

# CANDIDATE PACK

## Executive Director of Primary Education



Richard Fletcher  
Chief Executive Officer



Diane Heritage  
Chair of Board of Directors



## Welcome

My name is Richard Fletcher and I'm the CEO of the New Collaborative Learning Trust. My job involves working with Trust Leaders and Directors, to set the vision and values for the Trust, agree its strategic priorities, along with building a culture where each college and school sees itself as being part of something bigger. This is how we strategically fulfil our expectation that every young person in the Trust matters.

On a day-to-day basis I work with the Executive Directors of each phase, Principals/Headteachers and senior staff in each of the Trust's 3 Colleges: New College Bradford, New College Doncaster and New College Pontefract, our 3 Secondary Schools; Brinsworth Academy, Dinnington High School and Wingfield Academy, and our 3 Primary Schools: Anston Greenlands Primary School, Redscope Primary School and Thorpe Hesley Primary School, all based in Rotherham/Sheffield.

One of the reasons why we formed the Trust was to share the successful educational model established at New College Pontefract. This journey has now taken us to the communities of Doncaster, Bradford, Rotherham and Sheffield, in the heart of Yorkshire. We genuinely believe in the power and influence of inclusive education and everything we do centres around our students receiving a first-class education and student experience.

We want to make a significant difference to the lives of young people and ultimately make a positive contribution to social mobility. We also believe that working in a Multi-Academy Trust significantly benefits all of our students and staff, and enables us to achieve the goals we set ourselves each year.

I'm proud to say that we are a successful Trust, because we ensure our students are taught by the very best teachers. Our educational model is distinctive, evidence-based and proven to work.

In all of our institutions, student outcomes remain a priority, as achieving outstanding results will open doors in the future and allow our students to progress to their preferred destinations. The question we have asked ourselves many times over the years is 'Are strong outcomes enough?' And the answer is simply no! It is a priority that we must establish a moral balance between pursuing outstanding outcomes and developing our students both personally and socially. This is why we offer many experiences in and outside of the classroom. We hope every young person will benefit from achieving academic success whilst at the same time developing as a well-rounded individual, ready to contribute positively to society.

The ultimate aim is that students leave our colleges and schools exceeding expectations, building the necessary skills and progressing to their next phase of education or meaningful employment. Because our Trust is committed to collaboration, our teachers regularly share good practice and work together to ensure our students are in a strong position to compete

against the highest performing students in the country. We strongly believe that no young persons' future should be determined by the circumstances into which they are born.

To finish, I feel it's important to outline the Trust's Teaching for Learning vision, as this is what really underpins our culture.

With this, we aim to:

1. Equip every student with the knowledge, skills and behaviours necessary to achieve outstanding outcomes.
2. Build a deep understanding and common language around how we learn.
3. Bring together the best available evidence around memory and learning, in a coherent set of actionable principles.
4. Foster a culture of continuous improvement in which it is every teachers' obligation to improve their practice.
5. Provide personalised, evidence-informed CPD, to focus the development of teachers on aspects of their practice that will have the greatest impact on their students.

## Driving AI Development to Stay at the Forefront of Innovation

**Our Trust is committed to developing the use of AI as part of a wider digital strategy to enhance teacher effectiveness, streamline processes, and reduce workload, enabling staff to focus more on high-quality teaching and student outcomes.**



# About our Trust

Our vision can only be achieved through collaboration. Our shared belief is that raising outcomes, narrowing gaps and improving social mobility will be accomplished through proactive collaboration across all teams in the Trust, and between the Trust and its key stakeholders. The Trust’s culture is further exemplified by its five core values, which characterise the way we seek to work.



## Vision and Culture

**WHY?**

**Our Vision:** Our Colleges and Schools will make a significant difference to the lives of young people. As a result, together we will make a positive contribution to social mobility.

**Our Commitment:** To provide an outstanding, consistent student experience through collaboration.

### Our 4 Priorities

**WHAT?**

**Student Achievement**



**Student Personal Development**



**Contribution to Social Mobility**



**Student and Staff Well-being**



### Our Values: The 5 Cs

**HOW?**

**Candour**

To be open, honest and fair to everyone

**Challenge**

To have high expectations of ourselves and each other

**Collaboration**

To learn from each other for the benefit of all

**Commitment**

To be dedicated, resilient and strive for continuous improvement

**Care**

To be considerate of others and their needs



NCLT is a relatively young Multi Academy Trust (MAT) which has grown significantly over the last five years. In 2023, NCLT won both Employer of the Year (MAT Excellence Awards) and became the National Centre for Diversity’s FE Provider of the Year, cementing its position as one of the best employers in the Yorkshire and Humberside region.

# Our Schools and Colleges

NCLT currently comprises of 9 schools and colleges including three sixth form colleges, three secondary schools and three primary schools.



Trust Headquarters, Normanton

## Colleges



## Secondary Schools



N/A  
(New URN)

## Primary Schools



# Employer of Choice

- NCLT was crowned 'Employer of the Year' at the 2023 MAT Excellence Awards - these national awards celebrate the very best performers from over one thousand MATs across the country.
- A strong commitment to staff wellbeing as outlined in our Staff Wellbeing Charter.
- Access to high quality professional training, both in-house and externally, to support your professional development.
- Attractive pension scheme.
- Additional benefits such as a cycle to work scheme and a technology scheme, and an Employee Assistance Programme.
- A culture of self-reflection and improvement to meet the needs of our staff.
- A Golden ticket/wellbeing day for all NCLT employees.



**Employer of  
the year**



## How to Apply

All applications should be made by completing the NCLT application form. These can be downloaded from the vacancies page on our website, <https://nclt.ac.uk/vacancies/>. Completed application forms should be submitted to [CentralTeam-recruitment@nclt.ac.uk](mailto:CentralTeam-recruitment@nclt.ac.uk)

If you have any questions about the recruitment and selection process, please email [CentralTeam-recruitment@nclt.ac.uk](mailto:CentralTeam-recruitment@nclt.ac.uk) , alternatively you can call 01977 802783.

NCLT has a commitment to safeguarding the welfare of students and all successful applicants will be subject to pre-employment checks including an Enhanced DBS check. All shortlisted candidates will also be subject to online checks in accordance with safer recruitment guidance. It is an offence to apply for this role if the applicant is barred from regulated activity relevant to children.

## Job Description

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# Trust Executive Director of Primary Education

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<b>Responsible to:</b>	Chief Executive Officer
<b>Line Management Responsibilities:</b>	3 Primary Headteachers, Primary English Lead Primary Maths Lead
<b>Wider Trust Responsibilities:</b>	<b>It is expected that the successful candidate will lead on an agreed Trust wide responsibility in addition to the role of Executive Director of Primary Education (this only applies if the role is undertaken full-time).</b>
<b>Salary:</b>	Leadership Pay Scale L26 – L30 (£95, 735 - £105, 595 FTE)
<b>Start Date:</b>	September 2026
<b>Contract Terms:</b>	Permanent Post - The post holder will be predominately based across all three primary schools and Trust HQ where required in order to have the impact needed. You will also be expected to travel to other sites within the Trust when necessary. You may also be required to work additional days outside of the core term dates in line with the requirements of the role.

### OVERALL PURPOSE OF THE POST

To provide strategic leadership for Anston Greenlands Primary School, Redscope Primary School and Thorpe Hesley Primary School to ensure all three schools provide a first-class education for the young people they serve. Sharing good practice, professional development and working collaboratively across the three schools, should be an integral part of both the short-term and long-term vision for the schools. In addition to a collaborative approach, the post requires strong and visionary leadership in order to align the essential policies and procedures that will aid and enhance school improvement.

NCLT are looking for an experienced and committed leader to inspire further positive change and drive continued innovation to develop the primary phase of the Trust.

NCLT are looking to build on the collaborative work already taking place within the Primary phase and further develop the power of partnership working. NCLT acknowledge the importance of autonomy and appreciate that each school has its own unique context and challenges. Equally, the Trust recognises that alignment in some key educational areas will further enhance the student experience and ultimately lead to stronger outcomes. NCLT encourages school leaders to lead and manage in a way that preserves their individual identity and responds to the specific needs of their young people and community. This combination of autonomy and collaboration, with some alignment, across key areas of leadership and management, underpinned by a shared vision, principles and best practice, is what will ensure continued success for our schools.

The Executive Director of Primary Education will drive school improvement and quality assurance across our primary schools, providing support, advice and guidance taking into account the individuality of the settings whilst furthering a drive for excellence.

NCLT empower every member of our community to achieve through building and nurturing strong leadership, with a drive for continuous, positive change. Within the primary branch and the existing drive for creativity, NCLT will ensure our students continue to access a broad curriculum, rich in experiences and developing life skills, promoting academic achievement.

NCLT's core values – **candour, challenge, collaboration, commitment** and **care** are pivotal in driving forward initiatives and sharing best practice across the Trust and beyond.

This role reports directly to the Chief Executive Officer and works closely with the other Executive Directors, Director of Inclusion, Director of Safeguarding, and other key leaders, to shape the educational priorities of the Trust within the primary phase.

New Collaborative Learning Trust (NCLT) has a dynamic, positive and supportive culture for staff and students, with an enviable reputation for staff career progression and development. You will join a focused and driven central team, committed to providing the highest standards of education and service.

## MAIN DUTIES AND ACCOUNTABILITIES

- Lead by example, providing dynamic, consistent and motivational leadership, ensuring the successful delivery of the vision, ethos, aims and objectives of the Trust.
- Uphold and articulate clear values and moral purpose, focused on providing a world-class education for the students being served.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students and staff, parents, governors, members of the local community and colleagues across the Trust.
- Act 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 centred 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.
- Lead a Trust wide additional responsibility to be agreed at interview.

### **Key Accountabilities**

#### **Line Management**

- As stated on page 7.
- To provide leadership, management, support and challenge to Headteachers, School Improvement leads and senior leaders in all aspects of their work.
- To agree challenging and meaningful targets for improved progress and attainment by supporting and informing senior leaders in self-evaluation and improvement planning.
- To lead by example and develop leadership capacity at all levels within and across the primary phase of the Trust, through a range of means including coaching and mentoring.

#### **Recruitment, Performance Management, Salary Review and HR**

- Support the Chief Executive Officer (CEO) in Headteacher recruitment.
- Conduct Annual Performance Reviews of Headteachers in conjunction with the CEO.

- Support the recruitment of all Senior Leaders within schools following approval from the CEO.
- Support schools in ensuring statutory compliance.
- Develop staff restructure proposals alongside Headteachers before proposing to the CEO.
- Re-grading or re-designation of staff in consultation with Headteachers.
- Ensure that both schools are adequately and appropriately staffed, recruiting as necessary in accordance with NCLT policies and procedures.
- Make certain that all staff receive appropriate, effective development and training to enable them to carry out their professional duties.
- Ensure leadership of an annual performance management cycle is carried out within the schools and that pay progression for teachers is appropriately managed.
- Identify, develop and support cross-school positions where they are the most effective and efficient means of improving the quality of education, and leadership and management of both schools.

### **Responsibility for Standards and School Improvement**

- Hold school Headteachers to account against performance in conjunction with the CEO.
- Have an overview of student level data, and to challenge and support senior and middle leaders within and across both schools in the interpretation and use of data to raise standards.
- Lead termly Performance and Outcomes meetings along with the CEO and Headteachers.
- Attend Education Standards Committee Meetings, providing support and challenge to Headteachers.
- Ensure that Quality Improvement Plans (QuIPs) incorporate the necessary actions needed to bring about improvement are implemented quickly and effectively to improve students' outcomes, development and welfare.
- Work with Headteachers to identify areas of underperformance, the school support required and successful implementation.
- Secure, sustain and quality assure effective, high-quality teaching and learning by ensuring sound strategies for monitoring and evaluating the quality of teaching, standards of student progress and achievement, setting targets for rapid improvement of all students.
- Propose school targets to the CEO.
- Lead staff to enable the achievement of the highest possible standards.
- Review and develop effective organisational and management structures and systems, to ensure sustainability and effective succession planning.
- Lead on all aspects of the coordination of whole school reviews and subject deep dives where necessary.
- Lead and coordinate driver groups from across the primary phase focusing on such as teaching and learning, Attendance, SEND, Safeguarding, Maths, English GPS, Reading, Sustainability, Outdoor learning and the like.
- Fully support Headteachers when Ofsted inspections take place.
- Ensure each school continues to improve through the cycle of school improvement, outlined in the school improvement model.
- Propose relevant external reviews required to the CEO.
- Ensure each school continues to improve through the cycle of school improvement, outlined in the college/school improvement model and school improvement pillars.
- To oversee an accurate assessment framework in order to embed consistently high standards and accurately judge the quality of teaching and learning.

### **Championing New Collaborative Learning Trust Vision and Culture**

- Embody the values of NCLT in all that you do, and to champion them in your interactions with staff, students, colleagues and all external stakeholders.
- Drive the sharing of best practice and the facilitation of school-to-school challenge and support.

- Monitor school culture and ethos ensuring alignment to the Trust ethos and culture.
- Share the values and being 'one team' one Trust for the good of all staff and students in the communities we serve.
- Hold and articulate clear values and moral purpose, focused on making a significant difference to the lives of young people.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Lead on the alignment of all educational policies in the primary phase of the Trust.
- Work with political and financial astuteness, within a clear set of principles centred on each school's vision, ably translating local and national policy into the schools' contexts.
- Communicate compellingly each school's vision and drive the strategic leadership, empowering all students and staff to excel.
- Attend key events in the life of the Trust and in the locality the school resides.
- Review, evaluate and suggest amendments to educational policies and systems, to align where appropriate in the best interests of students.
- Recommend to the CEO any policy changes.
- Adhere at all times to the Scheme of Delegation.

### **Leadership Development and Succession Planning**

- Be fully committed to leadership development and developing leadership qualities in all staff and in particular, senior leaders. As part of this, to act as a role model and ensure that you are continually developing your own character and competence as a leader and embodying this in all interactions.
- Be the driver of continual professional development, acting as an ambassador for the Trust's People Strategy and marketing available opportunities for development within the schools.
- Take a proactive approach to career development and succession planning within the schools, encouraging and facilitating development opportunities within the schools.
- Identify, develop and support cross-school leadership positions where they are the most effective and efficient means of improving the quality of education, and leadership and management of both schools.

### **Strategy**

- Approve each of the schools' Self-Evaluation Form (SEF) and approve Quality Improvement Plans (QUIP) and school priorities in conjunction with the CEO.
- Approve school key performance indicators in conjunction with the CEO.
- Ensure that all three schools are an integral part of their locality and serve as a model of community transformation.
- Work alongside the Headteachers and the CEO/Chief Operating Officer (COO) and Chief Financial Officer (CFO) to ensure strategy is joined up and achievable through collaboration.
- Decide on the levels of strategic alignment and harmonisation of Trust policies in order to improve student outcomes and improve Trust support systems.
- Review the School Admissions Policies and be responsible for implementation across the schools.
- Lead Primary Headteacher strategic meetings, and Primary headspace mornings.
- Work with Headteachers to plan school inset ensuring a balance between individual school inset and aligned/joint inset training, including collaborative opportunities.

### **Leadership of Behaviour and Inclusion**

- Ensure all students are in a safe, secure learning environment in accordance with NCLT safeguarding policies and statutory guidance; taking into account whole school strategies that promote awareness of and responses to risks to the welfare of students.
- Provide an effective system of pastoral care for all students.
- Ensure an aligned and effective policy for behaviour and safeguarding, as well as robust monitoring.

- Ensure our most vulnerable students, including students with SEND, SEMH, mental health concerns and pupil premium are fully included and able to thrive.
- Lead on policy and strategies to ensure high standards of behaviour and attendance.
- Ensure schools provide high quality spiritual, moral, social and cultural development for all students.
- Support the Headteachers with suspension/exclusion processes, where required.
- Approve all permanent exclusions before presenting to the CEO.
- Hold Headteachers to account for attendance and punctuality rates.
- Hold Headteachers to account for ensuring high levels of behaviour and positive attitudes amongst students.

### **Curriculum**

- Ensure Headteachers implement a balanced, broad and personalised curriculum that meets individual student needs and has a positive impact on students' outcomes and their personal development, behaviour and welfare. The curriculum should be effective, innovative and creative, using new technologies where appropriate.
- Approve curriculum teaching model (including intent and implementation).
- Approve the school staffing and curriculum model to ensure financial viability, whilst improving student outcomes.
- Approve the Primary phase assessment cycle.
- Monitor quality of education, identify needed improvements and offer relevant support, whether from within the Trust or external.
- Lead subject specific driver groups from across the phase.
- Shape the quality of teaching through high quality training and sustained professional development for all staff.
- Ensure Alternative Provision meets the needs of students, is inclusive in nature and involves high quality teaching and experiences as standard.

### **The Management of Resources including Finance, Procurement and Estates**

The Executive Director of Primary Education will oversee the strategic allocation and prioritisation of financial resources, ensuring the efficient, effective, and transparent use of public funds. This will include, but is not limited to, the following key responsibilities:

- Approve the staffing structure for the schools to the CEO and confirm new staff appointments within the parameters of the approved budgeted structure.
- Oversee the development of the school's annual budget and financial forecast, working alongside the Headteachers, ensuring alignment with the Trust's reserves policy.
- Ensure the schools operate within the approved financial budget for the year.
- Work with Headteachers to develop and maintain a comprehensive three-year financial plan.
- Regularly review and monitor monthly management accounts and cost centre reports to ensure financial integrity.
- Share insightful financial performance reports to the school Advisory Groups, offering context to inform improvement plans.
- Work with Headteachers to collaborate with the Trust Estates and IT Director to develop and implement a strategic approach for capital investment, supporting the ongoing development of facilities and technology systems to enhance educational delivery and operational effectiveness.

### **Safeguarding Children/SEND**

- Undertake Safer Recruitment in Education training as required.
- Ensure the Safeguarding Policy is being adhered to and in line with statutory policy including prevent responsibilities.

- Work within the policies, ethos and aims of the schools and to carry out such other duties as may reasonably be assigned by the CEO. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.
- Support schools and monitor implementation of the SEND Policy and all inclusive practices.

NCLT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks and safeguarding training, as expected by the latest statutory guidance from the Department for Education.

# Person Specification

## Trust Executive Director of Primary Education

*There will be various opportunities for you to demonstrate you have the necessary attributes for this role such as through completion of the application form, at interview, during any tasks and through your provided references.*

ATTRIBUTES	ESSENTIAL	DESIRABLE
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>• A proven track record of successful, senior education leadership.</li> <li>• Ongoing engagement on leadership development.</li> <li>• Track record of providing inspiration, strategic thinking, planning and strong leadership and achieving successful outcomes for students, staff and governors.</li> <li>• Track record of delivering and sustaining progressive improvements in areas of responsibility.</li> <li>• Experience of implementing a successful school-wide strategy.</li> <li>• Evidence of successful management of data provision.</li> <li>• Experience of leading on behaviour.</li> <li>• Experience of successful and robust staff management.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of successfully leading more than one school in an executive role.</li> </ul>
<b>Education and Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• Educated to degree level.</li> <li>• Evidence of ongoing professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Post graduate level qualification</li> <li>• NPQH</li> <li>• NPQEL</li> </ul>
<b>Special Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Proven track record of delivering transformational change.</li> <li>• Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.</li> <li>• Knowledge and understanding of the role of the Governing Body.</li> <li>• Knowledge of effective technologies to support teaching, learning and management.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Full knowledge of the current Ofsted Framework.</li> <li>• Detailed knowledge of areas included in the job description.</li> <li>• Excellent knowledge and understanding of the use of data and key performance indicators in determining benchmarks to set school targets.</li> <li>• Knowledge of legislation and best practice in academy management and development.</li> <li>• Up to date knowledge of suspensions and permanent exclusion legislation and processes.</li> </ul>	
<p><b>Personal Skills and Qualities</b></p>	<ul style="list-style-type: none"> <li>• Ability to develop effective relationships with students and staff.</li> <li>• Excellent communication skills, both verbal and written, with the ability to negotiate and consult tactfully and effectively, to achieve desirable outcomes.</li> <li>• Strong ability to present to a wide range of audiences.</li> <li>• Excellent ability to make well-judged decisions based upon accurate analysis and interpretation of appropriate data or information.</li> <li>• High level pro-active and creative thinking to anticipate issues, address problems and pursue opportunities.</li> <li>• Strong resilience to operate in a challenging environment.</li> <li>• Readiness to seek and respond to advice and guidance.</li> <li>• Excellent collaborative working skills to perform effectively as part of the wider leadership team.</li> <li>• Expert and robust people management and leadership skills; to lead by example.</li> <li>• Determination to promote equality of opportunity throughout all aspects of academy life.</li> <li>• Ability to set, expect and monitor excellent standards.</li> <li>• Strong ability and drive to achieve challenging personal and organisational goals.</li> </ul>	

**Trust Executive Team**

 <b>Lottie Slater</b> Executive Personal Assistant	 <b>Richard Fletcher</b> Chief Executive Officer	 <b>Andy Woodcock</b> Chief Operating Officer	 <b>Jenny Fearnhead</b> Chief Financial Officer	 <b>Lauren Walker</b> Chief of People Operations
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**Executive Directors**

 <b>Brendon Fletcher</b> Executive Director Post-16 Education	 <b>Phil Davis</b> Executive Director Secondary Education	 <b>Trudi Toms</b> Executive Director Primary Education
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**Principals/Headteachers**

 <b>Hannah Thornton</b> Headteacher Brinsworth Academy	 <b>Kerry Wade</b> Headteacher Dinnington High School	 <b>Jordan O'Neill</b> Headteacher Wingfield Academy	 <b>Alex Wirth</b> Headteacher Anston Greenlands Primary School	 <b>Alison Bradbury</b> Headteacher Redscope Primary School	 <b>Sarah Hewitt</b> Headteacher Thorpe Hesley Primary School
 <b>Stuart Nash</b> Principal New College Bradford	 <b>Vicky Marks</b> Co-Principal New College Pontefract	 <b>Chelsea Branson</b> Co-Principal New College Pontefract	 <b>Helen Jackson</b> Principal New College Doncaster		

**Trust Directors**

 <b>Susan Ward</b> Finance	 <b>Jodie Richardson</b> Information Technology	 <b>Les Reed</b> Estates	 <b>Steve Crisp</b> Digital Transformation	 <b>Richard Wheatcroft</b> GDPR and Policy	 <b>Claire Wilkins</b> Standards and School Improvement - Secondary	 <b>Jo Holden</b> Safeguarding	 <b>Claire Attrill</b> Inclusion
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**Trust Shared Services**

 <b>Alaina Logan</b> Finance	 <b>Lauren Wilson</b> Finance Secondary	 <b>Jamie Baker</b> Health and Safety	 <b>Stacey Barras</b> Reprographics Colleges	 <b>Ann Booth</b> Estates Compliance	 <b>Alison Clarke</b> Estates Compliance Secondary	 <b>David Brighton</b> Communications	 <b>Teresa Brookes</b> Student Services
 <b>Sam Corbett</b> Governance	 <b>Gareth Dodson</b> Marketing	 <b>Georgina Lawrence</b> Exams	 <b>Clare Chapman</b> Human Resources Secondary	 <b>Sarah Leake</b> Human Resources Primary	 <b>Ellie Lightowler</b> Human Resources Colleges	 <b>Karen Petrie</b> MIS	