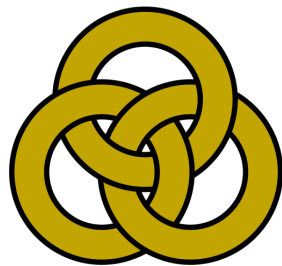




APPLICANT PACK

Headteacher

Trinity Catholic College, Middlesbrough



A message from our Interim CEO

Dear Future Leader,

Thank you for your interest in the position of Headteacher within the Nicholas Postgate Catholic Academy Trust (NPCAT).

At NPCAT, we are a dedicated family of schools spanning Middlesbrough, York, Redcar and Cleveland, North Yorkshire, Stockton, and beyond. We are driven by a singular, passionate mission: to ensure every child in our care receives an education that is not only academically rigorous but also deeply rooted in our Catholic values. We are a Trust that refuses to settle for "good enough". We strive for excellence in every classroom and for every community we serve.

We are seeking a visionary leader who is unwavering in the belief that neither social circumstance nor geography should ever define the limits of a child's potential, but instead who works tirelessly to ensure every young person can rise, thrive, and realise the fullness of their promise.

As a Headteacher here, you must be ready to collaborate across our Trust to share best practices and we are excited to hear all about your strengths.

Our Commitment to You

In return, we offer the opportunity to be part of a forward-thinking, supportive leadership team where your professional growth is a priority. You will have the chance to make a tangible difference in the lives of thousands of pupils, backed by the stability and expertise of an excellent Trust.

If you have the drive to inspire staff and the dedication to protect and nurture every child, we would love to hear from you. We are looking for leaders with the heart to care and the grit to deliver.

With hope and excitement for the future,

Karen Siedle

Interim CEO, Nicholas Postgate Catholic Academy Trust

Job Advert

Required:	September 2026
Salary:	Leadership L31 - L37 (£108,202 - £125,345)
Hours:	1 FTE
Contract Type:	Permanent
Location:	Trinity Catholic College, Lacy Road, Middlesbrough, TS4 3JW

Trinity Catholic College is part of the Nicholas Postgate Catholic Academy Trust, a family of 38 schools, and two vibrant Sixth Form Colleges. With more than 12,300 students and 1,500 staff, NPCAT is now one of the largest multi-academy Trusts in the UK.

The Headteacher will promote and support the vision and direction of the school and the Trust by providing the day-to-day leadership that will enable the school to build success and provide high quality education for its children. The Headteacher leads and manages the school on a day-to-day basis and is the first point of contact for all stakeholders and external agencies in matters relating to the school. The Headteacher will be an ambassador for the school and will promote and raise its profile in the local and wider community.

The successful candidate will be a practicing Catholic leader and must:

- Be fully committed to upholding and promoting the values of the Catholic faith and ethos of the Trust.
- Demonstrate the highest standards of teaching and learning.
- Inspire, motivate and empower pupils to make the best possible progress.
- Show a commitment to innovation, creativity and inclusion.
- Be able to make a significant contribution to the wider school context.

The Trust offers:

- A strong, supportive ethos.
- Happy, enthusiastic and friendly pupils.
- Highly experienced and talented colleagues.
- Ongoing professional development.
- Excellent professional development and progression opportunities across our 38 schools and Sixth Forms.
- Supportive Trust board, governors and parents.

Closing Date: Wednesday 22nd April 2026, 9am

Shortlisting Date: Monday 27th April 2026

Interview Date: Wednesday 6th May 2026

Candidates who would like to be Headteacher at Trinity Catholic College, please contact Assistant Chief Executive, Angela White at white.a@npcat.org.uk

Please refer to the back cover of the application pack for details of how to apply for this position.

Nicholas Postgate Catholic Academy Trust is committed to equality of opportunity, safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The post is subject to an enhanced DBS check along with other relevant employment checks.

Job Description

Post Title: Headteacher

Leadership Range: L31 - L37

Responsible to: Executive Headteacher

Introduction

The school has been designated by the Secretary of State as a school with a religious character. Its instrument of government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Roman Catholic Church and the trust deed of the Diocese of Middlesbrough. At all times the school is to serve as a witness to the Catholic faith in our Lord Jesus Christ. The post therefore requires a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all its aspects.

This appointment is with the board of the school under the terms of the Catholic Education Service contract signed with the board as employers. It is subject to the current conditions of service for headteachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. In carrying out his/her duties the headteacher shall consult, when appropriate: the board, the Diocese, the local authority, the staff of the school, the parents of its pupils, the parish(es) served by the school and other local Catholic schools, particularly where collaboration or federation is being developed.

This job description is based on the key areas identified in the Headteachers' Standards published by the Department for Education (2020).

The board and the Diocese acknowledge the importance of the role of the Catholic headteacher and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

The board and the Diocese are committed to safeguarding and promoting the welfare of children and young people and vulnerable adults and the headteacher must ensure that the highest priority is given to following the guidance and regulations to safeguard them. The successful candidate will be required to undergo an enhanced check for regulated activity from the Disclosure and Barring Service.

The core purpose of the headteacher is to set and implement the strategic direction of the school and to provide professional leadership and management to drive

achievement of high standards in all areas of the school's¹ work, particularly in ensuring the provision of sustainable outstanding education through the preservation and development of its Catholic character.

The school's objectives relate to the provision of Catholic education and the school is part of the Catholic Church and, as such, is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Catholic Church and the trust deed of the Diocese of Middlesbrough.

Therefore, the post of headteacher must be filled by a practising Catholic² who can show, by example and from experience, that he or she will ensure that the school is distinctively Catholic in all aspects.

Section 1: Ethics and professional conduct

Catholic headteachers are expected to demonstrate consistently high standards of principled and professional conduct inspired by Christ and His beatitudes³ and exemplified by the self-cultivation of virtues, those qualities of character fundamental to the Catholic tradition: faith, hope, love, justice, solidarity, temperance, fortitude and practical wisdom. Catholic headteachers are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

In addition, Catholic headteachers uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

Catholic headteachers are custodians of Diocesan schools and as such embody the abundant hope the Church has placed in education. Catholic headteachers are entrusted with the task of human formation in conformity with Christ and Church teaching, and so uphold ecclesial and public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Catholic headteachers:

¹ The term school refers to both voluntary aided schools and academies

² See *Diocesan Briefing Note on Practising Catholic*

³ The Gospel of Matthew 5:3-12

- build relationships of mutual respect rooted in the belief that all are made in the image and likeness of God⁴ and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain enabling each person to play their full part in building and sustaining the Common Good.
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs understanding that such values are rooted in the Catholic understanding of dialogue⁵ and the Church's social teaching⁶.
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law, but are always oriented to the service of others in light of the Gospel

As leaders of their Catholic school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in church and society by behaving ethically, fulfilling their professional responsibilities and modelling the virtues of a good citizen of the Kingdom of God.
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research to further the Church's mission in education
- make a positive contribution to the wider education system within and without the Catholic sector

Section 2: Headteachers' Standards

1. School culture

Headteachers:

- establish and sustain a Christ centred vision embodied in the school's Catholic mission, ethos and strategic direction in partnership with the parish and Trust, those responsible for governance and through consultation with the school community and Diocese
- create a Christ inspired culture where pupils experience a positive and enriching school life enabling them to flourish

⁴ The Book of Genesis 1:26-27

⁵ *Dialogue and Proclamation*, (1991) Pontifical Council for Inter-Religious Dialogue, Vatican

⁶ *Compendium of the Social Doctrine of the Church*, 2004, Vatican

- uphold ambitious educational standards which reflect the distinctive characteristics of Catholic education⁷ and 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 which recognises an individual's dignity as made in the image and likeness of God
- ensure a culture of high staff professionalism rooted in mutual respect, subsidiarity and the pursuit of excellence

2. Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains, and demonstrate how each discipline and domain contributes to the Christian vision of human flourishing to live life to the full⁸
- ensure effective use is made of formative assessment

3. Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement rooted in the distinctive characteristics of Catholic education which sets out the knowledge, skills, values and virtues that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional and Diocesan networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

⁷ The distinctive characteristics of Catholic education are 1. The search for excellent, 2. The uniqueness of the individual, 3. The education of the whole person, 4. The education of all and 5. Moral principles

⁸ The Gospel of John 10:10

4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, rooted in love, justice and reconciliation and built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour through the promotion of the virtues and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school lead by example and model and teach the virtues characteristic of a good citizen

5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities in light of the principles of Catholic Social teaching⁹
- establish and sustain ethos, culture and practices rooted in the distinctive characteristics of Catholic education that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers, parish and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities in all key and distinctive aspects, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including Diocesan and nationally

⁹ The relevant principles being: the Dignity of the Human Person, the Call to Community and Participation, Rights and Responsibility, the Preferential Option for the Poor and Solidarity

recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds reflecting the school's Catholic mission
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently and that are rooted in a clear understanding of the Church's mission in education
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's Catholic context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers, the parish, Trust, Diocese and the local community
- commit their school to work successfully with other Catholic schools and other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, rooted in strategic stewardship of the Catholic mission in education, upholding their obligation to give account and accept responsibility
- establish and sustain a professional working relationship with those responsible for governance which is inspired by a Christ centred vision of human formation
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Based on the 2020 DfE Headteachers' Standards published to articulate the additional responsibilities of headship in addition to the requirements of the teachers' standards but reflecting the ethos of the Catholic school and the vocational role of a Catholic headteacher in upholding the mission of the Church.

These duties are neither exclusive nor exhaustive. Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this Job Description.

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL ACADEMY TRUST POLICIES.

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO FULL ENHANCED DISCLOSURE CHECKS AND THESE WILL BE SUBJECT TO RECHECKING AS APPROPRIATE

Person Specification

ESSENTIAL			
Criteria	No.	Attribute	Stage Identified
FAITH COMMITMENT	E1	A practising Catholic (fulfilling the requirements of the Diocesan Briefing Note)	A/I/R
	E2	Secure understanding of the distinctive nature of the Catholic school and Catholic education	A/I/R
	E3	Understanding of the leadership role in spiritual development of pupils and staff	A/I/R
	E4	Experience of leading school worship	A/I
QUALIFICATIONS	E5	Qualified teacher status	A/C
	E6	Degree	A/C
PROFESSIONAL DEVELOPMENT	E7	Evidence of appropriate professional development for the role of headteacher	A
	E8	Evidence of professional development relating to Catholic ethos, mission and religious education	A/I/C
	E9	Evidence of recent leadership and management professional development	A
	E10	Evidence of working with other schools/organisations/agencies	A/I/C
	E11	Evidence of appropriate safeguarding training at a senior level	A/I/C
SCHOOL LEADERSHIP AND MANAGEMENT EXPERIENCE	E12	Ability to articulate and share a vision for education within the context and mission of a Catholic school	A/I/R
	E13	Ability to inspire and motivate staff, pupils, parents and the board to achieve the aims of Catholic education	A/I/R

	E14	To have successful experience as an effective Deputy Headteacher	A/I/R
	E15	To have taken a key role in school self-evaluation and development planning	A/I/R
	E16	An understanding of the relationship between the Headteacher and the board in a Catholic school	A/I/R
	E17	Experience of working constructively with parents	A/I/R
	E18	Experience of monitoring staff performance	A/I/R
	E19	Thorough knowledge and understanding of current educational issues	A/I/R
EXPERIENCE AND KNOWLEDGE OF TEACHING	E20	Secure understanding of the requirements of the Religious Education Curriculum Directory and the National Curriculum	A/I
	E21	Secure knowledge of statutory requirements relating to the curriculum and assessment	A/I
PROFESSIONAL ATTRIBUTES	E22	To have excellent written and oral communication skills (which will be assessed at all stages of the process)	A/I
APPLICATION FORM AND SUPPORTING STATEMENT	E23	The form must be fully completed and legible	A
	E24	The supporting statement should be clear, concise (within the required word count) and related to the specific post	A

DESIRABLE			
Criteria	No.	Attribute	Stage Identified
FAITH COMMITMENT	D1	Involvement in parish community	A/I
QUALIFICATIONS	D2	Postgraduate level qualification	A/C
	D3	National Professional Qualifications for Headship (NPQH)	A/C
	D4	Successful completion of Diocesan leadership programme	A/C
	D5	CCRS/CTC (or equivalent) or commitment to obtaining the certificate	A/C
SCHOOL LEADERSHIP AND MANAGEMENT EXPERIENCE	D6	Recent experience in a Catholic school	A/I
	D7	Understanding of budget planning, staff deployment and effective use of resources	A/I

KEY: A - Application, I - Interview, R - Reference, C - Certificate



Forming lives ready to face the future

Why work for us?

The Nicholas Postgate Catholic Academy Trust family of 32 primary schools and six secondary schools, promotes the dignity, self-esteem and development of every one of our pupils and staff.

Our geographical reach stretches across Teesside, North Yorkshire and the City of York within the northern area of the Roman Catholic Diocese of Middlesbrough. Our schools offer high-quality education, with a unique set of curricula that meets requirements of our young people and gives them every opportunity to succeed in adult life.

We are dedicated to academic excellence and the spiritual, physical and moral development of all our 12,300 pupils, as well as the ongoing development and fulfilment of every one of our 1,500-plus staff.

Our Trust is a faith-based community. We provide modern facilities and a safe and secure environment that reflects and supports family values, where standards of behaviour are excellent and parental engagement and collaboration is central to our success.

Learning takes place in an atmosphere inspired by the spirit of Jesus Christ, in which his commandment to love God and neighbour nurtures a caring ethos that is expressed in relationships within and beyond our schools.

We are inclusive and are respectful of and engage with people of all beliefs, encouraging a culture of tolerance where people of diverse identities are recognised, welcomed, respected and cherished.

We seek to make a difference to the lives of all groups of children, working to ensure especially that the most vulnerable in our society are not disadvantaged.

Each school aspires for excellence and is on a journey of continual year-on-year improvement. All schools work in partnership with families and parishes to promote strong, positive links and have clear strategic aims built on our mission and values.

We:

- Celebrate and share the practice of our outstanding schools, leaders and teachers
- Are committed to excellent governance that challenges, supports and holds to account
- Have strong leadership at all levels
- Ensure our pupils receive outstanding teaching
- Offer a wide range of curricular and extracurricular experiences
- Develop parents and carers as active partners in their child's progress.

We are building a Trust where every child is at the heart of everything we do, where every child is valued, where every family is supported and where every aspiration and every dream can be realised.

“True education enables us to love life and opens us to the fullness of life”

– Pope Francis

Proud to Serve

Teesside, North Yorkshire & the City of York



The area we serve is one of the friendliest and most beautiful places you could choose to live and work in.

With an international reputation for innovation and an exciting mix of modern, cosmopolitan and historic culture, the region includes vibrant cities, quaint villages, an outstanding coastline and stunning countryside. Here are just a few reasons you should live here:

Friendly people

We are famous for our friendliness and hospitality. Wherever you go, you'll always find a warm welcome and ready smile.

Arts and culture

Museums and galleries include Middlesbrough Institute of Modern Art (Mima), the Captain Cook Birthplace Museum, the Dorman Museum, with its collection of Christopher Dresser-designed Linthorpe Pottery, and Kirkleatham Museum, home to the superb Anglo-Saxon princess treasure exhibition. York is at the cutting edge of artistic innovation, creativity and media arts hosting the York art gallery, Castle Howard with its wonderful gardens to name but a few.

Entertainment and leisure

The region boasts large venues, international music festivals, Michelin star restaurants and a vibrant nightlife. It is home to Middlesbrough Football Club and countless grassroots clubs for adults and children, cricket and rugby teams and world-class golf courses. Our coastline offers diving, sailing and some of the world's best surfing at Saltburn and you can enjoy watersports at Tees Barrage International White Water Course. In the centre of York is the magnificent Minster which is one of the UK's top 50 visitor attractions welcoming hundreds of thousand visitors each year.

Outstanding countryside

We have some of the best countryside you'll find anywhere in the UK, including the stunning North York Moors and Dales. Even if you choose to live in one of our larger towns you can always be in the countryside or by the sea in less than half an hour.

Excellence in education

The region boasts many great schools, including four NPCAT primaries that were named in the *Sunday Times* top 250, Teesside University is based in Middlesbrough, York and York St John Universities based in the centre of the city. Famous people educated in NPCAT schools include musicians Chris Rea and Paul Rodgers, Middlesbrough MP Andy McDonald, government advisor Sir Martin Narey, impressionist Kevin Connolly, TV personality Chris Kamara, Middlesbrough FC chairman Steve Gibson and Keith Houchen, who scored in the 1987 FA Cup final.

Strong transport links

There are good road and rail links across the Teesside and York areas providing links to the rest of the country. Teesside, Leeds-Bradford and Newcastle airports are also close by with regular flights to Scotland, Jersey, Spain and many other popular holiday destinations across the world.



The Diocese of Middlesbrough

NPCAT is one of two multi-academy Trusts responsible for the running of schools within the Roman Catholic Diocese of Middlesbrough.

The diocese was founded on December 20 1878 when the Diocese of Beverley, which had covered all of Yorkshire, was divided. Today, the diocese covers an area of 4,000 sq km in the historic counties of North Yorkshire and the East Riding of Yorkshire, together with the city of York.

Apostolic Administrator of the Diocese of Middlesbrough, Bishop Marcus Stock provides Catholic schools:

- To help him as first educator of the diocese in his mission of making Christ known to all people
- To support parents who at their child's baptism accepted the responsibility of raising their child in the Catholic faith
- To be at a service to their local church, parish and Christian home and to ensure our children give such service to the wider society.

NPCAT is responsible for schools in the boroughs of Middlesbrough, Redcar & Cleveland and parts of Stockton and the county of North Yorkshire.

It is our mission to contribute to the creation of a society that is highly educated, skilled and cultured.

Our schools must educate the whole child, ensuring they develop spiritually and also achieve their full academic potential.

We see parish and school partnership as fundamental to the missionary role of Catholic education.

Each school has a central place in parish life and where a school serves more than one parish, chaplaincy work in school ensures that the appropriate steps are taken to have

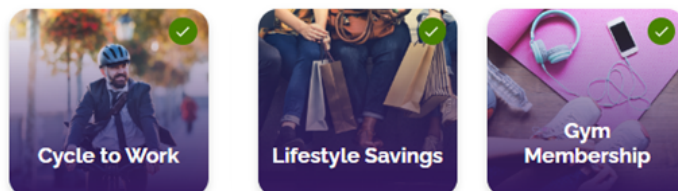
equal engagement across them all.

We ensure our schools come together to celebrate Mass, with the highlight of the year being the annual celebrations on feast days.

Our schools serve the following parishes:

Brotton, St Anthony of Padua
Catterick Garrison, St Joan of Arc Garrison
Guisborough, St Paulinus
Helmsley, St Mary's
Ingleby Barwick, St Thérèse of Lisieux
Leyburn, SS Peter & Paul
Loftus, St Joseph and Cuthbert
Malton, SS Leonard & Mary
Marske-by-the-Sea, St Bede
Middlesbrough, Corpus Christi
Middlesbrough, Holy Name
Middlesbrough, St Clare of Assisi
Middlesbrough, St Francis of Assisi
Middlesbrough, St Joseph
Middlesbrough, St Mary's Cathedral
Middlesbrough, St Patrick (Sacred Heart)
Middlesbrough, St Thomas More
North Ormesby, St Alphonsus
Nunthorpe, St Bernadette
Ormesby, St Gabriel
Pickering, St Joseph's
Redcar, Blessed Nicholas Postgate (Sacred Heart & St Augustine)
Richmond, SS Joseph & Francis Xavier
Saltburn, Our Lady of Lourdes
Staithes, Our Lady Star of the Sea
Teesville, St Andrew's Parish
Thirsk, All Saints
Thornaby, Christ The King
Thornaby, St Patrick
Ulshaw Bridge, SS Simon & Jude
Wycliffe, St Mary's
Yarm, St Mary and Romauld
York, Our Lady's, Acomb & English Martyrs
York, St Aelred's
York, St George's
York, St Wilfrid's York & St Joseph's Clifton

Employee Benefits and Wellbeing



NPCAT recognises the importance of staff welfare and a managed workload and this is reflected in the way we treat our people.

As a responsible and caring employer, we appreciate and value each of our staff. Their holistic health and wellbeing are vital to enabling all of us to maintain the optimum work-life balance.

We see exceptional staff welfare as an essential element towards enabling us to develop a rich, nurturing climate for learning across all our schools.

We offer a broad package of emotional and practical support to our staff.

We are clear about our expectations of employees and offer a positive, transparent and supportive working culture in return.

We offer:

- Competitive pay
- Defined benefit pensions
- Annual pay progression and recognition of additional responsibilities
- Annual cost of living adjustment
- On-site parking at our school premises
- Support with parking and subsistence costs where appropriate.

Additional benefits include access to:

- Vivup - Lifestyle savings - store discounts
- Vivup - Discounted gym membership
- Vivup - Cycle scheme
- Full wellbeing package

NPCAT is committed to equality of opportunity and will not tolerate any harassment, intimidation, discrimination or victimisation.

Training, Development and Progression

We offer a comprehensive training package that caters for all staff from future Initial Teacher Training pupils through to chief executive officer, as well as our non-teaching support staff.

We encourage staff to undertake training and development and to explore new challenges within the Trust wherever appropriate.

A full suite of training packages are available across the Trust some delivered in-house and others via our partnerships for national continuous professional development (CPD) trainers such as Best Practice Network.

Our evolving team of standards advisers support school leaders in providing individually tailored coaching and mentoring.

We also offer a range of appropriate courses for staff in a variety of roles, including business and school administrators, teaching assistants and pastoral support staff.

Early career teachers benefit from a comprehensive professional development programme delivered in collaboration with nationally recognised partners.

A combination of face to face and remote sessions involving online training videos and materials cover the range of competencies in the Early Career Framework.

Leaders currently in post engage with Best Practice Network on, for example, Excellent Middle Leaders Courses or School Curriculum Leadership.

Aspiring headteachers undertake National Professional Qualification for Headship (NPQH) and existing headteachers can continue to progress through their National Professional Qualification for Executive Leadership (NPQEL) qualification.

All staff can access training relevant to their current needs, through partnerships with organisations such as the Research School's Network and Leeds Carnegie Centre of Excellence for Mental Health.

In addition to face to face sessions, staff at all levels can undertake accredited courses from Level 1 upwards covering bespoke topics specific to their roles, such as Understanding Autism and Managing Challenging Behaviour.

Central Services and business and administrative staff receive training on key aspects of their roles identified in conjunction with their team leaders.

How to Apply

Application form and further information is available from:

npcat.org.uk/current-vacancies

Applicants should complete and return a [Leadership Application Form](#) and a [Recruitment Monitoring Form](#) to: recruitment@npcat.org.uk

Should you be shortlisted for an interview, you will be required to complete a Rehabilitation of Offenders Disclosure Form.

Job Description: This informs you of the main responsibilities for the post and explains what we are looking for. It informs you about the personal and professional qualities you need for this post. These criteria will be used to make the appointment.

Person Specification: This specification sets out which criteria will be used to shortlist candidates for interview.

References: As part of the pre employment checks references will be sought by the appropriate Priest.

If you require any additional information about this post or if you would like to arrange an informal discussion, please contact Angela White, Assistant Chief Executive, at white.a@npcat.org.uk

Thank you for your interest in NPCAT. We look forward to receiving your application.

Please note that if you do not hear from us within 2 weeks from the closing date you are to assume your application has been unsuccessful on this occasion.

