



Headteacher

Monkton Academy

Applicant Information Pack

About Monkton Academy

Thank you for your expression of interest in the role of Headteacher at our school. The board of governors made the decision to join Oak learning Trust at the end of 2024 and we see the opportunity to join such a forward thinking and inclusive trust as a huge positive and something which we are very much looking forward to.

Monkton Academy is a thriving and highly regarded junior school in South Shields, where children are truly at the heart of everything we do. Our vibrant and engaging curriculum is designed to inspire young minds, nurture confidence, and support every child in reaching their full potential.

Our dedicated and passionate staff have fostered strong, positive relationships with parents and the wider community, creating a warm and inclusive environment where both pupils and staff can flourish. As our Principal prepares for retirement, we are seeking an exceptional leader—dynamic, personable, and forward-thinking—to guide our school on the next exciting phase of its journey.

Nigel Henderson
Chair of Governors designate



Welcome from the CEO

Dear Prospective Applicant

Thank you for your interest in the role of Headteacher at Monkton Academy.

Monkton Academy is a successful junior school in South Shields. The school has children at the heart of everything they do and with an exciting curriculum designed to support pupils to reach their full potential. The staff team is committed and hardworking and have worked hard to build positive relationships with parents and the wider community. The retirement of the current Principal has created an opportunity for a dynamic and personable leader to take the school on the next stage of its development journey.

Oak Learning Trust is a happy inclusive trust with 5, soon to be 7 primary schools, including one special school for pupils with autism and two schools with additional provision for children with autism. Our children are at the heart of everything we do. We believe in the value of collaboration and collegiality and encourage our staff and schools to work across and beyond the trust for the benefit of all. We have high expectations and high standards and want learning to be engaging and enjoyable for all.

Our schools are individual and serve distinct communities. It is important to us that each school retains its identity whilst working within the trust vision and values. We are committed to providing exciting curriculums and opportunities that stimulate children and help them develop into enthusiastic learners and good citizens. We are looking for someone who recognises the strength in this approach and who want to work in this way to develop our children, our people and our schools.

If working in this way, as part of a happy but determined team, sounds like you then I hope you will think about joining us and apply for this post.

Yours faithfully



Ailsa Taylor
Chief Executive Officer



About Oak Learning Trust

Oak Learning Trust was established in April 2017 and is a growing multi academy Trust serving children across the North East. We currently have 5 schools in our Trust and have supported a number of schools in their school improvement journey.

Our vision at Oak Learning Trust is to support our schools to provide outstanding education for children every day, to develop our staff to be the best that they can be, and to create a positive and supportive learning environment where everyone can thrive and enjoy learning.

Our Trust Vision and Values

The Trust Board, Governors and Leadership Team at Oak Learning Trust are passionate about ensuring that all children in their schools receive the best possible education to allow them to reach their full potential in all areas of their lives. We ensure that all of our schools focus not only on excellent academic achievement for all, through an exciting and enriched curriculum. Our curriculums extend beyond the classroom and include theatre, museum and gallery visits, opportunities for performance and drama, excellent music tuition and successful sports engagement both within the curriculum and through school clubs. Our forest school programme helps our children develop investigative and problem-solving skills as well as developing resilience, independent thinking and the ability to work with friends and peers.

Our staff are friendly, knowledgeable and extremely committed to improving the lives and outcomes of children within the Trust. There is extensive collaborative practice across the Trust at all levels with staff sharing ideas and resources as well as meeting together on a regular basis to plan joint work and projects. This creates a strong bond between schools and supports staff development which then feeds into school development.

Although we have a strong shared ethos of high standards and high expectations, we also believe that every school within the Trust should be an individual. The communities that each school serves are different and the staff within each school bring different interests and experiences. By harnessing all of these, we ensure that the school is individual and the best it can be for its own community while the Trust leaders and Trustees ensure that each child is able to achieve his or her academic potential. Staff are supported to develop their own interests and passions to provide new opportunities for our children and we are keen to share good practice across the Trust in any areas that might be of benefit to our children.

A look at the links to our individual school sections on our website will give you a flavour of the achievements at our schools and the opportunities we provide.

For more information about us please visit our website: [Oak Learning Trust](#)



Our Schools



Columbia Grange
School
area, pupils' garden, nature trail and a discovery park.

Columbia Grange School is a co-educational school for children with severe learning difficulties and/or autism between the ages of two to eleven years. The school opened in September 2003 and is a purpose-built provision with additional facilities for those pupils with autism. The school benefits from a range of specialist sensory facilities, various therapy rooms, indoor/outdoor adventure playground, music room, food technology room, and a parent's room. The school has extensive outdoor facilities including a multi-purpose play area, pupils' garden, nature trail and a discovery park.



Fellgate
Primary School

Fellgate Primary School is a small, friendly primary school in Jarrow. The school has a resource base for pupils with a diagnosis of autism. Children, staff, parents/carers and governors work hard to make Fellgate a special, safe and fun place where everyone can learn and grow together. Fellgate appreciates the uniqueness of each child and recognises their potential, striving for everyone to be the best they can be. The school benefits from extensive school grounds, a sensory room, a soft play room and a life-skills flat. Our school offers extensive opportunities in sport.



George Washington
Primary School

George Washington Primary School is a happy and successful two-form entry primary school which is a focal point of the local community. Children are provided with opportunities to engage in a wide range of exciting and challenging experiences which form part of a fulfilling and purposeful curriculum. Teachers work incredibly hard to ensure that all learners are given the opportunity to reach their full potential, both academically and socially. The inclusive school environment helps all children develop confidence and the knowledge of how to protect themselves in the world around them. Children are encouraged to embrace the environment they grow up in and learn how to be good citizens in their community. When children leave to move to secondary school, they are well-placed and prepared for the next step in their education.



John F. Kennedy
Primary School

John F Kennedy Primary School is a two-form entry primary school in the heart of Washington, with a nursery and alternate provision for pupils with autism. All children are encouraged and supported to respond positively to challenges in every aspect of their life and learning. Their success comes from the quality of the teachers and support staff. All staff have the highest expectations of pupils and of themselves, where every pupil, no matter what their starting point, is expected to work as hard as they can and behave as well as they can to reach their potential. The engaging and varied creative curriculum allows children to develop independent learning skills; it values the child, their interests and achievements. This approach helps produce confident, well-rounded individuals. As part of the wider curriculum, the school offers extensive opportunities in sport and music, alongside opportunities to use the outside environment and forest school to enhance learning.



Springwell Village
Primary School

Springwell Village Primary School has high expectations of all children and staff and provides a friendly, supportive and purposeful school community. Children are valued as individuals and supported to understand their role as members of the school and of the wider community; children are encouraged to see how they can contribute to a better society. The curriculum is designed to develop children to be aspirational, to enquire about the world and to celebrate diversity. Developing partnerships with parents is an important part of the school's work, recognising the vital part parents play in their children's learning.

The Vacancy

Job title: Headteacher
Status: Permanent
Leadership scale point: L11- L17
Post Start Date: 1st September 2025 (or sooner by agreement)

The Governors and Trustees at Monkton Academy and Oak Learning Trust are looking to appoint an inspirational, dedicated and passionate head teacher to lead Monkton Academy into its next stages of development.

Monkton Academy will soon join Oak Learning Trust.

Monkton Academy is a happy, caring, and inclusive school where everyone is valued and respected; our pupils are at the heart of all that we do. Monkton is more than a school; we are a community.

Our vision is to Inspire, Achieve and Empower pupils who relish challenge and want to enhance the lives of others.

Our talented and devoted staff are committed to enriching the lives of every child by creating opportunities and experiences to help them grow and develop the skills and knowledge they need for life (both now and beyond Monkton).

Our mission statement is: Making Memorable Moments every day; all day; for everyone. We do this by providing an engaging and nurturing environment in which our pupils can learn, achieve, and thrive. Our approach to learning is holistic to ensure that we support and meet the individual needs of each child. Our school improvement plan underpins all that we do. We are continuously looking at how we can raise aspirations and achieve the absolute best outcomes for our children and the wider community we serve.

Our current Principal is retiring at Easter 2025. We are looking for a new head teacher who shares our vision and who will work with the trust, governors, staff, and children to shape the strategic direction of the school.

Is Monkton for you? We are looking for someone who understands the challenges of the community we serve and its impact. You must be resolute and committed to giving every child at Monkton the opportunity to realise their full potential and leave school with confidence in themselves and pride in their achievements, ready for the next step.

Are you the right person for Monkton? Who better to tell us than our children. We asked our School Council what skills and qualities they consider important in a head teacher and leader:

- A TEAM PLAYER: "Someone who will get involved with and get to know the children and run a club."
- A SPECIALIST: "Be good at the main subjects."
- KINDNESS: "Be kind and supportive, approachable."
- A GOOD LISTENER: "Someone who will listen to the children and their views."
- INSPIRING: "Someone who is motivating and persuasive."
- FUN: "Someone who will enjoy getting involved on 'special' days such as World Book Day."



Applications

Applications should be submitted using the Oak Learning Trust application form provided, along with a cover letter detailing how you are the best person for this job.

Please return your full application to: Mrs Amanda Barron, Business Services Lead

Either by email: amanda.barron@olt.org.uk

Or by post: George Washington Primary School,
Wellbank Road,
Washington,
Tyne and Wear, NE37 1NL

Applications close: Friday 2nd May 2025 at 8am

Shortlisting: Friday 2nd May 2025

Interviews: Wednesday 7th May 2025

If you would like an informal discussion about the role, please telephone Mrs Amanda Barron, 0191 4906453 to arrange this.

Diversity and Inclusion

Oak Learning Trust values and cares about the lived experience and backgrounds our colleagues can bring to their roles. We believe a diverse team strengthens our organisation and encourages innovation. We welcome applications from all backgrounds and ensure our colleagues feel respected and valued for being themselves.

We are committed to ensuring that employees who have a disability are given every possible assistance in the workplace. All disabled applicants that meet the minimum criteria for the job will be given the opportunity to be interviewed. We have a commitment to make reasonable adjustments to our recruitment and selection processes, where appropriate, this is to ensure that no candidate, whether or not that have a disability, is unfairly prevented from demonstrating their true abilities.

Our Offer

Oak Learning Trust seek to appoint colleagues who are passionate about ensuring all children in our schools receive the best possible education to allow them to reach their full potential in all areas of their lives. We recognise that in order to offer the best outcomes for our children, our staff teams need the opportunity to be the very best they can be too. We do this by ensuring we have the following in place for all staff:

- Continuous professional learning opportunities;
- Collaborative working with external agencies;
- Initiatives to support with managing workload;
- A strong supportive ethos with dedicated line management structures and clear communication channels;
- Wellbeing assistance and support including access to counselling and physiotherapy and occupational health;
- Opportunities to take part in exciting initiatives and projects that help shape the way our children will learn in the future;
- Recognising national terms and conditions for staff;
- Teachers and Local Government pension schemes.

Safeguarding Children and Young People

Oak Learning Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References



We are committed to ensuring a positive work environment and selecting candidates who align with our values and culture. As part of our thorough recruitment process, in accordance with DfE Keeping Children Safe in Education 2023, an online search will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

Any information we come across will be handled confidentially and considered in a professional manner. Our aim is to better understand your qualifications and suitability for the role. If you have any concerns or question about this process, please contact us for more information.

Job Description

JOB TITLE	Headteacher
RESPONSIBLE TO	CEO
SALARY	L 11 – L16
Responsibilities:	<ul style="list-style-type: none"> To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Head Teacher. To work within the National Standards for Head Teachers as published by the DfE. To seek to achieve any performance criteria, objectives or targets agreed with or set by the CEO, Governors or Trust board in accordance with the requirements set out in the agreed School Teachers' Pay and Conditions Document. To act as a member of the Trust Executive Leadership Team. To promote and safeguard the welfare of all children within the school, by ensuring that the school's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities, and that staff, pupils, parents and others feel able to raise concerns, and that these are addressed sensitively and effectively. Working within the Academy Trust Handbook.
Strategic direction and school improvement	<ul style="list-style-type: none"> Drawing on experience and best practice, work together with the Trust and school leadership teams to set a strong strategic direction for the school and deliver this through an effective school development plan Maintain the school's ethos and provide educational vision and direction for the school which secures: <ul style="list-style-type: none"> Effective teaching Successful learning Outstanding pupil achievement Sustainable high standards in pupil's spiritual, moral, cultural, social and physical development, preparing them for life's opportunities and experiences. Implement the school's development plan, including school improvement, business and finance: <ul style="list-style-type: none"> Identifying priorities and targets that support high standards enabling pupils to make progress and maximise achievement Supporting continuous improvement in teachers' effectiveness and securing continuing school improvement Ensure the management, finances, organisation and administration of the school support its vision and aims Ensure policies and practices take account of national, local and school, inspection and research findings, and reflect best practice. Monitor, evaluate and review the effects of the school's policies, priorities and targets and take action, as necessary. Ensure that the school plays an active role in the development of OLT, supporting the ongoing development and growth of the organisation. Work with CEO and Director of Business and Finance to <ul style="list-style-type: none"> Prepare the school budget Monitor the school budget Ensure the ethos, vision, values and principles of the Trust are reflected in those of the school. Work with CEO and Director of Learning and Performance to <ul style="list-style-type: none"> Support teaching and learning across the Trust

Teaching and learning	<ul style="list-style-type: none"> • Work with the Trust and School Leadership Team to further develop and sustain effective teaching and learning throughout the school. • Use benchmarks and evidence based best practice to set targets for school improvement. • Create and maintain an environment which promotes and secures outstanding teaching, effective learning, and high standards of achievement, behaviour and a passion for learning. • Work with the Trust CEO and Director of Learning and Performance as well as school leadership team to determine, organise and implement the curriculum and its assessment; routinely monitoring and evaluating in order to identify and share good practice and act on areas for improvement. • Ensure effective teaching is evidenced across the full curriculum with a comprehensive programme of monitoring in place. • Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils across the school, including those with special needs and those entitled to pupil premium in order to set and meet challenging, realistic targets for achievement. • Maintain and develop a positive approach to behaviour management, including positive and active behaviour for learning • Develop effective links with the wider educational and local community, including business and industry, to extend the curriculum and enhance teaching and learning. • Maintain and further develop the school's effective partnership with parents/carers and the wider community to support and improve pupils' achievement and personal development.
Leadership	<ul style="list-style-type: none"> • To motivate and inspire staff to improve the quality of education provided and standards achieved and ensure effective working relationships are in place throughout the school. • Plan, allocate, support and evaluate the work of teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities • Implement and sustain effective systems for management of staff performance, incorporating appraisal and targets. • Implement leadership development plans for all leaders • Motivate and enable all staff to develop expertise in their respective roles through high-quality continuous professional development. • Identify and nurture talent to enable effective leadership development and succession planning. • Utilise outcomes from monitoring to plan staff and school development in an ongoing manner, assessing impact of development opportunities on outcomes for pupils. • Sustain motivation of self and other staff. • Ensure professional duties are fulfilled, as specified in The Teachers' and other professional standards. • Lead by example, demonstrating and ensuring the continuous commitment by all staff to help keep the children and young people in the care of the school safe.
Resources, premises and site management	<ul style="list-style-type: none"> • Work with the CEO and Director of Learning and Performance to recruit staff of the highest quality, complying at all times with best and safer recruitment practice. • To deploy all staff effectively in order to ensure the highest quality of education provided. • Set appropriate priorities for expenditure, allocating funds and ensuring effective administration and control in line with the Trust's policies and Financial Regulations. • Working closely with School Business staff and the Site Manager, manage and organise accommodation efficiently and effectively to ensure the needs of the curriculum and health and safety regulations are met at all times. Liaise with trust facilities and estates manager as required.

	<ul style="list-style-type: none"> • Manage, monitor and review the range, quality, quantity and use of all available resources in order to maximise the quality of education and pupil achievement, ensuring at all times a focus on efficiency and value for money. • Work with the CEO and trust facilities and estates manager to ensure effective planning for the maintenance and development of the school estate.
Accountability	<ul style="list-style-type: none"> • Provide information to the CEO, Director of Learning and Performance and Trust board and additionally objective advice and support to the local governing body in meeting its responsibilities for securing effective teaching and learning, and the highest standards of achievement, efficiency and value for money. • Ensure the school operates as an organisation in which all staff recognise that they are accountable for its success and are clear as to how they contribute to this. • Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including the local governing body, pupils, parents/carers, Oak Learning Trust board, the local community, OFSTED and others. • Ensure pupils and parents/carers are well informed about the curriculum, attainment and progress and about the contribution they make to the school's achievements. • Ensure accurate and up-to-date records are compiled, maintained and audited to satisfy legal, operational and strategic governance requirements including those relating to safeguarding.
Other duties and responsibilities	<ul style="list-style-type: none"> • To comply with the Trust's policies and procedures and to ensure others do too. • To comply with health and safety policy and systems, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both self and others. <p>The duties and responsibilities detailed within this job description will be supplemented by the accountabilities, roles and responsibilities as set out within the School Teachers Pay and Conditions Document. As the Trust grows, and the nature of primary education leadership evolves, it is likely that the postholder's role will evolve to reflect this and this job description will be reviewed annually by the CEO and the Chair of Governors/Trust to ensure it reflects the changing role.</p>

Please note that we are committed to safeguarding and promoting the welfare of our pupils and expect all those who work with us to share this commitment.

This post is subject to satisfactory references which will be requested prior to interview, an enhanced Disclosure and Barring Service (DBS) check, Online Searches, medical check, evidence of qualifications plus verification of the right to work in the UK.

The post holder must act in compliance with data protection principles in respecting the privacy of personal information held by the Trust and comes with responsibility for data protection and a duty to observe and follow the principles of the GDPR Regulations, especially concerning confidentiality, treatment of personal information and records' management.

The post holder must comply with the principles of the Freedom of Information Act 2000 in relation to the management of Trust records and information.

The post holder must carry out their duties with full regard to the Trust's Equal Opportunities Policy, Code of Conduct, Child Protection Policy and all other Trust Policies.

The duties and responsibilities of the role may vary from time to time, commensurate with and without changing the general character of the duties or the level of responsibility entailed and would not in itself justify a reconsideration of the grading of the post. The list of duties in this description should not be regarded as exclusive or exhaustive

Person Specification

Qualifications	Essential - E Desirable - D
Qualified Teacher Status	E
NPQH/leadership qualification (or willing to complete)	E
Designated Safeguarding Lead	D
High academic degree	D
Experience	
Substantial and successful experience in a senior leadership role e.g., as a Head Teacher, Interim Head Teacher or Deputy/Assistant Head Teacher.	E
Experience of successfully leading a core subject across the primary age range	E
Evidence of managing or making a substantial contribution to the effective management of change.	E
Evidence of successful implementation of strategies to improve teaching and learning to raise the standards of achievement for all pupils.	E
Experience of implementing and using effective monitoring systems for school self-evaluation and successful development	E
Evidence of effective teaching, assessment and target setting and leading same.	E
Evidence of successful improvement planning across all sectors of the school.	E
Evidence of working with parents and the community as partners in learning.	E
Evidence of working with pupils across the age range.	E
Experience of working in collaboration with other schools to realise improvement and raise standards.	E
Experience of working effectively and in partnership with Governors.	E
Experience of building relationships beyond the school eg., with other local schools, local business etc	E
Experience of developing bespoke curriculum including provision for out of age range need	E
Working within a multi-academy trust.	D
Knowledge and Understanding	
<i>Candidates can demonstrate knowledge and understanding of:</i>	
Developing and implementing strategies for school improvement	E
Strategies to motivate and engage pupils to maximise learning opportunities and outcomes.	E
Leading performance management, managing performance related pay and managing effective professional development.	E
How to promote inclusion and implement equal opportunities for all.	E
Positive management of pupils' behaviour and attitudes to learning and the ability to put this into practice.	E
Engaging parents/carers in their children's learning and the work of the school.	E

Strategic curriculum development.	E
How to build effective relationship beyond the school for the benefit of the school	E
How to work collegiately within a multi-academy trust.	E
Knowledge of effective financial management.	D
Leadership Skills	
<i>Evidence that can show candidates can:</i>	
Demonstrate evidence of outstanding successful teaching as a Head Teacher, or Deputy Head Teacher.	E
Create and secure commitment to an aspirational vision for the school in line with that of the Trust	E
Support and develop effective teamwork across the whole school community.	E
Initiate and manage change and improvement in pursuit of higher standards and strategic objectives.	E
Prioritise, plan and organise their own work; direct, coordinate and provide professional direction to the work of others.	E
Delegate tasks and responsibilities appropriately.	E
Develop and empower others to carry vision forward.	E
Provide an inspiring role model for pupils and staff, creating an environment where all can thrive.	E
Manage and motivate staff, in a happy and supportive working environment, to achieve the highest standards in all aspects of school life within the resources available.	E
Lead the safeguarding of pupils ensuring their welfare is prioritised.	E
Play a senior role in the multi-academy trust, contributing to school improvement at other schools within the Trust as well as at own school.	E
Demonstrate a willingness and ability to engage in wider system development.	D
Communication and problem solving	
<i>Evidence that can show candidates can:</i>	
Think creatively and imaginatively to anticipate and solve problems and identify opportunities for the school.	E
Use numerical and financial data with confidence and use it to make decisions based upon analysis and interpretation.	E
Demonstrate reasoned judgement in difficult circumstances.	E
Deal sensitively with people with very different and demanding expectations, demonstrating an ability to avert and resolve conflict.	E
Communicate, negotiate and secure cooperation of a wide range of people.	E
Create a climate of open communication where people feel able to express opinion and know their views will be respected. Demonstrate an understanding of and lead the school's role in a self-improving school system.	E

Demonstrate an understanding of, and lead on the development of, the school's role in the community.	E
Develop, maintain and use an effective network of contacts across all agencies and communities with whom the school interact	E
Personal Effectiveness	
<i>Evidence that shows candidates can:</i>	
Prioritise and manage time appropriately (and able to work under pressure and to deadlines)	E
Continue to demonstrate effective performance against the job description when under pressure and/or in challenging circumstances.	E
Be self-motivating and achieve challenging professional goals.	E
Take full responsibility for own professional development.	E
Create a strong, positive personal impact, conveying authority, confidence, approachability, warmth and humour.	E
Demonstrate flexibility and an ability to adapt to changing circumstances and new ideas.	E
Demonstrate enthusiasm for, and commitment to, the role, along with reliability, integrity and a passion for education	E
Ability to reflect on own performance and adapt when needed.	E