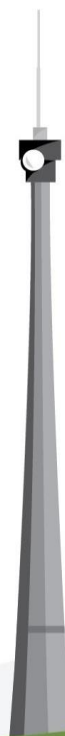


# Information Booklet

Headteacher



# A warm welcome from the Mast Academy Trust

Thank you for considering applying for this post within The Mast Academy Trust.

We genuinely believe that any of the schools within our Trust are wonderful places to work and develop your career.

We are a community of schools where relationships are positive, respectful and friendly. We consist of Birdsedge First School, Shelley First School, Kirkburton Middle School, Scissett Middle School and Scholes Junior and Infant School. We are an incredibly busy community of schools with lots going on all year round.

We are fortunate in having exceptional staff teams in all our schools who enthusiastically provide an engaging curriculum and a wealth of extra-curricular activities and experiences for our pupils to enjoy. Our schools, and the Trust, are supported by our dedicated and committed teams of Trustees and Governors.

As a community, we all work hard to ensure that pupils get the very best learning experience which supports them to achieve the very best outcomes.

We have a well-established passion for collaboration; working in partnership throughout the Trust and with a range of other alliances including as active members of the local school pyramids.

We would hope that what you read in the information pack and your wider research about the Trust and schools will encourage you to apply.



CEO – The Mast Academy Trust

## About the Trust

The MAST Academy Trust was established in December 2016 to build upon strong, existing partnerships around the pupils and families in our locality through academy status. The Trust currently comprises of five schools across the 4-13 years age range. We are a collaborative Trust, with all leaders supporting the development of MAST within the context of an Executive Leadership Team. Working strategically together, within our Pyramid of schools and with other services, we aim to transform provision and outcomes for pupils and their families.

*We want to support everyone to be the change they wish to see in the world. We understand that this is not about grand gestures, it's about helping individuals. Through a constant drive to enrich and develop our people, we can create a group of schools capable of achieving this goal. We remember this in everything we do, everything we say, every action we take, everything we promote. By keeping this focus, we aim to be an influential contributor to the world of education and an example to others.*

Our vision for our pupils, staff and schools at the Mast Academy Trust is not defined by a statement but a set of key principles; principles that when united reveals our overarching vision. As individual schools and a Trust:

- We celebrate **individuality**
- We **collaborate** for the good of our children and staff
- We **inspire** our children, and our employees to **achieve** their ambitions
- We all **learn** from our experiences
- We ensure a **safe** and **caring** environment for everyone

We commit to:

- Put the **children** at the heart
- Value all our **people** and respect their well-being
- Serve the **community** around us
- **Respect** different opinions and then unite together
- Be willing to **challenge** and accept challenge
- **Support** all areas within the MAST Academy Trust
- Adhere to the Nolan Principles

The Mast Academy Trust

c/o Scissett Middle School, Wakefield Road, Scissett, Huddersfield, HD8 9JX  
[www.themast.co.uk](http://www.themast.co.uk) | 01484 865444

## Joining the Trust

### Career Progression

The Trust is committed to developing all staff within their roles and creating opportunities for further career progression.

### Pension

Every employee of the Trust and our schools has access to the Teacher's Pension Scheme or the Local Government Pension Scheme. We adhere to all aspects of the standard pay and conditions established nationally.

### Health and Wellbeing

As an employer we are committed to promoting and protecting the physical and mental health of all our staff. All employees in the Trust have access to a mental health and wellbeing service provided by Group Buy Scheme. The service provides counselling, medical and wellbeing support.

### Supportive Colleagues

Wherever you work within the Trust, in our school teams or collaborative teams, in a teaching or support role, there are leaders and colleagues there to offer support and guidance throughout your career at the Mast Academy Trust.

Our new colleagues receive a comprehensive induction; all our colleagues receive ongoing Continual Professional Development provided by the Trust or from external providers. One benefit of being part of a Trust is you can learn and share knowledge and experiences with colleagues from the other schools within the Trust. There is always someone on the end of the phone!

### Equality

The Mast Academy Trust's aim is to attract people from diverse backgrounds to build on our inclusive culture and represent the communities we serve. We welcome applications from everyone regardless of sex, race, disability, age, sexual orientation, transgender status, religion or belief, marital status, or pregnancy and maternity.

We are committed to inclusivity and will consider requests for flexible working including part time and job share arrangements, where the role allows. We are committed to promoting and protecting the physical and mental health of all our staff.

We adopt a 'name blind' approach to shortlisting. Recruiting managers will not have access to personal information, including your name and contact details, until a shortlisting decision has been made.

# Welcome



Welcome to Scholes Junior and Infant School. We hope you find the information contained within this information pack useful in getting to know us and in understanding what our values are as a school. Scholes Junior and Infant School is a small, village primary school set within a semi-rural part of Holmfirth, Huddersfield. There are currently 180 pupils on roll, divided into 7 classes.

We are a member of the Mast Academy Trust, which also comprises of Scissett Middle School, Birdsedge First School, Shelley First School and Kirkburton Middle School. We are also a part of the very successful Holmfirth Pyramid of schools. Most pupils come to us from the surrounding village of Scholes and then transfer to Holmfirth High School at the end of Year 6.

One of our key aims is to equip pupils with the essential knowledge and skills they need to lead happy and successful lives, as well as preparing them for the next steps in their learning journey. We have begun to establish robust curriculum plans and work closely with specialist leaders of education within the trust, as well as being part of a number of subject networks. This means we have access to expertise, but with the opportunity to make the right decisions for our school when it comes to the curriculum.

The team at Scholes are hardworking, dedicated and strive to provide the best curriculum possible which is reflective of the National Curriculum and the Scholes area. As part of the trust, we have established Rosenshein principles of instruction to maximise learning opportunities and help pupils remember the taught curriculum overtime. Alongside this, we aim to enrich the curriculum with a whole host of exciting visitors, trips and activities to add to pupils' cultural capital.

Pupil development is rooted within our **KIND** values - **Kindness** is key within all interactions at Scholes and pupils embody this with each other, staff and all visitors. Our pupils are encouraged to build **Independence** - from the first days in Reception, right through to the leadership roles held in Key Stage Two. We **Nurture** not only one another, but also the talents of every individual where success is celebrated. All staff encourage children to have **Determination** in their actions - mistakes happen but provide valuable learning opportunities for personal growth. Our pupils really do 'learn through enjoyment'.

We specialise in supporting, nurturing and guiding pupils through this time in their lives – emotionally, socially and academically – in order that they can achieve well and feel safe. We believe strongly in the importance of inclusion, the development of the whole child, and meeting the needs of the individual.

Attendance is strong, bullying is rare, and pupils tell us they feel safe and well-cared for. Through stakeholder surveys, parents tell us they are very happy with their children's experience at school; the progress their children make and the quality of teaching each child receives. We believe that development is most effective in a calm and orderly atmosphere where children are encouraged to behave in an appropriate manner and where self-discipline and resilience is important and valued.

Pupils are encouraged to take responsibility for themselves and their learning, seeing themselves as citizens of the community - citizens who can make a difference.

Scholes is a school with enormous potential. The school has been on a journey of improvement. It is now in a strong position and is ready for a new headteacher who can inspire everyone to reach their full potential. It is a school where a new headteacher can really make a difference.

## Stakeholder Voice

**Colleagues, parents and governors agree that the top priorities for the new headteacher is someone who:**

- Has strong leadership skills;
- Is an excellent communicator;
- Displays empathy and understanding;
- Is visible and present around school.

**Colleagues would also like someone with experience of:**

- Parent and community engagement;
- Leading and managing colleagues well including through effective staff development;
- Establishing effective behaviour management systems;
- Curriculum development within a primary school.

**Pupils would like a headteacher who:**

- Is kind and approachable;
- Listens to pupils, considers what they say and, where possible, puts this into practice;
- Can inspire them to achieve their best;
- Is firm but fair with everyone.

# Headteacher

For the Scholes Junior and Infant School

Organisation	Scholes Junior and Infant School
Job Scale	L13 to L18
Hours	Full Time
Type	Permanent
Job share	Applications can be considered
Location	The primary place of work shall be Scholes Junior and Infant School, but you may be required to work at any school within the Trust.
Responsible to	Chief Executive Officer
JOB CODE	HTSJISSPRING25

**The Mast Academy Trust and its members, trustees, governors, executive leaders and Headteachers are committed to safeguarding, promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place; it expects all staff and volunteers to share the commitment.**

**Appointments will be subject to an Enhanced DBS check.**



## Overview

Schools are providers of education, and extended learning services, all of which benefit pupils, parents and the local community. The Mast Academy Trust who is a diverse employer that encourages the development of its staff who in turn deliver quality services to pupils and parents whose expectations are constantly rising both in terms of better services and access to them. Employees feel that they are contributing to the local community and making a difference to people's lives whilst working in a dynamic, fair and flexible environment.

This role is part of our Education job family which plays a pivotal role in supporting schools to deliver high quality services.

## Basic Job Purpose

- To secure outstanding outcomes for all pupils at Scholes Junior and Infant School through leadership of the school.
- To ensure effective leadership and accountability structures which enable the highest standards to be achieved.
- To ensure a strong curriculum which covers the full national curriculum and where skills and knowledge components are carefully sequenced to ensure maximum retention and progress.
- To promote the highest standards of teaching and learning through ensuring highly effective CPD and robust monitoring of curriculum implementation.
- To ensure that pupils are well looked after and benefit from the highest standards of behaviour management and pastoral care.
- To establish strong working relationships with other leaders within the Trust and work collaboratively to the benefit of all children and young people.
- To ensure that the school is 'outward-facing' and seeks innovation which promotes the highest standards of education.

## Main Responsibilities – Headteacher

### Key Responsibilities

Set out a clear vision in collaboration with Governors and Trustees and inspire all stakeholders to strive towards the common goal of outstanding educational opportunities for all young people;

- Coach, mentor and motivate staff to build a culture of high commitment, standards, aspiration and drive for success;
- Establish very high expectations of pupil achievement, and ensure that these expectations are met;
- Directly deploy and line manage members of the school's Senior Leadership team and ensure strong accountability systems are in place to support high performance;
- Build a learning community within the school, modelling and promoting a self-critical reflective approach;



- Participate in Trust wide systems of school review and ensure robust self-evaluation procedures which inform school improvement;
- Ensure effective policy management and compliance with Trust wide policies and practises;
- Ensure the safeguarding of the pupils of the school in line with best practice and relevant legislation;
- Day to day management of the school;
- Work with the Trust's Chief Financial Officer and School Business Partner, to ensure robust financial management and that money is spent under the principles of best value and 'children first' decision making;
- Liaise with relevant staff and the Trust's strategic lead to ensure Health and Safety systems are in place;
- Establishment of a sensitive and inspiring relationship with parents and carers, developing a wide range of high-quality provision to contribute to high aspirations and outcomes for children.
- The curriculum for learning is rich, relevant and inspirational and contributes to outstanding attitudes and outcomes;
- That agreed clear lines of accountability work in practice to secure outcomes for all pupils;
- That all children make optimal progress even when there are barriers to learning, through excellent systems and provision for all;
- Participate in school-to-school support as required;
- Any other duties commensurate with the post as may be required from time to time.

### **Governance, accountability and working in partnership**

The headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff 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 successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

*Duties may change over time and as such this Job Description may be subject to review in consultation with the post holder.*

**Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.**

### **Further Duties**

- To carry out additional tasks deemed reasonable by the CEO.
- To undertake performance management and to contribute to the programme as required / agreed
- To undertake and commit to your continued professional development

### **General**

- Show a commitment to diversity, equal opportunities and anti-discriminatory practices.
- Show a commitment to ensuring that children and young people learn in safe environment.
- Participate in relevant and appropriate training and development as required.
- Carry out your duties with due regard to current and future school / Trust policies, procedures and relevant legislation. These will be drawn to your attention as part of your induction and ongoing performance development and through school communications
- Promote and actively support the Trust's responsibilities towards safeguarding.

## Person Specification - Headteacher

<b>E</b>	Essential	<b>A</b>	Application Form
<b>D</b>	Desirable	<b>T</b>	Test/Exercise
		<b>I</b>	Interview
		<b>R</b>	References

### Qualifications & Training

<b>E</b>	Qualified Teacher status.	<b>A</b>
<b>E</b>	Honours Graduate or equivalent.	<b>A</b>
<b>D</b>	Further professional/academic study.	<b>A</b>
<b>D</b>	Has NPQH qualification.	<b>A</b>

### Experience

<b>E</b>	Primary School education.	<b>AIR</b>
<b>E</b>	Experience of school leadership as a Senior Leader in a primary school.	<b>AIR</b>
<b>D</b>	Experience of working collaboratively across schools and/or in partnership arrangements.	<b>AIR</b>

### Qualities and Knowledge.

Able to:

<b>E</b>	Lead by example demonstrating optimistic personal behaviour, positive relationships and attitudes towards the pupils and staff and towards, parents, trustees, and members of the local community.	<b>RI</b>
<b>E</b>	Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally and pursue continuous professional development.	<b>I</b>
<b>E</b>	Demonstrate the ability to work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.	<b>I</b>
<b>E</b>	Communicate a strong vision and drive forward change.	<b>AR</b>
<b>E</b>	Be resilient, determined and committed whilst being emotionally intelligent and people centred.	<b>RI</b>

### Pupils and Staff

Able to develop systems which:

<b>E</b>	Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, and instil a strong sense of accountability in	<b>A</b>
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	staff for the impact of their work on pupil's outcomes, holding them to account for their professional conduct and practice.	
<b>E</b>	Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge to support each other. Lead by example in this area, continually develop your own practise and remain up to date on the latest developments in the sector.	<b>AR</b>
<b>E</b>	Be an effective and inspiring leader; identify emerging talents, coaching current and aspiring leaders in a climate of success ensuring all staff are outward facing and seek out opportunities for innovation.	<b>A</b>

### Systems and Processes

Able to develop systems and processes which:

<b>E</b>	Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.	<b>A</b>
<b>E</b>	Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.	<b>AI</b>
<b>E</b>	Build strong teams, encourage innovation and take account of staff workload and well-being.	<b>AR</b>
<b>D</b>	Exercise strategic, curriculum led financial planning to ensure the equitable deployment of budgets and resources, in the best interest of pupils' achievements and the school's sustainability.	<b>A</b>

### School improvement through collaboration

Develop a self-improving school system which will:

<b>D</b>	Create an outward-facing school which will work with other schools and organisations in a climate of mutual challenge to champion best practice and secure excellent achievements for all pupils.	<b>ARI</b>
<b>E</b>	Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.	<b>I</b>
<b>E</b>	Work with commitment to form strong working relationships with other schools, including the schools within the Trust, which enable collaboration, efficiency and success.	<b>ARI</b>
<b>E</b>	Be open to exploring new ways of working both within school and across schools in the best interests of pupils.	<b>I</b>
<b>E</b>	Inspire and influence others to believe in the fundamental importance of education in young people's lives and promote the value of education.	<b>RI</b>

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the school.

# Application Details

Thank you for taking the time to read this pack.

## Applying for the role of Headteacher

If you wish to apply for the post of Headteacher then please complete the application forms found on <https://www.themast.co.uk/job-vacancies>

Application is via the Trust's online application form only, separate submissions or supporting documentation will not be accepted; all information should be provided within the relevant sections of the application form. You have the option to save and edit your application prior to submission. As the application form is hosted on Microsoft Forms, you may wish to copy and paste any larger sections of text into the form.

The application form requires you to provide in addition to personal details, educational achievements and employment history clear and concise examples of how you meet the following areas:

- Qualities relevant to the post
- Experience of change management and people centred decision making
- School improvement experience and impact
- Experience of, and commitment to, collaborative working
- How you meet the leadership standards as specified in the Mast Academy Trust professional standards document (provided with the job pack)
- Additional factors including continual professional development.

If you require a physical version of an application form, please contact [recruitment@themast.co.uk](mailto:recruitment@themast.co.uk) or telephone 01484 865444 and speak to the HR department.

The job code for this role is HTSJISSPRING25.

If you would like an informal discussion with the CEO prior to applying for this position, please contact Claire Gray at [cgray@themast.co.uk](mailto:cgray@themast.co.uk) or telephone 01484865444 and ask for Claire Gray.

Visits are warmly welcomed and can be arranged by contacting Scholes Junior and Infant School on T:01484 682190. **We anticipate being able to offer visits on Wednesday 12<sup>th</sup> and Friday 14<sup>th</sup> February 2025.**

In addition, we encourage you to visit the school and Trust websites: [www.scholesji.org.uk](http://www.scholesji.org.uk) and [www.themast.co.uk](http://www.themast.co.uk) respectively.

## Shortlisting

As part of our safer recruitment process, references will be requested prior to interview. Only in exceptional circumstances will the Trust interview without references prior, where the candidate does not wish to notify their current employer applicants must make this clear when submitting an application. Job offers will always be on condition of satisfactory references.

Online searches will be carried out for all shortlisted candidates therefore it is essential that your 'handles' are accurate to comply with these checks. The information will be treated as strictly confidential and shared with the recruitment panel to validate your suitability for the role that you have

applied for. The scope includes relevant qualifications, whether a candidate poses a potential safeguarding risk or reputational damage for the school or Trust. The information found may be explored at the interview stage. Data gathered will be recorded as appropriate and destroyed in line with the data protection policy.

Shortlisted candidates will be asked to provide details of unspent convictions and those that would not be filtered, prior to the date of the interview.

### Equality Opportunity Monitoring

The Mast Academy Trust wants to meet the aims and commitments set out in its equality policy and statement. This includes not discriminating under the Equality Act 2010, and building an accurate picture of the make-up of the workforce in encouraging equality and diversity.

We would appreciate it if you would complete an equal opportunity monitoring form by following (or by copy and pasting) this link

<https://forms.office.com/r/d2JggY2K2u>

### Dates

**The closing date for applications is Monday 24<sup>th</sup> February 2025 at 10.00am.** Please note this advert may close earlier than the date advertised if a significant number of suitable applications are received.

If we have not contacted you by the beginning of Monday 3<sup>rd</sup> March 2025, please assume that on this occasion your application has been unsuccessful.

**Interviews are expected to take place on Thursday 6<sup>th</sup> March and Friday 7<sup>th</sup> March.** However, this may be subject to change.

The expected start date for the successful candidate would be **1<sup>st</sup> September 2025.**

Please accept this as acknowledgement of the time and interest you have shown.

