

Headteacher



We are Humber Education Trust.



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Our vision is to develop a high performing Multi Academy Trust that delivers the very best educational experience for all children and young people.

We grow, develop, support and improve our schools across the Trust, with a clear focus on raising standards, encouraging innovation and strengthening the ethos of the Trust to ensure that we have a positive impact on all of the children and young people within the Trust.

As a partnership, our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. As a trust, we drive these aims further and faster for the benefit of our pupils and our communities.

We are delighted to be recognised as one of the top performing Multi-Academy Trusts in the country*.

Humber Education Trust is supported by a strong Trust Board who provide effective support and the challenge required to ensure that we build on our track record of excellence to provide strategic partnerships to improve quality, share best practice and operate effectively and efficiently. We believe passionately that every penny that comes into a school should be spent on the development and provision of a first-class standard of education for all.

Humber Education Trust is a growing trust of 17 schools (13 primary schools and 4 special schools).

We have a strong moral purpose and a determination to provide the best education possible for the children in our care.

- We always put the needs of children first
- We celebrate what joins us and also what makes our schools unique
- We embrace links with other education providers as we seek the best outcomes for children
- We have high aspirations for everyone in the school community
- We personalise the support offered to pupils, staff members and schools alike
- We believe in system leadership
- We are passionate educators of everyone in the school community
- We welcome challenge as this promotes positive change
- We are determined to achieve the best outcomes for every individual
- We are relentless in our pursuit of excellence

Thank you for showing an interest in working within our Trust. I wish you well with your application.



Rachel Wilkes OBE
Chief Executive Officer



We are Humber Education Trust.



Highlands Primary School is an outstanding primary school located on the Bransholme Estate on the outskirts of Hull.

Our school is a happy, welcoming, caring and safe environment where expectations are high and where learners are encouraged, challenged and supported to be the best they can be.

We are committed to ensuring all our children reach their full potential and strive to give all our children every opportunity to reach the highest of standards. We are an inclusive school and value and celebrate individuality and differences.

At Highlands, we pride ourselves in thinking 'outside the box'. We want our children to become confident, resilient learners, ready to achieve their goals and dreams.

Our staff are committed to our children and families and frequently go the extra mile because we all genuinely believe that education can make the difference to lives and open doors to exciting opportunities.



Leadership Group 3: L11 – L24

Salary Range: L20 – L24 (£82,653 - £90,255)

Additional discretionary payment up to 25% available for the right candidate in line with STPCD.

Hours of work: Full-time

Contract: Permanent

Start date: September 2026

Responsible to: CEO and HET Board

Due to the retirement of the current post holder, we are looking for a committed and ambitious Headteacher with a proven record of school improvement to lead Highlands Primary School.

In particular, you should have:

- A belief that all children are capable of great things and that learning should be fun
- A relentless focus on improving the quality of teaching and improving outcomes for children
- A track record of and commitment to closing the gap between the most disadvantaged pupils and others
- An unwavering commitment to inclusion and securing provision which meets the needs of the most vulnerable pupils
- High expectations of everyone within the school community
- Developed robust and accurate systems of self-evaluation which have led to improved outcomes
- Offered high levels of support and challenge to staff which have led to improved outcomes for pupils
- Developed a curriculum which inspires children to learn and engages them in all aspects of school life
- Developed positive relationships with parents, carers and the wider community
- A firm commitment to school improvement through a collaborative approach, including working with other schools in Humber Education Trust

If you are innovative, creative, forward thinking, and have a passion for working with staff and communities to ensure children get the education they deserve, this is the opportunity for you to make a real difference.



For an informal discussion regarding the post and Humber Education Trust, please contact Rachel Wilkes OBE, CEO at Humber Education Trust, on 01482 755674 or via email rwilkes@het.academy

Further information about our Trust is available from our Trust website and social media
<https://www.humbereducationtrust.co.uk/>
<https://linktr.ee/HumberEdTrust>

Visits to the school are welcomed and can be arranged via the school office on Tel: 01482 835609. Further information about the school can be found on our school website and Facebook page
<https://highlandsprimaryschool.org.uk/>

HOW TO APPLY:

Please visit our [Eteach careers page](#) to apply for this vacancy. All candidates are advised to refer to the job description and person specification before making an application.

Early application is encouraged. We will review applications throughout the advertising period and therefore reserve the right to close the advert early should sufficient applications be received.

Closing date for completed applications:
8am, Friday 6 March 2026

Interview date: w/c 16 March 2026

You will be interviewed by members of the HET Trust Board and local governors from the school.

Any offer of employment to this role will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children's Barred List Check, Section 128 check where applicable, identity checks, medical clearance, proof of relevant qualifications, satisfactory references and eligibility to work in the UK checks.

As part of Humber Education Trust's recruitment processes, in accordance with statutory guidance Keeping Children Safe in Education, an online search will be carried out on all shortlisted candidates. Those shortlisted for interview will also be required to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

All members of staff are expected to promote and safeguard the welfare of students in accordance with KCSiE, including maintaining clear professional boundaries in all relationships.

Professional standards detail responsibilities and expectations of our job roles. The enclosed generic role specification is offered in good faith as a guide to professional practice.

We strive for excellence and encourage our staff to aim high, making a positive impact through their clear focus and professionalism. All role specifications are subject to change to adapt with circumstances. Additional duties may be asked of our staff if necessary.

I wish you well with your application and look forward to hearing from you.



Rachel Wilkes OBE
Chief Executive Officer



Salary range: Leadership Spine
Responsible to: CEO, Humber Education Trust

PURPOSE OF THE JOB

With the approved delegations of the CEO to be responsible for all aspects of the internal organisation, professional leadership, management and control of Highlands Primary School and for leading supervision over teaching and support staff in accordance with Instrument of Government and DfE statutory guidance on complying with the law.

ETHICS AND PROFESSIONAL CONDUCT

As senior leaders in the Trust, headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They should always uphold and demonstrate The Principles of Public Life (The Nolan Principles).

Headteachers are responsible for upholding public trust in the teaching profession and should maintain high standards of ethics and behavior. As a leader in the Trust and the profession, headteachers should serve in the best interests of the Trust's pupils, conducting themselves in a manner compatible with their influential position in society. The first line of accountability is to the CEO.

IN RELATION TO THE STATUTORY REQUIREMENTS

The appointment is subject to the current conditions of employment for Headteachers contained in The School Teachers' Pay and Conditions Document, the Academies Act 2010, the School Standards and Framework Act 1998, the required standards for Qualified Teacher Status and other current education and employment legislation.

DUTIES AND RESPONSIBILITIES

Strategic direction and development of HET and Highlands Primary School

To work with the CEO, the Trust Board and the governing body, to develop a strategic view for the academy within HET and analyse and plan for the future needs and further development of the academy within the local, national and international context: To uphold the Trust's values and to support its growth and development.

- i. to formulate overall aims and objectives for the academy and policies for their implementation;
- ii. to lead by example, provide inspiration, motivation and embodiment for the pupils, governors and parents, of the vision, purpose and leadership of the academy;
- iii. to create an ethos and with the CEO provide educational vision and direction which secure effective teaching, successful learning and achievement by pupils and sustained

improvement in their spiritual, moral, cultural, mental and physical development, and prepare them for the opportunities, responsibilities and experiences of adult life;

- iv. to secure the commitment of parents and the wider community to the vision and direction of the academy;
- v. to create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement;
- vi. to ensure that all those involved in the academy are committed to its aims, and that of HET, are motivated to achieve them, and are involved in meeting long, medium and short term objectives and targets which secure the educational success of the academy;
- vii. to ensure that the management, finance, organisation and administration of the academy, support its vision and aims;
- viii. to ensure that policies and practices take account of national, local and academy data, and inspection and research findings;
- ix. to monitor, evaluate and review the effects of policies, priorities and targets of the academy in practice, and take action if necessary.
- x. to ensure a commitment to safeguarding and promoting the welfare of children and young people.

Teaching and learning

To work with the CEO, the Trust Board and the governing body to secure and sustain effective teaching and learning throughout the academy and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement:

- i. to create and maintain an environment and a code of behaviour and conduct which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enable teachers to meet the standards set out in the professional development framework;
- ii. to determine, organise and implement the curriculum and its assessment, and to monitor and evaluate them in order to identify and act on areas for improvement;
- iii. to ensure that effective, appropriate pastoral support is available to pupils;
- iv. to ensure that pupils develop skills in order to learn more effectively and with increasing independence;
- v. to monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils in order to set and meet challenging, realistic targets for improvement;
- vi. to ensure proper standards of professional performance are established and maintained;
- vii. to ensure that the academy complies with the statutory requirements that promote equal opportunities for all;

- viii. to create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development;
- ix. to have due regard for the Headteachers' Standards and to seek to develop the characteristics set out in each of the domains through continuous professional development.
- x. to ensure staff constantly seek ways to engage all pupils, however complex their needs, in high quality learning activities
- xi. to foster a school community that seeks to understand the needs of each and every child and ensures appropriate support in place for their learning, care and health needs.

Leading and managing staff

To lead, motivate, support, challenge and develop staff to secure improvement:

- i. to maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils;
- ii. to plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for each teacher and other members of staff, in work carried out in academy and work carried out elsewhere;
- iii. to participate, as appropriate, having regard for other duties, in the teaching of pupils at the academy;
- iv. to consider the extent to which the Headteacher's duties may be delegated to any Deputy Headteacher or Assistant Headteacher;
- v. to arrange for the Deputy Headteacher or other suitable person to assume responsibility for the discharge of the Headteacher's functions at any time when the Headteacher is absent from the academy;
- vi. to ensure that communication channels exist in the academy enabling all staff to receive information they need in order to carry out their professional duties effectively;
- vii. to motivate and enable all staff in the academy to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs;
- viii. to sustain their own motivation and that of other staff;
- ix. to regularly reflect on own practice to ensure the current and future needs of the academy are reviewed and developed.
- x. to implement and sustain effective systems for the management of staff performance, incorporating appraisal targets for teachers which link to the Teachers' Standards.
- xi. to participate in arrangements for their own performance management and that of staff;

- xii. to ensure that trainee and early career teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified Teacher Status and standards for induction;
- xiii. to ensure that professional duties and conditions of employment as set out in the School Teachers' Pay and Conditions document, including those for the Headteacher, are fulfilled.
- xiv. to ensure all staff are aware of and apply consistent best practise approaches to support children and young people with SEND and disadvantage.

Efficient and effective deployment of staff and resources

To deploy people and resources efficiently and effectively to meet specific objectives in line with the academy's strategic plan and financial context:

- i. to work with the Trust, governors and senior colleagues to recruit staff of the highest quality available;
- ii. to prepare and consult with staff regarding job descriptions;
- iii. to work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided;
- iv. to advise the governing body and implement decisions in relation to staffing;
- v. to advise the governing body on the adoption of effective procedures to deal with the competence and capability of staff;
- vi. to advise governors on appropriate priorities for expenditure, allocate funds and to ensure effective administration and control;
- vii. to manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations;
- viii. to make arrangements, if so required, for the security and effective supervision of the academy buildings, contents and grounds, ensuring that any lack of maintenance is reported to the maintaining authority.
- ix. to undertake responsibilities as defined in the Health and Safety policy.
- x. to ensure that appropriate risk assessments are undertaken before sanctioning any participation in any potentially hazardous activity.
- xi. to manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

Accountability

To be accountable for the efficiency and effectiveness of the academy to the Trust, academy governors, including pupils, parents, staff, local employers and the community:

- i. to provide information, objective advice and support to the Trust Board and the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money;
- ii. to report to the CEO, the Trust Board and the governing body on the discharge of the Headteacher's functions and the affairs of the academy;
- iii. to create and develop an organisation in which all governors and staff recognise that they are accountable for the success of the academy;
- iv. to present a coherent and accurate account of the academy's performance in a form appropriate to a range of audiences, including parents, governors, the Trust Board, the local community, OFSTED, and others, to enable them to play their part effectively;
- v. to ensure that parents and pupils are well-informed about the curriculum, attainment and progress, and about the contribution that they can make to achieve the academy's targets for improvement.
- vi. to report to the governors annually on the performance management of teachers at the academy in relation to the School Teachers Pay and Conditions Document.
- vii. to provide information about the work and performance of staff where it is relevant to their future employment

Signed Postholder _____ Date _____

Signed CEO _____ Date _____



KEY			
ESS	Essential	A	Application
DES	Desirable	C	Certificate
MOA	Method of Assessment	I	Interview and assessment
		R	Reference
QUALIFICATIONS	ESS	DES	MOA
• Graduate with Qualified Teacher Status	✓		A / C
• Achieved NPQH		✓	A / C
• Post-entry curriculum or management qualification		✓	A / C
• Recent participation in a range of relevant in-service training		✓	A / C
RELEVANT KNOWLEDGE	ESS	DES	MOA
• Up to date knowledge in subject, national policy, pedagogy, classroom management strategies, research/inspection findings and statutory requirements	✓		A / I
• Comprehensive knowledge of performance management requirements in an educational context	✓		A / I
• Knowledge of school improvement strategies and models of self-evaluation and their practical application to raise standards.	✓		A / I
• Knowledge of how to set high expectations and to monitor progress in order to raise standards of learning and teaching	✓		A / I
• Knows how to recognise and acknowledge excellence and to challenge poor performance wherever they occur	✓		A / I
• Knowledge of strategies to deal with the most vulnerable children and commitment to safeguarding	✓		A / I
EXPERIENCE	ESS	DES	MOA
• Relevant and successful experience as a Headteacher or senior leader in a school	✓		A / I / R
• Successful experience of teaching in a mainstream and / or special school	✓		A / I / R

• Day to day experience of leading a school		✓	A / I / R
• Played a key role in a school's OfSTED inspection	✓		A / I / R
• Experience of leading effective school improvement to raise standards	✓		A / I / R
• Experience of day to day involvement in Systems Leadership	✓		A / I / R
• Successful experience of raising standards and implementing school improvement strategies to maximise outcomes for pupils.	✓		A / I / R
• Have a thorough understanding of curriculum development	✓		A / I / R
• Experience of effective and efficient financial management	✓		A / I / R
• Experience of monitoring and improving the quality of teaching and learning	✓		A / I / R
• Proven experience of developing good working relationships with all stakeholders including external services and agencies	✓		A / I / R
• Proven experience in the analysis of performance data for the purposes of target setting and evaluation	✓		A / I / R
• Have experience of strategic planning	✓		A / I / R
• Experience of addressing personnel issues through both formal and informal procedures		✓	A / I / R
• Have a proven commitment to excellent and respectful behaviour from the whole academy community	✓		A / I / R
SKILLS	ESS	DES	MOA
• Demonstrable ability to work effectively in a wide range of partnerships to achieve academy improvements	✓		A / I / R
• Proven ability to lead and manage significant whole academy initiatives	✓		A / I / R
• Excellent management, motivational and communication skills	✓		A / I / R
• Lead, manage and co-ordinate staff through an effective team-based approach	✓		A / I

• Ability to understand complex organisations and work with clearly defined line management and supervision structures	✓		A / I / R
• Ability to monitor and evaluate the work of others; to offer support and intervention where necessary	✓		A / I / R
• The ability to make sound decisions and identify and solve problems based on thorough analysis and sound judgement	✓		A / I / R
• The ability to think creatively in order to stimulate innovation and secure the future success of both schools	✓		A / I / R
• The ability to implement change management effectively and efficiently, meet challenges and inspire others	✓		A / I / R
• Evidence of the ability to manage own workload and that of others to secure an appropriate work life balance	✓		A / I / R
• The ability to work well under pressure and to maintain high levels of organisation skills	✓		A / I / R
BEHAVIOUR AND OTHER RELATED CHARACTERISTICS	ESS	DES	MOA
• Commitment to raising standards and achieving the highest standards of wellbeing for young people	✓		A / I
• Ability to work on own initiative and be pro active	✓		A / I / R
• A commitment to a child centred, ethical approach to leadership			
• Work in ways that promote equality of opportunity, participation, diversity and responsibility	✓		A / I
• A commitment to abide by and promote the Academy's Equal Opportunities, Health and Safety and Child Protection Policies	✓		A / I
• A commitment to safeguarding and promoting the welfare of children and young people	✓		A / I
• The post holder will require an enhanced DBS	✓		C

Notes:

This job description may be amended at any time in consultation with the postholder.

We value our employees



The following **benefits** are available to employees within our academies:

Financial

- Competitive Salary
- Teacher's Pension & Local Government Pension Scheme
- Occupational Sick Pay
- Generous Leave of Absence Policy

Family Friendly

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working

Employee Benefits - Permanent Contracted Employees & Fixed Term

- Staff Wellbeing EAP - 24/7 support
- Confidential GP, nurse and counselling service
- Physiotherapy
- SAS Gym and 12 week weight management programme
- Preparing parents programme
- Financial wellbeing support
- Discounts on high street brands and stores via online discount platforms
- Discounted Gym Membership
- Discounted hotels via Hilton, Hampton by Hilton and Marriott Hotels



Professional Development

- Continuous Professional Development for all staff including mentoring and professional coaching
- Access to further qualifications, leadership courses, apprenticeships
- Supportive, diverse staff team, committed to collaboration and improvement, who will work with you to achieve your goals and make a difference to children and young people

The opportunity to make a real difference to the lives of our students