

Recruitment Pack

Headteacher

Darras Hall Primary School

Welcome to Darras Hall Primary School



Darras Hall Primary School is a thriving school at the heart of Ponteland, and one of the founding members of Pele Trust. A unique opportunity has arisen in our school and Directors wish to appoint a successor to the current Headteacher, who is moving on to a promoted post.

Understandably, we are very proud of the school's Ofsted status. However, it is the children and staff who make our school truly outstanding. They are talented, motivated to do well, and exceptionally well-behaved.

It is our view that an outstanding judgement is never the end of a school's improvement journey but rather it is the beginning of the school's next chapter so the ideal candidate for this role is someone who, not only shares that view, but who has the skills and passion to build on extremely secure foundations and drive the school forward to greater success.

The bar is set high for this role; we make no apologies for that. We can promise though, that if successful, you will find yourself working alongside a team of committed and supportive colleagues whose consistently strong teaching practices ensure that the children in our school achieve exceptionally well.

So, if you are a dynamic and strategic leader with demonstrable experience in school improvement then this role would be perfect in providing another level of personal and professional challenge and job satisfaction.

The details in this pack will provide you with the relevant information to make an application to join our school but we would strongly encourage you to arrange a visit to see the school in action.

Letter to applicants from the CEO

Dear prospective candidate

Thank you for your interest in the vacancy for headteacher at Darras Hall Primary School. This is a rare opportunity that carries both the privilege of shaping the future of a flagship school and the responsibility of maintaining and advancing its high standards.



With a school community as engaged and ambitious as ours, we seek a leader who shares our commitment to excellence and is excited to step into a role that challenges and rewards in equal measure.

This is a highly attractive leadership role and you would be joining our Trust at an exciting time. This role offers the chance to work alongside talented, dedicated staff members and join a highly collaborative trust network, where leaders work together to enhance the educational experiences for all our students.

Pele Trust is committed to professional growth, and as headteacher, you will be offered opportunities to develop your leadership, bring innovative ideas to life, and engage in trust-wide initiatives that align with our shared goals. Supported by an experienced and professional Academy Committee and an engaged parent community, this position promises not only personal and professional challenge but a chance to make a lasting impact.

We have a clear set of shared values in our Trust and they are reflected in the values of the school. As Headteacher, you play the most significant role in upholding those values so it is important that they resonate with you.

The children at Darras Hall are delightful; they are enthusiastic, curious, and engaged learners who reflect the school values set out in the Darras Code. They, supported by the adults in school, have created a warm and inclusive environment where every child is valued.

I invite you to come and experience Darras Hall Primary School for yourself. A visit will give you a glimpse of our community, the dedication of our staff, and the spirit of our students.

We look forward to welcoming you.

Kieran McGrane
Chief Executive Officer

Letter to applicants from the Chair of the Academy Committee



Dear prospective candidate

Thank you for your interest in the Headteacher role in our school.

I have been part of the school Academy Committee for a number of years now and took over as Chair in October 2022. My own children attend the school and it is extremely satisfying to see the school continue to go from strength to strength.

The Academy Committee's aims and aspirations for children in our school is reflected in the school's values; we see our students and staff embodying those values on a daily basis and the Darras Code is an integral part of the school culture.

As an Academy Committee we are incredibly proud of the outcome of our recent Ofsted inspection, which reflects the experience that our students and parents can expect to have when they attend our school.

The new Headteacher will be supported by an extremely capable Senior Leadership Team and staff body and will have the opportunity to shape the role in a way that reflects their own strengths, talents and interests.

Darras Hall Primary School is a truly wonderful school and we expect to be able to secure the highest calibre candidate who will complement an already outstanding team.

Please come and see our school in action as this is the best way to experience what a fantastic school we have and how we focus on an excellent education for all our children.

Phil Smith

Chair of the Academy Committee

Job Advert

Required from Monday 28 April 2025
Leadership Pay Range L18 – L24 (£75,675 - £87,651)

This is an exceptional opportunity for an experienced and ambitious leader to guide Darras Hall Primary School into its next phase of educational excellence.

As Headteacher, you will join a school with a proud history, outstanding reputation and wonderful staff and students. Directors are looking to appoint a leader who will inspire those students, challenge our team, and build on the strong foundations laid by our current headteacher. You will bring vision, integrity, and a commitment to the success of all students, ensuring that each child receives the very highest standard of education and personal growth.

What We're Looking For

First and foremost, you will be an exceptional teacher with a commitment to ensuring progress and attainment for all students. You are likely to already be a successful Headteacher or senior leader with a proven track record of impact and improvement.

We are looking for someone who sets high standards, embraces innovation, and understands that excellence is a journey. Your role will encompass the strategic leadership of teaching and learning, effective organisation of school operations, and the ability to inspire and support an experienced and talented team of colleagues. Strong communication and relationship-building skills will be essential, as you engage with pupils, parents, staff, and the wider community to uphold our values and vision.

In Return, we offer

- The opportunity to lead one of Pele Trust's flagship schools within a supportive, forward-thinking Trust
- Access to a strong network of like-minded Trust school leaders and the guidance of an experienced CEO
- An environment that promotes professional development and values growth
- The chance to make a lasting impact on a well-established and thriving school community
- A school culture rooted in shared values, mutual support, and a commitment to continuous improvement

If you are an inspiring, dedicated leader with the ambition to drive progress and the passion to uphold Darras Hall's ambitions and standards, we encourage you to apply.

Application Details

Closing Date: Monday 18 November 12.00pm (noon)

How to apply: Submit your [application form](#) and cover letter (please ensure that this is not more than two A4 sides) to c.leightley@peletrust.org.uk

Visits: We invite you to visit Darras Hall Primary School to see the school for yourself. To arrange a visit, please contact our school office by emailing admin@dhpschool.uk

Interview: Interviews will take place on Tuesday 26 November and Wednesday 27 November 2024.



Job Description

JOB TITLE:	Headteacher
GRADE:	L18-24
RESPONSIBLE TO:	Chief Executive Officer (CEO)
RESPONSIBLE FOR:	Teachers and Professional Support Staff

MAIN PURPOSE OF ROLE:

To provide highly effective strategic and operational leadership to secure high standards of teaching and learning leading to exceptional outcomes for all students.

To actively contribute to the strategic leadership of Pele Trust.

GENERAL DUTIES/RESPONSIBILITIES

These are covered under the domains as set out in the Headteachers Standards 2020, namely the domains of:

1. Culture and ethos
 - 1.1. school culture
 - 1.2. behaviour
 - 1.3. professional development
2. Curriculum and teaching
 - 2.1. teaching
 - 2.2. curriculum and assessment
 - 2.3. additional and special educational needs
3. Organisational effectiveness
 - 3.1. organisational management
 - 3.2. school improvement
 - 3.3. working in partnership

These are underpinned by demonstrating consistently high standards of principled and professional conduct as outlined in the Seven Principles of Public Life, also known as the Nolan Principles. Both within and outside school, the headteacher must:

- build relationships rooted in mutual respect, 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
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways that exploit their position, pupils' vulnerability or might lead pupils to break the law

As leader of our school community, the headteacher must:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- 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
- make a positive contribution to the wider education system

SPECIFIC DUTIES/RESPONSIBILITIES

1. School culture
 - 1.1. sustain the school's ethos and strategic direction in partnership with the Academy Committee and CEO, and through consultation with the school community
 - 1.2. create a culture where pupils experience a positive and enriching school life
 - 1.3. uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
 - 1.4. promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
 - 1.5. ensure a culture of high staff professionalism
2. Teaching
 - 2.1. 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
 - 2.2. ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
 - 2.3. ensure effective use is made of all forms of assessment

3. Curriculum and assessment
 - 3.1. ensure a broad, structured and coherent curriculum entitlement that sets out the knowledge, understanding and skills that will be taught
 - 3.2. establish and sustain effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
 - 3.3. ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly supporting weak readers so that they can 'catch up and keep up' with their peers
 - 3.4. ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum
4. Behaviour
 - 4.1. establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
 - 4.2. ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
 - 4.3. implement consistent, fair and respectful approaches to managing behaviour
 - 4.4. ensure those adults within the school model and teach the behaviour of a responsible and respectful citizen
5. Additional and special educational needs and disabilities
 - 5.1. ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
 - 5.2. establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
 - 5.3. ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
 - 5.4. ensure the school fulfils its statutory duties with regard to the SEND code of practice
6. Professional development
 - 6.1. ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs

- 6.2. 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
- 6.3. ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning
- 7. Organisational management
 - 7.1. ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
 - 7.2. prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
 - 7.3. ensure staff are deployed and managed well with due attention paid to workload
 - 7.4. establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
 - 7.5. ensure rigorous approaches to identifying, managing and mitigating risk
- 8. Continuous school improvement
 - 8.1. make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers that limit school effectiveness, and identify priority areas for improvement
 - 8.2. 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 context
 - 8.3. ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time
- 9. Working in partnership
 - 9.1. forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
 - 9.2. commit the school to work successfully with other schools in Pele Trust and those organisations outside of the Trust in a climate of mutual challenge and support
 - 9.3. 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
 - 10.1. understand and welcome the role of effective governance, upholding your obligation to give account and accept responsibility
 - 10.2. establish and sustain a professional working relationship with those responsible for governance
 - 10.3. ensure that staff know and understand their professional responsibilities and are held to account
 - 10.4. ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Please note that successful applicants will be required to comply with all trust policies.

The successful applicant will be subject to full enhanced disclosure checks and these will be subject to rechecking as appropriate



Person Specification

POST TITLE: Headteacher

Date: November 2024

ATTRIBUTES/ REQUIREMENTS	ESSENTIAL	DESIRABLE
QUALIFICATIONS	• QTS • Existing headteacher or senior leader • Evidence of significant & continuing professional development	• NPQH • First or second class upper (Hons) degree
EXPERIENCE	• Significant experience of senior leadership • Successful leadership of significant innovation/projects • Have the necessary experience to give clear leadership of staffing, curriculum, resources, finance and pastoral issues	• Effective classroom practitioner

PROFESSIONAL SKILLS	• Be able to further improve student outcomes for all • Demonstrate a commitment to quality and excellence in teaching and learning • Have the ability to analyse problems, reach judgements and resolve issues • Be skilled in the effective monitoring of performance of people and policies • Manage the effectiveness of the teaching and professional support staff colleagues • Challenge, support, influence and motivate staff and students to improve performance and meet high expectations • Have the ability to identify and build on the strengths and expertise of individual staff and teams • Manage the school efficiently and effectively on a day to day basis	• Possess an understanding of the effective use of ICT and AI to enhance teaching and learning, leadership and management
KNOWLEDGE Understanding of:	• Requirements, design and management of an ambitious primary school curriculum • National curriculum requirements for primary education • Issues related to the leadership and management of a primary school • Principles of effective teaching and learning • Highly effective CPD for staff improvement • Current Ofsted framework and effective self-evaluation including accurate use of data in analysis and directing subsequent action	• The context of Darras Hall School

	• The legislative framework for the school's work, including Governance	
LEADERSHIP AND MANAGEMENT Evidence of:	• Strong leadership qualities with a proven record of managing educational responsibilities • Examples of successful leadership of school improvement projects • Being adaptable and open-minded • The ability to translate vision into practical policies and effective action	• Effective leadership in a Senior Leadership Team role • Success in improving the reputation of school through PR and marketing • Experience of effective financial management in a school context
VISION Commitment to:	• Raising standards and achievement for all students • Ensuring the curriculum is ambitious for all students • High quality teaching, learning and assessment practices • Expanding the range of educational opportunities for all students • Collaborative work with other schools and agencies for the well-being of all students and their families	• Creative thinking for the future • Enhancing the profile of the school in Northumberland and beyond

PERSONAL ATTRIBUTES	• Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible • Have the capacity to earn the respect of students, staff, governors, Directors and parents • Possess integrity, optimism, resilience and a well-developed sense of proportion and humour • Possess excellent written and verbal communication skills • Be committed to furthering the relationship with local, national and international communities • Have the ability to build constructive relationships with other educational organisations and local businesses	• Effective use of ICT • Act as an outstanding ambassador for the school
Contra Indicators	This post is not subject to the provisions of the Rehabilitation of Offenders Act and an enhanced DBS check is required	

Why Work for Pele Trust

Introduction

Pele Trust is a Multi Academy Trust (MAT) formed in February 2019. Currently a group of eight schools in Northumberland and North Tyneside, five primary and three secondary schools serving pupils aged 3 - 18, we came together through a mutual desire to provide the best educational experience for the pupils in our Trust.

The schools are Belsay Primary School, Darras Hall Primary School, Heddon St. Andrews Church of England Primary School, Ponteland Primary School, Richard Coates Church of England Primary School and; Ponteland High School, The Duchess's Community High School and John Spence Community High School.

Our mission

To build a learning community, brought together by choice, that enables our schools to support and challenge each other to provide consistently outstanding education whilst offering a more certain and stable pathway for students, parents and staff

To have an influential voice contributing to the development and enrichment of education in the north-east of England

Our vision

To be a learning community where everyone ...

- is happy to be
- learns and improves
- is known well and valued for who they are
- has a place
- is fulfilled
- consistently experiences a rich, stimulating and challenging learning environment
- strives for excellence in all they do
- treats others with respect, dignity and courtesy at all times
- contributes positively to the improvement of all of our schools
- recognises the important partnership between parents and school

Our Values

Pele Trust is founded upon values at both Trust and School level

1. Our schools are each driven by a set of explicit values that guide and shape the culture and ethos
2. We are committed to pursuing excellence in a manner that we can be proud of and that values every child equally
3. We are committed to acting with integrity and honesty in all of our decision making
4. We are committed to operating with openness and transparency and welcome the benefits of peer review and external scrutiny
5. We are committed to making a positive contribution to the development of the Trust and recognise that we will receive support and challenge in return
6. We believe that all individuals should be treated with compassion and kindness
7. We are optimistic in our outlook and see a positive future for our schools and pupils as we work together to meet the challenges ahead
8. We believe that leaders at all levels should demonstrate humility and a sense of service to others
9. We will seek to uphold and model the Nolan principles of public life, namely: selflessness; integrity; objectivity; accountability; openness; honesty; and leadership

Structure and Governance

The structure of Pele Trust comprises three levels:

- Board of Directors
- Academy Committees
- Executive Leadership Team

The aim of the management structure is to devolve responsibility and encourage involvement in decision making at all levels.

Directors

The Directors are responsible for setting general policy, adopting an annual development plan, setting the annual budget, trust wide budget monitoring and making major decisions about the direction of the MAT, capital expenditure and senior staff appointments.

Academy Committees

The management of individual school's is delegated by the Directors to the Academy Committee (AC) whose role is to:

- Maintain an overview and keep the Directors properly informed of the conduct and progress of the Academy

- Act as a critical friend to the Headteacher and staff of the Academy
- Be accountable to the Directors, parents and the wider community for the AC's actions and the Academy's overall performance

Executive Leadership Team

Comprising the Chief Executive Officer, Chief Operating Officer, two Deputy Chief Executive Officers, School Improvement Lead and all Headteachers, the Executive Leadership Team (ELT) operates at an executive level implementing the policies defined by the Directors and managing operational school business.

Each school has its own senior and middle leadership teams which may include Deputy Headteachers, Assistant Headteachers, Heads of Department/Faculty, Phase Leaders and Pastoral Leaders. These managers support Headteachers in the day to day operation of the academies, in particular organising the teaching staff, facilities and students.

Central Services

The Central Services team provides financial, administrative and business management support to all schools in the Trust.

Growth and Development

Directors have aspirations to increase the number of schools in the Pele Trust family. Our first few years have been about establishing and embedding culture, structures and policy but we are at a point now that if we are to have an influential voice across the north east then it is time to increase in size and reach. As such, Directors expect to see Pele Trust grow and add more primary and secondary schools within the next 12 months.

Further information about Pele Trust, including Director profiles, statutory reports and links to individual school websites can be found on the Pele Trust website
<https://www.peletrust.org.uk/governance/>

Training and Development

We offer training packages for a broad range of staff from School Direct trainees through to Chief Executive Officer, as well as professional support staff.

Aspiring leaders undertake National Professional Qualifications such as NPQH and NPQSL and all colleagues can access training relevant to specific needs and job roles.

Our bespoke Trust Leadership Development programme, Peer Reviews, Leadership Networks and middle leader placements offer a unique opportunity for teaching colleagues to develop and share their skills and expertise with school and Trust colleagues. All teachers undertake an action research project as part of their appraisal targets.