



**The Federation of Holy Trinity CofE Schools,
Ripon, North Yorkshire**

Appointment of Executive Headteacher



Introduction from the Chair of Governors

Thank you for your interest in the role of Executive Headteacher of the Federation of Holy Trinity CofE Schools, Ripon.

We are based in the beautiful cathedral city of Ripon in North Yorkshire. We have a wonderful community of children and their families. It is a joy and privilege to work with them to ensure their well-being and safeguarding along with their development as people and in their learning. We are blessed with a strong, committed staff team who put the children at the heart of all that we do. There is a real on-going focus from all staff (teachers and non-teachers) on continuously developing their practice and this is a particularly strong feature of the school.

This Executive Headteacher role comes at an exciting time, soon after our two schools joined together into Federation and now as we become academies in the brand-new Leeds Diocesan Learning Trust (LDLT). Several other local church schools are joining this new MAT at the same time. Schools will retain their own identity and practices within this new MAT, but we will be working together with these other local church schools for the benefit of all.

We are looking for someone who

- will build on our strong Christian character to ensure that all we do is built on our Christian values
- puts children at the very heart of all that is done, being dedicated to providing the very best for their well-being, safeguarding, education and development
- is an inspirational leader who will support and develop our highly committed staff, encouraging innovation and promoting their well-being
- is a strategic leader who will build on our current strengths and work with all staff to lead the Federation forward in the coming years
- will manage our potential transition into academies in LDLT
- has enthusiasm, energy and resilience for the short and long term, and
- can work well and build strong relationships with all stakeholders.

Please take the chance to learn more about our Federation via the website (www.htceschools.co.uk) and do take the opportunity to visit us. We hope that our wonderful children, staff and character inspire you to apply to lead us in this exciting new phase for the Federation.

Dr Richard Grime
Chair of Governors

About the Federation

The Federation is made up of two schools: Holy Trinity CofE Junior School (VC) and Holy Trinity CofE Infant School & Nursery (VC). The two schools are located about 100 metres apart with Holy Trinity CofE Church in-between.

The two schools federated with a single Governing Board in February 2018. Soon afterwards, in January 2019, the Federation moved to having one Executive Headteacher. **The two schools now effectively operate as a single school** with shared vision, values and aims, leadership, staff, curriculum, budget and systems.

The Federation has a distinctive Christian ethos based around its vision, values and aims. It works closely with Holy Trinity CofE Church as well as with other local churches. It is very important to us that all we do is rooted in these Christian values.

There is a thriving, over-subscribed, teacher-led nursery. From Reception upwards, there are two classes in each year group. There are currently 392 children from Reception to Y6. We are proud to be a very inclusive school and have a strong reputation for our work with children with SEND. We have an in-year surplus budget and are expected to have a positive balance at the end of the financial year.

The school serves a diverse community. One key feature of the school is that we have 25-30% service children mainly from the 21 Engineers Regiment who are based close to the school.

The Junior School has been rated 'Good' by Ofsted in November 2014 and this was confirmed at a short inspection in December 2018. The Infant School & Nursery was rated 'Requires Improvement' by Ofsted in April 2019. However, in July 2021 in a monitoring visit, Ofsted stated that 'Leaders and those responsible for governance are taking effective action in order for the school to become a good school.' The most recent SIAMS inspections rated the schools as 'Good' (Infants) and 'Outstanding' (Juniors).

Much work has taken place to bring the two schools together as one since we federated, building on the strengths of each school. There has been significant school improvement in this time including a new single curriculum across the Federation.

In September, both schools are becoming academies in the brand new Leeds Diocesan Learning Trust (LDLT). Schools will retain their own unique identity in this new MAT, but it brings many opportunities for us to work with other like-minded church schools in the local area for the good of us all.



Junior School



Infant School & Nursery

Our vision, values and aims

Our Christian Vision

A community of learning and growing in a culture of respect.

In all things you yourself must be an example of good behaviour.

Be sincere and serious in your teaching.

(Titus 2:7)

Our Christian Values



Our Christian Aims – the RESPECT code

Responsible – We are trustworthy, organised, reliable and friendly

Expectations – We aim high in our learning and enjoy playing safely together

Special – We are all equal but different

Participate – We are positively engaged in the life of our school

Effort – We work hard to make good choices

Community – We are proud to stand together as a school

Thankful – We value the care we share with each other

About Leeds Diocesan Learning Trust (LDLT)



LOVING
LIVING
LEARNING
TOGETHER

Leeds Diocesan Learning Trust (LDLT) is the 11th Church Trust in the diocese and has been established to ensure all 240 Church Schools in the diocese can identify a safe and strong Church Trust home.

LDLT is working to establish a number of geographical clusters. The first is with schools primarily in the **Ripon and rural area**. There are eight primary schools joining in September 2022 with more expected to follow. We have been working together with these other schools over the last few months as we prepare to move into LDLT. While the schools will benefit from working together, each school is able to **retain its own unique identity** and practices.

LDLT's Vision: *Loving, living and learning together*

Drawn by a vision of transformational learning and the flourishing of all, we will love God, the world and each other. Celebrating our unique schools and communities, we will grow together to build a present and a future to be proud of.

Our vision is rooted in the example of the life of Jesus. In each Gospel encounter and story, we are challenged to love one another and ourselves (Matthew 22:37-39) and reminded that all things are possible (Matthew 19:26).

LDLT Governance

Members: Rt. Revd Nicholas Baines (The Bishop of Leeds); Rt. Revd Helen-Ann Hartley (The Area Bishop of Ripon and Chair of the DBE); Jonathan Wood (Chief Executive Officer of the Diocese of Leeds); Baroness Margaret Eaton (non-diocesan); Matthew Ambler (solicitor, non-diocesan)

Directors: Mr Peter Foskett (Chair, solicitor); Geoff Park (Finance Officer, Diocese of Leeds); Richard Graham (Head of Planning, Yorkshire Dales National Park); Mark Evans (former HMI and National Lead for RE); Liane Atkins (Assistant Director of Education, Legal & Governance at Dioceses of Durham & Newcastle and COO of the Durham and Newcastle Diocesan Learning Trust); Angela Cox, OBE (former Diocesan Director of Education).

Local Academy Council: Head, Foundation Governors, Vicar, Parents, Staff, Community Governors

LDLT Central Team

Key roles: CEO = Canon Richard Noake (Director of Education in the Diocese); Director of learning = Simone Bennett (Deputy Director of Education in the diocese); CFO = Leanne Noone (who also works for BDAT)

Richard and Simone will work with heads and other school leaders to develop a collaborative model of school effectiveness across all schools, drawing on best practice and supporting staff at all levels through coaching, mentoring and quality CPD and training. A range of external advisers and providers will support the work of school development across the trust.

The central operation of the trust is provided through a retention of funding from school GAG, as is the model in any trust. LDLT are planning on a 5.5% retention which will provide finance, business, school improvement, HR and legal support to all schools. All schools will have their full allocation of funding delegated to them to operate the school, based on an annual budget setting process in conversation with the CFO and approved by the Trust Board.

About Ripon



Ripon and surrounding area is one of the most sought-after areas to live in Yorkshire with a population of about 17 000. It is the third smallest city in England.

Ripon is set amidst the stunning countryside of North Yorkshire, near to the Yorkshire Dales but within easy access of Harrogate, York and Leeds, as well as the nearby A1(M) connecting Ripon to the north and south. At the centre of the city is the magnificent Ripon Cathedral with the beautiful UNESCO World Heritage site of Fountains Abbey and Studley Royal Deer Park nearby.

Ripon is a fantastic place to live where there is a real sense of community with very friendly, welcoming people. There are excellent primary and secondary schools and Ripon is a wonderful, safe, happy place to bring up a family.

There is a relocation package available (worth up to £8000) with this appointment (NYCC terms and conditions can be supplied).



What our children say

We asked our children what they wanted from their new Headteacher. These are some of their comments that represent their common themes.

- kind to children and staff
- look after/protect us at school and at home
- cheer us up when we're sad
- helps us to make the right choices
- help people follow the respect code
- listens and respects others
- plan funny and interesting collective worships for us
- firm but fair
- inspire children
- wants the best for the children
- engaged with our learning
- approachable
- can ask children questions
- enthusiastic
- treats everyone the same
- someone with good jokes
- understanding to people's personal circumstances
- calm in a crisis
- embodies our school values and RESPECT code
- a person we can place our trust in
- make us proud



What our staff say

We asked our staff what were the most important things as we move forward. These are some of their comments that represent common themes in their feedback.

- maintaining our strong Christian ethos – it is lived out and central to everything
- continued appreciation of the commitment and dedication of staff and our willingness to take on challenges and adapt
- awareness of latest thinking and evidence-based approaches to education
- new ideas - to drive us with a clear sense of collective purpose as we move to academisation
- that we do not lose the caring nature of the school and that children and staff alike are seen and treated as individuals
- working as a team, to support well-being and all individuals through change
- enthusiasm and positivity



Person specification – Executive Headteacher

Factor	Essential	Desirable
Qualifications & training	<ul style="list-style-type: none"> • Qualified teacher (QTS) or other educational qualification • Degree qualification • Evidence of recent and relevant continuing professional development status 	<ul style="list-style-type: none"> • NPQH
Experience	<ul style="list-style-type: none"> • Successful and varied experience across the primary age range • Experience of successfully leading whole school change and development initiatives • Experience / proven track record of raising achievement • Experience of working to ensure support for children with a range of SEND needs 	<ul style="list-style-type: none"> • Successful experience as a headteacher • Experience in CofE school • Experience of working in a school with service children • Experience of working in more than one school
Personal attributes	<ul style="list-style-type: none"> • Understands what distinguishes a distinctive Christian ethos in a church school and committed to maintaining and developing this • Puts children at the heart of all that is done • Ability to inspire, challenge, motivate and empower teams and individuals • Enthusiasm, reliability, drive and a sense of humour • Ability to deal with the unexpected and re-prioritise quickly to meet changing needs • Well organised • Flexible, approachable, supportive and a good listener • Ability to manage and resolve conflict • Demonstrate a capacity for sustained hard work with energy, vigour and resilience • Has a commitment to equal opportunities, diversity and inclusion • Reviews own practice, sets personal targets and takes responsibility for personal development 	
Safeguarding	<ul style="list-style-type: none"> • Displays commitment to the protection and safeguarding of children and young people • Has up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with and the protection of, children and young people • Experience of working with relevant agencies to protect children 	

Leadership & management	<p>Can demonstrate the ability to:</p> <ul style="list-style-type: none"> • Think strategically, build, share and implement a coherent vision for an inclusive school • Demonstrate personal and professional integrity, including modelling Christian values and vision • Ability to lead the spiritual development of all in the school community • Understand the characteristics of an outstanding school and how it may be delivered, including Ofsted and SIAMS inspection frameworks • Motivate and enthuse all staff and stakeholders in the development of the school • Develop and maintain a culture of high expectations for all • Lead and respond effectively to change and challenge • Develop and maintain effective strategies and procedures for staff induction, professional development and performance review • Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities • Encourage and promote innovation • Protect and promote the well-being of all staff • Establish and sustain appropriate structures and systems, collaborating appropriately • Manage the school efficiently and effectively on a day-to-day basis 	<ul style="list-style-type: none"> • Experience of budget and resource management underpinned by best value principles
Leading learning and teaching	<p>Can demonstrate the ability to:</p> <ul style="list-style-type: none"> • Develop and sustain a learning culture that has high expectations, progress and standards of achievement for all children, including SEND and vulnerable pupils, at its core • Set high targets, monitor and evaluate effectively and challenge poor performance • Motivate all pupils and ensure their safety 	
Securing accountability	<p>Can demonstrate the ability to:</p> <ul style="list-style-type: none"> • Use appraisal to develop staff and tackle under-performance • Undertake and lead effective and robust school self-evaluation • Work with the Governing Body to enable it to meet its responsibilities and fulfil commitments arising from contractual accountability 	

Job description – Executive Headteacher

Job particulars

Post Title:	Executive Headteacher
Location:	The Federation of Holy Trinity CofE Schools, Ripon
Full/part time:	Full time
Responsible To:	The Governing Board
Salary range:	L18-24 (£63508 - £73559)

Relocation package of up to £8000 available (NYCC terms and conditions can be supplied)

Job purpose

The core purpose of the Executive Headteacher role is to provide professional leadership and management for the Federation that reflects its vision, values and beliefs. This will promote a secure foundation from which to achieve high standards in all areas of the Federation's work.

To gain this success the Executive Headteacher will:

- Provide vision, leadership and direction for the Federation
- Ensure that the culture and ethos of the Federation is in line with its Christian foundation and distinctiveness
- Secure exceptional outcomes for students
- Develop outstanding teaching and learning
- Promote excellence, equality and high expectations for all students and staff
- Develop staff and protect their well-being
- Create a culture of self-improvement across the Federation and wider community
- Promote the social and cultural development of all students
- Evaluate and be accountable for Federation performance, student outcomes, staff development and identifying priorities for continuous improvement
- Ensure that day-to-day management, organisation and administration is carried out effectively
- Create a safe and productive learning environment which is engaging and fulfilling for all students and staff.
- Work effectively with the Governing Board, Local Authority and Diocese to ensure a continuous relationship is evident to all communities
- Secure the commitment of the wider community
- Value the diversity of the community served by the Federation

Main tasks, duties and responsibilities

Culture

- Establish and sustain the Federation's Christian ethos and strategic direction in partnership with the Governing Board and through consultation with the school community.
- Ensure a strong culture of safeguarding for all our children.
- 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.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.

Teaching and Learning

Continue to raise the quality of teaching and learning for pupils, securing exceptional outcomes for students, within a successful learning culture.

- Ensure the Federation provides a learning environment that promotes and secures excellent teaching, effective learning, high standards of achievement and good behaviour.
- Accountable for the development, implementation and review of a curriculum, compliant with statutory requirements, that delivers breadth, balance and relevance to all pupils whatever their abilities, aptitudes and educational need within the financial constraints of the budget.
- Ensuring that effective plans are in place for key stage transition and internal/external moderation.
- Ensure that parents/carers and pupils are continually well informed about the curriculum, progress, attainment and the contribution parents/carers may make to the pupil's learning.
- Proactively encourage the celebration of the achievements of pupils and staff throughout the academic year.
- Monitor and evaluate the quality of teaching and learning and standards of achievement for all pupils compared to national and regional data, tackling under performance promptly and effectively.
- Empower all leaders at the Federation to enable them to support colleagues with lesson preparation, delivery and pupil assessment.
- Maintain good pupil behaviour and discipline through the development and implementation of effective behaviour management strategies and policies.
- Promote extra-curricular activities which support the educational aims of the Federation.
- Be aware of and keep abreast of the demands and requirements of Ofsted and SIAMS schedules to ensure a proactive stance is taken in tackling the need to understand the structure and purpose of Ofsted and SIAMS inspections.

Managing the Federation

Provide effective management of the Federation and identify ways of improving organisation structures and functions through the use of information technology and centralised services.

- Ensure that systems, processes and protocols are securely embedded and habitual in practice.
- Within the Federation's broader vision, beliefs and strategy, produce and implement clear evidence based continuous improvement plans.
- Produce a balanced budget for the school for each financial year for approval by the Governing Board and ensure that all expenditure is within the agreed budget.

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- Recruit highly skilled staff for both teaching and support posts ensuring that all interview and selection processes are compliant with employment legislation.
 - Ensure that every member of staff is properly appraised, with quality discussion around strengths and weaknesses, followed by clear target setting linked to a personalised development plan for the coming year.
 - Encourage all staff to embrace continual professional development and to provide suitable high quality training for all staff on the 5 annual training days and beyond.
 - Ensure all relevant policies and procedures required for the running of the Federation are effective, communicated to staff and parents, and regularly updated.
 - Maintain good working relationships with the staff, governors, Local Authority, Diocese, parents/carers and the wider community.
 - Ensure the vision for the Federation is clearly understood, promoted and shared by all.

Safeguarding and Safer Recruitment

- Ensure that the safeguarding arrangements within the Federation are visibly compliant with national guidelines and the Federation's policies and procedures.
- Ensure all recruitment is in accordance with the safer recruitment guidance.
- Nurture a supportive working environment where staff and pupils feel able to report behaviour/incidents of concern in complete confidence.
- Ensure all staff and governors receive safeguarding training at least once a year.
- Monitor the school's single central record and DBS clearance processes to ensure compliance.

Duties Specific to the Post Holder

- Recognise and fulfil contractual accountability to the Governing Board.
- Reflect on personal contribution to the Federation's achievements and challenges, taking account of feedback from the Governing Board, Local Authority and Diocese.
- Treat everyone fairly, equitably and with dignity and respect and maintain a positive culture across the Federation.
- Regularly review own practice, personal targets and take responsibility for own development.
- Maintain an appropriate work life balance for self and colleagues.
- Lead regular collective worship across the Federation

Additional duties and responsibilities

- The post holder may be required to perform duties other than those given in the job description for the post. The particular duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not of themselves justify the re-evaluation of a post. In cases, however, where a permanent and substantial change in the duties and responsibilities of a post occurs, consistent with a higher level of responsibility, then the post would be eligible for re-evaluation.
- In fulfilling the requirements set out in this job description, the post holder will apply the Federation's commitment to equality by treating all employees fairly and without discrimination.
- In addition, the job holder will respect the need for confidentiality at all times whilst performing the duties of the role.

The application process

Visits to school	Potential applicants are very welcome to visit the school by arrangement with Mrs Lisa Coghlan (Office Manager) on: Monday 11th July (2pm) Monday 18th July (9:30am) Friday 9th September (10am) Monday 12th September (2pm)
Closing date	Wednesday 14th September (10am)
Interviews	Wednesday 21st September & Thursday 22nd September

How to apply

Please complete the standard application form. Please use section 6 (rather than a covering letter) to give more information to support your application.

Please email your application to Mrs Lisa Coghlan (Office Manager):
l.coghlan@htceschools.co.uk

If you are invited to interview, we will notify you by email on Friday 16th September 2022. Your referees will then be sent a reference request.

Further details about the interview process will be communicated at the time applicants are invited for interview.

Safeguarding statement

The Federation of Holy Trinity CofE Schools is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the Federation. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.