

# RIPLEY ST THOMAS

CHURCH OF ENGLAND ACADEMY



Application pack

HEADTEACHER

# RIPLEY ST THOMAS

CHURCH OF ENGLAND ACADEMY

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January 2026

Dear Applicant,

Thank you for your interest in the position of Headteacher of Ripley St Thomas Church of England Academy. I hope the information provided will be helpful to you in deciding whether to apply for the post.

Ripley is a dynamic and ambitious Church of England Academy. Our Christian purpose and ethos is at the heart of all we do in developing our young people into confident and mature adults, who we hope will be able to make a positive contribution to society. This means we offer a broad and rich curriculum, alongside a huge range of co-curricular opportunities, so that each young person can discover where their God-given gifts and talents lie. We live out our Christian distinctiveness through regular acts of worship as well as through our Christian values which influence how we treat each member of our school community.

Ripley became an academy in 2011 and, more recently, formed a MAT, 'The Bay Learning Trust'. The Trust is growing rapidly with five local secondary schools and one primary school currently members. The vision of the Trust is to build a family of schools in the local area that work together to provide the best education possible for our young people. The Headteacher will be expected to work collaboratively with the CEO and the other Headteachers sharing best practice and supporting each other to raise standards across the Trust.

The school serves a very wide community with pupils coming from around 60 primary schools. As the lead school in our MAT, The Bay Learning Trust, we work closely with other local schools to provide the best educational opportunities for children in the Lancaster and Morecambe area.

Ripley is a very large community with c1750 pupils (c330 in the sixth form) and 180 staff. The academy is situated in beautiful grounds with a great heritage, having been the gift of Julia and Thomas Ripley to the young people of Lancaster in 1864. We try to blend the best of the old with the best of the new to give our young people an education which develops them in body, mind and spirit. We are privileged to work with wonderful young people who are keen to learn and eager to achieve.

We have our own SCITT for both primary and secondary teachers and work in collaboration with other schools in the area to provide high quality training for new teachers.

One of our most unusual features is our school farm. Pupils in Key Stage 3 all enjoy Agriculture and Horticulture lessons and it is a real pleasure to see our sheep, horses and alpacas in the school paddock when we arrive at school!

We are proud to be one of the highest performing non-selective schools in Lancashire. Our GCSE results are consistently amongst the best in the country, averaging around 85% 9-4 in English and Maths. We also have one of the largest school sixth forms in the area, offering a wide range of courses and welcoming students both from Ripley and from other local secondary schools.

## *An education for life*

**Acting Headteacher  
Chair of Governors** Mrs H. Best  
Mrs J. Hodgson

The Bay Learning Trust. Company number: 07588464  
Registered in England & Wales



Ofsted and Church School inspectors have all said we were 'outstanding' in our inspections and our teacher training provision was equally graded 'outstanding'. This success has been the result of very hard work, of attention to detail and of great team work by the whole school community. We have very high expectations of staff and pupils and Ripley is certainly not a place for those seeking a quiet life.

We promote a culture of excellence here and we expect the highest standards from our young people. We want pupils from all backgrounds and from all starting points to do well and we believe that the best way to achieve this is through excellent teaching, strong discipline and hard work.

We are looking to appoint a candidate to this important post who will be able to build on the academy's success and shape the next chapter of the Ripley story.

Ripley is a very welcoming and close-knit community and it is a great place to work! If you would like to visit the academy prior to making an application, please contact Marie Tormey at [marie.tormey@matrecruitment.com](mailto:marie.tormey@matrecruitment.com)

Please do take a look at our school website to learn more about who we are. I would particularly recommend the video for Open Evening which will show you our magnificent grounds.

Application forms should be accompanied by a letter which outlines your vision for education within Christian context and should demonstrate how your qualifications and experience fit you for this role.

At Ripley, we are committed to safeguarding and promoting the welfare of children. We expect all staff to share this commitment. Appointments made are subject to satisfactory references and to an enhanced Disclosure and Barring Service check.

Yours sincerely



Mrs J Hodgson  
Chair of Governors



Mrs J Hodgson

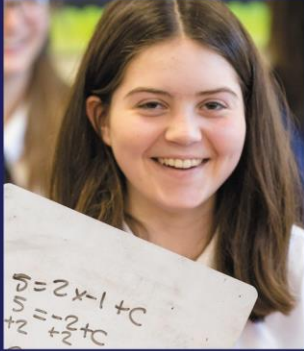


## Ripley St Thomas Church of England Academy

Ripley was founded in 1864 by Julia and Thomas Ripley. Their gift to the city of Lancaster was our school with its beautiful buildings and grounds. The Ripley spirit of faith, hard work and service is still at the core of what we do now, over 150 years later. Today, Ripley is a school family made up of over 1700 children and young people and 180 members of staff. We continue the Ripley story by offering the best possible education to all our young people, firmly grounded in our Christian faith.

### About us:

- Our pupils and students are fantastic—they are highly motivated and engaged young people with supportive and caring parents.
- As a Church of England school, we aim to maintain a distinctly Christian ethos while being genuinely welcoming and inclusive.
- We have over 1750 pupils and students, including 300 in our large sixth form
- The school admits 290 children into year 7, and is heavily oversubscribed.
- Our long tradition of academic excellence places us among the highest achieving, non-selective schools in the country.
- Our Christian foundation is central to what we do and what we are.
- We offer a rich co-curricular provision, including music, drama and sport. We believe this gives our pupils and students essential participation in the work of the school.
- We have one of the largest school sixth form in the area and we offer a very wide range of subjects. Our purpose built sixth form centre gives us a modern area in which to work and study. It allows us to have a distinctive sixth form which is still closely linked to the main school.
- One of our most unusual features is our working farm. All children in KS3 study Agriculture and Horticulture, and can opt to continue this study at KS4 and in the sixth form.
- We offer an academic curriculum and value hard work and high standards of teaching and learning.
- Pupils make excellent progress with us with results consistently above the national average. In 2024 (last published P8 figure) our progress score at GCSE was +0.62.
- Religious Education is a core subject and is compulsory for all students at KS4. We are developing our core RE programme at KS5.
- We have very little “in year mobility”. This stable population means that we can get to know every child and young person very well.
- We invest heavily in our pastoral system with teachers and support staff working as progress leaders in every year group.
- We are a lead school within the Bay Learning Trust. The Trust is growing fast and currently has four local schools working together. This gives colleagues the opportunity to work collaboratively with people in different contexts and is a way in which we promote career progression and CPD.
- We have a successful SCITT and we regularly recruit teachers we have trained.
- Ripley has a beautiful school chapel and the presence of a full time Chaplain. The Chaplaincy at Ripley offers distinctive support within our Church of England Academy.
- We have a highly successful DofE scheme, offered at Bronze, Silver and Gold level, and a Combined Cadet Force.



## About Ripley

### Introduction:

Ripley St Thomas Academy started life as the Ripley Hospital, a charitable foundation endowed in 1864 by Julia Ripley in accordance with her late husband's wishes. Thomas Ripley was a local man who had made a fortune trading out of Liverpool and as he and Julia were childless they wished to spend their fortune in accordance with their Christian beliefs to benefit their home town. The Ripley Hospital originally provided for orphaned children in Lancaster and Liverpool. The buildings and the grounds were endowed by Julia Ripley and included a farm to ensure the children grew up well nourished. The farm still thrives and is one of our many unique features. The work of the Hospital continued until the outbreak of World War II when the building was requisitioned by the army. For three years after the war it was used as an emergency Teachers' Training College. After the trainee teachers left, the building became a National School, then a boys' secondary modern school. In 1966 the Boys' School amalgamated with St. Thomas Girls' School to become Ripley St. Thomas Church of England School. We became an academy in 2011, and set up the Bay Learning Trust in 2016 to ensure the school continued to serve its local area. The Bay Learning Trust now has six schools working in collaboration with a vision to ensure that all young people in the area have the opportunity to receive an excellent education.

### OUR VISION

We aim for all members of our Christian community to flourish spiritually, academically and personally so that they can live life in all its fullness.

'I have come in order that you might have life – life in all its fullness.' (John 10:10)

### How we realise our vision

At Ripley, we realise our vision through our Christian values of faith, hope, love and service. Our commitment to the Christian faith and these values helps create our harmonious, kind and considerate school.

'And now these three remain: faith, hope and love. But the greatest of these is love.' (1 Corinthians 13:13)

### A Church of England School

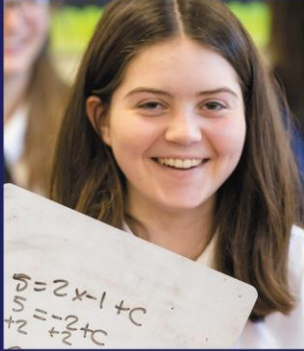
We take being a Church school seriously and expect all colleagues to support our ethos, whatever their own personal faith position may be. Our aim is simply to serve our local community through providing an outstanding education to children of all faiths and none. We emphasise our Christian distinctiveness through regular acts of worship, but more importantly by valuing and caring for every member of our community.

### SCITT

Ripley is a School Centred ITT provider. We work in collaboration with other schools in the area to provide high quality training for new teachers.

### Leadership

The Senior Leadership team currently comprises the Acting Headteacher, three Acting Deputy Headteachers, two Assistant Headteachers, SENDCo, Deputy SENDCo, Director of Operations and School Business Manager. We regularly offer internships to the Senior Leadership Team to give aspiring senior leaders opportunities for development.



## Curriculum

Ripley aims to provide a challenging and broad curriculum from ages 11 - 18. Subjects are taught in line with the National Curriculum and a wide range of teaching and learning styles are used to ensure that pupils are actively engaged in their lessons. We operate a two year KS4. In Years 10 and 11 all pupils follow a core curriculum of English, Mathematics, Science, RE, PSHE/RSE and PE. In addition, pupils select 3 option courses from a wide-ranging choice of GCSE subjects. We give our pupils the opportunity to take the EBacc suite of qualifications, with the most able following single science courses. The curriculum is based on five 60 minute periods per day, organised as a two week timetable.

## Sixth Form

Ripley Sixth Form is incredibly popular and one of the largest school sixth forms in the area. It is led by our Head of Sixth Form, Ms Alexia Barnes, alongside an experienced team of Heads of Year and Sixth Form tutors. Our post-16 provision offers a wide choice of A Level courses, as well as a small number of BTECs. Students study three A Level subjects, alongside a tutorial and enrichment programme to complement their studies.

## Pastoral care and academic guidance

The Progress Leaders, Assistant Progress Leaders and Progress Tutors have responsibility for the welfare, academic progress and discipline of the pupils in their care. The tutors in each year group team have a particularly important role since they look after the same group of children as they move through the school. Time is set aside each day for a programme of activities designed to promote the pupils' social and learning skills, support literacy, and to enable tutors to get to know each pupil as an individual. Pupil Voice is important at Ripley and we have an active School Council and Year Group Councils. The Chaplaincy at Ripley offers a pastoral role, with the presence of a full time Chaplain.

## Links between home and school

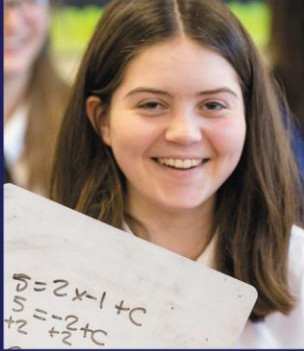
We aim to develop strong links between home and school. We hold consultative evening meetings between staff and parents to discuss any concerns, acknowledge successes and agree targets for further improvement.

Parents also receive termly monitoring reports and are provided with regular communications about developments in school.

In addition, we publish newsletters and organise information evenings for parents at key points in their children's education, together with prize evenings to celebrate the success of pupils at different Key Stages.

## Special educational needs and disabilities

At Ripley we place equal value on the education of all pupils. Those with special educational needs or disabilities are encouraged to achieve their potential within each curriculum area. Teaching assistants also offer additional individual support. Some pupils are withdrawn from lessons for brief periods to work with specialist staff.



### Co-curricular activities

A wide variety of out-of-school clubs and activities are available to pupils. These vary across the academic year but might include cookery club, drama club, eco club, farm club and many others. There is a wide range of opportunities in physical education with hundreds of children involved in sports team practices every evening. The school enjoys a national reputation for music; we have school bands and choirs, and a large number of musical functions are held annually. The school was chosen as the best school music department in the country, and we have a strong choral tradition. There are also excellent opportunities for pupils to begin or continue instrumental tuition as well as to participate in the annual school musical production. Educational visits and exchanges all appear in our annual programme. Enrichment activities are vital to the development of our pupils and we continue to seek new and exciting educational opportunities to develop each individual.

### School uniform

We set high standards of personal appearance. Pupils are expected to dress smartly for a learning environment. School uniform is compulsory for all pupils in Years 7 to 11.

### ICT resources

In recent years the school has invested heavily to develop our ICT provision and we have a state of the art wifi system and an excellent Virtual Learning Environment. Every teacher has a laptop for personal use, and a PC in their classroom.

### Ripley active in the community

Pupils and students at Ripley are encouraged to learn from the expertise, experience and information available within the local community. The school in return aims to provide a significant contribution to the community through the high-quality education, guidance and care we provide for our young people and through participation in fundraising and community service. We give the opportunity to children in local primary schools to join us for enrichment activities and to take part in a range of programmes. Ripley is active in its support of charities and we organise a number of fundraising activities. We are also committed to sustaining and extending our links with local businesses, both to enrich the curriculum and to encourage sponsorship and financial support for the work of the school.

### Our local area

Despite being a university city and home to 138,000 people, over two thirds of Lancaster is classed as rural area. Surrounded by many pretty villages, it is a very pleasant place to live. Lancaster benefits from excellent rail and road links, indeed the school is easily accessed from the M6 motorway. The city offers the usual attractions of a vibrant place to live, but also has some beautiful areas of outstanding natural beauty on the doorstep. The coast is easily accessed; Blackpool, the beautiful Fylde Coast and Morecambe Bay are within 40 minutes' drive. The Lake District is 30 minutes away. Liverpool and Manchester are less than 1 hour away. London is less than 3 hours away by train, with Lancaster being a mainline west coast station, giving easy access to Scotland.



*The Historic City*



*Lancaster Castle*



*Crook O' Lune*



*Williamson Park*

## Why Work For Us?

- A bespoke CPD programme for all staff, exciting career opportunities
- Access to a range of Middle and Senior Leadership Programmes.
- Visible and high profile Senior Leadership Team
- Collaborative planning with centralised, shared schemes of learning and resources
- Close working relationship with colleagues across our multi-academy Trust

Employees can benefit from:

- Competitive salary
- Pension scheme
- Family-friendly leave, pay and working arrangements
- Free on-site parking
- Use of the school fitness suite, running track and pool
- Use of the school chapel for quiet reflection and prayer
- Relevant CPD opportunities
- An enthusiastic and highly professional staff team
- A professional working environment in which all staff are valued, listened to and encouraged to use their gifts and talents
- The opportunity to teach A Level in our purpose built Sixth Form centre

**“  
Staff are extremely proud to work at the  
school**

**”** Ofsted

**“  
Pupils and students benefit from an  
extremely high-quality education,  
including an aspirational curriculum**

**”** Ofsted

**“  
The behaviour of pupils and students is  
exemplary**

**”** Ofsted

**“  
Pupils and students are highly  
articulate, self-motivated and  
determined to succeed**

**”** Ofsted

**“  
Outstanding in every aspect**

**”** Ofsted



## About The Bay Learning Trust

The Bay Learning Trust is a community of like-minded schools. We serve our community to enable pupils to flourish and achieve excellence.

The Trust was set up by Ripley St Thomas Church of England Academy in 2016. In 2018 we were delighted to welcome Carnforth High School into our Trust family, and then Morecambe Bay Academy and Central Lancaster High School in 2019, followed by Longridge High School in 2023. On the 1st February 2024, The Bay Learning Trust further expanded by welcoming Barnacre Road Primary School into the Trust family.

## Our Vision and Values

As the founding school, Ripley's Christian ethos sits at the heart of the ethos of our Multi Academy Trust.

**Excellence, Integrity and Service** sit at the heart of all we do and underpin how we work together within our schools and our wider community.

### Our Vision:

Our vision is to build a family of like-minded primary and secondary schools in the geographical area of Morecambe Bay who work and learn together to secure an excellent education for all our young people.

### Our Values:

- Reciprocity: every school contributes to our learning
- Generosity: we are all concerned about all our schools and support each other willingly
- Honesty: we acknowledge both our strengths and weaknesses
- Humility: we recognise that we all have much to learn

## Our Principles and Aims

### Our Principles:

- Our young people always come first
- Our young people should have opportunities to develop in body, mind and spirit
- Our young people can all be successful

### Our Aims:

- Improve and sustain high levels of school performance
- Develop a self-sustaining community that learns from each other and from the best available external practice
- Allow schools to focus on teaching and learning through a central team that supports them with finance, buildings and staffing
- To ensure that our schools remain financially sustainable
- Develop our premises to create the best possible learning environment



## Board of Education

Diocesan Offices  
Clayton House  
Walker Office Park  
Blackburn  
BB1 2QE

Tel. 01254 503070



THE BLACKBURN  
DIOCESAN BOARD  
OF EDUCATION

## The Diocese

The Diocese of Blackburn covers most of the County of Lancashire, the Unitary Authorities of Blackburn with Darwen, Blackpool and part of the Metropolitan Borough of Wigan.

There are 211 parishes and 280 churches within the Diocese, divided into two arch deaneries, served by the Bishop of Blackburn and his two Suffragan Bishops of Burnley and Lancaster.

## The Diocese and its schools

No other Diocese has such an extensive commitment to Church of England and Methodist schools. Combined the total is 150 Voluntary Aided primary schools, 28 Voluntary Controlled primary schools, 7 primary Church of England Academies, 3 Voluntary Aided secondary schools, 1 Voluntary Controlled secondary school, 5 Church of England secondary Academies. Schools range in size from over 1700 pupils in the largest to small primary schools in rural communities with less than 30 on roll, educating over 44 000 students on a daily basis.

The Diocese, like the Church of England nationally, believes that church school education stands at the centre of the church's mission and rigorously promotes the distinctive nature of church schools. Church schools endeavour to ensure that a Christian perspective informs all aspects of life. This is reflected in our promotion of Christian belief and values throughout the whole curriculum, the high priority given to worship and religious education and in the Christian nurture and care afforded to all members of the school community.

## Diocesan support for Church education

The staff of the Diocesan Board of Education provide a considerable range of services to the schools of the Diocese: governor training, preparation of policies, advice before and after Inspection, SIAMs Inspection service, Admission/appeal advice, support for religious education and worship, legal, practical and financial help for Aided school buildings, negotiations with local authorities, the Church of England Education Office and the DFE.

In addition, a co-operative approach has been developed with the Methodist Church and its education officers for the support of Methodist schools in the North West Districts. There is also very close liaison between the Church of England Dioceses in the North of England.

## Job Description

**Salary** L31-L36, range dependent on experience.  
Salary negotiable for excellent candidate. We will offer a relocation allowance.

**Start Date** September 2026

This Job Description reflects the **National Standards of Excellence for Headteachers** (2015). These standards are built upon the Teaching Standards (2011) which apply to all teachers, including Headteachers.

The appointment is subject to the current conditions of employment of Headteachers contained in the **School Teachers' Pay and Conditions** and other current educational and employment legislation, including that of the Department for Education, and the terms of the Bay Learning Trust contract.

The Headteacher will be employed by The Bay Learning Trust and will be accountable to the Ripley Local Governing Body and the Trust.

### A. The Core Purpose of the Headteacher

The Headteacher is the prime mover in creating and inspiring the Christian ethos and culture of this academy, securing its Mission Statement with all members of the academy community and ensuring an environment for teaching and learning that empowers both staff and students to achieve their highest potential.

The core purpose of the Headteacher is to provide professional leadership and management for the academy within the wider context of the Bay Learning Trust. The Headteacher should establish a culture that promotes excellence, equality and high expectations of all students within a strong Christian ethos.

The Headteacher is the leading professional in the academy. Accountable to the Local Governing Body and the Trust Board, the Headteacher provides vision, leadership and direction for the academy and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the academy's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the academy's aims and objectives and for the day-to-day management, organisation and administration of the academy.

The Headteacher, working with and through others, secures the commitment of the wider community to the academy by developing and maintaining effective partnerships with, for example, academies, schools, other services and agencies for children, the Local Authority, the Diocese, local churches, higher education institutions and employers. Through such partnerships and other activities, the Headteacher plays a key role in contributing to the development of the education system as a whole and collaborates with others to raise standards locally.

Drawing on the support provided by members of the academy community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all students.

### B. The Four Domains of Headship

#### Domain One: Qualities and knowledge

Within the academy's Christian ethos, the Headteacher will:

1. Be sympathetic to and supportive of the school's Christian ethos and values, and demonstrate a clear moral purpose centred on achieving excellent educational outcomes.

2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students, staff, parents, governors and members of the local churches and the wider community.
3. Lead by example – with integrity, creativity, resilience and clarity – drawing on his/her scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development that reflects the needs of a Church of England academy.
5. Work with political and financial astuteness, within a clear set of principles centred on the academy's Christian vision, ably translating local, national and the Trust's policies into the academy context.
6. Communicate compellingly the academy's and Trust's vision and drive the strategic leadership empowering all students and staff to excel.

### **Domain Two: Students and staff**

Within the academy's Christian ethos, the Headteacher will:

1. Demand ambitious standards of achievement and attendance for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on student outcomes.
2. 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.
3. Establish an educational culture of "open classrooms" as a basis for sharing best practice within and between academies and schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos based on Christian values within which staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and performance.

### **Domain Three: Systems and processes**

In a Church academy, the relationship between the mission statement and the provision of effective governance, organisation and management should reflect the academy's Christian aims.

In order to provide an efficient, effective and safe Christian learning environment, the Headteacher will:

1. Ensure that the academy's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity within a Christian context.
2. Within the academy's Christian ethos, provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in the academy and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing under-performance,
4. Support staff to improve and valuing excellent practice.
5. Welcome strong governance and actively support the Local Governing Body to understand its role and deliver its functions effectively – in particular its functions to set academy strategy and to hold the Headteacher to account for student, staff and financial performance.
6. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements, the academy's sustainability and its Christian character.
7. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

**Domain Four: The self-improving school system.**

Working in a spirit of collaboration to secure Christian principles of equality and entitlement, the Headteacher will:

1. Create an outward-facing academy which works with other academies, schools, organisations and the local community – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all students.
2. Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers and the Church community to improve academic and social outcomes for all students.
3. 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.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education especially within a Christian context.
7. Support the work of the Bay Learning Trust through close working and collaboration with the CEO and Headteachers of the other academies, working for the good of all students.

The applicant will be required to safeguard and promote the welfare of children and young people. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to safeguarding regulations.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteachers.

## Person Specification

Note: Candidates failing to meet any of the essential criteria will automatically be excluded.

E: Essential, D: Desirable

### A. Qualifications

|                                        |   |
|----------------------------------------|---|
| Honours Degree                         | E |
| Qualified Teacher Status               | E |
| A relevant post-graduate qualification | D |
| NPQH                                   | D |

### B. Knowledge and understanding of the unique context of a Church school

|                                                                                                             |   |
|-------------------------------------------------------------------------------------------------------------|---|
| The development of the Christian life of the school, its pupils and staff                                   | E |
| Leading school worship                                                                                      | E |
| Ways of developing religious education and worship                                                          | E |
| Ways of leading the spiritual development of all in the school community                                    | E |
| A vision for nurturing and developing the ethos and spirituality of an inclusive Christian community school | E |

### C. Professional development

|                                                                                                       |   |
|-------------------------------------------------------------------------------------------------------|---|
| Evidence of recent appropriate professional development for the role of Headteacher                   | E |
| Has successfully undertaken appropriate Child Protection training / Designated Senior Person training | E |
| Has successfully undertaken appropriate Christian church school leadership training                   | D |

### D. School leadership and management experience

|                                                                                                                                                                        |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Recent experience as a Headteacher or Deputy Headteacher                                                                                                               | E |
| Experience in post-16 education                                                                                                                                        | D |
| Evidence of strategic planning and rigorous self and external evaluation to develop the quality of education                                                           | E |
| A proven track record of school improvement                                                                                                                            | E |
| Evidence of successful financial and resource management                                                                                                               | E |
| Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies | E |

|                                                                                                                |   |
|----------------------------------------------------------------------------------------------------------------|---|
| Experience of supporting a governing body to ensure it is effective and fulfils its statutory responsibilities | E |
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|                                                                                    |   |
|------------------------------------------------------------------------------------|---|
| Experience of holding staff to account for their professional conduct and practice | E |
|------------------------------------------------------------------------------------|---|

### E. Experience and knowledge of teaching and learning

|                                              |   |
|----------------------------------------------|---|
| A proven track record of successful teaching | E |
|----------------------------------------------|---|

|                                                                                                                                       |   |
|---------------------------------------------------------------------------------------------------------------------------------------|---|
| A proven track record of effective use of data, assessment, target setting and intervention to raise standards and address weaknesses | E |
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|--------------------------------------------------------------------------------------|---|
| A proven track record of leading curriculum development to secure excellent teaching | E |
|--------------------------------------------------------------------------------------|---|

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| Evidence of commitment to a culture of inclusion, equal opportunities, diversity and access | E |
|---------------------------------------------------------------------------------------------|---|

### F. Specific professional qualities, knowledge and understanding

|                                                                                                                                                          |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| A willingness to model the values and vision of Ripley St Thomas Church of England Academy and to challenge, motivate and inspire others to achieve them | E |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---|

|                                          |   |
|------------------------------------------|---|
| Be an active member of Churches Together | D |
|------------------------------------------|---|

|                                                              |   |
|--------------------------------------------------------------|---|
| A commitment to building a culture of continuous improvement | E |
|--------------------------------------------------------------|---|

|                                                                                                |   |
|------------------------------------------------------------------------------------------------|---|
| An understanding of and commitment to use effective teamwork across the whole school community | E |
|------------------------------------------------------------------------------------------------|---|

|                                                                                    |   |
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| A commitment to safeguarding and child protection with evidence of recent training | E |
|------------------------------------------------------------------------------------|---|

|                                                                           |   |
|---------------------------------------------------------------------------|---|
| Experience of legal and HR issues relating to effective school management | E |
|---------------------------------------------------------------------------|---|

|                                                                                                                             |   |
|-----------------------------------------------------------------------------------------------------------------------------|---|
| Extensive knowledge and understanding of national policy including Ofsted and current research and development in education | E |
|-----------------------------------------------------------------------------------------------------------------------------|---|

### G. Personal qualities

|                                                                                                                             |   |
|-----------------------------------------------------------------------------------------------------------------------------|---|
| An inspirational leader who leads with energy and enthusiasm and can both challenge and support staff to achieve their best | E |
|-----------------------------------------------------------------------------------------------------------------------------|---|

|                                                               |   |
|---------------------------------------------------------------|---|
| Personal impact, presence and resilience that inspires others | E |
|---------------------------------------------------------------|---|

|                                                                                                       |   |
|-------------------------------------------------------------------------------------------------------|---|
| Excellent written and oral communication skills (which will be assessed at all stages of the process) | E |
|-------------------------------------------------------------------------------------------------------|---|

|                                                 |   |
|-------------------------------------------------|---|
| A commitment to personal development and growth | E |
|-------------------------------------------------|---|

|                                                                                          |   |
|------------------------------------------------------------------------------------------|---|
| Will work co-operatively in partnership with other schools in the Trust and with the CEO | E |
|------------------------------------------------------------------------------------------|---|

### H. Confidential references

|                                                                       |   |
|-----------------------------------------------------------------------|---|
| Positive recommendation from all referees, including current employer | E |
|-----------------------------------------------------------------------|---|

|                                                                                                           |   |
|-----------------------------------------------------------------------------------------------------------|---|
| A positive and supportive faith reference from the priest/minister where the applicant regularly worships | D |
|-----------------------------------------------------------------------------------------------------------|---|

## Schedule For Appointment Process

| Date                                                              |                                                                                  |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Closing date                                                      | 12 noon Thursday 5 <sup>th</sup> February 2026                                   |
| The interview is a two-day process                                | Thursday 12 <sup>th</sup> February 2026<br>Friday 13 <sup>th</sup> February 2026 |
| Expenses will be paid for any necessary travel and accommodation. |                                                                                  |

In line with our safeguarding policies, we are unable to accept CVs. To apply for this post you must complete the application form.

**Applications may be submitted by email to [marie.tormey@matrecruitment.com](mailto:marie.tormey@matrecruitment.com).**

A signed letter of application must be submitted. It should be clear, concise and related to the specific post in this academy. It should have particular reference to your own experience explaining how a Headteacher can motivate and work with others to create and sustain a school vision and positive ethos. The letter should be addressed to Mrs Julie Hodgson (Chair of Governors), should be word processed (font Tahoma pt 11) and should not be longer than two pages of A4. The application form should be completed fully and submitted with the letter of application. CVs will not be read.

Ripley St Thomas CE Academy and the Bay Learning Trust are committed to safeguarding and promoting the welfare of children. We expect all staff to share this commitment. Appointments are subject to an Enhanced Disclosure & Barring Service check. Further details will be sent to shortlisted candidates. It is an offence to apply for this role if the applicant is barred from engaging in regulated activity relevant to children.