



WELLSPRING

We Make A Difference

# Principal

North Yorkshire



# Principal The Forest School, North Yorkshire

L25 - L29

Starting January 2023 (or sooner by arrangement)

**This is a unique opportunity to join a values driven and vibrant academy trust with twenty-eight schools across Yorkshire and Lincolnshire.**

**As Principal, you will lead The Forest School in the charming town of Knaresborough. This is a unique opportunity to lead a flourishing, vibrant and highly regarded special school with a strong sense of community in a wonderful location.**

The Wellspring Academy Trust prides itself in providing high quality, inclusive education. We have special schools, alternative academies, mainstream primary academies and a mainstream secondary academy that we are very proud of. Our inclusive and relational approach means we have never permanently excluded a pupil from any of our schools. We believe strongly that unconditional positive regard lies at the heart of our culture, and we really do make a difference to the life chances of our children and young people. We are specialists at making a difference.

As part of our expansion programme, we are currently working with the DFE to deliver three new special schools to add to our already existing family of specialist academies.

**We are looking for an inclusive and committed professional to join us. This role would suit an experienced principal/headteacher or someone wanting to take their first move into headship.**

If you are ready for this exciting challenge and feel that you are aligned with what we at Wellspring believe in, then please contact Dave Whitaker (Wellspring Director of Learning) for an initial conversation.

To arrange a virtual meeting with Dave Whitaker and/or a visit to The Forest School, then please contact Karen Davis ([k.davis@wellspringacademies.org.uk](mailto:k.davis@wellspringacademies.org.uk)) to make an appointment.

**Deadline for completed applications is Friday 8th July 2022.**

**Shortlisting will take place during the week beginning Monday 11th July 2022.**

**Interviews will take place on Monday 18th July 2022 (Knaresborough) and Tuesday 19th July 2022 (Barnsley).**

#### **DBS Certificate**

Wellspring Academy Trust recognises that it has a statutory and moral duty towards safeguarding the welfare of children, young people and, if appropriate, vulnerable adults who participate in any Trust activities and expects all staff to share this commitment. An Enhanced DBS is required for this post.

If you are currently living overseas or have lived / worked overseas in the last five years please be aware that you will be required to provide an overseas criminal records check from the country/countries you have resided in, if you are the preferred candidate for the post.

We are committed to equal opportunities and to promoting diversity. We want our people to reflect the diversity of our communities, and we welcome applications from people from all backgrounds, especially from under-represented groups, including those from Black, Asian and minority ethnic communities.

**Dear applicant...**

**My sincere thanks for your interest in what is a significant role for us at Wellspring.**

We want the best for our children and young people. We need the best of leaders in order to achieve that ambition.

**In role, you will benefit significantly from the professional expertise of a highly effective multi-disciplinary team because we know that the best of leaders need great support from the best of teams in order to provide the best for our children and young people. And that pretty much sums up how we work; we are a team together.**

We are looking for a team player. We're looking for a leader who has the vision, charisma, confidence and diligence to inspire others, someone who can lead an established school and community but also work collaboratively, trust wide. We're looking for a colleague who can bring a fresh perspective and dynamism to an already well-established and high performing community of schools. We're looking for someone who shares our philosophy and values and our commitment to being the very best of ourselves every day.

**Please come meet us, talk to us, find out about us, find out about the schools, the opportunities, the communities, the area. This is an exceptional career opportunity for the right candidate.**

With every best wish,



**Mark Wilson**  
Chief Executive Officer, Wellspring Academy Trust





## Vision 2025



### Wellspring has grown to be a large community of schools in our region.

Individually and collectively we are known for our integrity, for our commitment to inclusive practice and for our quality – be that the quality of our Academies themselves, our other charitable enterprises, or the quality of the teams that support them.

**Our achievements are substantial:** eight new schools built and thriving, fourteen consecutive positive published Ofsted reports, strengthened schools, improved finances, enhanced premises and a number of non-profit and charitable enterprises via which we advance our agenda; to improve lives and life chances.

**Our Vision 2025 aims to build upon our successes so far. It expresses the confidence we have in our distinctive approach and articulates our ambition for what will come next.**

Looking to the future and planning ahead is central to the way we do things at Wellspring.

## Values and culture

**We believe that education is the vehicle for improved outcomes for all. Improved outcomes for all aid the cause of social justice through equity. This is why we are so passionate about what we do.**

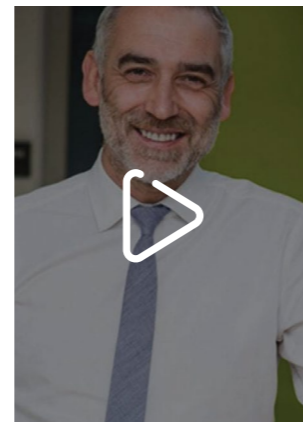
We champion inclusive education, stronger communities and improving life chances. We are passionate about our social purpose: to make a difference.

Ethics and values are at the heart of our culture. We have taken the harder path many times in order to remain true to our values.

Our organisational thinking, philosophy of education and way of being place people and positive relationships at their heart. We invest in our workforce. We invest in our children and young people. We invest in our communities.



 [Click to read Our Vision 2025](#)



 [Click to watch Our Vision 2025](#)

**We are:**

- Ethical
- Inclusive
- Transparent
- Collaborative
- Generous
- Caring
- Courageous

## The Forest School

The Forest School supports the learning of pupils with a Education and Health Care Plan from Early Years to Year 11 (3-16 years old).

Pupils join our school with a wide range of challenges in their lives. Presently we have children with...

- Moderate Learning Difficulties
- Severe Learning Difficulties
- Complex Medical Difficulties
- Downs Syndrome

- Attention Deficit Hyperactivity Disorder
- Physical Difficulties
- Hearing Impairment
- Autism

... and **94% of our school population** have **Speech, Language and Communication Needs.**

More information can be found here -

 <http://forest.n-yorks.sch.uk>

## North Yorkshire

**North Yorkshire is home to beautiful scenery, stunning castles and abbeys and has a tranquil atmosphere.**

The beautiful landscape is dotted with remote moorland, drystone walls and barns with around 40% of the county covered by national parks, including most of the Yorkshire Dales and the North York Moors.

The county has thriving market towns, access to vibrant city culture and the tranquillity of moorland scenery. This is the ideal opportunity to both work and live in one of the most attractive and sought after areas of the UK.





## Specific responsibilities



### 1. School culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

### 2. Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

### 3. Curriculum and assessment

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

### 4. Behaviour

- 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
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

### 5. Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- 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
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

### 6. Professional development

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

## Specific responsibilities (continued)

### 7. Organisational management

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

### 8. Continuous school improvement

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

### 9. Working in partnership

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

### 10. Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties





## Person Specification



| Criteria   | Essential / Desirable | How Identified   |
|--|-----------------------|--|
| <b>Education and Training</b><br>Formal qualifications and relevant training                                   |                       |  |
| Qualified teacher status   | E                     | <b>Application Form</b><br><b>Interview Task</b><br><b>Documentary Evidence</b><br><b>References</b> |
| Degree   | E                     |  |
| National professional qualification for headship (NPQH)  | D                     |  |
| <b>Experience</b><br>Ability to undertake duties of the post   |                       |  |
| Successful leadership and management experience in a school  | E                     | <b>Application Form</b><br><b>Interview</b><br><b>Interview Task</b>                                 |
| Teaching experience  | E                     |  |
| Involvement in school self-evaluation and development planning   | E                     |  |
| Demonstrable experience of successful line management and staff development                                    | E                     |  |
| <b>General and Specialist Knowledge</b><br>Includes abilities and intellect                                    |                       |  |
| Data analysis skills, and the ability to use data to set targets and identify weaknesses                       | E                     | <b>Application Form</b><br><b>Interview</b><br><b>Interview Task</b>                                 |
| Understanding of high-quality teaching, and the ability to model this for others and support others to improve | E                     |  |
| Understanding of school finances and financial management  | E                     |  |
| Effective communication and interpersonal skills   | E                     |  |
| Ability to communicate a vision and inspire others   | E                     |  |
| Ability to build effective working relationships   | E                     |  |
| <b>Personal Qualities</b>  |                       |  |
| A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school      | E                     | <b>Application Form</b><br><b>Interview</b>  |
| Ability to work under pressure and prioritise effectively  | E                     |  |
| Commitment to maintaining confidentiality at all times   | E                     |  |
| Commitment to safeguarding and equality  | E                     |  |

## Person Specification (continued)

| Criteria   | Essential / Desirable | How Identified   |
|--|-----------------------|--|
| <b>Suitability to work with children, young people and vulnerable adults</b><br>Issues relating to safeguarding and promoting the welfare of children, young people and vulnerable adults.                               |                       |  |
| Satisfactory DBS disclosure to work in an environment dealing with young people  | E                     | <b>DBS Disclosure</b><br><b>Interview</b><br><b>References</b> |
| <b>Additional Requirements</b>   |                       |  |
| Operate with the highest standards of personal/professional conduct and integrity  | E                     | <b>Interview</b>   |
| Willing to work flexibly in accordance with policies and procedures to meet the operational needs of the Trust   | E                     |  |
| Willing to undertake training and continuous professional development in connection with the post  | E                     |  |
| Work in accordance with the Trust's values and behaviours.   | E                     |  |
| Able to demonstrate sound understanding of equality/diversity in the workplace and services provided especially in the access to delivery of the education of pupils and of own non-discriminatory practice and attitude | E                     |  |
| A commitment to safeguarding and promoting welfare for all   | E                     |  |
| Able to undertake any travel in connection with the post   | E                     |  |





# WELLSPRING

We Make A Difference

## Applications

We welcome an informal conversation with candidates, these can be arranged by contacting Karen Davis on:

[k.davis@wellspringacademies.org.uk](mailto:k.davis@wellspringacademies.org.uk)

**Post Title:** Principal

**Reporting to:** Governing Body and CEO Wellspring Academy Trust

**Duration of Post:** Permanent

**Hours:** Full time

**Grade:** L25 - L29

**Closing Date:** Friday 8th July 2022

**Interview Date:** Monday 18th July 2022

(Knaresborough) and

Tuesday 19th July 2022 (Barnsley)

**Start Date:** As soon as possible

## How to Apply

Completed application forms are to be sent via email to: [hr@wellspringacademies.org.uk](mailto:hr@wellspringacademies.org.uk)

## Further Information

Wellspring Academy Trust recognises that it has a statutory and moral duty towards safeguarding the welfare of children, young people and, if appropriate, vulnerable adults who participate in any Trust activities and expects all staff to share this commitment. An Enhanced DBS is required for this post.

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All applicants need to complete the Equal Opportunities form. Please click link for further details <http://bit.ly/WATEqualOpportunities>

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Discover how we make a difference at  
[wellspringacademytrust.co.uk](http://wellspringacademytrust.co.uk)