



# Executive Principal

Application Pack

Sept 2024

*Head Office: School House, Bishop Rawle C E Primary School, Royal Walk, Cheadle, Staffs. ST101QA*

Dear applicant,

Thank you for your interest in our Executive Principal vacancy. We hope that this application pack will provide the information needed to help you to decide if you might be the person we are looking to recruit who will have a positive impact on the children within our family of schools.

Our children, their parents/carers, our staff and Trustees are seeking to appoint an exceptional individual to lead several small schools in our Multi-Academy Trust.

The Moorlands Primary Federation was established in 2015 by three founding schools. Currently, we are nine primary schools located within and beyond the beautiful Staffordshire Moorlands, with further growth scheduled. Our schools are similar in context, with the majority being mixed-aged in structure. Six of our family are proud Anglican schools, the other three being non-denominational.

We are looking for a new Executive Principal to oversee several of our schools on their continuous improvement journey. The schools will be mutually agreed as part of the recruitment process and regularly reviewed to reflect the changing needs of the Multi Academy Trust.

We will offer significant support to the successful applicant. This would include partnership working with our dedicated Trustees, Chief Executive Officer (CEO), Vice CEO (VCEO), Chief Finance Officer (CFO), Trust Deputy Business Manager, fellow Executive Principals, Senior Leaders and school-based administration staff. Also, we can offer the right candidate a multitude of training opportunities, the freedom and encouragement to be innovative within our Multi Academy Trust and the intrinsic reward of making a real difference to the education of the children who will be in your care.

If you are a talented, professional and caring leader who: can make a positive difference; wants to work in a place where you are appreciated and valued; and wants the chance to grow in your role - you may be the right person for us.

We would be happy to discuss the role with you in more detail and look forward to receiving your application.

Regards

Mr Nick Chester (Chair of Trust Board)

Mr Jared Eccles (Trust CEO)

## The Moorlands Primary Federation (TMPF) background

The Moorlands Primary Federation (TMPF) is proud to be a mixed Anglican and non-denominational Multi-Academy Trust comprising of nine primary schools. Formed in September 2015, currently all Trust schools are located within the Staffordshire Moorlands and surrounding areas.

Our Trust comprises (as of June 2024)

School	Location	Age range	NoR	PAN
St. Peter's C.E. First School	Marchington	4-9	52	18
Talbot First School	Kingstone	4-9	37	18
Hollinsclough C E Academy	Hollinsclough	3-11	35 (plus Nursery)	8
St. Werburgh's C.E. Primary School	Kingsley	4-11	158	24
Dilhorne Endowed C.E. Primary School	Dilhorne	4-11	44	12
The Valley Primary School	Oakamoor	3-11	45 (plus Nursery)	9
Bishop Rawle C.E. Primary School	Cheadle	4-11	151	30
Great Wood Primary School	Upper Tean	4-11	107	15
Manifold C.E Academy	Warslow	3-11	44 (plus Nursery)	8

## Our vision, our values, aims and objectives

### Our vision

'To be class-leading in primary education.'

### Our values

As a proud mixed Multi-Academy Trust, we offer parents and carers the choice of Anglican and non-denominational schools. Our Trust welcomes all types of schools/academies who share the same values and the dedication to develop the whole child, to be kind, and to show love to one another.

### **The Moorlands Primary Federation Values (Anglican Schools):**

**Trust** – Trust lies at the heart of all relationships. By trusting in God we ourselves become trustworthy just as He is.

*'Some trust in chariots and some in horses, but we trust in the name of the LORD our God.'* (Psalm 20:7)

**Mindful** – Being mindful of others leads to a heart of compassion; compassion leads to a desire to act for the good of all.

*'Finally, all of you, live in harmony with one another; be sympathetic, love as brothers and sisters, be compassionate and humble.'* (Peter 3:8)

**Peace** – Peace and harmony lead to a stable and secure community where all are nurtured and can flourish.

*'Blessed are the peacemakers, for they will be called the children of God.'* (Matthew 5:19)

**Friendship** – Barriers are broken down in a loving, friendly community based around God.

*'If one falls down, a friend can lift him up'.* Ecclesiastes (4:10).

### **The Moorlands Primary Federation Values (non-denominational schools):**

**Trust** – Trust lies at the heart of all relationships.

**Mindful** – Being mindful of others leads to a heart of compassion; compassion leads to a desire to act for the good of all.

**Peace** – Peace and harmony lead to a stable and secure community where all are nurtured and can flourish.

**Friendship** – Barriers are broken down in a loving, friendly community.

### **The aims of our Multi-Academy Trust**

*The aims of The Moorlands Primary Federation Multi-Academy Trust are:*

- To provide high-quality education in each of our academies; instilling a passion and enjoyment of learning and enabling children to make a positive contribution to their world.
- To serve our respective Parishes and communities and fulfil the Statement of Entitlement from the Board of Education/ National Society in offering an education rooted in faith, shared Christian Values, and love. \*
- To secure the financial future of all our academies, ensuring the Trust is robust, including the exploration of new business partnerships.
- As a DfE-accredited Academy Sponsor, to offer other schools in need, strategic leadership and a 'system' of school improvement.

\*Refers to our Anglican schools

### **The objectives of our Multi-Academy Trust**

*The current objectives of The Moorlands Primary Federation Multi-Academy Trust:*

- We will offer a bespoke, broad, balanced and interesting curriculum that is reviewed to ensure that it provides high-quality learning opportunities.
- Every child will have personalised and realistic-yet-challenging attainment targets and their progress towards these will be regularly monitored and reviewed.
- Each school will have a School Leader who will be responsible for the day-to-day leadership and management of each setting. In our larger schools, we will support School Leaders with Deputies/Assistants, and/or Senior Leaders, and/or Senior Teachers, and/or Key Stage Leaders/Co-ordinators.
- School Leaders and leadership teams will be accountable to the Executive Principal, who will in turn be accountable to the Vice Chief Executive Officer (VCEO) and Chief Executive Officer (CEO), who will be accountable to The Moorlands Primary Federation Trust Board.
- Appropriate academy policies will be shared across the Multi Academy Trust (MAT) to avoid unnecessary repetition, to support staff workload, and to ensure best practice. The uniqueness of all schools, however, will always be celebrated.
- The Trust School Improvement Leader (TSIL) offers support and expertise across the family of schools to enhance school performance.
- Trust Subject Leaders (TSL) and the school-specific Subject Co-ordinators whom they lead, will monitor and develop strategies to raise standards. This system also applies to the Trust SENDs Leader and school-specific Welfare Co-ordinators. Their work will be organised via strategic plans and frequently reviewed. The TSLs will

report to the Executive Principals and the Pupil Welfare, Learning and Achievement Committee.

- Highly-skilled Learning Support Assistants will be deployed to facilitate learning of individuals, small groups and classes.
- Schools will offer parents/carers regular insightful information on their child's academic achievement and instruction on how best to support them further.
- The assessment of all children will be fit-for-purpose, thorough, accurate, and will lead future learning.

## Accountability

The Executive Principal will be accountable to the Trust Board, CEO and Vice CEO.

## Governance Structure

### Members

Our Members are the guardians of the vision and values of the Trust. They appoint Trustees to ensure that the Trust's aims and objects are carried out and have overarching responsibility for the viability and performance of the Multi-Academy Trust. Members also have the power to amend the Articles of Association that govern the way the Trust is constituted and managed. The Moorlands Primary Federation Members Board in 2024/5 will be made-up of five persons.

### Trustees

The Trustees are responsible for the strategic leadership and management of the administration of the Trust in accordance with the provisions set out in the Memorandum and Articles of Association. The Trust Board is the accountable body for the performance of all schools within the Trust and as such must:

- Ensure clarity of vision, ethos and strategic direction;
- Hold the Chief Executive Officer and senior leaders to account for the educational performance of the schools and their pupils, and the performance management/appraisal of these staff;
- Oversee the financial performance of the Trust and make sure its money is well spent (DfE Academy Handbook 2024).

The Moorlands Primary Federation Trust Board in 2024/25 will be made up of eleven persons.

## Executive Principal Job Description

### Employment details

Job title:	Executive Principal
Reports to (job title):	Chief Executive Officer (CEO)/Vice-CEO
Starting Salary:	£65286 – £72162 (proposed)
Pay Grade:	L12-L16
Starting Date:	January 2025

### Role

The schools for which the Executive Principal has responsibility will be mutually determined as part of the recruitment process. These will be subject to review and change at the end of each academic year.

#### 1. School culture

Our Executive Principal should:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with each school's 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 each school's welcoming community and a safe, orderly and inclusive environment;
- ensure a culture of high staff professionalism and performance;
- ensure schools respect diversity and equality;
- ensure the school and staff team engage with the Trust, leaders and all Trust initiatives;
- regularly engage with educational research.
- Support our Anglican schools in living up to their foundation as church schools.

#### 2. Teaching

Our Executive Principal should:

- establish and sustain high-quality, expert teaching across all subjects and phases, built upon research and an evidence-informed understanding of effective teaching and how pupils learn;
- ensure teaching is underpinned by high levels of subject expertise and approaches;
- ensure effective use is made of formative assessment;
- ensure teaching and learning is monitored and findings used to enhance school provision.

### **3. Curriculum and assessment**

Our Executive Principal should:

- 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 (ensuring fidelity to this scheme);
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum;
- ensure curriculum co-ordinators contribute towards Trust curriculum networks.

### **4. Behaviour**

Our Executive Principal should:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules, routines, and school cultures which are understood clearly by all staff and pupils;
- ensure high standards of pupil behaviour and courteous conduct in accordance with each school's behaviour policy;
- implement consistent, fair and respectful approaches to managing behaviour;
- ensure that adults within each school model and teach the behaviour of a good citizen.

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

Our Executive Principal should:

- ensure each 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 each 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 that school welfare co-ordinators engage with Trust SEND team meetings;
- ensure the school fulfils its statutory duties with regard to the SEND Code of Practice.

## **6. Professional development**

Our Executive Principal should:

- be committed to their own professional development and be an advocate of research and evidence-informed practice;
- ensure staff have access to high-quality, sustained professional development opportunities, aligned to the priorities of whole-school or Trust improvement, and of the team and individual needs;
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation;
- ensure that professional development forms part of staff appraisals;
- ensure that all staff attend statutory CPD and that advised by the Trust;
- 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;
- willingness to deliver CPD within and beyond the Trust.

## **7. Organisational management**

Our Executive Principal should:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding;
- 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 and wellbeing;
- establish and oversee systems, processes and policies that enable each school to operate effectively and efficiently;
- ensure rigorous approaches to identifying, managing and mitigating risk;
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## **8. Continuous school improvement**

Our Executive Principal should:

- 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, research-based strategies for improvement (following an accurate self-evaluation process) as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context;
- liaise with CEO, VCEO, School Leaders and the Trust School Improvement Leader to evaluate performance and identify and implement strategies for school improvement;
- ensure careful and effective implementation of strategies, which lead to sustained school improvement over time.



## 9. Working in partnership

Our Executive Principal should:

- forge constructive relationships beyond each school, working in partnership with parents, carers and the local community and Parishes;
- commit each school to work successfully within the Trust and with other schools and organisations in a climate of mutual challenge and support;
- establish and maintain working relationships with fellow professionals and colleagues across the Trust and other public services to improve educational outcomes for all pupils;
- \*continue to foster positive links with the local church and Diocese  
(\*Anglican schools);
- contribute positively to enhancing the profile of the Trust within external organisations including other schools and Trusts.

## 10. Governance and accountability

Our Executive Principal should:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility;
- establish and sustain professional working relationships with those responsible for governance;
- support effective governance by providing accurate and professionally produced/delivered information in a timely manner;
- ensure that staff know and understand their professional responsibilities and are held to account;
- ensure each school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

## The Seven Principles of Public Life

The Seven Principles of Public Life (also known as the Nolan Principles) apply to anyone who works as a public office-holder. This includes all those who are elected or appointed to public office, nationally and locally, and all people appointed to work in the Civil Service, local government, the police, courts and probation services, non-departmental public bodies (NDPBs), and in the health, education, social and care services. All public office-holders are both servants of the public and stewards of public resources. The principles also apply to all those in other sectors delivering public services. Our Executive Principal should adhere to all seven principles.

### 1. **Selflessness**

Holders of public office should act solely in terms of the public interest.

## **2. Integrity**

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

## **3. Objectivity**

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

## **4. Accountability**

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

## **5. Openness**

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

## **6. Honesty**

Holders of public office should be truthful.

## **7. Leadership**

Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour wherever it occurs.

## Person specification

	Essential	Desirable
<b>Qualifications, training and experience</b>	<ul style="list-style-type: none"> <li>• Educated to degree level with Qualified Teacher Status.</li> <li>• Experience as an effective Headteacher/School Leader/Head of School in a primary school setting, or significant effective experience in a system leadership model in primary school.</li> <li>• Experience of effective strategic planning, development and implementation.</li> <li>• A track record of success in leading a large organisation through a period of change.</li> <li>• Experience of effective and efficient financial, commercial, and resource management, to achieve accountability and a strong performance culture.</li> <li>• Proven experience of motivating teams and delivering projects in a multi-skilled environment.</li> <li>• Successful track record of building effective working relationships internally and externally, with strategic partners, organisations and stakeholders.</li> <li>• Experience of promoting community/ Parish links.</li> <li>• Experience of working with and advising a Board (or equivalent) in a large or complex organisation.</li> <li>• Experience/ understanding of SIAMS framework.</li> <li>• Experience/ understanding of the Ofsted framework.</li> <li>• Experience of the effective use of research to enhance school provision.</li> <li>• Evidential commitment to own CPD including (but not limited to) professional qualifications.</li> <li>• Commitment to supporting the CPD of others.</li> <li>• Experience of leading staff appraisal.</li> <li>• Experience of managing a colleague's performance and providing support and challenge as appropriate.</li> <li>• Experience as a Designated Safeguarding Lead.</li> </ul>	<p>Experience of leadership across several school sites.</p> <p>Postgraduate qualifications.</p> <p>NPQH</p> <p>NPQEL</p> <p>Masters Degree in relevant area</p>

<p><b>Knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>• Well-developed strategic planning capabilities and the ability to take decisive action as necessary.</li> <li>• An understanding of the necessity of positively promoting and ensuring adherence to a Multi Academy Trust's Policies and Procedures.</li> <li>• An understanding of government policy in relation to Academies and to wider educational matters.</li> <li>• Business and commercial acumen and an understanding of its applicability to the work of the Trust.</li> <li>• Excellent communication skills and the ability to present effectively to a wide range of audiences.</li> <li>• The ability to influence, challenge, support and work successfully with others.</li> <li>• The ability to compromise, pursue alternative approaches and adopt partnership solutions to reach goals.</li> <li>• The ability to appraise the suitability of curriculum and other school initiatives and research effectively prior to implementation and measure subsequent impact.</li> <li>• Understanding of the difference which MATs can make for small and very small schools.</li> <li>• Experience of successful change management.</li> <li>• Experience of implementing the findings of educational research into practice.</li> <li>• Understanding of the value of educational research including Rosenshine's Principles.</li> <li>• Understanding of supporting positive mental health and wellbeing.</li> <li>• Experience of supporting and motivating colleagues during extremely busy periods.</li> </ul>	<p>Experience of working with ITT providers.</p> <p>Experience/ understanding of the ECF.</p>
<p><b>Personal qualities and values</b></p>	<ul style="list-style-type: none"> <li>• The ability to project a personal leadership presence in line with Trust values.</li> <li>• An approach steeped in respect for the Christian values of the Multi Academy Trust.</li> <li>• Empathy with and support for the ethos, values and goals of the Trust and all schools/academies therein.</li> <li>• Confident, calm, and assured in a wide range of settings with diverse audiences ranging from Trustees, staff, parents/carers and young people.</li> <li>• Highly effective inter-personal and leadership skills with strong influencing and advocacy capability.</li> <li>• The ability to communicate effectively.</li> <li>• High standard of written English.</li> <li>• The ability to work independently using initiative and foresight when required.</li> <li>• Understanding of the importance of diversity, equality and inclusion in education.</li> <li>• Comfortable with working in a pressured environment and the requirement to meet to tight deadlines.</li> </ul>	<p>Mental Health/ wellbeing qualification</p>

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|  | <ul style="list-style-type: none"><li>• Adaptable and flexible with a consultative style, capable of working as part of a team or as a leader.</li><li>• Enthusiastic with a positive and kind attitude.</li><li>• Desire and eagerness to learn and develop personally and professionally.</li><li>• Proactive and outcome-orientated.</li><li>• Sound judgement and personal resilience.</li><li>• Values the input of other team members.</li><li>• Experience of holding others to account to challenge under-performance to ensure high standards.</li><li>• Experience of collaborative support of other leaders in achieving positive outcomes.</li></ul> |  |
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## **Recruitment process:**

You are most welcome and encouraged to visit any of our schools before applying. Mr Jared Eccles (Trust CEO) is available to answer any questions about the role in advance of application.

Completed application forms must be sent via email to:

Jared Eccles ([jeccles@tmpf.staffs.sch.uk](mailto:jeccles@tmpf.staffs.sch.uk)) by **12:00 on Monday 7<sup>th</sup> October, 2024**

If successfully short-listed, you must be able to attend an interview on:

### **Friday October 18th from 09:00 onwards**

*This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment. This position is subject to a criminal records check from the Disclosure and Barring Service which will require you to disclose all criminal convictions. As part of our recruitment process, we may carry out an online search of shortlisted candidates. Any relevant findings may be explored as an additional element of the interview. When completing the application form, please ensure that no gaps exist, or remain unexplained, in terms of the chronology of employment history and education.  
The post is exempt from the Rehabilitation of Offenders Act (ROA) 1974.*

### **For further details, please contact:**

Mr Jared Eccles (Trust CEO) via email: [jeccles@tmpf.staffs.sch.uk](mailto:jeccles@tmpf.staffs.sch.uk) or telephone 01538 702355 (opt5).