



Candidate Information Pack

for appointment of
Principal



Inclusion

Progression

Excellence



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Introductory Letter – from the Chair of the Trust

Dear Applicant

Thank you for your interest in the role of Principal at Consett Academy.

I am immensely proud of the Trust and of the service we provide to our children and the wider community. The Trust is an established Multi-Academy Trust which currently consists of two large secondary academies located some six miles apart, in the heart of their respective communities in Stanley and Consett, Northwest Durham. Both Academies have fantastic purpose-built, modern facilities that inspire students and colleagues to achieve all that they can.

The Trust is at an exciting and challenging time of transformation. We have a new CEO taking up post from 1 September 2021 and as Chair of the Trust, I am only 12 months into my tenure. We are keen to recruit a proactive Principal to join us on our journey and help secure the Trust as an educational influencer, both regionally and nationally.



As Principal of Consett Academy, the successful applicant will ensure rapid and sustained improvement to maximise the educational opportunities and outcomes for all our young people. To do this, we expect you to have the confidence and capacity to drive an ambitious education agenda which has school improvement at its core.

You will work closely with the CEO and be comfortable taking well considered risks, but always basing decisions on evidence, thought and the contributions of others. A key focus of the role will be the impact of your decisions on the educational outcomes of our children.

While you will be comfortable taking responsibility for the decisions under your control and can act with the minimum of direction, you will have a clear political awareness and an understanding of when to involve others.

You will have excellent interpersonal skills and be a great ambassador for the Trust, instilling confidence and credibility to all stakeholders.

*I recognise this is an ambitious role with high expectations, but it will be an exciting and immensely rewarding role, in which you will build on the current good practices in the Academies to meet the challenges for Consett Academy. You will work within clear lines of leadership and a strategic school improvement model with a coherent and consistent Trust vision, which focuses on '**students first**'.*

If you believe you have the skills, knowledge and experience to fulfil this unique opportunity, we would welcome an application.

Yours faithfully

A handwritten signature in blue ink, appearing to read 'Karl Fairley', written over a light blue horizontal line.

Karl Fairley, Chair
New College Durham Academies Trust

Introductory Letter – from the Chief Executive Officer

Dear Applicant,

Thank you for expressing an interest in the post of Principal of Consett Academy.

First and foremost, this is a rare opportunity to make a tangible impact on the future life chances of our students, irrespective of background or starting point.

Consett Academy received its last Ofsted Inspection in March 2020, moving us from a Good school to Requiring Improvement. We now need an exceptional, highly aspirational, dynamic leader, with a proven track record in school improvement – coupled with the knowledge, drive and ambition to get us back to at least Good at its next inspection.

This is an exciting time to join us – as we embark on a period of transformational change. As newly appointed Chief Executive Officer and alongside an enthusiastic, skilled and committed Trust Board, I will give my full support to the successful candidate.

The Trust are keen to expand the number of schools within the MAT as soon as possible. Consequently, because of the immediate positive impact you make as Principal at Consett Academy, you will be instrumental in the framework to allow this to happen.

You will be expected to identify and build sustainable links ensuring that the school is well represented in the local community and there is a clear directive to expand on our current small but successful Sixth form.



We all working towards one vision and that is to establish a high performing family of schools, founded on inclusive principles and high expectations. We place an unrelenting focus on school improvement where teaching and learning always comes first and students are at the forefront of any decision-making.

You will also be expected to promote opportunities for schools in the MAT to work closely together. For staff, this could be joint CPD, new initiatives and peer reviews and for students, joint ventures in enrichment opportunities.

Consett Academy, as one of the largest secondary schools in County Durham, has the real potential of being an outstanding school and the impact of this role cannot be underestimated. You could make this happen!

If you believe you have what it takes to return Consett back to the Good school it truly is and beyond, we would love to hear from you.

For interested candidates, I would encourage you to visit our fantastic campus to see for yourself the superb learning and working environment that we have. If you would like to arrange a visit or discuss my vision for the role, please email our HR Team at hr@ncdat.org.uk whereupon a mutually convenient date and time will be arranged.

Yours faithfully

A handwritten signature in black ink, which appears to read 'L. Rodham'.

Linda Rodham, Chief Executive Officer
New College Durham Academies Trust

Vision and Ethos

Our Academies are at the heart of their local communities and strive to deliver on our founding principles of **Inclusion**, **Progression** and **Excellence** which supports a central vision of '**Students First**'.



The principle of **Inclusion** provides opportunities for students of all abilities, aspirations and backgrounds and involving staff, governors, students and the wider community in determining the direction of our Trust. Our curriculums are broad and challenging, with the academic success of students at the heart of what we do.

To encourage **Progression**, the Academy provides effective advice and guidance. This enables learners to make informed and appropriate decisions for future study and employment, encouraging them to take on new challenges and reach higher levels of achievement.

The focus on **Excellence** underpins all we do whether in learning areas; working in the community of governing and leading the Academy.

Safeguarding:

The Trust recognises that **safeguarding** our children and young people is core to all our activities, and we expect all staff, volunteers and wider stakeholders to share this commitment.

Our Aims are:

- To ensure our Academies are centres of excellence with a focus on the nurture and achievement of all their members;
- To promote mutual support, encouragement and benefit between our academies;
- To develop, as the core foundation of academic achievement, a strong culture of professional development amongst our staff;
- To celebrate and maintain the unique identity of communities we serve with each Academy/School at the heart of its community;
- To recognise and enable all those who often remain invisible, through ethnic or cultural disadvantage, or through disability or poverty to achieve their full potential.

Contextual information and background

New College Durham Academies Trust was established in 2011 as a multi-academy trust with New College Durham as the lead sponsor and co-sponsor Durham County Council. The Trust currently operates two academies in North West Durham:

- North Durham Academy in Stanley opened in September 2011 and two years later moved into a new, purpose built £30 million campus.
- Consett Academy opened in January 2012 and in September 2015 moved into a new £45 million shared use campus with Consett Leisure Centre.



The facilities at both academies are state of the art and provide the very best environment for learning. Facilities are open to the community during out of school hours, hiring out all our sports areas and fully equipped theatres. The Trust pursues all opportunities for income generation.



The Trust is in a strong financial position and benefits significantly from the support of a central Corporate Services Team of highly qualified staff established by the Trust to support the two academies. The central teams work closely with external partners and advisers to provide services and to improve support to our Academies. Finance, HR, IT, Estates and Data processes and procedures are embedded and policies set out clear direction. Our finance procedures and practices have been recognized by the DfE as examples of good practice.

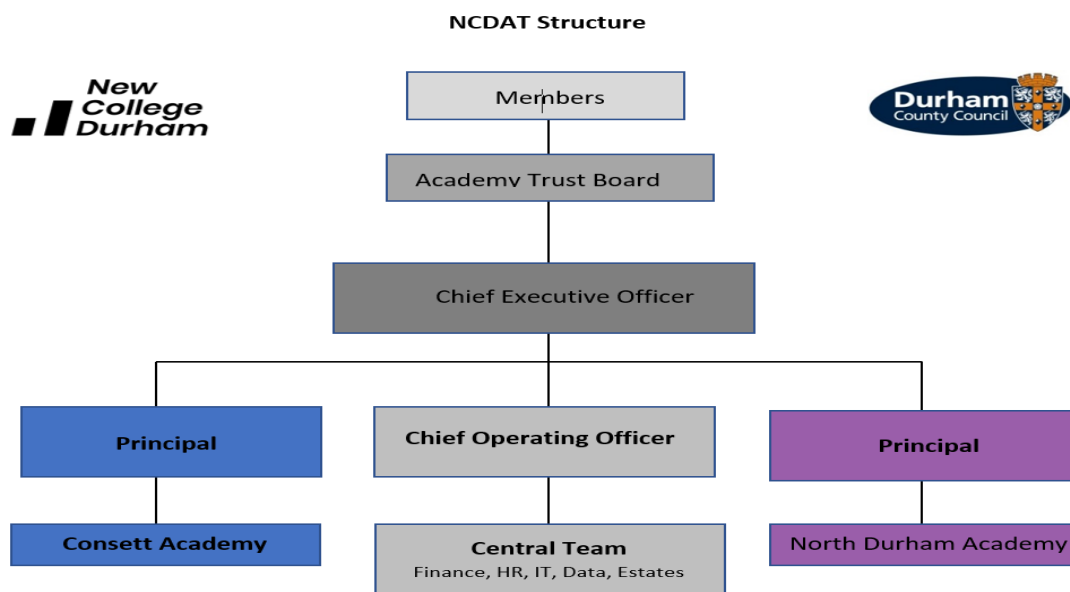


Fig 1

The Academies Trust Board recognises that, based on Ofsted judgements and historical results, there is a clear need for improvement in the existing academies academic performance. We recognise that, if the Trust is to have credibility and grow as an educational influencer, it needs to change and requires clear lines of leadership and a strategic school improvement model with a coherent and consistent vision.

Despite concerted efforts, these structures have yet to produce the rapid and sustained improvements to the quality of education which has impacted on the overall effectiveness of the academies. Following a recent review of the leadership structure and school improvement arrangements, the Trust has revised the MAT structure (see Fig 1) and appointed a Chief Executive Officer (CEO) with strategic leadership responsibilities across the Trust and a remit to build on the achievements and improvements already made. Additionally, the Trust has identified a school improvement budget under the direct control of the CEO and by January 2022 we hope to have in post an additional three subject specialist Directors who form our initial school improvement team, led by our CEO.

Consett Academy



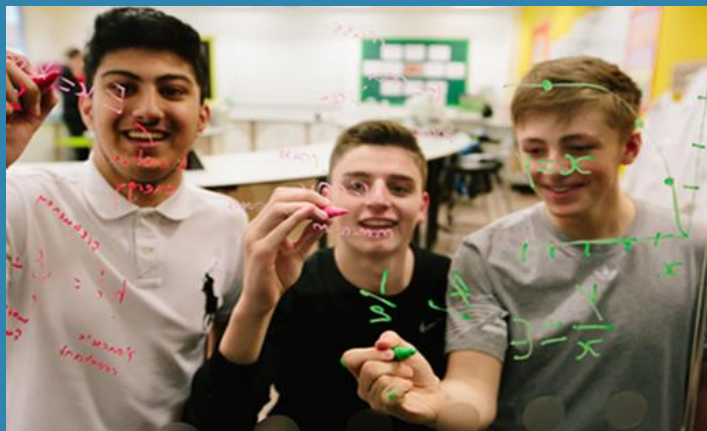
“It was a pleasure to visit Consett Academy! The visit was well organised, the staff were all excellent and the students were brilliant.”

Mr P Wilson (prospective parent))



Consett Academy is an over-subscribed larger than average 11-18 Academy with over 1500 on roll in years 7-11 (PAN 1500) and a sixth form of over 100. The Academy draws students from Consett town centre and the surrounding area. It successfully works with 11 partner primary schools but takes students from at least another 10 faith/non-faith primary schools in the area.

The proportion of disadvantaged students who attend Consett Academy and are supported by the pupil premium funding is above the national average (30%). The proportion of students who have an EHCP is below the national average. The Academy currently has 15 Looked After Students on roll who are from a number of different authorities. The attainment on entry is generally above average in most year groups.



Visit us at: <http://www.consett-academy.org.uk>

Advertisement and How to Apply

Principal £99,681 - £117,197 pa to commence from January 2022
(starting salary negotiable + possibility of relocation expenses up to £8k for the right candidate)

New College Durham Academies Trust, (NCDAT) is seeking to appoint an exceptional, highly aspirational, dynamic leader with a strong, proven track record of sustained school improvement to join us as our Principal at Consett Academy.

NCDAT is currently experiencing a period of transformational change. The successful applicant will have the support of a committed newly appointed Chief Executive Officer and Academy Trust Board to develop, deliver and lead on Consett Academy's vision and strategy – forging productive partnerships which support the long-term future of our highly ambitious MAT.

Ideally, you will be a current Headteacher who wants to make a bigger difference in a large Academy or an experienced Senior Leader able to demonstrate significant and successful school improvement. You should place **Students First** in every decision you make, with the sole intention of improving their future life chances, irrespective of background or starting point.

Our Trust is defined by our core values of **Inclusion, Progression** and **Excellence** in all that we do. This is a rare leadership opportunity for an existing Headteacher or Deputy to make their mark and contribute to securing NCDAT as an educational influencer both regionally and nationally.

As an experienced professional, you will be able to demonstrate strategic leadership, coupled with excellent people management skills. Your track record and engaging personality will be such that it gains the immediate respect of staff, students and parents/carers. You will be able to demonstrate extensive staff development experience and expertise. Most importantly, you will have a passion for education and student's learning, with the determination to make a positive difference and commitment to continuous improvement across the Trust.

Consett Academy (CA), is an extremely popular, oversubscribed school. Currently, one of the largest secondary schools in County Durham, (PAN of 1700) through placing **Students First**, aims to deliver the very best educational experience to our students from before joining us in Year 7, right through to leaving us in Year 11, having achieved their potential. Many choose to stay with us to continue their studies in our successful Sixth Form.

Consett Academy received its last Ofsted Inspection in March 2020, moving us from a Good school to Requiring Improvement, with Good judgements in Behaviour and Attitudes; Personal Development and Sixth Form. Our purpose is clear; we are looking for an outstanding, motivated and inspirational leader who can demonstrate an immediate impact and return the Academy to Good at its next inspection.

The successful candidate will be financially astute and possess the skills to interpret and use data to drive performance with rigorous quality assurance. As a champion for the welfare and behaviour of students while ensuring our friendly, caring culture is maintained. You should also be a positive communicator who is able to engage parents/carers whilst motivating staff and students.

Interested candidates who would like to arrange a visit or have a preliminary discussion with Mrs Rodham (CEO) can email our HR Team at hr@ncdat.org.uk whereupon a mutually convenient date and time will be arranged.

Interested? To download an application pack, including job description, person specification and application form, please visit <https://www.ncdat.org.uk> or **Vacancies | Consett Academy ([consett-academy.org.uk](https://www.consett-academy.org.uk))** Completed applications should be submitted to Human Resources via email to hr@ncdat.org.uk CVs will not be accepted.

Closing date for applications is: Midday, Tuesday 21st September, 2021
Interviews will take place: 28th and 29th September, 2021

New College Durham Academies Trust recognises that it has a statutory and moral duty towards safeguarding the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS is required for this post and references will be taken up prior to interview.

Job Description

| | |
|-----------------------|---|
| Job title: | Principal |
| Salary: | NCDAT Headteacher Range (7-8) |
| Contract type: | Full time, permanent |
| Reporting to: | The Chief Executive Officer, New College Durham Academies Trust |

Core purpose of the Principal role is:

To provide professional leadership and management of a named Academy that will promote a secure foundation from which to achieve high standards in all areas of the academy's work.

To achieve success as Principal, the postholder will:

- provide leadership and direction to students, staff, parents and the wider community.
- promote excellence, equality, high expectations and aspirations amongst all members of the academy community.
- make learning exciting and enjoyable for all students by continuously developing the quality of teaching and learning and providing personalised learning opportunities across the curriculum to ensure the highest outcomes can be achieved.
- support the development of a culture of innovation and creativity in an enterprising environment in which all students, their families and the local community find learning challenging, engaging and motivating leading to high expectations, excellence and outstanding academic/vocational achievements.
- work collaboratively with the Chief Executive Officer, the Trust Governing Body and senior leaders to develop excellent provision for students and development for staff across the Trust.
- deploy all resources effectively to achieve the academy's aims.
- continually evaluate and monitor academy performance identifying priorities for continuous improvement.
- carry out day to day management, organisation and administration.
- develop a culture where students actively participate within the academy and wider community.
- create a safe learning environment, which is engaging and fulfilling for all students

Key Responsibilities

Strategic direction and shaping the future

1. Work with the Chief Executive Officer, senior leaders across the Trust and the Trust's Governing Body to implement the academy's vision and values, ensuring that all aspects of the academy contribute to realising its vision.
2. Work within the academy community to translate the Trust vision and ethos into agreed objectives and operational plans which will promote and sustain school improvement.
3. Embed the vision and values in the academy's everyday work and practice.

4. Ensure the academy achieves its performance targets.
5. Challenge, motivate and empower others to attain ambitious outcomes.
6. Motivate and work with others to create a shared culture and positive climate both for students and the local community.

Managing the Academy

1. Ensure that the Academies' structure that reflects the academy's vision values and ethos, and enables the management systems, structures and processes to work effectively in line with legal requirements.
2. Produce and implement clear strategies and policies for the development of the academy and its facilities.
3. Ensure that policies and practices take account of national and local circumstances, policies and initiatives.
4. Manage the academy's financial resources, effectively and efficiently, adhering to the Trust KPIs, to achieve the academy's educational goals and priorities.
5. Recruit, retain and deploy staff appropriately and assist in managing their workload to achieve the vision and goals of the Trust.
6. Implement successful performance management processes and continuing professional development programmes for all staff.
7. Manage and organise the academy environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
8. Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money.
9. Ensure that all safeguarding procedures are followed in all academy practices.

Leading, Learning and Teaching

1. Develop an inclusive and supportive approach so that the academy is a place where all students and potential students feel welcome.
2. Determine, organise and implement a holistic, imaginative and innovative curriculum, and, in conjunction with the Chief Executive Officer, make best use of all available academic and vocational expertise and curriculum opportunities across the Trust.
3. Ensure a consistent and continuous academy-wide focus on students' achievement and attainment, using data and benchmarks to monitor progress in every child's learning.
4. Ensure that student learning and enrichment, through personalised learning strategies, are at the centre of strategic planning and resource management.
5. Ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning.
6. Demonstrate and articulate high expectations, aspirations and standards and set stretching targets for the whole academy community.
7. Provide experiences that will nurture the development of the whole person, their spiritual, emotional and moral health and well-being, as well as academic or vocational ability.

8. Implement academy strategies that secure high standards of behaviour and attendance.
9. Ensure learning opportunities and curriculum materials are innovative, inspirational and inclusive, so that all students are motivated and excited about their learning and the future learning pathways they will follow.
10. Develop and implement a comprehensive range of study support and a variety of additional learning opportunities during the extended academy day and through extensive enrichment activities.
11. Promote an effective Virtual Learning Environment so that students, and parents, can access their curriculum, assessment and welfare information at all times.
12. Monitor, evaluate and review the quality of teaching and learning and ensure that there is a process of continuous improvement.
13. Keep up to date with national and local educational strategies and developments, communicating them to staff and governors and implementing them as appropriate.

Securing Accountability

1. Fulfil commitments arising from accountability to the Chief Executive Officer and the Trust Board.
2. Develop an academy ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
3. Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
4. Work with the Local Governing Body (providing information, evidence of progress against KPIs, objective advice and support) to enable it to meet its responsibilities.
5. Develop and present a coherent, understandable and accurate account of the academy's performance to a range of audiences including Chief Executive Officer, Trust Directors, governors, parents and carers.
6. Adhere to and promote the Trust's robust self-evaluation and quality assurance procedures.

Strengthening Community and Partnerships

1. Build an academy culture and curriculum that takes account of the richness and diversity of the academy's communities.
2. Ensure learning experiences for students are linked into and integrated with the wider community.
3. Ensure a range of community and enterprise-based learning experiences are promoted.
4. Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional, cultural and mental well-being of and support to students and their families.
5. Create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development.
6. Ensuring effective partnerships with businesses and other local stakeholders to promote wider experiences and aspirations for the students.
7. Seek opportunities to engage with parents and carers, community figures, businesses or other local community organisations into the academy to enhance and enrich the academy and its value to the wider community.

Developing Self and Working with Others

1. Regularly review own practice, set personal targets and take responsibility for own personal development.
2. Develop and maintain effective strategies and procedures for staff induction, continuous professional development and performance reviews.
3. Treat people fairly, equitably and with dignity and respect to create and maintain a positive academy culture.
4. Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
5. Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
6. Build a collaborative learning culture within the academy and actively engage with other schools to build effective learning communities.
7. Manage own workload and that of others to allow an appropriate work/life balance.

The Principal is accountable to Chief Executive Officer and Trust Board, for the standards achieved and the conduct, management and administration of the academy, subject to any policies which the Department for Education may make.

Variation in Role

As the Trust's work develops, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive.

Equality and Diversity

The Trust is committed to Equality and Diversity for all members of society. This will require leaders such as yourself to both set an example and support the Trust's initiatives.

Commitment to Safeguarding Vulnerable Groups

New College Durham Academies Trust is committed to safeguarding and promoting the welfare of children and young people, as well as vulnerable adults, and expect all staff and volunteers to share this commitment. This postholder must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.

Chair of Academy Trust Board's signature: _____ **Date:** _____

Postholder's signature: _____ **Date:** _____

Person Specification

| | CRITERIA | Essential / Desirable | | Where assessed |
|----------|--|-----------------------|---|----------------|
| | | E | D | |
| A | Education and Qualifications | | | |
| 1 | A good honours degree. | √ | | A |
| 2 | Qualified Teacher Status (QTS). | √ | | A |
| 3 | Professional/management qualification relevant to the role or relevant higher degree and / or NPQH. | | √ | A |
| 4 | Evidence of continuing professional development at Head Teacher level in preparation for Executive leadership role. | | √ | A |
| 5 | Safeguarding/Designated Person Training. | | √ | A |
| B | Professional Qualities, Knowledge and Experience | | | |
| 6 | Substantial experience of teaching in secondary education. | √ | | A |
| 7 | Substantial strategic leadership experience as a Head Teacher/Deputy Headteacher to achieve rapid and sustained improvement in a secondary school(s). | √ | | A, I, R |
| 8 | Successful experience of leading teams across a MAT and on multiple sites. | | √ | A |
| 9 | Successful track record of achievements and successfully meeting performance objectives in current role. | √ | | A, I, R |
| 10 | Able to plan strategically and operationally with the Executive Team, allocate resources effectively and evaluate impact. | √ | | A, I, R |
| 11 | Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all students. | √ | | A, I, R |
| 12 | Strong knowledge and understanding of teaching and learning in primary schools. | | √ | A, I, R |
| 13 | Ability to articulate and share a vision of education and evidence of having successfully translated vision into reality at whole-school level. | √ | | A, I, R |
| 14 | Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement. | √ | | A, I, R |
| 15 | Proven track record in successfully leading change and resource management and an understanding of substantial change management programmes. | √ | | A, I, R |
| 16 | Ability to analyse data, develop strategic plans, set targets to raise standards and monitor/evaluate progress towards these. | √ | | A, I, R |
| 17 | Understanding of the strategic role of the Academy Trust Board and Local Governing Body and evidence of successful collaboration. | √ | | A, I, R |
| 18 | Able to advise the Directors on the future strategic development of the Trust. | √ | | I |
| 19 | Experience in leading Corporate Services functions. | | √ | A, I |
| 20 | Knowledge and understanding of statutory requirements and experience of Child Protection, Safer Recruitment, Safeguarding procedures and Prevent. | √ | | I |
| 21 | Knowledge and understanding of the key legal issues relating to the leadership of a Trust and the schools within it, including: equal opportunities, race relations, disability, employment, health and safety and public relations. | √ | | I |
| 22 | Experience of leading collaborative partnerships outside of school in the local community, working closely with external partners e.g. primary schools. | √ | | A, I, R |
| 23 | Experience of collaboration with teaching school alliances, business and employers. | | √ | A, I |
| 24 | Strong financial, commercial and business acumen. | | √ | I |

Person Specification (cont'd.)

| | CRITERIA | Essential / Desirable | | Where assessed |
|----------|--|---|---|---------------------|
| | | E | D | |
| C | Students and Staff | | | |
| 25 | Outstanding classroom practitioner with an excellent understanding of how students learn and the core features of successful classroom practice. | √ | | A, I, R |
| 26 | Provide inspirational leadership which challenges, motivates and empowers students, staff, and parents to carry the Trust's vision forward. | √ | | I, R |
| 27 | Successful experience of curriculum development and assessment to maximise student outcomes and provide a personalised curriculum. | √ | | A, I |
| 28 | A clear understanding of the implications of Government Education Policy for a Trust such as NCDAT. | √ | | A, I |
| 29 | Appreciate the importance of a work life balance for all staff and self and develop them through continuing professional development. | √ | | A, I, R |
| D | Accountability | | | |
| 30 | Experience and evidence of highly developed skills of robust appraisal and performance management of direct staff and systems for all staff, recognising high performance and tackling underperformance to resolution. | √ | | A, I |
| 31 | Experience of effective strategic financial and resource management to achieve educational priorities and ensure efficiency and value for money. | √ | | A, I, R |
| 32 | Proven successful experience of systematic, rigorous school self-evaluation, to inform school improvement planning and raise educational standards. | √ | | A, I |
| 33 | Able to combine the outcomes of regular school self-review with external evaluations in order to develop the schools further. | √ | | A, I |
| E | Personal Qualities, Skills and Attributes | | | |
| 33 | Ability to embrace and promote the core concept of 'students first' and the Trust's core values of Inclusion Progression and Excellence. | √ | | I |
| 34 | Works to the Nolan Principles of Public Life. | √ | | I |
| 35 | Inspirational leader, determined with sound judgement and strong negotiation/advocacy skills. | | | I |
| 36 | Be able to relate empathetically to parents/carers, students, staff, Governors, Directors, stakeholders and the wider community. | √ | | I |
| 37 | Approachable with outstanding communication and interpersonal skills across all media and with a range of audiences. | √ | | I |
| 38 | Able to build and maintain good, respectful relationships and promote unity across the Trust's Academies. | √ | | I, R |
| 39 | Able to organise work, prioritise tasks, make decisions and manage time effectively. | √ | | I, R |
| 40 | Excellent listening skills, consults and values the contribution of others. | √ | | I |
| 41 | Has stamina, resilience, tenacity, is able to remain positive and enthusiastic whilst working under pressure. | √ | | I |
| 42 | A passion for continual personal and professional development. | √ | | I |
| A | Application form | I Interview and assessment tasks | | R References |

Living and working in the North East



We have some of the most stunning landscape in the country on our doorstep. From the Northumberland Coast to the North Pennines, Kielder Forest and Park, to Durham Heritage Coast and Hadrian's Wall, to Whitley Bay, there are some beautiful places to spend your leisure time. Travel south and within an hour you can be in the North York Moors or due North are the wilds of Northumberland – now officially a 'dark sky' national park. There are plenty of places to explore. If you enjoy a stroll on the beach with the dogs; a hike with the camera, or even something a bit more adventurous, you can find it all in the North East.

When people think of the North East, most picture mining, steel and football. But there are plenty of museums and galleries here to rival those in other areas.

There's the BALTIC Centre for Contemporary Art, the Sage, Middlesbrough Institute of Modern Art (mima), Beamish Museum, The National Glass Centre, and many, many more. Plus, there are hundreds of historical sites and museums to visit, from Hadrian's Wall to Alnwick Castle and Gardens.

If food and drink is your thing, the region has a diverse and vibrant nightlife and you are spoilt for choice for places to eat from quality street food to Michelin star restaurants.

Our rugged coastline has idyllic beaches and quaint seaside towns. You can travel out by boat to the Farne Islands to see the wildlife, or drive over the causeway to Lindisfarne when the tide is out. To the East you have the beaches of Roker, Seaburn and Tynemouth as well as the beautiful Northumberland coast line.

One of the best things about living in the North East is how easy it is to access other places. You can travel anywhere in the region in less than two hours, plus we have Yorkshire, the Lake District and Scotland on our



doorstep. The excellent rail and air links are in close proximity and provide a platform from where you can travel further afield.

The North East of England has housing that caters to all budgets, whether you prefer the urban bright lights of city living or a slower pace within a rural village and everything in between; it has some of the cheapest property to be found anywhere in the UK. Whilst often overlooked by people in other parts of the country, the North East of England is a brilliant, welcoming and diverse place to work, rest and play.