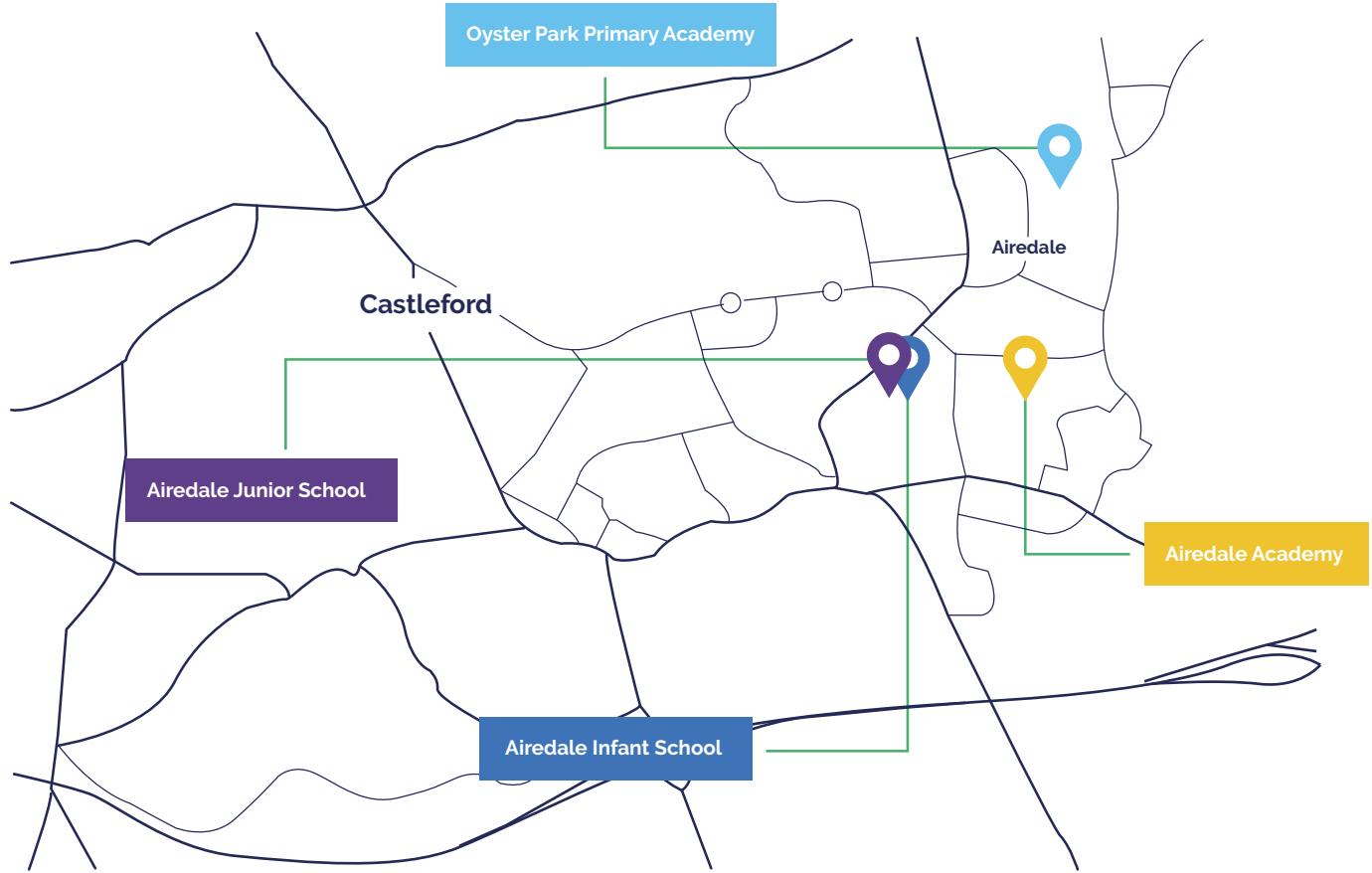
- We try new things and see mistakes as opportunities to learn.
- We don't shy away from tough decisions or difficult situations.
- We don't give up if things are hard.



## Respect

- We think about the impact of our actions on others in the choices we make.
- We value what makes us different and believe everyone has something to contribute.
- We encourage honest, open debate and listen to constructive feedback about how to make things better.

# Our Academies





Ages 11-18  
**Principal: Miss L Proctor**



Ages 3-7 years  
**Headteacher: Miss K Robinson**



Ages 7-11 years  
**Headteacher: Miss K Robinson**



Ages 3-11 years  
**Headteacher: Mrs J Chapman-Kemp**



## Job Description

# Primary Executive Headteacher

## Purpose Of The Post

- To be responsible for the internal organisation, management and control of Airedale Infant and Airedale Junior schools, providing professional leadership which secures their success, ensuring high quality education for all pupils and improved standards of learning and achievement.
- To promote and uphold the highest standards of professional practice, ethics and compliance. Whilst at the same time maintaining the Trust's ethos.
- To maintain and develop an atmosphere and structure where pupils and staff are valued and helped to achieve the high expectations of the Trust.
- To drive up standards of pupil attainment and achievement, and challenge and support schools to achieve their targets within the overall objectives of the Trust.
- To comply with the National Standards of Excellence for Headteachers (2020) and the Teaching Standards (2011). The professional duties of the Headteacher are contained in the School Teachers' Pay and Conditions Document and key areas of Headship are contained in the DfE's document National Standards of Excellence for Headteachers.

## Responsible For

- Strategic leadership and management of all staff employed to work for the two schools (Teaching and Support Staff) to create success and continuous improvement.
- Ensuring effective teaching and learning takes place.
- The performance and sustainability of both schools.
- The attainment and progress of pupils across both schools, ensuring safeguarding, good attendance and behaviour.

## Liaising with

Chief Executive, Trustees, Academy Council members, Trust Executive Team, Senior Leadership Team, teachers and non-teaching staff across the Trust, Local authority staff, community groups, school improvement professionals, parents/carers and pupils.

## Working Conditions

The appointment is subject to the terms and conditions of employment contained in:

- the current statutory School Teachers' Pay and Conditions Document;
- the Education (Teachers) Regulations 1993, as amended;
- the Conditions of Service for Schoolteachers in England and Wales (the Burgundy Book);
- any local collective agreements relevant to this employment type reached with trade unions recognised by the Trust;
- the Education Act 2002 and the Staffing Guidance under Sections 35(8) and 36 (8) of the Act;
- financial and other relevant regulations and rules of the Trust;
- Articles and instruments of government of the Trust.

## Characteristics of the Post

The ability to regularly attend meetings outside normal school hours, including those meetings which take place in the late afternoon/evening as required by the Chief Executive and/or the Trust Board.

The postholder may be required to work in any of the Primary schools/academies operated by Northern Ambition Academies Trust as directed by the Chief Executive.

All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.

The following employment checks are required:

- Evidence of entitlement to work in the U.K.
- Evidence of essential qualifications
- Two satisfactory references
- Confirmation of medical fitness for employment
- Registration with appropriate bodies (where applicable)
- Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level.

# Main (Core) Duties

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## Organisation, Strategy and Leadership

- Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the two schools.
- To evaluate the schools' performance and identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all
- Develop, implement and evaluate the school's policies, practices and procedures.
- To secure the commitment of the wider community, by developing and maintaining effective partnerships with schools within the Trust, other schools, outside agencies, community groups, etc.
- Work with the Chief Executive and Trustees to develop a strategic vision for Primary education within Northern Ambition Academies Trust and promote this to staff, pupils, parents/carers and the wider community.
- Ensure the Trust's priorities are consistently and effectively implemented across both schools.
- Ensure the vision for the Schools is clearly articulated, shared, understood and acted upon effectively by all staff.
- Motivate others to develop a culture of high expectations, shared learning and resilience, leading by example and through the distribution of leadership across both schools.
- Ensure evidence-based improvement plans and polices promote continuous school improvement.
- Create and develop an organisation in which staff recognise that they are accountable for the success of pupils across both schools.
- Develop positive solutions to achieving diversity, dignity and equality in all aspects of service delivery and engagement with the broader community.
- Attend and contribute to meetings of the Academy Council.
- Work with political and financial astuteness to plan for the future development of the schools and wider Trust.

# Educational Provision and Standards

- Effectively manage teaching and learning to realise the potential of all pupils and staff, bringing about improvement where needed.
- Create a productive learning environment, which is engaging and fulfilling for all pupils.
- Teach classes, small groups or individual pupils as required to ensure the successful operation of the school.
- Lead on creative, responsive and effective teaching and learning to ensure it is delivered to a high standard across both schools, challenging underperformance where required.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design.
- Develop a culture across both schools where pupils and staff feel safe, confident, can attain maximum educational outcomes and where the Trust's values of Ambition, Bravery and Respect are evident.
- Keep abreast of educational developments and identify best practice both inside and outside the Trust which can be shared across the Trust's schools.
- Ensure the curriculum is broad, balanced and effective whilst meeting national expectations.
- Create a culture and ethos of challenge and support within both schools where both staff and pupils can achieve success and are engaged in their own learning.
- Present a coherent and accurate account of each school's performance in a form appropriate to a range of audiences, including the Chief Executive, Trust Board, parents/carers and the local community.
- Collaborate with other agencies to ensure pupils' needs are met.
- Build an effective partnership with parents/carers and other stakeholders to support and enhance the achievement and personal development of all pupils.
- Actively promote the schools as centres of excellence for education and families in the local community.



## Management of Staff

- Lead by example, with integrity, creativity, resilience and clarity, drawing on the expertise and skills of those within both schools and the Trust.
- Lead, manage and develop staff, including appraising and managing performance.
- Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.
- Organise and deploy resources within both schools as appropriate.
- Promote harmonious working relationships within the schools, the wider Trust and those schools outside of the Trust.
- Maintain relationships with organisations representing teachers and other members of staff.
- Lead and manage the staff with a proper regard for their health and wellbeing and legitimate expectations, including the expectation of a healthy balance between work and other commitments.
- Create an ethos based on Trust values within which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other.
- Hold all staff to account for their professional conduct and practice.

## Safeguarding

- Provide a safe and calm environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour in school and in the local community.
- Promote the safety, health and wellbeing of pupils and staff across both schools.
- Oversee the implementation of Trust policies and procedures, ensuring consistent application and monitoring for impact.
- Ensure good order and discipline is maintained among pupils and staff, and that high expectations regarding safeguarding, behaviour and attendance are communicated and adhered to across both schools.
- Ensure that all activities across both schools comply with current regulations regarding safeguarding and that safeguarding and child protection policies are operated rigorously.

## Management of Resources

- Comply with the financial, health & safety, HR and other processes and procedures of the Trust.
- Ensure that all the activities are conducted in accordance with all legal or statutory requirements and regulations, and that policies and procedures developed locally are consistent with best practice and recognised codes of probity.
- Working with the Chief Executive and Director of Finance and Operations, and HR Manager to ensure the effective deployment of resources across both schools to ensure maximum impact.
- Ensure that all resources are organised and managed to provide the best possible outcomes for pupils.

## Compliance

- Work with the CEO to develop and implement suitable quality assurance systems which are fit for purpose.
- Present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including staff, Academy Council members, the Trust Board and Ofsted.
- Maintain such records of the school as are appropriate to communicate its development, improvements and achievements.
- Provide accurate information, objective advice and support to the Academy Council to enable it to meet its responsibilities for securing effective teaching and learning, improved standards of achievement, efficiency and value for money.

## Professional Development

- Promote the participation of staff in continuing relevant professional development.
- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue professional development as appropriate.
- To keep up to date with developments in Primary education and other Trust initiatives as agreed and to provide advice and guidance to all Primaries within the Trust.
- Ensure talent is managed effectively via appropriate professional development and opportunity within the schools and Trust.

## Work with Colleagues and Other Relevant Professionals

- Consult and communicate with the CEO, Trust Executive Team, Academy Council, Trustees, staff, pupils, parents and carers.
- Communicate the school and Trusts' vision and values
- Collaborate and work with colleagues and other relevant professionals within and beyond the school and wider Trust, including relevant external agencies and bodies.

- Develop effective relationships with a range of internal and external stakeholders.
- Create an outward facing school that works with other schools both within the Trust and where appropriate, other schools and organisations locally and nationally to champion best practice.

## Additional Duties

Carry out any such duties as may be reasonably required by the Trust.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken has not been identified. Employees will be expected to comply with any reasonable request from the Chief Executive to undertake work of a similar level that is not specified in this job description.

The post will be based within one of the Trust's academies, but you may be required to work at any of Northern Ambition Academies Trust's Primary schools as directed by the Chief Executive.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date shown, but, in consultation with you, may be changed by the Chief Executive to reflect or anticipate changes in the job commensurate with the grade and job title.



# Person Specification

## Primary Executive Headteacher

### Key

- AF Application Form
- R Reference
- I Interviews

## Essential Headship Criteria

### Qualifications

- First degree/teaching certification and Qualified Teacher Status
- Recent professional development relevant to Senior Management

### Experience

- Background in Primary Education
- Curriculum Development responsibility
- Successful and relevant teaching experience

### How Identified



## Desirable Headship Criteria

### Qualifications

- Have had or be undertaking further study relevant to headship (e.g. Diploma or Higher Degree)
- Holder of the National Professional Qualification for Headship (NPQH)

### Experience

- Senior or whole school management at Headteacher or Deputy Headteacher level.

### How Identified



# Person Specification

# Key Areas of Headship

## Shaping the Future

### Qualifications

#### Knows about:

- Local, national and global trends
- The key issues affecting schools
- Ways to build, communicate and implement a shared vision
- Strategic planning processes
- Strategies for communication both within and beyond the school
- New technologies, their use and impact
- Leading change, creativity and innovation

### Professional Qualities

#### Is committed to:

- A collaborative school vision of excellence and equity that sets high standards for every pupil
- The setting and achievement of ambitious, challenging goals and targets
- The use of appropriate new technologies
- Inclusion and the ability and right of all to be the best they can be

#### Is able to:

- Think strategically, build and communicate a coherent vision in a range of compelling ways
- Inspire, challenge, motivate and empower others to carry the vision forward
- Model the values and vision of the school

### How Identified



# Leading Learning and Teaching

Qualifications	Professional Qualities	How Identified
<p><b>Knows about:</b></p> <ul style="list-style-type: none"> <li>- Strategies for raising achievement and achieving excellence</li> <li>- The development of a personalised learning culture within the school</li> <li>- Models of learning and teaching</li> <li>- The use of new and emerging technologies to support learning and teaching</li> <li>- Principles of effective teaching and assessment for learning</li> <li>- Models of behaviour and attendance management</li> <li>- Strategies for ensuring inclusion, diversity and access</li> <li>- Curriculum design and management</li> <li>- Tools for data collection and analysis</li> <li>- Using research evidence to inform teaching and learning</li> <li>- Monitoring and evaluating performance</li> <li>- School self-evaluation</li> <li>- Strategies for developing effective teachers</li> </ul>	<p><b>Is committed to:</b></p> <ul style="list-style-type: none"> <li>- The raising standards for all in the pursuit of excellence</li> <li>- The continuing learning of all members of the school community</li> <li>- The entitlement of all pupils to effective teaching and learning</li> <li>- Choice and flexibility in learning to meet the personalised learning needs of every child</li> </ul> <p><b>Is able to:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate personal enthusiasm for and commitment to the learning process</li> <li>- Demonstrate the principles and practice of effective teaching and learning</li> <li>- Access, analyse and interpret information</li> <li>- Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance improvement</li> <li>- Acknowledge excellence and challenge poor performance across school</li> </ul>	  

# Developing Self and Working with Others

## Qualifications

### Knows about:

- The significance of interpersonal relationships, adult learning and models of continuing professional development (CPD)
- Strategies to promote individual and team development
- Building and sustaining a learning community
- The relationship between management performance, CPD and sustained school improvement
- The impact of change on organisations and individuals

## Professional Qualities

### Is committed to:

- Effective working relationships
- Shared leadership
- Effective team working
- Continuing professional development for self and all others within the school

### Is able to:

- Foster an open, fair, equitable culture and manage conflict
- Develop, empower and sustain individuals and teams
- Collaborate and network with others within and beyond the school
- Challenge, influence and motivate others
- Give and receive effective feedback and act to improve personal performance
- Accept support from others including colleagues, governors and the LEA

## How Identified

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# Managing the Organisation

## Qualifications

### Knows about:

- Models of organisation and principles of organisational development
- Principles and models of self-evaluation
- Principles and practice of earned autonomy
- Principles and strategies of school improvement
- Project management for planning and implementing change
- Policy creation, through consultation and review
- Informed decision making
- Strategic financial planning, budgetary management and principles of best value
- Performance management
- Personnel, governance, security and access issues relating to the diverse use of school facilities
- Legal issues relating to managing a school including Opportunities, Race Relations, Disability, Human Rights and Employment legislation
- The use of new and emerging technologies to enhance organisational effectiveness

## Professional Qualities

### Is committed to:

- Distributed leadership and management
- The equitable management of staff and resources
- The sustaining of personal motivation and that of all staff
- The developing and sustaining of a safe, secure and healthy school environment
- Collaborating with others in order to strengthen school's organisation capacity and contribute to the development of capacity in other schools

### Is able to:

- Establish and sustain appropriate structures and systems
- Manage the school efficiently and effectively on a day to day basis
- Delegate management tasks and monitor their implementation
- Prioritise, plan and organise themselves and others
- Make professional, managerial and organisational decisions based on informed judgements
- Think creatively to anticipate and solve problems

## How Identified



# Securing Accountability

## Qualifications

### Knows about:

- Statutory educational frameworks, including governance
- Public services policy and accountability frameworks, including self-evaluation and multi-agency working
- The contribution that education makes to developing, promoting and sustaining a fair and equitable society
- The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance
- The principles and practice of quality assurance systems, including school review, self-evaluation and performance management
- Stakeholder and community engagement in, and accountability for, the success and celebration of the school's performance

## Professional Qualities

### Is committed to:

- Principles and practice of school self-evaluation
- The school working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all its pupils
- Individual team and whole school accountability for pupil learning outcomes

### Is able to:

- Demonstrate political insight and anticipate trends
- Engage the school community in the systematic and rigorous self-evaluation of the work of the school
- Collect and use a rich set of data to understand the strengths and weaknesses of the school
- Combine the outcomes of regular school self-review with external evaluations in order to develop the school
- Combine the outcomes of regular school self-review with external evaluations in order to develop the school

## How Identified



# Strengthening Community

## Qualifications

### Knows about:

- Current issues and future trends that impact on the school community
- The rich and diverse resources within local communities – both human and physical
- The wider curriculum beyond school and the opportunities it provides for pupils and the school community
- Models of school, home, community and business partnerships
- The work of other agencies and opportunities for collaboration
- Strategies which encourage parents and carers to support their children's learning
- The strengths, capabilities and objectives of other schools

## Professional Qualities

### Is committed to:

- Effective team work within the school and with external partners
- Work with other agencies for the wellbeing of all pupils and their families
- Involvement of parents and the community in supporting the learning of children and in defining and realising the school vision
- Collaboration and networking with other schools to improve outcomes

### Is able to:

- Recognise and take account of the richness and diversity of the school's communities
- Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities
- Listen to, reflect and act on community feedback
- Build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils

## How Identified



**Note:** Whilst particular knowledge and professional qualities are assigned to one of the six Key Areas, it is important to emphasise that they are interdependent and may be applicable to all key areas.

**Each of the Key Areas of Headship are essential criteria**

# Working for Northern Ambition Academies Trust

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## Early Career Teachers (ECTs)

ECTs working within NAAT benefit from a full, two-year induction programme which is quality assured by Selby & Wakefield Teaching School Hub.

Through this programme, each ECT will:

- Be provided with the necessary tasks, experience and support to enable them to demonstrate satisfactory performance.
- Receive support from an appointed Induction Tutor and Induction Mentor.
- Have a reduced timetable to allow them to undertake induction activities.
- Regularly teach the same class or classes.
- Take part in similar planning, teaching and assessment processes to other teachers in similar posts.
- Not be presented with demands outside of their remit.

# Development Opportunities

At Northern Ambition Academies Trust, we live our values – including that of ambition. We are committed to offering high-quality professional development that helps individuals reach their career goals. This applies to everyone in the Trust, no matter what their role.

We believe in providing the best opportunities for our pupils, meaning that we do the same for our staff. Demonstrating our value of bravery, we encourage staff to move out of their comfort zone, help them to continuously develop and improve their practice, and support them to take on new challenges and excel in what they do.

All staff have access to a wide variety of general and role-specific training opportunities (delivered in-house, through a suite of e-learning courses or by external providers). Teachers can access regular CPD across a range of teaching and learning topics, and we support teachers and headteachers to access nationally-recognised qualifications including NPQSL and NPQML. We have provided the opportunity for staff across the Trust to study for other qualifications, including Master's degrees and doctorates that generate

new ideas and evidence-based research which we can use to improve our organisation. We also develop staff through our commitment to apprenticeships. Before advertising a role, we consider whether we can offer the post as an apprenticeship and we support access to apprenticeship opportunities for existing staff where possible as part of our commitment to CPD.

We are proud that our apprentices have undertaken qualifications including:

- **Accountancy and Taxation Professional Level 7**
- **Chartered Manager Degree Level 6**
- **School Business Professional Level 4**
- **Data Analyst Level 4**
- **Business Admin Level 2 & 3**
- **Supporting Teaching & Learning Level 2**

We are also keen to offer the Teaching Apprenticeship for prospective or existing staff with the passion and aptitude to train as a teacher.

# Other Benefits

All staff at Northern Ambition Academies Trust benefit from:

- **The opportunity to work collaboratively within a vibrant, supportive family of schools.**
- **Use of School IP to assist with CPD and the development of all staff.**
- **Our commitment to staff wellbeing (as shown by our Wellbeing Awards for Schools and school-based Staff Wellbeing Ambassadors).**
- **Annual appraisals.**
- **National College membership.**
- **The Key membership.**
- **Recognition including Random Acts of Kindness and Staff Awards.**
- **Break time refreshments.**
- **Access to fitness facilities at Airedale Academy including a gym.**
- **Discounted Microsoft products.**
- **Annual flu jabs.**

# Ethical Leadership

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NAAT is driven by a strong moral purpose. We are first and foremost an educational charity established to benefit children and local communities. We have therefore chosen to be part of the Ethical Leadership in Education Pathfinder Project.

As a Pathfinder, we join over 150 other schools and Trusts across the country who are testing the Framework for Ethical Leadership in Education. Through this, we hope to further improve our ethical foundation, provide appropriate training for our leaders, and lead the way as an exemplar of ethical leadership.

## Framework for Ethical Leadership in Education

### Selflessness

School and college leaders should act solely in the interest of children and young people.

### Integrity

School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.

### Objectivity

School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.

### Accountability

School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

### Openness

School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.

### Honesty

School and college leaders should be truthful.



## Leadership

School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do.

Leaders should show leadership through the following personal characteristics or virtues:

**Trust:** Leaders are trustworthy and reliable.

We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

**Wisdom:** Leaders use experience, knowledge and insight.

We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.

**Kindness:** Leaders demonstrate respect, generosity of spirit, understanding and good temper.

We give difficult messages humanely where conflict is unavoidable.

**Justice:** Leaders are fair and work for the good of all children.

We seek to enable all young people to lead useful, happy and fulfilling lives.

**Service:** Leaders are conscientious and dutiful.

We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

**Courage:** Leaders work courageously in the best interests of children and young people.

We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

**Optimism:** Leaders are positive and encouraging.

Despite difficulties and pressures, we are developing excellent education to change the world for the better.

# Curriculum

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**Our central purpose is to ensure that all children and young people within the Northern Ambition Academies Trust achieve the highest standards. We aim to develop and deliver a coherent curriculum that is ambitious, enriched, broad and engaging.**

**As a Trust, we pride ourselves on our united approach to delivering a broad and effective curriculum, preparing our pupils for the next steps in their educational journey. As part of this mission, we have set up curriculum hubs for Mathematics, English and the English Baccalaureate (EBacc).**

## Mathematics Hub

The Mathematics Hub is one of the more established hubs within the Trust. We have worked on a shared vision and approach with our schools and developed Trust-wide Mathematics and Calculations Policies. Staff also use technical terminology consistently, exposing children to rich vocabulary on a daily basis. The impact is that all children use similar methods and strategies in their work and are increasingly confident when approaching reasoning questions.

## English Hub

The aim of the English Hub is to facilitate the sharing of best practice in English teaching across the Trust. This approach has increased the consistency of English teaching and assessment across all of our schools, with a shared focus on reading, vocabulary and transitional phases between units. Staff are regularly given opportunities to visit other schools within the Trust, allowing everyone in our community to learn from each other and develop together.

## EBacc Hub

The establishment of our EBacc Hub has allowed staff to bridge gaps between KS2 and KS3, giving pupils a chance to overcome barriers they may face in EBacc subjects. This collaborative work and feedback loop between our secondary and primary academies has allowed staff to ensure that children leave Year 6 equipped to perform well in the EBacc.

## SEND Hub

The aim of the SEND hub is to enable staff from across all schools to discuss and reflect upon any issues regarding SEND, whether that be school-specific, locally, regionally or nationally. The hub enables our staff to share best practice, act as sounding boards and critical friends to ensure the most effective provision for pupils with SEND.

## Attendance Hub

Through our Attendance Hub, we have introduced a Club 100 programme across all schools in the Trust, encouraging pupils to aim for 100% attendance rates. Across NAAT, pupils who achieve 100% attendance each half term are rewarded with a postcard, badge and reward experience. We also run competitions between classes to further motivate pupils. As with all Trust hubs, the Attendance Hubs facilitates sharing of best practice between schools with the aim of improving attendance throughout.

# Who's Who?

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## Executive Team

### CEO

Liz Fairhurst

### Director of Finance and Operations

Anastasia Byard

### School Improvement Team

Katie Robinson (Primary)

Joanne Richmond (Secondary)

### HR Manager

Nikky York

### Trust Executive Assistant

Isabelle Parkinson

## Members

Mike Dixon

Richard Sloan

Andy Clark

Alex Nicholson

## Board of Trustees

### Chair

Rob Hall

### Vice Chair

Elizabeth Hayden

Alison Latham

Simon Fox

Stephen Groves

Kevin Guy

Nina Wrightson

Bruce McDowell



# Recruitment Process

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<b>1</b>	Advert posted with job description and person specification.	<b>5</b>	Offer made to successful candidate(s).
<b>2</b>	Candidates invited to look around if desired.	<b>6</b>	Pre-employment checks completed.
<b>3</b>	Shortlisting process.	<b>7</b>	Start date and induction period.
<b>4</b>	Candidates invited to interview, and references requested.  <i>Interview days may include a task or teaching example depending on the role.</i>		





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