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**Location:** Lincolnshire

**Start date:** Easter 2024

Success and happiness for every child

# Primary Executive Principal Candidate Pack



Harbour  
Learning  
Trust



# Welcome from our Chair

Dear Applicant,

Thank you for your interest in the post of Primary Executive Principal at Harbour Learning Trust. Harbour Learning Trust is an education charity that runs a family of seven primaries and one secondary school, in Greater Lincolnshire. After a substantial period of growth starting in 2018, Harbour Learning Trust now serves over 3000 children and young people across its eight academies.

We are now entering the next phase of development and are looking for an inspirational candidate to lead on our continued drive for school improvement and to provide direction, vision and leadership to a number of academies within the Trust. We are a values-driven organisation with a commitment to integrity, collaboration, and excellence. We strive to be a caring employer who values all our staff, providing genuine and exciting opportunities to develop expertise, share best practice and form strong partnerships both within and beyond our Trust.

We know that education really can change lives for the better and we passionately believe that every child should receive the very best education to fully prepare them for the future. In order to realise the Trust vision of 'success and happiness for every child' we are seeking an exceptional individual for this Executive Principal role to help us in the next chapter of our exciting journey.

As Trustees we believe that the Trust offers a very exciting and rewarding opportunity for the Executive Principal, driving the highest quality of education for students and representing the Trust with the LA Children Services and National and Regional School Commissioners. The successful candidate will ensure objectives are met through clear expectations, maintaining high standards and consistently managing performance across the Academies.

Harbour Learning Trust is widely regarded as a high performing educational institution which is capable of supporting additional academies. If you feel you have the skills, drive and commitment to lead us at this pivotal time for Harbour Learning Trust we very much look forward to receiving your application. We would like to invite you to visit our wonderful schools.

Please contact **Neil Massie** at **Academicis** on **01223 907979** or **07818 875514** or via email at **[nmassie@academicis.co.uk](mailto:nmassie@academicis.co.uk)** to have a confidential conversation and to find out more about this exciting opportunity.

Kind regards,

**Jonathan Lovelle**  
Chair







# About Harbour Learning Trust

We are committed to a growth strategy which is sustainable, builds capacity and meets the strategic objectives of the Trust. The Trust was set up in 2014, initially with two academies located in the village of Healing in North East Lincolnshire. We are now a Trust with eight schools located across North East Lincolnshire and Lincolnshire.

Led by the Chief Executive Officer, the Executive Team has corporate responsibility for the overall formulation and implementation of strategies and policies approved by the Board of Trustees.

## Our Vision

We inspire greatness in every child and equip them with the academic achievements, life skills and personal attributes to lead happy, safe, and successful lives.

## Our Values

The 6 values that underpin our vision are:

1. We are child-centred. We make decisions based on what is right for our children and their life chances.
2. We are inclusive. We believe that every child can be successful regardless of background or ability.
3. We are ambitious. We aim for excellence in all that we do.
4. We act with integrity. We promote respect and trust; we value different points of view and beliefs. We actively reject discrimination, racism, bullying, deceit and dishonesty.
5. We are collaborative. We work in partnership with all stakeholders including parents, carers and the wider community ensuring a sense of togetherness.
6. We value our staff. We invest extensively in outstanding training and development opportunities.

# Harbour Learning Trust – Our Academies

Academy	Local Authority	Date joined	NOR	Phase
Healing School	N.E Lincolnshire	1 <sup>st</sup> September 2014	984	Secondary 11-16
Healing Primary School	N.E Lincolnshire	1 <sup>st</sup> September 2014	345	Primary
Great Coates Primary School	N.E Lincolnshire	1 <sup>st</sup> June 2016	287	Primary
William Barcroft Junior School	N.E Lincolnshire	1 <sup>st</sup> March 2017	307	Primary-Junior
Hartsholme Academy	Lincolnshire	1 <sup>st</sup> November 2018	404	Primary
St Giles Academy	Lincolnshire	1 <sup>st</sup> November 2018	405	Primary
Woodland Academy	Lincolnshire	1 <sup>st</sup> November 2018	314	Primary
Ermine Primary Academy	Lincolnshire	1 <sup>st</sup> September 2019	391	Primary

## About the local area: N.E Lincolnshire and Lincolnshire

For comprehensive information about N.E Lincolnshire and Lincolnshire visit:

- [www.worksmartlivewell.co.uk/living-in-ne-lincs/](http://www.worksmartlivewell.co.uk/living-in-ne-lincs/)
- [www.visitlincolnshire.com](http://www.visitlincolnshire.com)
- [www.nelincs.gov.uk](http://www.nelincs.gov.uk)



**Harbour  
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<p><b>Ermine Primary Academy</b> Redbourne Drive, Lincoln LN2 2HG Tel: 01522 781030</p>	
<p><b>Great Coates Primary School</b> Cromwell Road, Grimsby DN37 9EN Tel: 01472 808608</p>	
<p><b>Hartsholme Primary Academy</b> Carrington Drive, Lincoln LN6 ODE Tel: 01522 683705</p>	
<p><b>Healing Primary School</b> Fords Avenue, Healing DN41 7RS Tel: 01472 882261</p>	
<p><b>Healing School</b> Low Road, Healing DN41 7QD Tel: 01472 502400</p>	
<p><b>St Giles Primary Academy</b> Addison Drive, Lincoln LN2 4LQ Tel: 01522 785760</p>	
<p><b>William Barcroft Junior School</b> Barnett Place, Cleethorpes DN35 7SU Tel: 01472 501777</p>	
<p><b>Woodlands Academy</b> Pinewood Crescent, Grimsby DN33 1RJ Tel: 01472 500900</p>	



# Job Description

**Post Title: Primary Executive Principal**

**Contract: Permanent**

**Salary: L25-L29**

**Reporting to: Chief Executive Officer**

**Work Base: Head Office, Healing Academy, Low Road, Healing, DN41 7QD**

**Additional Information: Regular travel between Trust sites will be required**

## **Overall Purpose of the Post**

The Executive Principal reports into the Chief Executive Officer and works with the Trust Executive Team and Academy Leadership teams to provide strategic direction, vision and leadership to a number of academies within the Trust, holding responsibility for driving the highest quality of education for students

The Executive Principal is responsible for the line management of the Headteacher in each academy within their remit, ensuring objectives are met through clear expectations, maintaining high standards and consistently managing performance across the Academies.

The Executive Principal will represent the Trust both nationally and regionally; e.g. LA Children Services; National and Regional School Commissioners.

## **Job Summary**

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document, which should be read in conjunction with this document. This job description is based on the National Standards of Excellence for Head Teachers (January 2015).

There is an expectation that all Executive Principals appointed to the Trust could be asked to work in any of our academies or schools we are supporting.

## **Main Duties and Responsibilities:**

### **Qualities and Knowledge**

- Articulate clear values and moral purpose, focused on providing a world-class education for all students
- Demonstrate and role model the highest standards of personal behaviour, through positive relationships and attitudes towards students, staff, Trustees, key internal and external stakeholders, parents, governors and members of the local community





# Job Description continued

- Lead by example – with integrity, creativity, resilience, and clarity – drawing on your own scholarship, expertise and skills, and that of those around you
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development
- Work with political and financial astuteness, within a clear set of principles centered on the Trust's vision, ably translating local and national policy into the school's context
- Communicate compellingly the Trust's vision and drive the strategic leadership, empowering all students and staff to excel

## Students and Staff

- Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on student outcomes
- Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities, and always prioritising students' well-being
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis
- Create a culture which ensures all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning
- Hold all staff to account for their professional conduct and practice

## Systems and Process

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity
- Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice
- Welcome strong governance and actively support the local advisory board to understand its role and deliver its functions effectively
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability
- Encourage and develop leadership throughout the organisation, building teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making





# Job Description continued

## The Self-Improving School System

- Create outward-facing schools which work with other schools and organisations – through collaboration and mutual challenge – to champion best practice and secure excellent achievements for all students
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability
- Inspire and influence others – within and beyond schools – to believe in the fundamental importance of education in young people's lives and to promote the value of it

## GDPR

- To adhere to GDPR and Data Protection Regulations, whilst maintaining confidentiality

## General

- To role model leadership practices and behaviours across the wider Trust through meetings, areas of responsibilities and working groups.
- To hold responsibility for all areas of delegated authority in the Trust Scheme of Delegation

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.



# Person Specification



**Legend to criteria:** E – Essential • D – Desirable • H – How identified **How measured:** I – Interview/Task • A – Assessment

<b>Qualifications and Training</b>	<b>E</b>	<b>D</b>	<b>H</b>
Qualified Teacher Status	X		A
Evidence of related CPD educational activities (including teaching and learning)	X		A/R/I
Degree (or equivalent)	X		A
NPQH Award		X	A
Accredited national or local leader of education	X		A
Registered Ofsted Inspector		X	A
<b>Experience</b>	<b>E</b>	<b>D</b>	<b>H</b>
Breadth of experience in school leadership, e.g. senior leadership in several contrasting schools	X		All
A proven track record of effective Headship or senior leadership, ideally graded as good or outstanding by Ofsted	X		A/R
An outstanding and proven leader of school improvement	X		A/R/I
Experience of supporting schools for Ofsted Inspection	X		R/I
Leading and managing people individually and in teams to a high standard	X		A/R/I
Experience of supporting other leaders to achieve success through coaching or other relevant activities	X		A/R/I
Knowledge and experience of working within a federation/academy trust model		X	A
Managing change through bringing innovative ideas to traditional approaches to teaching and learning		X	A/R/I
Managing and improving the curriculum; it's development, implementation, evaluation and effective assessment resulting in demonstrable impact	X		A/R/I
Understanding and/or experience of managing finances and ensuring financial sustainability		X	A/R/I
Experience of managing risk across a school and/or Trust	X		All
<b>Skills, Knowledge and Abilities</b>	<b>E</b>	<b>D</b>	<b>H</b>
An ability to articulate and translate the Trust's vision and school improvement strategy into practical implementation plans	X		I
A wide knowledge of current and proposed education policy and the legal framework within which schools must operate, particularly in relation to safeguarding		X	All
A deep knowledge of new innovations and developments		X	All
An ability to drive and deliver transformational and cultural change	X		All
An ability to develop and communicate a complex vision in simple and easily understood terms for a variety of audiences	X		I
Effective at influencing, negotiating and engaging with others	X		All
An ability to lead by example and develop leadership capacity at all levels, through a range of means including coaching and mentoring	X		A/R/I
An ability to use monitoring and evaluation to make accurate judgments (including against agreed criteria e.g. Ofsted Framework)	X		A/R/I
An ability to identify and act upon problems, ensuring that the improvement plan and the work towards the strategic direction of the school(s) is on track	X		R/I
An ability to produce reports which strategically review and evaluate resources and performance		X	R/I
A clear understanding of what constitutes a good school and what needs to be done to make it outstanding	X		A/R/I
Knowledge of and a proven track record in utilising data effectively	X		A/R/I
An ability to facilitate joint practice between schools		X	I



# Person Specification continued

**Legend to criteria:** E – Essential • D – Desirable • H – How identified **How measured:** I – Interview/Task • A – Assessment

<b>Personal Attributes</b>	<b>E</b>	<b>D</b>	<b>H</b>
Passionately committed to safeguarding and the welfare and wellbeing of children and young people	X		R/I
To work hard and remain fully committed, even when under pressure, always acting with consideration for yourself and others	X		R/I
Emotionally resilient and determined but can also provide support, demonstrate empathy and deal with staff in a sensitive and considerate manner	X		R/I
To act with integrity, taking a rigorous approach to improving standards in order to ensure transformation of pupils' lives and their wider communities	X		R/I
Positive, passionate, enthusiastic, and able to help others to be the same. Inspirational leadership with a “can-do” attitude	X		I
Able to keep a sense of proportion by acting with self-control	X		R/I
To have high aspirations and a commitment to excellence, and to role model this behaviour to others	X		R/I
A strong commitment to personal development for all staff including themselves	X		R/I
<b>Working arrangements (meetings will occur outside normal working hours)</b>	<b>E</b>	<b>D</b>	<b>H</b>
Able to transport yourself to meetings and schools locally	X		I
Able to travel to meetings regionally and nationally	X		I
Successful candidates are required to meet the requirements of DBS	X		I
<b>Other Duties</b>			
The duties and responsibilities in this job description are not restrictive and the postholder may be required to undertake any other duties which may be required from time to time. Any such duties should not however substantially change the general character of the post.			



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Harbour Learning Trust  
Healing School, Low Road, Healing  
Grimsby, North East Lincolnshire, DN41 7QD

If you wish to discover more about this exciting opportunity, need any further information or you would like to have an informal discussion, please contact **Neil Massie** at **Academicis**, our recruitment partner, on [nmassie@academicis.co.uk](mailto:nmassie@academicis.co.uk) or by phone on **07818 875514/01223 907979**.

Please email your application to: [nmassie@academicis.co.uk](mailto:nmassie@academicis.co.uk)

**Closing date: Tuesday 28th November 2023**

**Shortlisting: Thursday 30th November 2023**

**Interviews: Monday 4th December 2023**

Harbour Learning Trust reserves the right to close applications and interview before the deadline; therefore, we would encourage early applications where possible.

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