

Principal

The Forest Academy

Salary: Negotiable

Required: September 2026

Beacon Academy Trust is currently seeking to appoint a dynamic and inspirational Principal who is driven by moral purpose and every young persons' entitlement to a great education.

Key Purpose

As Principal of The Forest Academy, you will provide professional leadership to ensure success by securing outstanding outcomes and progression for all students. You will lead on continuous improvements in teaching, learning and assessment practice and will be responsible for creating a productive and purposeful learning environment and for the day-to-day management and organisation of the school. You will also secure the commitment of the wider community by developing and maintaining effective networks with for example; local primary schools, other institutions and employers.

Following the sudden and sad loss of Lewis Ansell, TFA Principal, there is an interim leadership structure in place for the remainder of the 2025-26 academic year to ensure that students' entitlement to the best education possible is sustained and exceeded as part of Lewis' legacy. The Trust is seeking to appoint a substantive Principal for September 2026, initial telephone calls and visits are welcome.

[The Forest Academy](#) is an 11-16 school, with a co-located 6th form part of [Beal Sixth Form](#) with a total student population of more than 1,000. This unique set-up allows the ability to operate as in effect an autonomous 11-18 school but with strong collaborative links across Beacon Academy Trust and Beal Sixth Form.

As a Principal working as part of [Beacon Academy Trust](#), you will be part of the Trust Executive and will work in a collaborative way with your colleagues, offering support and bringing your



experience and ideas - genuinely working together to improve our schools. As a medium-sized trust, we can work in a progressive, autonomous and agile way to drive continually improving standards. We believe this is a genuinely unique offer in a headship and provides incredible opportunities for your own leadership and development.

The recently launched BMAT CPD hub ensures all BMAT staff receive tailored CPD to enable them to share mastery and develop expertise in their roles. You will receive structured, regular support, coaching and a wide range of professional development and training to suit your needs.

Key Priorities

- Work with the CEO and Trust Executive, MAT Board, Governors, and staff to define and implement the Academy's vision and strategic direction so that it is understood and acted upon by all stakeholders
- Refine and implement the strategic direction for the academy, which identifies priorities and targets for ensuring that all pupils achieve high standards and make progress, increases teachers' effectiveness and secures continued school improvement and sustainable improvement in academic outcomes.
- Drive the CALIBRE curriculum through intent, implementation and impact at whole school, department and classroom level.
- Drive the student recruitment strategy and ensure that TFA is responsive to the community it serves.
- Champion the vision, ethos and activities of the Trust and the various provisions within it through the collegiate intent of the Trust Executive
- Hold and articulate clear values and moral purpose, focused on providing a first-class education for students
- Demand ambitious standards for all students at The Forest Academy and instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
- Ensure that The Forest Academy's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Drive The Forest Academy's outward-facing collaboration with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.

Interested candidates are encouraged to visit the school, or book an informal discussion with a member of the Trust Executive – please contact hr@beaconacademytrust.co.uk

What we are looking for:

- You will be an outstanding communicator, with proven strengths in engaging with, inspiring and motivating, not just the school community but also the wider community.
- You will have a genuine interest in the education sector and how it is evolving and changing



- You will have experience across the full secondary age range.
- You will have an understanding of wide-ranging school improvement strategies which will be matched by your ability to manage change and to motivate staff and the community towards the achievement of clear and aspirational goals.
- Above all, you will possess a relentless drive to continually raise standards and secure outstanding teaching for all of our students at the Forest Academy

Find out more about The Forest Academy here: www.theforestacademy.co.uk and Beacon Academy Trust here: www.beaconacademytrust.co.uk

The Trust is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment.

Enhanced DBS (with list checks) is required for this post.

The below documents must be read prior to applying for this role and will be factored into interviews:

[Keeping Children Safe in Education](#)

[BMAT – Safeguarding and Child Protection Policy](#)

Further information and an application form can be found at <https://nelta.co.uk/vacancies/>

Please forward your electronic applications to recruitment@beaconacademytrust.co.uk

Please note we reserve the right to close or extend this position depending on application numbers, therefore we would urge candidates to submit an application as soon as possible.



Beacon Multi Academy Trust Benefits

SCAN THE QR CODE
TO VIEW **CURRENT**
VACANCIES



Benenden Private Healthcare

Responsive medical care which can be extended to include family and friends - taxable benefit.

Busy Beacons Nursery

Access to a BMAT term time only on-site nursery for all BMAT staff

Pay and Conditions:

16% PPA minimum for teaching staff

Retained School Teachers Pay and Conditions 2012
including automatic main scale progression for teaching staff.

Access to **Teachers' Pension Scheme (TPS)** or to Local Government **Pension Scheme (LGPS)**

CPD:

BMAT CPD Hub - Investment in training and professional development

A range of **career opportunities** across the Trust

Staff Wellbeing:

Free access to a fully fitted **on-site fitness suite** on both campuses and staff shower facilities.

Interest-free beneficial loans to spread the cost of computer equipment, bikes, transport season tickets and visa applications

Free hot drinks

Free on-site parking and electric vehicle charging points on campus

Winter wellbeing additional day holiday for all staff

Employee Assistance Programme. 365 days/24-hour helpline and additional support with legal, financial advice and counselling

Two weeks' **full pay** paternity leave

Generous leave for full-time support staff

Team building and sports events to build cohesion and BMAT community.

Microsoft Office 365 individual access from personal devices



Principal

Role Description

Key Responsibilities

To carry out the role of a Principal as set out in the 'Headteachers' Standards,' to an outstanding level.

Qualities and knowledge

1. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.
2. Lead by example - with integrity, creativity, resilience, and clarity - drawing on personal scholarship, expertise and skills, and that of others.
3. Lead and manage a thriving secondary school with a unique co-located sixth form
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centered on the school's vision, ably translating local and national policy into the school's context.
6. Communicate the school's vision and drive the strategic leadership, empowering all students and staff to excel.

Students and staff

7. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
8. Embed an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
9. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
10. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
11. Hold all staff to account for their professional conduct and practice.

Systems and process

12. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
13. 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
14. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the



Principal to account for pupil, staff and financial performance.

15. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.

16. Distribute leadership throughout the school, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision-making.

The self-improving school system

17. Develop effective relationships with fellow professionals and colleagues within and beyond Beacon schools to improve academic and social outcomes for all students across the Trust

18. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.

19. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff

20. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

21. Inspire and influence others - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

22. Remain abreast of educational and other developments impacting both locally and nationally, and ensure senior leaders are well briefed.

Safeguarding Children & Safer Recruitment

The Principal holds overall responsibility for safeguarding within the School.

Duties and responsibilities of the post will change over time as requirements and circumstances change. The post holder will be required to carry out such other duties consistent with the post and as directed by the Chief Executive and Board of Trustees.



Principal

Person Specification	Essential (E) Desirable (D)	App	Fm	Intw	Ref
Teaching Qualifications and Experience					
1. Qualified Teacher Status	E	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Degree	E	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Evidence of Professional Development and Leadership training	E	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Experience					
Leadership and management Experience					
4. Experience at secondary senior leadership level	E	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Experience of leading a secondary school	D	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
6. Successfully led, planned, managed and evaluated change which has had a significant impact at whole school level	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
7. Demonstrate the ability to work strategically and successfully at a senior leadership level	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
8. Successfully collaborate with colleagues, partners and providers	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
9. Building and sustaining effective relationships with all key stakeholders; partner schools, governors, parents, and the broader community	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Teaching Experience					
10. Outstanding, sustained and successful experience as a teacher in a secondary context	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
11. Substantial experience of teaching at Key Stage 3 and 4	E	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Substantial experience of teaching at Key Stage 5	D	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional Experience, Knowledge and Understanding					
Shaping the Future					
13. Experience of developing and sustaining a learning culture that has high expectations and standards of achievement whilst demonstrating a commitment to inclusive practice	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Leading Teaching and Learning					
14. Experience of ensuring student progress and achievement	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
15. Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement.	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	



Developing Self and Working with Others		
16. Demonstrate effective interpersonal relationships and strategies for promoting individual and whole school development.	E	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Managing the Organisation		
17. Knows how to establish and sustain effective organisational structures, systems, policy and practice.	E	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
18. Knowledge of and commitment to the implementation of whole-school safeguarding	E	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Securing Accountability		
19. Understand and use the principles and practice of quality assurance systems; school review, self-evaluation, performance management	E	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
20. Experience of holding individuals, teams and whole school to account for learning outcomes.	E	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Personal Skills and Attributes		
21. Inspire, challenge, motivate and empower teams and individuals to achieve high goals.	E	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
22. Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people.	E	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
23. Demonstrate personal and professional integrity, including modelling values and vision.	E	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
24. Prioritise, plan and organise themselves and others.	E	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
25. Think analytically and creatively and demonstrate initiative in solving problems.	E	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
26. Aware of own strengths and development needs and, listen to and reflect constructively and consider/implement, feedback from others.	E	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
27. Demonstrate resilience and optimism.	E	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
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