



Head of School, Inspire Academy

Application Pack

Welcome to Rivermead Inclusive Trust

In 2015, Rivermead Community School embarked on a journey to create a Multi Academy Trust (MAT), known as the Rivermead Inclusive Trust.

The idea behind forming a MAT was to allow us to build on our existing partnerships, work collaboratively and support like-minded schools to improve achievement, efficiency and the overall well being of our learners, staff and wider communities. Since then, the Trust has grown to include six schools that share the same vision, values and ethos. The Trust is proud to have Walderslade Primary School, Hoo St. Werburgh Primary School and The Marlborough, The Academy of Woodlands, Luton Primary School and Inspire Academy under its umbrella, alongside Rivermead Secondary Special School.

Academy trusts are charitable companies and have to comply with both charity law requirements and company law requirements.

Our Board of Directors has a strong sense of moral purpose and commitment in the pursuit of excellence.



Head of School, Inspire Academy

Salary: Leadership / Highly competitive TBC at Interview depending on experience

Due to the retirement of the current Headteacher, an exciting opportunity has arisen for a talented, experienced, and creative leader to work as Head of School at Inspire Academy.

Head of School

The CEO and the Executive Head of Secondary and Specials of Rivermead Inclusive Trust and the Local Advisory Board, staff and learners of Inspire Academy are looking for an inspirational, visionary leader who is passionate about enabling young people to become the best that they can be.

The successful applicant will have the skills, enthusiasm, and energy to continue to move the school forward. They will need to understand the diverse needs of the learners in the school and be able to ensure that each learner's needs are met in a way that enables all to achieve their potential both academically and socially. They will need to work under the guidance of the Executive Headteacher for Secondary and Special.

Inspire Academy is a special school based in Chatham and every pupil that attends has an EHCP (Educational, Health and Care Plan), with SEMH (Social, Emotional and Mental Health) as their primary need. All pupils are treated as individuals, which means staff work hard to deliver a curriculum that will suit each need, helping them to progress, not only academically, but socially and emotionally on their journey through school.

Inspire Academy continues to be a 'Good School', in which *'Leaders at all levels have thought carefully about exactly what pupils need to learn in order to be ready academically, but also socially and emotionally, for their next steps.'* (Ofsted 2023).

A committed teaching staff with a range of specialisms deliver a rich and challenging curriculum differentiated to meet the needs of each learner. Learners are encouraged to achieve their full potential academically and all achieve success in GCSE and other public examinations in Year 11.

With a strong emphasis on personal growth developing independence is promoted throughout the school both in the curriculum and through the wide variety of enrichment and extra-curricular opportunities on offer.



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We welcome and encourage applicants to visit the school. To arrange a visit please contact: Karen Watkin, HR Manager (Tel: 01634 961080 email: kwatkin@r-i-t.org)

If you would like to also arrange an informal discussion with either the CEO or Executive Headteacher you can do so via Karen Watkin.

Closing Date: 13th February 2026 noon

Interviews: 23rd and 24th February 2026

Rivermead Inclusive Trust is committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. All post-holders are subject to an enhanced DSB check.

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Job Description

Reporting to: Executive Headteacher for Secondary and Special

Main Purpose: To provide professional leadership for the school which secures its success and improvement, ensuring high quality education for all its pupils and good standards of learning and achievement, underpinned by holistic, therapeutic care.

Main Tasks

1. Strategic direction and development of the school

- 1.1 Provide inspiring and purposeful leadership for the staff and pupils.
- 1.2 To work in partnership with the Local Advisory Board, staff and parents generating the ethos and values which will underpin the school. To ensure that inclusion is at the heart of decision making by working in collaboration with the Head of Inclusion for the Trust.
- 1.3 To continue to implement a Development Plan which will secure continuous school improvement.
- 1.4 To monitor and evaluate the performance of the school and respond and report to the Local Advisory Board as required.
- 1.5 To ensure that management, finances, organisation and administration of the school supports its vision and aims.
- 1.6 To ensure that school policies and practices take account of national, local and school requirements.
- 1.7 To monitor, evaluate and review the impact of policies, priorities and targets of the school in practice, and take action if necessary.
- 1.8 To ensure that all those involved in the school are committed to its aims, motivated to achieve them, and involved in meeting long, medium and short-term objectives and targets which secure the educational success of the school.
- 1.9 To work alongside the Trust Executive team to ensure the values of the school and Trust are driven forward.

2. Teaching and learning

- 2.1 Continue to maintain an environment that promotes and secures good teaching, effective learning, high standards of achievement and good behaviour.

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- 2.2 Determine, organise, implement and monitor the curriculum and its assessment and ensure that statutory requirements are met.
- 2.3 Ensure that pupils develop study skills in order to learn more effectively and with increasing independence.
- 2.4 Determine, organise and implement a policy for the personal, social and moral development of pupils.
- 2.5 Monitor and evaluate the quality of teaching and learning and standards of achievement of all pupils in the school through appropriate methods.
- 2.6 Determine and implement policies which promote:
 - a) Positive strategies for developing good race relations and dealing with racial incidents.
 - b) Equality of access.
- 2.7 Determine and implement positive strategies and programmes which ensure good pupil behaviour and discipline and give support and clear guidance on exclusions.
- 2.8 Develop and maintain effective links with the community including business and industry, to extend the curriculum and enhance teaching and learning.
- 2.9 Continue to maintain an effective partnership with parents and the wider community to support and improve pupils' achievement and personal development.
- 2.10 Promote extra-curricular activities in accordance with the educational aims of the school.

3. Leading and managing staff

- 3.1 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 conditions of employment.
- 3.2 Implement and sustain effective systems for the management of staff performance, incorporating performance management and target setting.
- 3.3 Promote and monitor the continuing professional development of staff, including the induction of newly qualified teachers.
- 3.4 Ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service of teachers, including those of Headteacher.
- 3.5 Participate in the arrangements made in accordance with the regulations for performance management, to participate in the identification of areas in which the Headteacher would benefit from further training and undergoing such training.
- 3.6 Ensure that a deputy Headteacher and Senior Leaders, assumes responsibility for the discharge of the Headteacher's function at any time when absent from school.
- 3.7 Continue the development of good working relationships with governors, staff, pupils, parents/carers and the community and Trust Personnel.
- 3.8 Work in collaboration at all times within the Executive Team

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4. Efficient and effective deployment of staff and resources

- 4.1 Work with governors and senior colleagues to recruit and retain staff of the highest quality.
- 4.2 Make arrangements for the security and effective supervision of the school buildings, their contents and the grounds.
- 4.3 Set appropriate priorities for expenditure, allocation of funds and effective administration and control.
- 4.4 Manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum, community use and health and safety regulations.
- 4.5 Work with colleagues to deploy and develop all staff effectively in order to maintain and improve the quality of education provided.
- 4.6 Manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

5. Accountability

- 5.1 Continue to develop an organisation in which all the staff recognise that they are accountable for the success of the school.
- 5.2 Present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including governors, CEO, Executive Team, the local community, OFSTED and others to enable them to play their part effectively.
- 5.3 Ensure that parents/carers and pupils are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and achieving the school's targets for improvement.
- 5.4 Provide information, objective advice and support to the Local Advisory Board 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.
- 5.5 Carry out any such duties as may be reasonably required by the Executive Headteacher for Secondary and Special.

6. Safeguarding Children & Safer Recruitment

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Keeping Children Safe in Education 2023 document and expects all staff and volunteers to share this commitment.

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Actions

The Head of School should ensure that:

- The policies and procedures adopted by the Local Advisory Board are fully implemented and followed by all staff and in line with Trust Policy.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

‘This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future’. The appointment is subject to the current conditions of employment in the School Teachers’ Pay and Conditions as they relate to Headteachers’.

Our Vision and Values

Inspiring the journey for independence together

C A N B E

Collaborate

Aspire

Nurture

Belong

Excel

Vision

Inclusivity, collaboration, and academic excellence are central to our practice; ensuring that children and young people within the Rivermead Inclusive Trust family are provided with exceptional learning experiences, transforming the lives of all within our unique school communities.

We all have the shared belief that the development of each child, young person and staff member must be at the heart of everything we do.

Values

Our work is underpinned by the following values:

Professional honesty and inclusion are at the heart of all we do. The Rivermead Inclusive Trust knows the schools and provisions exceptionally well, because of the strong collaboration between staff at all levels including school leaders and the Trust team. With transparency, credible challenge, and effective support, we move forwards together to excel in our vision and the best outcomes for our children, young people, staff, and families/carers. The Trust are committed to improving the local offer for all pupils within our communities; through excellent collaboration with local schools, skilled professionals, parent groups and businesses, our bespoke expertise is shared allowing more local children and young people, to benefit from these skills and resources.

The Trust aspires to ensure children and young people are well equipped academically, socially, and emotionally for the next stages of their educational journey. Fostering excellent relationships at all levels and having access to many trusted and highly skilled adults, the Trust aspires to ensure our children and young people thrive in a safe and supportive learning environment. We want our pupils to participate and achieve high standards of cultural capital, enhanced with our 'Learning Passports', regardless of potential barriers to learning. We are committed to supporting our community through charity work, with our children and young people contributing as active global citizens to their local area. The Trust aims to be a beacon of SEND support within the local and wider area, so that we are the first choice for SEND training and outreach services.

Our Vision and Values



We aspire to grow our Trust in a well-considered and sustainable way to ensure financial security for all Trust schools and create more opportunity for collaboration.

As well as an enriched academic offer, our schools promote a culture in which children and young people are nurtured to enable them to flourish. We support pupils holistically, with Trust access to our own dedicated team of therapists, allowing for more children and young people in the Trust schools to excel. The Trust are dedicated to nurturing the staff through our well-being packages, career development support and access to a skilled HR network.

We value our pupils equally, whatever the difference in their abilities or behaviours and believe that everyone is a respected member of our Trust family. The Rivermead Inclusive Trust ensures that everyone has a strong voice within our community, which is celebrated so that everyone feels a clear sense of having their voice heard and feeling of belonging. We are passionate in ensuring equity for all through our excellent work around diversity and inclusion. We are committed to building positive relationships with all families/ carers, so that they can play an active part in school life. We strive to ensure that as a responsible and people centred employer, staff feel respected and valued and as a result they choose to remain and grow within the Trust family.

The Trust is an organisation which is driven by the belief that all children and young people deserve the highest standard of education and should excel academically due to the pertinent and relevant bespoke curriculum and the high-quality teaching and support on offer. It is essential for us that all pupils excel in their studies and for those who have the capacity to achieve or perform at an exceptional level, they are encouraged and supported to do so. We are strong advocates for all children and champion every individual to excel so that individual strengths and talents are recognised.

The board of Trustees holds the Chief Executive Officer to account for the operationalisation of these values through the objectives set on the Trust Strategic Plan. All schools within the Trust also mirror these values and principles and align their School Development Plan objectives accordingly.

It is everyone's responsibility to ensure that every child and young person within the Rivermead Inclusive Trust CAN BE their best.



Building Resilience, Inspiring Success



At Inspire Academy we nurture interests, develop lifelong learners and create adaptable and resilient young adults who will be able to engage positively in the workplace and wider society.

Everything we do is driven by our ethos and values. In summary, our mission is to support our learners to succeed on our journey together on the road to success.

We nurture a positive and supportive environment where every learner and member of our team feels included. Inclusion is at the heart of everything we do, and this can be seen through our broad and balanced curriculum.

We set high standards at Inspire Academy but we treat our students as individuals and do what is best for each and every one of them.

Often our young people are hostile and volatile young people; often they have been let down or 'sidestepped' by the education, health and social care system. Our students are unique and exceptional young people who can be fragile and need constant and consistent support. The school aims to support not just academic but social, emotional and life skills helping them to plan for and work towards a future that includes a plan for continual learning and development. Our curriculum and enrichment supports these aims and equips our young people to communicate with respect and skill. We expect the young people, the parents and carers and all other professionals to work together to help the young person to achieve and develop their interests and to build confidence and expectation of themselves and of their peers.

The staff model and demonstrate acceptance and celebrate difference and achievement. By absorbing the good practice around them, our students develop the academic and personal skills, and confidence, that will enable them to become responsible adults who have jobs and fulfilling relationships. This may happen quickly or, for some, over a longer period of time, but all of our young people will receive support and advice to build the resilience and strategies required to succeed.

Educationalists call this school a challenging environment – it is. We challenge students, Parents and Carers to support their young persons' growth; we challenge local authority to see beyond the initial chaos and smoke screen created by the young people in their attempt to prove that yet another school will "not keep them" and support us to break the cycle. We are confident that by the time our students reach their final year with us, they will have a growing confidence. We are confident that our young people will achieve the academic and social skills that in turn will support choice and opportunity for these remarkable young people. We aim to support the young people to choose a positive future. In their journey through the school, they will demonstrate growing confidence and will be able to look you in the eye and talk to you. The young person will not be offending and they will be attending sixth form, college or accessing an apprenticeship.



Our Vision

Our vision is to be a leading SEMH provision that transforms lives by creating a safe, inclusive, and aspirational environment where every young person can thrive emotionally, socially, and academically.

We are committed to empowering students to overcome barriers, build resilience, and develop the skills and confidence needed for lifelong success. We strive to ensure every learner feels valued and understood through personalised support and high-quality teaching, while prioritising mental health and emotional well-being with access to therapeutic interventions and a nurturing environment.

Positive relationships form the foundation of our approach, fostering trust, respect, and collaboration between students, staff, families, and the wider community. Our goal is to prepare students for life beyond school by equipping them with academic knowledge, practical skills, and emotional intelligence to succeed in further education, employment, and society.

Through innovation and continuous improvement, we remain responsive to the evolving needs of our students and community, ensuring that our provision consistently delivers excellence and opportunity for all.





Building Resilience, Inspiring Success



Our Vision for Inclusion

Our vision for inclusion is to create a learning community where every young person feels a genuine sense of belonging, regardless of their social, emotional, or mental health needs. Inclusion is not simply about access—it is about equity, respect, and opportunity.

We are committed to removing barriers to learning and participation, ensuring that every student can engage fully in school life and achieve their potential.

We aim to foster a culture where diversity is celebrated and differences are understood as strengths. Through personalised learning plans, therapeutic interventions, and high-quality teaching, we provide tailored support that meets individual needs while maintaining high expectations for all.

Our inclusive practice prioritises emotional well-being, positive relationships, and collaborative partnerships with families and external professionals, creating a holistic network of care around each student.

This vision aligns with national expectations for high-quality provision, ensuring that our approach reflects best practice and meets the standards required for effective education and safeguarding.

Inclusion within our SEMH provision means preparing students for life beyond school by equipping them with academic knowledge, practical skills, and emotional resilience needed to thrive in wider society.

We strive to ensure that every student feels valued, respected, and empowered to make positive choices, contributing to a community built on trust, empathy, and shared responsibility.



Building Resilience, Inspiring Success



Our Mission

Our mission at Inspire Academy is to create a safe, inclusive, and aspirational learning environment where every young person with social, emotional, and mental health needs is valued, understood, and supported to achieve their full potential. We are committed to delivering high-quality education alongside therapeutic and pastoral care, ensuring that students develop the resilience, confidence, and skills needed for lifelong success.

We strive to:

- Provide personalised learning pathways that meet individual needs and celebrate progress.
- Foster emotional well-being through a nurturing approach that prioritises mental health and positive relationships.
- Promote respect and responsibility, encouraging students to make positive choices and contribute to their community.
- Work collaboratively with families, professionals, and the wider community to ensure holistic support.
- Prepare students for the future, equipping them with academic knowledge, practical skills, and emotional intelligence to thrive beyond school.

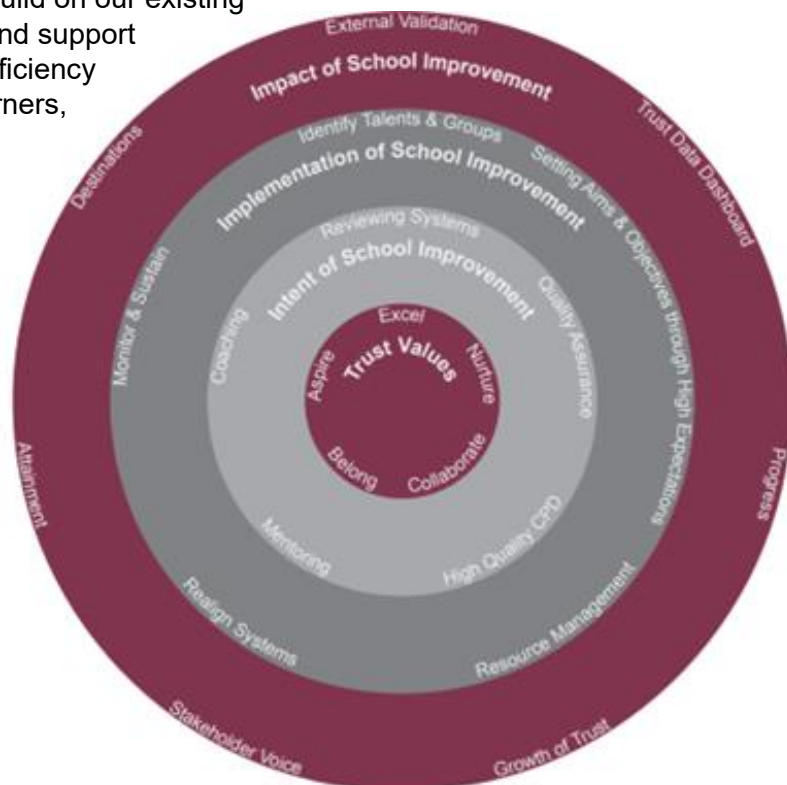


Our School Improvement Cycle

The Rivermead Inclusive Trust is a progressive multi academy Trust which allows us to build on our existing partnerships, work collaboratively and support schools to improve achievement, efficiency and the overall wellbeing of our learners, staff and wider communities.

The Trust is committed to the highest standards of curriculum, teaching and learning, securing the very best outcomes for all the pupils in every one of our schools.

The focus on high quality Teaching and Learning, which we provide within our schools, is mirrored in the support and opportunities we provide our staff. Our focus on providing both high quality learning and professional development is uncompromising.



The schools within the Trust are expected to engage in accurate self-evaluation of their own performance and provision and take rapid and decisive action to improve areas of development.

The School Improvement Framework is concerned with the implementation of systems to bring about focused support and improvement in individual schools where underperformance has been identified. It explains the role of The Rivermead Inclusive Trust and how we will work with schools to secure these improvements.

This is a framework that works towards *proportional focused support* for individual schools, always accepting the 'expectation' of early action if there are concerns about performance against any of the Trust's Key performance indicators.



Schools/Provisions in the Rivermead Inclusive Trust family



WALDESLADE PRIMARY SCHOOL
DREAM ACHIEVE RESPECT EXCEL



The Academy
of Woodlands



Hoo St Werburgh
Primary School



The
Marlborough



Inspire
Academy

Building Resilience, Inspiring Success



