



'LEARNING WITHOUT LIMITS'

# HEADTEACHER

## RECRUITMENT PACK



INSPIRING SUCCESSFUL FUTURES FOR ALL

[www.woodbridgetrust.co.uk](http://www.woodbridgetrust.co.uk)

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## Welcome to Firwood School

On behalf of our students, staff and Trustees, we would like to thank you for your interest in the role of Headteacher at our wonderful school. We hope you find the information in this pack useful. If you need to ask us anything further or cannot find the answers you are looking for please do not hesitate to contact us and we will be happy to help in any way we can.

Firwood is a Good School (*OfSTED March 2023*) where we believe all of our staff team work diligently to enable our students to be the best version of themselves.

We have a shared ethos of preparing our young people for adulthood and this thread runs through Key stage 3 and 4 and on into our Sixth Form.



Our school mission statement is ... **'Learning without Limits'** and every day we strive to positively challenge our young people to engage with learning that offers them the opportunity to make choices, communicate in their preferred style, be heard, learn new skills and be proud of themselves.

**'Learning is exciting at Firwood.'**  
( OfSTED, March 2023)



## Welcome from the CEO

Welcome to Woodbridge Trust, where our commitment to **integrity, respect and kindness**, shapes everything we do. We celebrate the unique characteristics of each of our schools, ensuring that what makes them special is cherished and preserved.

As the CEO of Woodbridge Trust, I am seeking an outstanding leader who will serve not only as a headteacher but also as a vital strategic partner in our mission to “Inspiring successful futures for all.” We empower our leaders to innovate while offering strong support from our dedicated central team. Here, we tackle complex challenges with creativity and collaboration.

In the role of Headteacher at Firwood School, you will lay the groundwork for every student to thrive and realise their full potential. You will ensure that we provide high-quality education, overcoming any barriers, and helping our students transition confidently into adulthood.

If you are a humble yet ambitious leader ready to make a positive impact on the future of Firwood School, we would be thrilled to hear from you.

*Mike*

Mike Sidebottom  
CEO Woodbridge Trust

# TRUST VISION, VALUES AND PRINCIPLES

## VISION

“Inspiring Successful Futures For All”

## VALUES

**INTEGRITY** – To be open and transparent, actively embracing equality and diversity and having an honest, inclusive and respectful culture within which all at Woodbridge can trust.

**RESPECT** – Here at Woodbridge Trust we value everyone and treat people with dignity and professionalism.

**KINDNESS** – The quality of being friendly, generous and considerate. Too often we underestimate the power of a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which at Woodbridge Trust we believe have the potential to turn a life around.

## PRINCIPLES

Our principles add depth to our values, supporting our vision and provide clear guidance on expectations for all who work in Woodbridge Trust:

- o Develop strong character traits that align to our Trust values: **Integrity -Respect-Kindness**.
- o Collaboratively offer Excellent Education for all.
- o Ensure everyone is an active and valued member of our community
- o Ensure bold and dynamic leaders are developed at all levels to create a culture of continuous improvement.
- o Maintain a strong culture of professional development ensuring excellent teaching, positive relationships and enjoyment every day!
- o Ensure a model of internal challenge and self-review to establish the success of the Trust offer.
- o To be open and connected, actively seeking collaboration to ensure the continuous and sustainable development of our Trust.

## Working for Woodbridge Trust

At Woodbridge Trust we are always looking to take on talented and impassioned individuals who align with our values of **Integrity – Respect – Kindness**. We want our staff and students to thrive and we pride ourselves on the work we do to motivate both staff and students alike. Through building strong relationships, between staff and students across the trust, our aim is to enable people to flourish and grow their skills. Whether you are a Senior Leader, Teacher or a member of our Support staff we care about your career and want to help you feel valued and supported in your job.

### Here are some of the many reasons why you should consider working for us:

- National terms and conditions in line with the School Teacher's Pay and Conditions document ("STPCD"), the Burgundy Book (for Teachers) or the NJC Green Book (for Support Staff).
- Automatic enrolment into either the Teachers' Pension Scheme or the Local Government Pension Scheme
- Active focus on wellbeing; the trust and each of its settings are signed up to and committed to the DfE Education Staff Wellbeing Charter
- EAP Health and wellbeing Helpline scheme
- Access to professional supervision for all staff
- Occupational Health
- Teachers protected PPA and the ability to work from home
- Acknowledgements of special birthdays, retirements and births
- Excellent facilities and working environments
- Access to high quality professional development and progress towards personal learning goals
- A clear progression route supported by rigorous implementation of appraisal systems and Staff Development systems with clear intended outcomes
- Strong, supportive, highly skilled teams with high staffing ratios
- Established Induction processes and support for Early Career Teachers, staff new to schools and staff new to different roles
- Access to CPD and training for **all** staff
- Access to updated technology to enable all staff to be the best they can be in terms of facilitation of teaching and learning
- Many edible treats throughout the year
- Senior Leaders with an open-door policy
- Flexible and Family Friendly Policies

**SUPPORTER**

COMMITTED TO  
**GOOD  
EMPLOYMENT**  
IN GREATER MANCHESTER

## Here's what our staff say.....



*I love coming to work everyday knowing it will be completely different from yesterday and I'll have a smile on my face all day.*

*It's both a privilege and an honour to be part of Firwood and the wider Woodbridge Trust family*



*The school offers lots of opportunities to access training to better yourself*



100% of staff surveyed felt they were doing something worthwhile.

**\*staff survey 2025**

## The Role – Headteacher

### Firwood High School.

Woodbridge Trust is looking to appoint an inspirational Headteacher to lead our passionate and hardworking team at Firwood High School. Firwood High School is Bolton's provision for students aged 11-19 years with severe and profound learning difficulties. The school caters for a range of pupils including those with severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Autistic Spectrum Disorders (ASD) and Autism.

Our school mission statement is '**Learning without Limits**' and every day we strive to positively challenge our young people to engage with learning that offers them the opportunity to make choices, communicate in their preferred style, be heard, learn new skills and be proud of themselves.

Firwood is a growing school, currently operating across two sites with a new sixth form build in the planning stages.

We are seeking a leader who will embrace our inclusive and nurturing approach, supporting every child to reach their full potential while maintaining the high standards we are proud of. The successful candidate will set ambitious standards for staff and pupils, leading with clarity and moral purpose. This role presents an exciting opportunity to demonstrate inspirational leadership, creativity, and a commitment to excellence, ensuring that Firwood School continues to thrive as a place where every pupil and staff member can be the very best they can be.

If you are a values driven, strategic and innovative leader with SEND knowledge then we want to hear from you.

In return, we will offer:

- A challenging yet rewarding working environment
- Professional development to support you in your career
- Hardworking, dedicated, professional and enthusiastic staff
- The benefits of working in an innovative and forward-thinking Trust
- Supportive leadership and real opportunities to develop
- A genuinely happy and caring place to work
- High standard facilities

## Job Description.

### Key Points:

Salary: L25 – L31 (£93,423 - £107,131)

Contract: Full Time, Permanent

Location: Firwood School, Bolton

Start date: 1<sup>st</sup> September 2026

### Responsible to:

The Headteacher will be responsible to the CEO of Woodbridge Trust, Firwood School Local Governing Board and Woodbridge Trust Trustees.

### Core Purpose:

The core purpose of this role is to provide professional leadership and management of the school in their pursuit of excellence in teaching and learning for all pupils.

To achieve success, the Headteacher will:

- Provide vision, leadership and direction for the School.
- Maintain and develop the strong links with all aspects of Woodbridge Trust.
- Effectively lead and manage teaching and learning to secure the highest possible levels of progress and attainment.
- Promote excellence, equality and high expectations of all pupils.
- Effectively and efficiently deploy resources to achieve the school's aims.
- Evaluate school and pupil performance and identify priorities for continuous improvement.
- Ensure effective and efficient day-to-day management, organisation and administration of the school.
- Secure the commitment of the wider community and encourage the involvement of parents and carers.
- Create a stimulating, nurturing, happy, safe and productive learning environment that is engaging and fulfilling for all students.
- Ensure that safeguarding is a key area of focus in its widest sense for all pupils and adults in the school.
- Ensure that the school complies with all relevant legislation, guidance, regulatory requirements and quality standards.
- To actively uphold and promote the values, culture and ethos of Woodbridge Trust

## **Key Responsibilities**

### **Strategic Direction and Shaping the Future**

The Headteacher will work in close partnership with the CEO of Woodbridge Trust, the wider academy leadership team and the LGB to:

- Translate the school's vision into practice which promotes and sustains continuous improvement in the school and ensure that it is managed and organised to meet its aims and targets.
- Create an outward-facing school which works with our partners, other schools, organisations and the local community – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
- Evaluate the school's performance to identify the priorities for continuous improvement and raise standards.
- Ensure equality of opportunity for all.
- Develop policies and practices.
- Ensure that resources are efficiently and effectively used to achieve the school's aims and objectives.
- Demonstrate the school's values in everyday work and practice.
- Support all members of the school community to create a positive and stimulating learning environment, making full use of their skills and talents.
- Ensure that learning is at the centre of strategic planning and resource management.

### **Teaching and Learning**

The Headteacher will:

- Deliver an innovative curriculum in line with the Firwood vision, based on excellence for all through personalised learning whilst meeting statutory requirements.
- Ensure that the curriculum delivered matches the needs and ages of all pupils and is supported by teaching of the highest quality.
- Establish and maintain a consistent and continuous school-wide assessment system which has a focus on pupils' achievement, using data and benchmarks to monitor progress in every pupil's learning.
- Create a culture and ethos of challenge and support where all pupils achieve success and become engaged in their learning.
- Ensure that appropriate strategies to secure high standards of behaviour and attendance are promoted.
- Monitor and evaluate the curriculum for both quality and value for money.
- Ensure pupils feel happy, safe, and supported and have all barriers to their learning and progress addressed.
- Monitor, evaluate and review classroom practice and promote improvement strategies.

- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Achieve robust systems of pastoral care and personalised learning to ensure every pupil feels valued and is fully supported during their time at Firwood School.

### **Leading and Managing Staff**

The Headteacher will:

- Develop and embed an organisational structure that reflects the school's values and ethos and enables management processes to work effectively in line with statutory requirements.
- Develop, implement and monitor clear, evidenced-based improvement plans and policies for the development of the school and its facilities.
- Ensure that (within an autonomous culture) policies and practices take account of national and local circumstances, policies and initiatives.
- Recruit, retain and deploy staff appropriately across all Firwood sites and assist in managing their workload to achieve the school's vision and goals.
- Lead and motivate others and generate effective working relationships at all levels.
- Maximise the contribution of all staff to improve the quality of education provided and standards achieved.
- Manage the effective deployment and performance of all staff and ensure their professional development through effective systems for the management of staff performance.
- Provide effective induction, continuing professional development and performance management in line with Firwood School's strategic plans.
- Work in close partnership with the Head of People to ensure best practice and compliance with HR legislation and staffing

### **Financial and Facilities Management**

The Headteacher will support the CFO, assisted by the Business Manager to:

- Plan and manage the school's finances and resources to ensure maximum benefit for students.
- Be responsible for school sites, its buildings, equipment and grounds in partnership with Bolton St Catherine's Academy with whom we share a site.
- Provide advice to the Governors on the formulation of the annual and projected yearly budgets in order that the school secures their objectives.
- Set appropriate priorities for expenditure and allocation of funds.
- Ensure that the accommodation provides a positive and safe environment which promotes well-being and high achievement for everyone.
- Manage and organise accommodation efficiently to ensure it meets the needs of the students and staff.
- Be accountable for health and safety and safeguarding requirements.

## Partnerships

The Headteacher will:

- Maintain a school culture and curriculum which fulfils the vision and requirements of the local community and the vision for Firwood School and its partners.
- Work with the wider leadership team to support other settings within the Trust.
- Work in partnership with mainstream schools to ensure inclusive opportunities are maximised for our pupils and the mutual benefit of both school communities.
- Seek opportunities to invite parents and carers, community figures, businesses and other organisations into the school to enrich the school and its value to the wider community.
- Secure strong links with Health and Social Care Services to ensure the best possible holistic provision is provided at Firwood School.
- Collaborate with Bolton Council and other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Work closely with partner schools and the LGB to ensure that the development of the School is a success.
- Represent the School on the LGB and be an integral part of local clusters and partnerships.
- Create a culture where parents and carers are encouraged to engage effectively in their child's education.

**Customer Care** - To continually review, develop and improve systems, processes and services in support of the school's pursuit of excellence in service delivery. To recognise the value of its people as a resource.

**Promoting equality and diversity** - To accept everyone has a right to their distinct identity. To treat everyone with dignity and respect and to ensure that what our customers tell us is valued by reporting it back into the organisation. To promote and participate in the Trust's work to eliminate discrimination; advance equality of opportunity; and foster good relations between our diverse communities.

**Developing Self and Others** - To use processes and put processes in place to generate a learning environment. To focus on the strengths and requirements of all individuals and enable them to further their skills and knowledge. To actively pursue your own development. To be self-aware and role model continuous self-development.

**Safer Recruitment** - The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## Person Specification

The following outlines the key skills and experiences required for this position.

The selection panel will assess each candidate against the criteria listed below, expecting candidates to demonstrate knowledge and understanding of each area and to show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the college context.

You should refer to these requirements when completing your application. Short-listed candidates will be involved in a variety of activities directly related to the Person Specification and along with those set out in the Woodbridge Trust Leadership Framework that will form an evidence base.

The panel will use the following assessments tools:

- Application form (A)
- Interview / assessment activities (I)
- References (R)
- Essential (E)
- Desirable (D)

Experience			
1	Substantial and successful experience in a senior leadership role, with a broad experience of successful whole school responsibility	A/I/R	E
2	Experience of leading, developing, delivering and evaluating effective strategies for learners	A/I	E
3	Proven record of significant senior management achievement in improving educational outcomes	A/I	E
4	Experience of management of human and financial resources at senior level	A/I	D
5	Understanding of the benefits of Collaborative Leadership	A/I	E
6	Experience of strategic planning and review, taking effective and decisive action where necessary	A/I	E
7	Experience of developing and implementing strategies for school improvement including data analysis, target setting and strategies for improving the quality of teaching and learning for all pupils	A/I	E
8	Experience of working with professionals and colleagues in other schools and services to improve academic and social outcomes for all pupils	A/I	E

9	Experience of setting ambitious standards for all pupils, overcoming disadvantage and advancing equality, ensuring the accountability of staff for the impact of their work	A/I	E
10	Understanding of Safeguarding within the context of Special Education	A/I	E

### Education and Qualifications

11	Degree or equivalent	A	E
12	Qualified Teacher Status	A	E
13	Relevant senior management qualification / training e.g. NQPH, MA/Further study	A	D
14	Advanced Team Teach qualification, or a willingness to undertake	A	E
15	Comprehensive knowledge of the school's Ofsted inspection criteria and processes	A	E

### Skills

16	Outstanding leadership skills	A/I/R	E
17	Strategic management, resource management, development planning, personnel management and financial management skills	A/I	E
18	Ability to present a clear account of the school's performance to members of the school community, including LGB and Trustees to enable others to fulfil their responsibilities	A/I	D
19	Experience of leading on the implementation of rigorous, fair and transparent systems for monitoring the performance of staff, addressing under performance and supporting staff to improve and valuing excellent practice	A/I	E
20	Effective collaborative skills	A/I	E
21	Willingness to play a senior role in the multi-academy trust, contributing to school improvement at the other schools within the Trust as well as at own school	I	E
22	Ability to lead best practice regarding safeguarding, child protection, safer recruitment and safeguarding policies and procedures	A/I	E
23	Ability to work productively with the CEO and Governing Board	I	E
24	Ability to interpret, analyse and use data effectively to bring about school improvement	I	E
25	Well developed interpersonal and communication skills (including written, oral and presentation)	A/I	E
26	Effective ICT skills	A	E

Personal attributes			
27	Ability to develop and maintain excellent relationships with staff, parents, students, governors and the community	A/I/R	E
28	Ability to engage and motivate staff in a happy and supportive working environment to achieve the highest standards in all aspects of school life	A/I	E
29	Ability to deal sensitively with people and achieve positive outcomes	I	E
30	Adaptable to changing circumstances and new ideas	A/I	E
31	Ability to solve problems and demonstrate clear understanding of the change process	A/I	E
32	Approachable, reliable, have positive presence and is highly visible to students, parents/carers and the wider community	A/I	E
33	Values diversity and the unique contribution that every individual makes to the learning community	A/I	E
34	Tenacity, Resilience and Humility	A/I	E
35	Belief in every child	A/I	E
36	Confident and assertive	I	E
37	High level of communication skill	I	E

Safeguarding			
38	Displays a commitment to the protection and safeguarding of children and young people	A/I	E
39	Has up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of staff, children and young people	A/I	E

Promoting Equality and Diversity			
40	Understand how knowledge of our diverse communities can help us to deliver effective services and reduce disadvantage in the borough. Listen to contributions made to service development without prejudice. Challenge behaviours and processes which do not support the council's work to eliminate discrimination; advance equality of opportunity; and foster good relations, while being prepared to accept feedback about own behaviour.	I	E

### Care

41	Listen and respond to children/young people needs, seek out innovative ways of consulting and engaging them. Network with others to develop services for the benefit of the children/young people.	A/I	E
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### Developing Self and Others

42	Coach and mentor others. Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Apply a range of development activities to develop and train staff. Endorse the principles of Investor in People. Strives for improvement and take responsibility for own development. Be self-confident and lead by example.	A/I	E
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# Woodbridge Trust Leadership Framework

Effective Leadership isn't just about holding a position of authority, it's about inspiring and guiding others towards a common goal. The Woodbridge Trust Leadership Framework is closely aligned to our vision and values. The framework emphasises the fundamental abilities, perspectives and characteristics of successful leaders, and is considered essential for all leadership roles within Woodbridge Trust and our settings.

Leader	Competencies
 <p>Develop strong character traits that align to our Trust values: <b>Integrity - Respect - Kindness.</b></p>	<ul style="list-style-type: none"> <li>• Empathetic and understanding of contexts, timing and personal situations with strong emotional intelligence.</li> <li>• A Leadership style underpinned by integrity, respect and kindness; to those around and to self, genuinely holding people in regard through an ethical stance. Responses are caring, kind and demonstrate great integrity– whilst still being strong (and perceived as such). Understands the disadvantages of being non-virtuous (exerting power, direct, sometimes rude in the pursuit of honesty - truth confirming). Always honest and respectful whilst being truth seeking.</li> <li>• Listens to the views of others and acts in line with the values and purpose of the Trust.</li> <li>• Leads improvement by providing direct, respectful and honest feedback - anticipates conflict with courage to tackle situations in a timely way and address any dysfunctional cultures. Demonstrates the ability to address underperformance, with clarity over direction and purposeful in actions. Handles difficult conversations honestly, directly, compassionately and with great dignity and always in the best interests of the individual, school and Trust.</li> <li>• Has a shared understanding of decisions by the school and trust. Balancing the why (rationale) of the individual v team v school v trust. Has sufficient knowledge to take calculated risks that will have an impact and is able to demonstrate virtuous courage, motivated by a worthy goal.</li> <li>• A resilient self-starter, who knows when to and is not afraid to ask for help. Able to critically question &amp; reflect, whilst knowing when and where that is appropriate. Comfortable to challenge to enable/strive for improvement, equity and fairness. Is inclusive in language used and intent of actions. Courage to promote autonomy.</li> </ul>
 <p>Collaboratively offer Excellent Education for all</p>	<ul style="list-style-type: none"> <li>• Committed to inspiring successful futures of all the young people at Woodbridge Trust.</li> <li>• Protects time to connect and ambitiously collaborate with staff across the Trust as a vital part of improvement for all young people. Understanding own contribution and delivering this unselfishly and purposefully with a desire to leave a legacy. Reaches beyond and sees the importance of being outward facing both in terms of own learning and also the civic responsibility to their school, Woodbridge Trust and the larger educational community.</li> <li>• Actively establishes external relationships and communications, searching for ways to contribute beyond context (networking, presenting, producing articles etc..) building own skillset and reputation</li> </ul>

	<p>whilst flourishing in the process. Builds links/partnerships that are reciprocal and mutually beneficial, aspirational and inclusive (alumni, media).</p> <ul style="list-style-type: none"> <li>• Constantly striving for excellence for young people, team &amp; self, always acting with professionalism. Ascertains clarity about what high expectations look, sound &amp; feel like in subject/context and aligned to the partnership. Is laser focused about 'knowing thy impact' (Hattie) and can clearly and effectively communicate (both written and verbal) what success looks like - when to see it/expect it with young people, teams, parents, organisations, the partnership and larger community. Poses a full understanding of current reality - improvement strategies needed and implementing them effectively.</li> <li>• Aspirational, motivated and authentically ambitious, inspiring others to create a culture to reach high. Does not cap ambition or limit behaviours and is committed to ensure professional learning is in place for individuals/ team with ambition for all. Not afraid to challenge where high expectations are not understood, adhered to or reached. Visionary and determined, always striving to be the best possible version of themselves.</li> </ul>
 <p>Ensure everyone is an active and valued member of our community</p>	<ul style="list-style-type: none"> <li>• Understands and sees the importance of a consistently high performing and functioning team, based on deep knowledge (takes time) of the people - attributes/skills and the team dynamic. Uses knowledge of effective teams with clarity around their roles underpinned by core values.</li> <li>• Builds, creates and recruits strong team players, embracing difference and promoting equality, diversity and inclusion. Leads with high trust and motivated teams where wellbeing is fundamental, time is valued, and all feel safe to contribute.</li> <li>• Demonstrates operational excellence shown through preparation, professionalism, effective and precise communication (emails/reports) and chairing of meetings. Demonstrates agility in application of knowledge, moving between big picture(strategic) to ground with balance demonstrated.</li> <li>• Supports and empowers team members to develop their skill set and celebrate success. Inspires, influences and asserts as needed – knowing when to push and when to pull back (capacity, pressure points, personal). Holds very strong leadership beliefs, guided by moral purpose - values are explicit &amp; at the core of thoughts and actions.</li> </ul>
 <p>Maintain a strong culture of professional development ensuring excellent teaching, positive relationships and enjoyment every day</p>	<ul style="list-style-type: none"> <li>• An inquisitive leader with a determined inner energy, always wanting to know more and find out why. Knows how and where to find new leadership learning and who the leadership experts (educational and beyond) are (academic, system) to enhance knowledge.</li> <li>• Critically analyses research, readings and policy: filtering, contextualising, avoiding noise and empowering others to apply to their role/classroom.</li> <li>• Not afraid to make and learn from mistakes and embrace challenge through engagement in dialogue and professional learning (coaching, training, reading, research). Self-aware with the ability to receive and provide constructive feedback in a way that will maximise impact on behaviours, and on young people.</li> <li>• Self-reflective with the ability to approach situations with humility, openness and a willingness to listen and learn. Proactive and reactive with a thoughtful/considered mindset allowing flexibility and adaptability. Open minded and able to demonstrate perseverance. Enthusiastic and self-motivated. A collaborative thinker and learner who challenges conventional ways of thinking.</li> </ul>



Ensure bold and dynamic leaders are developed at all levels to create a culture of continuous improvement

- Contributes to a collective consciousness, leading with purpose across the Trust.
- Creates an inclusive working culture where the impact of actions is discussed openly within an environment of high challenge, high support and low threat, where conditions for all to thrive (young people, staff, community) are established. Lays the foundations for a culture of high expectations and belief in each other, modelling what can collectively be achieved – a pace where great things can happen.
- Understands the positive impact on young people in their charge through developing collective efficacy and an attitude of belief. Works collectively - knowing own role and impact on others. Meaningful collaboration and a safe and compelling physical/emotional environment is created with high trust. Ensures all feel safe to contribute, and there is a fair and inclusive working culture – challenges self to 'radiate' not 'drain' (even when not feeling 100%) and knows how to encourage everyone to be the best they can be.
- Willing and capable of taking judicious risks.



Ensure a model of internal challenge and self-review to establish the success of the Trust offer

- Enables and celebrates meaningful impact at all levels (individual, team, school, partnership) through people, systems, protocols and actions with a relentless focus on high standards and people thriving.
- Offers professional challenge and support to all colleagues, focusing on the shared purpose whilst modelling being kind and integrity. Has courage to have conversations where impact needs to improve, knowing when to push and when to pull. Challenges inappropriate behaviour with virtuous courage and young people at the heart
- Forensic in reviewing evidence and data rather than making anecdotal judgements. Uses data to diagnose, evaluate and inform actions and development plans, needs and strategies. Skilled at implementation planning, knowing the seasons of the school year, ambitious about what improvement looks like and how to sustain, clears path and drives to achieve.



To be open and connected, actively seeking collaboration to ensure the continuous and sustainable development of our Trust.

- Knows the team, their needs, drivers and motivations, develops relational trust, making time to listen.
- Has breadth and depth in leadership approaches, strategies and models and understands high impact professional learning to grow people, structures, systems and the collective. Sources and implements professional learning to develop others, recognising and supporting needs. Identifies plans for effective CPD at individual (bespoke pathways), team, organisation or partnership level (according to role), in line with career stage expectations and succession planning.
- Is clear about the process of leading and implementing change including planning, communicating, emotional, bespoke adaptations (e.g., Kotter, Kubler Ross...). Engages with experiences and partnerships to support unlocking personal and academic potential, nurturing and developing.
- Ensures the team knows and feels they matter and care, investing in them as a professional and lifting them to aim to be strategic thinkers and researchers.

Please be prepared to be assessed on any of these during the interview process.

## How to apply...

All applications must be completed via My New Term.

Visits to the school are welcomed and encouraged. Please contact Alison Brennan on 01204 333044 to arrange a visit on one of the following dates:

Tuesday, 13<sup>th</sup> January 2026

Friday, 23<sup>rd</sup> January 2026

Thursday, 29<sup>th</sup> January 2026

**Closing date for application:** Midnight on Sunday, 1<sup>st</sup> February 2026

**Shortlisting:** w/c 2<sup>nd</sup> February 2026

**Assessment Centre and Interview:** Wednesday, 11<sup>th</sup> February 2026

Woodbridge Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

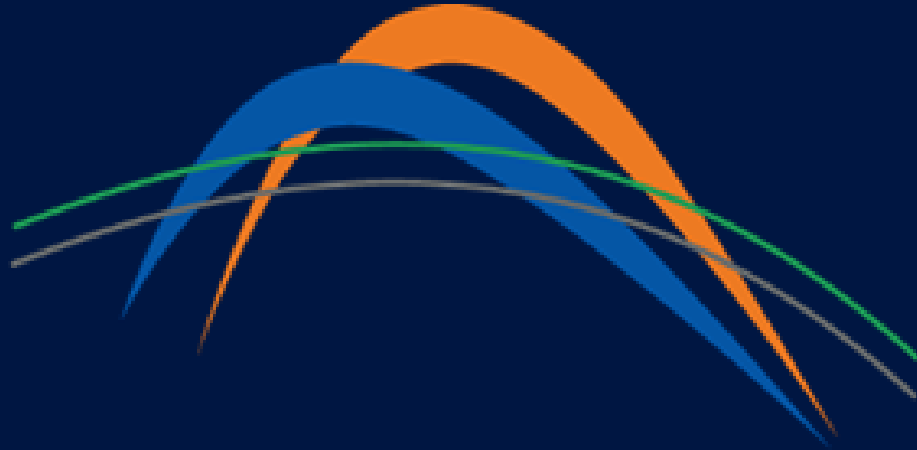
All shortlisted candidates will be required to complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, we will also carry out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. References will be sought prior to interview.

The successful applicant will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service, and Teacher Prohibition check where appropriate.

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks as specified in KCSIE 2025.

Thank you for your interest and we welcome your application.





# WOODBIDGE TRUST

In partnership with...

