



LEIGH
Academies Trust

Job Pack

Principal
Leigh Academy Molehill

Introduction

Thank you for your interest in joining Leigh Academies Trust. This job pack is designed to give you a deeper understanding of who we are, what we stand for, and what you can expect as a valued member of our team.

Inside, you'll find key details about our Trust, the academy where the role is based, and the position itself. We've also included insights into our culture, values, and the many benefits of working with us. Whether you're an experienced educator or just beginning your journey in education, we hope this pack helps you see how your goals align with ours.

We're excited to learn more about you and we hope this pack helps you decide if this is the right opportunity for your next career step.

For further information and support on our hiring processes, please view our [Careers Page](#).

Any questions? Contact us on:
joinus@latrust.org.uk | 01634 412 263



Welcome from our CEO



Leigh Academies Trust (LAT) is one of the largest and most successful school groups in England. Starting in 2008 in Dartford, the Trust is now responsible for 33 academies of all types, educating over 24,000 pupils, employing almost 4,000 talented staff and with access to an annual income of over £250m. Our Ofsted track record is impressive. Currently, 56% of our academies are considered to be “Outstanding” whilst inspected as part of the Trust.

LAT has remained local with all of its academies located in the South East (Kent, Medway, Bexley and Greenwich), within a one hour drive across the South Thames Corridor. This helps us to share resources and expertise much more easily and offer abundant training and progression opportunities to staff. We invest heavily in our workforce and enjoy strong retention across all job roles. The Trust has embedded various advantages which mean that LAT is an excellent place to develop a career in education. This includes being a highly inclusive employer which celebrates the diversity of its workforce.

Our scale and experience means we have been able to develop several well-chosen approaches to running schools which we know work well. These include:

- A small school approach to education where larger academies are organised into colleges. This ensures high quality pastoral care for pupils.
- A world class digital strategy where all staff and pupils have their own device making teaching, learning and operations efficient and highly impactful.
- Disruption free learning and a “warm strict” approach to behaviour management so that teachers can teach and pupils can learn.
- An all-through International Baccalaureate curriculum equivalent in quality to some of the best fee-paying schools and grammar schools in the UK and further afield.

In addition, The Leigh Institute - which is part of LAT - is responsible for Kent and Medway Training, one of the region’s biggest initial teacher training organisations, a large teaching school hub called Thames Gateway and an accredited apprenticeship provider. This powerful organisation trains, develops and supports 1,000s of teachers, support staff and leadership teams across the region each year. Our future plans are found in our [Vision 2030](#), available on our website.

Simon Beamish, BA (Hons) MSc PGCE NPQH NLE
CHIEF EXECUTIVE



About Leigh Academy Molehill



Leigh Academy Molehill is an **Ofsted-rated 'Outstanding'** primary academy where a culture of high expectations enables both pupils and staff to thrive. We are an academy driven by a strong moral purpose: to do whatever it takes to create better life opportunities for children who deserve the very best. Our mission is to provide every pupil with the knowledge, skills, and self-belief to be successful, not just in their learning, but throughout their lives.

The atmosphere at Molehill is warm and vibrant, built upon highly positive relationships between staff and children. With the expert guidance of our leadership team, we maintain calm, purposeful, and well-organised classrooms where children are encouraged to enjoy their learning challenges.

An IB World School Curriculum

Our curriculum is built around the International Baccalaureate (IB) Primary Years Programme. By encouraging a lively, enquiring mindset, we ensure our students develop the intellectual, physical, and creative skills required for the 21st century.

Why Join Leigh Academy Molehill?

- **An Outstanding Environment:** You will be joining a school officially recognised by Ofsted as 'Outstanding' in all areas, providing a stable and high-performing environment for your next career move.
- **Inquiry-Led Pedagogy:** As an IB World School, we offer a sophisticated curriculum framework (PYP) that moves beyond traditional rote learning, allowing staff to be creative and innovative in their teaching.
- **A Culture of Growth:** We believe that for pupils to thrive, staff must also thrive. We provide a culture of high expectations paired with a relentless focus on professional development.
- **Unique Outdoor Facilities:** Our academy is set on beautiful, expansive grounds specifically developed to facilitate outdoor learning and specialised curriculum studies.
- **Strong Community Identity:** You will be part of a school with a deep-rooted history, enjoying strong partnerships with local parents, community groups, and the wider Leigh Academies Trust.

Following the promotion of the existing postholder, we are currently seeking an exceptional leader with the vision and expertise to serve as our next Principal. This is a significant opportunity to lead a high-performing academy that is deeply rooted in its community. We are looking for a professional who can build upon our established success and lead a dedicated team to ensure that Molehill continues to provide an unparalleled educational experience.



Application Process

Naturally, we are seeking to appoint the best possible candidate and therefore the application process will reflect our desire to undertake all necessary measures to achieve this.

On the basis that interested candidates may be keen to visit the academy before making a formal application, you can arrange this by contacting **Molly Allen** via email: molly.allen@latrust.org.uk. Visits will be hosted by **Debbie Biggenden, Academies Director**, or a member of the senior leadership team. Please ensure you offer **Molly** a range of dates when you are available in your initial email to ensure we can coordinate a visit that works for both you and the academy.

Candidates wishing to have an initial conversation with our Trust Academies Director, Debbie Biggenden, about this role can also arrange for a telephone call. Those wishing to do so should also contact **Molly Allen** via email molly.allen@latrust.org.uk in the first instance.

To submit an application in full, please do so online via the following link:

[Principal | Leigh Academy Molehill](#)

If you have any queries on any aspect of the application process or need additional information, please contact **Amy Wenban (Recruitment Advisor)** on **01634 412 245** or amy.wenban@latrust.org.uk.

Closing date for applications	Wednesday 4th March 2026 (9am)
Shortlisting date	Wednesday 4th March 2026 (pm)
Interviews and assessment activities	Wednesday 11th March 2026
Start date	September 2026

The academy is committed to safeguarding children and successful candidates will be subject to an Enhanced DBS check. Our commitment to safeguarding is underpinned by robust processes and checks which are in place across the Trust.



Our Benefits

At Leigh Academies Trust, we believe that our people are our greatest asset. That's why we offer a comprehensive and competitive benefits package designed to support your wellbeing, reward your contribution, and help you thrive both professionally and personally.

From continuous professional development and career progression opportunities to flexible working arrangements, health and wellbeing support, and exclusive staff discounts - you'll find that working with us is about more than just a job.

Explore our full range of benefits here: latcareers.org.uk/benefits

Our Mission: *Education for a better world*

At Leigh Academies Trust, our vision is to transform lives through education. We strive to ensure that every young person - regardless of background - has access to an outstanding education and the opportunity to thrive in an ever-changing world.

We are guided by four core values that shape everything we do:

- **We care** – about our pupils and their families through our human scale approach to education, our staff and their well-being and the world around us, driven by our high ideals and strong moral values.
- **We have boundless ambition** – to achieve excellence for all and create confident young adults with high levels of resilience and integrity.
- **We work together** – as one team because we are greater than the sum of our parts. We foster an enterprising culture through global collaboration with partners in business and education.
- **We keep getting better** – using our 'can-do' attitude and research informed approach to continuous improvement and innovation.

This shared vision unites our academies and teams, creating a strong, collaborative environment where staff and students can flourish.



Job Description



Job Title: Principal

Reports to: Academies Director

Location: Leigh Academy Molehill

Salary: Highly competitive, plus performance bonus and private healthcare

Start: September 2026

Leigh Academies Trust is a highly successful multi-academy trust. Our model of education enables students to reach their full potential, transforming their lives and ultimately the communities in which they live.

Main purpose of role:

The Principal is expected to provide the leadership and management necessary to secure high quality teaching and learning and to raise standards of achievement and behaviour across the school.

Expected Performance

Effective leadership where:

- a positive ethos reflects high achievement, effective teaching and learning and good relationships with students, parents, partners and the local community;
- staff, governors, sponsors, students and parents respect the academy leadership;
- staff and governors recognise their responsibility for contributing fully to the successful implementation of school policies and practices;
- the life of the academy and the curriculum effectively promote students' spiritual, moral, social and cultural development and prepare them for adult life in a modern digital world;
- expectations and support are high for all vulnerable groups;
- the welfare of students is safeguarded at all times;
- there is a clear Academy Performance Agreement in place and reviewed regularly to ensure continuing progress toward planned outcomes;
- efficient and effective use is made of staff, accommodation and resources;
- good value for money is provided and finances are well managed;
- Principals will take on the role of Information Asset Owners (IAOs) in their respective academy/academies. [Click here to view the addendum.](#)

Students who:

- make progress in relation to their prior attainment to expected or better than expected levels of progress;
- achieve outcomes that reflect their full potential across all subject areas in a consistent manner;
- make the most of academy extra-curricular activities and specialisms;
- are well prepared for assessments and necessary examinations;



- are enthusiastic about the subjects they study and highly motivated to learn more;
- take responsibility for themselves, their learning and the academy environment;
- contribute to maintaining a purposeful working environment through their attitudes and behaviour.

Teachers who:

- have a secure knowledge and understanding of their subjects and the overall learning process;
- set high expectations for all students and for themselves;
- plan lessons and learning that address the needs of all students within the class;
- employ the most effective approaches for every group of students;
- pace lessons appropriately, using time and resources effectively;
- regularly mark and assess students' work;
- reinforce and extend students' learning through
- setting consistent and challenging personal study tasks;
- understand the importance of a regime of rules and discipline;
- are systematically monitored, evaluated and supported in their work.

Staff in general who:

- enjoy coming to work;
- are inspired and motivated to reach their full potential for the benefit of the academy regardless of their role;
- are fully engaged with the direction and activities of the Academy, willing to go the extra mile whenever necessary;
- are resilient to the everyday challenges of academy life and are supportive towards each other at all times;
- have their performance assessed regularly via a variety of methods and obtain constructive feedback on areas to improve as well as praise for achievements;
- communicate openly and clearly at all times;
- are supported in their career development and encouraged to progress.

Parents who:

- understand how an effective partnership with the academy contributes to their child's learning and happiness;
- endorse and assist the objectives of the academy and cluster as a whole;
- are kept fully informed about their child's achievements and progress and other developments across the school;
- know how they can support and assist their child's progress.

Governors who:

- give generously of their time, experience, ideas and contacts to assist leaders;
- hold academy leaders to account for quality of education, standards and finance;



- understand that their role is not to become involved in management;
- fulfil their statutory responsibilities.

Safeguarding of students and Duty of Care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education document \(Department of Education\)](#).

Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Academies Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.



Person Specification



As a Trust we seek to recruit talented individuals who can not only help to build the success of our academies but also people who are engaging and passionate about everything they do.

For the role of Principal, we would expect candidates to demonstrate:

- understanding of and passion for providing educational excellence for primary students
- relevant experience as a Principal or Deputy
- passion for continuous personal and social improvement by self and others
- professional integrity and respect for the opinions and circumstances of others
- personal impact and presence with all stakeholders
- leadership ability to inspire and motivate staff and students
- excellent interpersonal and communication skills
- passion for raising primary achievement and solid understanding of what constitutes an outstanding school
- significant leadership and management experience in a similar role
- knowledge of and/or support for International Baccalaureate curriculum programmes
- capacity to reimagine and initiate new solutions to fast changing and complex challenges facing our sector, and to be comfortable with ambiguity and uncertainty
- creative and innovative skills in finding new solutions
- strong relationships with governors, sponsors, parents and other stakeholders
- experience of engaging the community to value and support the academy
- willingness to share knowledge and work collaboratively with other academies
- abundant enthusiasm and energy
- ability to think reflectively and adapt well to change
- resilience and the ability to remain calm and consistent under pressure
- reliability and ability to meet deadlines
- sense of humour
- effective organisational skills
- excellent ICT skills



Your Application

We recommend taking the time to review the job description and person specification in order to also tailor your application to show how your skills and experience align with the role.

You'll need to have the following ready when applying:

- Personal details/contact information
- An up-to-date CV and/or personal statement
- Employment and education history
- Contact details for a minimum of 2 references

Join our Talent Network

If this is not quite the right opportunity for you, but you would like to stay in touch, you can join one of our Talent Networks today by [clicking here](#).

A member of the Recruitment Team will be in touch to help find the right role for you!

