Shrewsbury Academy

part of the Marches Academy Trust

PRIMARY FOUNDATIONS SENIOR LEADER (HEAD OF THE SHORE)

RECRUITMENT PACK

November 2026

shrewsburyacademy.co.uk SY1 4LL ShrewsburyAcademy

Meet our Co-Headteachers



Amy Chevin-Dooley and Natalie Rock
Co-Headteachers, Shrewsbury Academy

Welcome to Shrewsbury Academy.

We are delighted to be leading our school at such an important and exciting point in its journey. We share an unwavering belief that every child deserves an exceptional education, a genuine sense of belonging and the opportunity to achieve more than they ever imagined possible.

Our ambition is simple: *A school where every child belongs and learning is at the heart of everything we do so that children can achieve more than they imagined possible.*

A school that our children, families, staff and wider community are proud to call their own.

Our values, **Be kind. Aim high. Embrace learning.**, shape the culture we are building. We believe that kindness and high expectations go hand in hand. Every child should be known, understood, supported and challenged. We will never lower our ambitions for young people, but we recognise our responsibility to provide the teaching, care and support that enable every child to succeed.

We are placing learning firmly at the centre of school life, with a renewed focus on strong foundations in reading, writing, communication, mathematics and knowledge. We want our children to become confident, articulate and curious learners who think critically, embrace challenges and develop a lifelong love of learning. Alongside academic achievement, we are committed to providing rich experiences, broadening horizons and opening doors to exciting futures.

We are equally ambitious for our staff. We are building a school characterised by strong relationships, professional trust, collaboration and a shared commitment to excellence. We want colleagues who believe in the potential of every child, who are passionate about their craft and who want to help shape something truly special.

Above all, we believe a great school is a pillar of its community. Our vision is to create a place of connection, opportunity and pride, where families feel welcome, children flourish and staff are proud of the difference they make.

This is a significant opportunity to be part of our school's next chapter. We are looking for people who share our ambition, embrace the challenge of improvement and want to make a lasting difference to the lives of our young people.

We look forward to welcoming you and sharing our vision for the future.

Job description



Post title
Primary Foundations Senior Leader (Head of The Shore)

Salary
L11 – 15

Hours of work
1.0 FTE

Post status
Permanent

We offer

- An enriching curriculum and learning experience for our young people.
- Excellent professional learning and support at every stage in your career, with opportunity for continued personal development through our Talent Pathway Career development opportunities including funded NPQ qualifications.
- An enthusiastic and supportive team of staff, parents and governors.
- A core belief in staff wellbeing and work life balance for all, evidenced in policy and practice.
- Benefits including funded counselling, physiotherapy, assess to GP consultations and other medical support.
- Laptop for work and personal use.

Purpose

Help shape a school where every child belongs and learning is at the heart of everything we do.

As Primary Foundations Senior Leader (Head of The Shore), you will strategically and operationally lead, and line manage a designated team of teachers and support professionals to deliver a primary-informed, knowledge-rich curriculum, securing foundational skills and knowledge and ensuring progression into Year 9.

Why this role above others?

- A supportive environment with an experienced team where you will be invested in and valued.
- A varied and exciting role – building relationships with a range of colleagues across the Multi-Academy Trust.
- A varied day with different experiences and challenges.

Any questions in regard to the role can be raised with, Sarah Downward on sarah.downward@shr.mmat.co.uk ahead of the closing date: 07.12.2026

Responsible to:

Deputy Headteacher

Outline of role:

To act as Head of The Shore, exercising delegated responsibility equivalent in scope to a Head of School for the overall educational provision, daily operation, culture, staffing, safeguarding implementation, inclusion, standards and outcomes of every pupil in the transition years. The postholder will strategically and operationally lead and line manage a designated team of teachers and support professionals to deliver a primary-informed, knowledge-rich curriculum, securing foundational skills and knowledge and ensuring progression into Year 9. In addition, the postholder will strategically lead the development, implementation and evaluation of foundational learning across Years 7–11, working through subject and senior leaders while retaining clear subject accountability.

Main Duties

Leadership Of The Shore And Educational Quality

- Take overall delegated accountability for the quality, coherence, safety, inclusion, educational experience and outcomes of provision for all pupils in the transition years.
- Lead The Shore as a school within a school, setting its educational vision, priorities, operational systems and consistently high expectations for pupils and staff.
- Oversee the daily operation of the provision, including staffing deployment, routines, communication, resources, attendance, behaviour, pupil welfare and timely escalation of safeguarding concerns.
- Lead phase self-evaluation, improvement planning and quality assurance, drawing on teaching, curriculum, assessment, attendance, behaviour and pupil voice evidence.
- Ensure a strong sense of belonging, a purposeful learning environment and effective relationships with families and the wider academy.

Inclusion, Send And Alternative Provision

- Provide strategic oversight of inclusive practice and SEND, ensuring early identification of need, appropriate adjustments, high-quality provision and ambitious outcomes.
- Ensure compliance with relevant statutory duties and DfE guidance, including EHCP processes, the SEND Code of Practice and responsibilities for pupils educated off-site.
- Oversee the effectiveness, safeguarding, curriculum entitlement and quality assurance of targeted and alternative provision, including placement decisions, monitoring and reintegration.
- Work with families, the local authority and specialist partners to secure effective support for pupils with complex needs and barriers to education.

Primary-informed Curriculum, Teaching And Assessment

- Design and lead a knowledge-rich Transition curriculum which builds explicitly on Key Stage 2 and secures progression towards Year 9 and Key Stage 4.
- Lead a consistent core teaching team model alongside specialist secondary teaching, maintaining ambitious subject content and curriculum breadth.
- Secure deliberate teaching and practice of reading, writing, oracy, mathematical fluency, vocabulary and essential disciplinary knowledge.
- Embed effective instruction, modelling, guided practice, retrieval, assessment, adaptive teaching and purposeful independent application.
- Use assessment of starting points and gaps to adapt classroom teaching and provide timely additional support without narrowing curriculum entitlement.

Whole-school Foundational Learning: Years 7–11

- Lead the school-wide strategy for identifying, teaching, assessing and securing foundational skills and prerequisite knowledge across Years 7–11.
- Work with the Deputy Headteacher, curriculum leaders and specialist colleagues to agree progression in literacy, oracy, mathematical fluency, vocabulary and essential subject knowledge.
- Lead professional learning and implementation support so all teachers can address gaps in prior learning through ambitious curriculum teaching.
- Evaluate implementation and impact through assessment, work scrutiny, lesson evidence and pupil outcomes, including readiness for GCSE study and future destinations.
- Respect the accountability of subject leaders for their subject curricula while

Leading People And Securing Accountability

- Directly line manage, coach, develop and appraise designated teachers, leaders and support professionals within The Shore.
- Establish clear roles, professional standards, delegated decisions, reporting and accountability for every aspect of pupil provision.
- Lead collaborative planning, professional learning, staff induction, deployment and succession planning; address underperformance promptly and fairly.
- Contribute to recruitment and resource planning within delegated authority, creating a culture of collective responsibility and high expectations.

Inclusion, Attendance, Behaviour And Safeguarding

- Ensure that every pupil is known well and receives inclusive, ambitious universal teaching and effective graduated support where required.



- Oversee phase attendance, punctuality, conduct, engagement, personal development and access to learning, working with relevant academy leaders.
- Ensure SEND provision and reasonable adjustments are implemented, monitored and reviewed with the SENDCO and specialist education team.
- Ensure safeguarding procedures are consistently implemented, concerns are recorded and escalated promptly to the DSL, and pupil welfare remains paramount
- Work effectively with families, feeder primary schools, external agencies and Trust colleagues to secure educational continuity and support.

Transition, Personal Development And Progression

- Lead purposeful Year transition partnership and transition work, using primary assessment and curriculum intelligence to inform provision.
- Provide a coherent two-year pupil journey with rich reading, enrichment, citizenship, communication and increasing independence.

Teaching And Professional Responsibilities

- Undertake an agreed teaching commitment, modelling strong primary-informed pedagogy and maintaining current professional expertise.
- Contribute as a senior leader to academy self-evaluation, school improvement, governance reporting and Trust collaboration.
- Exercise the professional judgement, operational capability and accountability associated with headship, within the academy scheme of delegation and under the direction of the Deputy Headteacher.

Safeguarding

All staff share responsibility for safeguarding and promoting the welfare of children and young people. The postholder must comply with Trust policies, statutory guidance and safer working practices, act promptly on concerns and maintain appropriate professional boundaries.

Person Specification

	Essential	Desirable
Qualifications and training 	• Qualified Teacher Status and evidence of continued professional development.	• NPQSL, NPQH or relevant postgraduate leadership qualification.
Experience 	• Substantial successful primary teaching and current or recent primary leadership experience. • Experience of leading a phase, school or significant school improvement priority with demonstrable impact on outcomes. • Experience of line managing teachers and other professionals, developing performance and leading change. • Experience of effective inclusive practice and working with families.	• Experience as a primary headteacher or deputy headteacher. • Experience of primary-secondary partnership and transition.
Knowledge 	• Deep understanding of the primary National Curriculum, especially upper Key Stage 2, and progression into Key Stage 3. • Strong knowledge of curriculum sequencing, foundational knowledge, literacy, oracy, mathematics and assessment. • Secure knowledge of evidence-informed teaching, explicit instruction, retrieval, adaptive teaching and responsive assessment. • Understanding of safeguarding, SEND, reasonable adjustments, attendance, behaviour and inclusion. • Understanding of the contribution of subject expertise to an ambitious secondary curriculum. • Expertise in early reading, phonics or literacy intervention.	• Experience of cross-phase curriculum design or a core-teacher model. • Knowledge of school information systems such as Arbor and CPOMS. • NPQSEND or similar postgraduate SEND qualification.

Person Specification

	Essential	Desirable
Skills 	• Ability to take delegated responsibility for the overall quality, safety, organisation, culture and outcomes of a substantial phase. • Strategic and operational leadership, sound professional judgement and effective prioritisation. • Ability to line manage, coach, appraise, challenge and hold staff accountable. • Ability to design, implement and evaluate an ambitious primary-informed curriculum and school improvement plan. • Ability to lead foundational learning strategy across Years 7–11 by influencing secondary curriculum and subject leaders. • Strong data analysis, communication, partnership and decision-making skills. • Ability to establish and sustain a positive culture of behaviour, consistently uphold high expectations, manage complex behavioural challenges and build effective, constructive partnerships with families to support pupils' engagement, wellbeing and achievement	• Experience of managing delegated resources and staffing deployment. • Experience of leading significant organisational transformation.
Personal Attributes 	• Credible, ambitious and resilient primary educational leader with the qualities and accountability expected of headship. • Unwavering commitment to achievement, belonging, inclusion and safeguarding. • Emotionally intelligent, reflective, collaborative and willing to challenge ineffective practice. • Able to balance high expectations, care, professional integrity and operational decisiveness.	• Experience of leading a new educational model or establishing a distinct phase identity.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and
- Attitudes to use of authority and maintaining discipline.

Welcome from the CEO



This is a high achieving Trust that is imaginative and creative in its approach to teaching and learning and is keen to look for continued sustained improvement.

Our vision ‘Achievement through Caring’ is central to all that we do at The Marches Academy Trust. Our schools are, innovative and striving to ensure that young people make the very most of their learning adventure and are equipped with the skills required to prosper in the modern world.

We are immensely proud of the Alliance of Leading Learning who provide a wide range of professional development opportunities across our Trust, nationally and internationally.

Sarah Finch

CEO
The Marches Academy Trust

Our family of schools currently includes:

- The Marches School and Sixth Form in Oswestry
- Sir John Talbot’s School and Sixth Form in Whitchurch
- Tilstock CE Primary School and Nursery in Whitchurch
- The Grove School and Sixth Form in Market Drayton
- Lower Heath CE Primary School and Nursery in Lower Heath
- Shrewsbury Academy in Shrewsbury
- Longlands Primary School and Nursery in Market Drayton
- Grange Primary School and Nursery in Shrewsbury
- Oakmeadow CE Primary School and Nursery in Shrewsbury
- Woodlands School in Wem
- Idsall School and Sixth Form in Shifnal
- Cockshutt CE Primary School and Nursery in Ellesmere
- Criftins CE Primary School and Nursery in Ellesmere
- Selattyn CE Primary School in Oswestry
- West Felton CE Primary School and Nursery in Oswestry
- Weston Lullingfields CE Primary School and Nursery nr Shrewsbury
- St Andrew’s CE Primary School and Nursery nr Shrewsbury
- Kinnerley CE Primary School and Nursery in Oswestry

Who we are



Welcome to the Marches Academy Trust!

We are a multi-academy sponsor based in Shropshire, currently comprising five secondary schools, five primary schools and one special school.

Across our Trust we have a wealth of experience to inspire and motivate children, young people and staff to be the very best they can.

Achievement Through Caring drives our Trust, and our values are shared throughout our family of schools; we work together on embedding them in everything we do.

Our Trust prides itself on delivering high quality education and connecting with our children and young people to inspire and enthuse them to learn, achieve and to be happy.





Check out our video:

https://youtu.be/Ej3JREWUyrA

Interested? Here's how to apply:

Complete the Online Application Form

The closing date for applications is:

9AM Monday 7th December 2026

Interviews will be held:
Friday 11th December 2026

The Trust is committed to safeguarding and promoting the welfare of the children in our care and expect all staff to share this commitment.

A core belief in staff wellbeing and work life balance evidenced in policy and practice

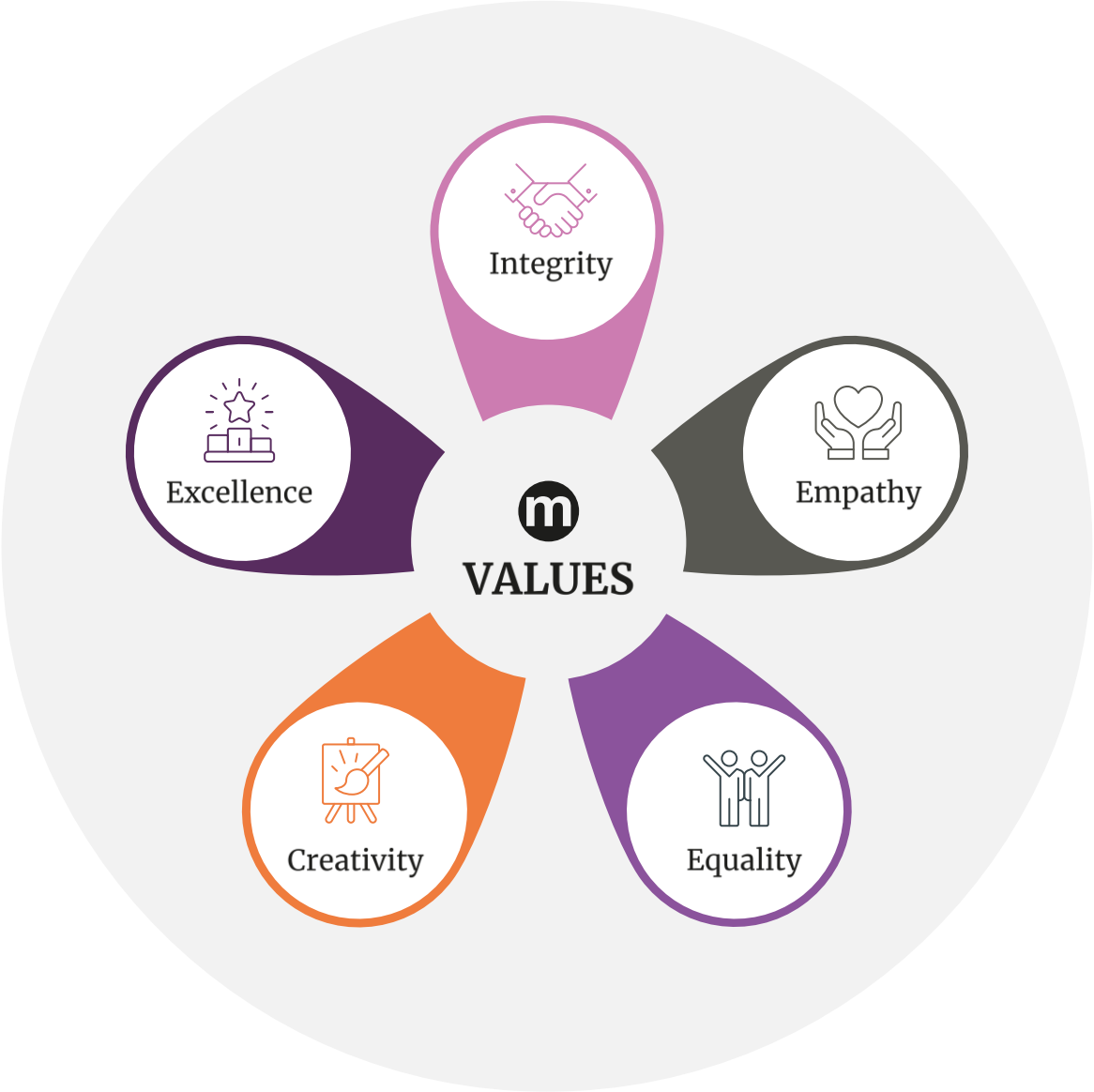
Our Trust Vision Statement and Values

Our Vision

Achievement through caring

Mission Statement

As a Trust, it's our mission to empower everyone in our Trust and our communities to live and breathe our values and Achievement Through Caring, to reach their full potential.



Our investment in you

Talent Spotting our Future Leaders

Our Talent Pathway supports the professional development of staff within the trust. We identify leadership talent and leadership needs for future succession planning – ensuring relevant and practical leadership development opportunities for staff.

Our talent management programme and our Career Development Pathways provide a framework for the discussion of your leadership journey and the professional learning you can access along the way.

Talent Contract

The Talent contract is a promise; a covenant between yourself and the trust that the Trust will do it's very best to support and develop you professionally. The Contract describes a variety of Professional development opportunities and encourages you to identify and pursue your training needs.

We believe successful creative lifelong learners participate in a journey of self-discovery. They know how to learn, acquire skills and feel safe to take risks with confidence and courage.



Our investment in you

We really care about employee wellbeing and our commitment is set out in our Wellbeing Policy and Charter. This commitment is underpinned by our four pillars of wellbeing;

Emotional

Some examples include a robust induction programme, Trust newsletter, professional performance reviews(appraisal) and line manager check-in meeting. We have clear policies and procedures relating to all aspects of your employment and we carry out an annual well-being survey to gauge the health of our staff.

Physical

We are blessed that our schools are located in beautiful Shropshire market towns and /or rural locations. We can offer discounted local gyms and onsite facilities in our secondary schools.

Financial

We offer membership to two great pension schemes; Local government pension scheme and Teachers' pension scheme. Our terms and conditions are aligned to Burgundy Book & School Teachers Pay & Conditions Document (teachers) and NJC Green Book (associate staff). We also recognise continuous service for sickness, maternity and annual leave entitlements for those transferring under the Redundancy payments (local government) Modification Order (RPMO).

Social

Encouragement of great working relationships and sense of belonging through team building events, PD days, end of term events and Trust Awards evening.

Generous non-contact time for staff

Wellbeing Offer

We are delighted that our wellbeing offer includes access to a free confidential medical and wellbeing service with School's Advisory Service (SAS) for all staff. Services available include counselling, bereavement counselling, physiotherapy, menopause support and stress awareness sessions. We encourage staff to utilize SAS in seeking out preventative and early intervention by making support easily accessible for all!



ALL
Alliance of Leading Learning

We are a school led inclusive partnership representing all phases and school contexts nationally and internationally. Our core team at The Marches Academy Trust have trained over 400 ITT and over 150 School Direct students; we have also led the professional learning of over 5,000 educational leaders and governors.

We deliver the DfE National Professional Qualifications, and we actively encourage our staff to complete an NPQ programme at their earliest opportunity.

We also talent spot, from within our Trust team, colleagues who want to share their expertise and enhance their experiences by becoming an Improvement Consultant.

Supporting schools, departments and individuals across the Trust and also external schools.

Embracing all our work is the unique Professional Learning Conference we host each year which continues to inspire school colleagues nationally.

In joining The Marches Academy Trust you have direct access to an outward facing large group of outstanding schools across the West Midlands and beyond.

Quite simply we want to ensure the right expertise exists to enhance a self-improving system and impact learners, leaders and schools to drive continuous improvement.

You will be part of this success story as a member of our team; and on starting your new post you will also be starting your learning journey - with all the benefits of being part of a large and successful Trust with exemplary partnerships nationally and internationally.



We hold true to delivering current, inspirational training that has real impact back in the workplace. Most importantly our participants confirm in countless testimonials that we invest in their leadership journey.

Cavelle Priestley-Bird, Executive Director of People and Development)

Bits you need to know

The Marches Academy Trust values each person equally. We are committed to building a diverse team and embedding a welcoming, inclusive culture that encourages diversity and authenticity. We believe this will encourage creative ways of thinking – ensuring we collaborate more effectively and achieve better outcomes. We welcome applicants from all qualified candidates who share this commitment.

Everyone within our Academy Trust shares the objective to help keep children and young people safe by contributing to:

Providing a safe environment for children and young people to learn in an education setting and identifying those who are suffering or likely to suffer significant harm, taking appropriate action with the aim of ensuring they are kept safe both at home and within the education setting and we expect all staff to share this commitment. Shortlisted applicants will be asked to declare any criminal convictions and will be subject to online checks. The successful applicant will be subject to an enhanced DBS check.

“This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced Disclosure from the Criminal Records Bureau before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post.”



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