

The Golden Thread Alliance  
**Headteacher**  
**The Riverview Academy**  
**Recruitment Pack**



# Why Work for The Golden Thread Alliance

The Golden Thread Alliance is a Multi Academy Trust comprising nine inspiring primary schools across North West Kent, each with its own unique character, history and demographics.

Formed in January 2023 following the merger of Galaxy Trust in Dartford and Pathway Trust in Gravesham, The Golden Thread Alliance is a place where ambitions are respected and supported, and where colleagues can find their strengths and fully grow into their roles as inspiring educational leaders.

You'll be joining a team of over 750 colleagues dedicating their every day to the education, safety, and personal growth of nearly 5000 children. Our primary goal has always been to bring communities together by following the same uplifting values and vision, no matter how different the backgrounds of our schools and pupils may be.

It's our diversity that makes us strong. It drives us to celebrate our differences rather than downplaying them, and to support our colleagues and pupils in the most suitable way for their needs and aspirations.

This commitment is evident in our colleague benefit offer, pledges, vision, and values.



# Our Vision & Values

We are, above all else, a value-led Trust. Following the thread that connects our schools, staff, families and pupils, we aspire to achieve more and be the best we can be, caring for each other and supporting each other's unique goals every step of the way.

Our staff and students follow 'Our Golden Thread', a Trust-wide set of values delivered through a poem which we all learn to recite and apply to our everyday work.

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*"Here we are all different in how we talk learn and play,  
But we have our seven values and we live them every day.  
We're **respectful** and **ambitious**, we're **responsible** and **kind**,  
We believe in **courage** and **equality**, so no one's left behind.  
We have **integrity**, so we're honest (we do just what we said).  
We look after each other, and that's our Golden Thread!"*



# Our Vision & Values



## Respect

We respect everyone, no matter who they are or where they come from.



## Equality

We support everyone to succeed, however that looks for them.



## Responsibility

We share credit when things go well and take ownership when times are tough.



## Courage

We keep trying, even when things are hard.



## Ambition

We set high expectations and work hard to meet them.



## Kindness

We look after those around us.



## Integrity

We are always honest with others and ourselves.

Our governing belief is that we are as united as we are different.

We duly recognise and celebrate our differences together, so we can provide personalised support when needed.

This ensures that every single one of our children can fulfil their potential for greatness and grow into a compassionate and responsible adult. We are also committed to developing the skills and experience of our incredible staff through ongoing CPD provisions, wellbeing support, and personalised career support.

# Role Overview

The Golden Thread Alliance is looking for an inspirational, experienced Headteacher or Deputy Headteacher who has a proven track record in successfully leading all phases within the Primary sector. This enthusiastic and knowledgeable candidate will lead The Riverview Academy following the recent amalgamation of Riverview Infant School and Riverview Junior School.

The new Headteacher will continue to raise standards of achievement, be responsible for all day-to-day management of pupils, colleagues and resources and promote and safeguard the wellbeing of all children and adults. The Headteacher will work with senior Trust colleagues, the school leadership team and Local Governing Committee to provide an environment in which all colleagues and children are enabled to achieve success and to build towards achieving their potential.

**Alongside the job description and person specification, we are looking for an outstanding candidate who is:**

- People centered – we want someone who will fit well within the team, whilst having empathy for the countless challenges that our families and colleagues encounter on a daily basis.
- Hardworking and dedicated – understanding the variety and complexity of the role, whilst also acknowledging the extended working hours that are required on all occasions.
- An expert at multi-tasking – as the role has many levels, working with a multitude of people, and lots to achieve on a daily and weekly basis, as well as to achieve longer term goals.
- Loyal and committed – someone who sees themselves up for a rewarding and challenging journey.
- A reflective communicator – who loves listening to all stakeholders and thrives on solving problems.
- Fun – without doubt, in this role you are going to have to have a sense of humour!

Above and beyond everything, the successful candidate will not only know and understand our Trust Values, but will be able to articulate clearly and passionately, how these values will be lived by you – every day.

# Job Description

Job Title:	Headteacher
Responsible to:	Director of Education
Location:	The Riverview Academy
Salary grade:	L22-L28
Hours:	32.5 per week

## Purpose of the Post

The Headteacher will promote and support the vision and direction of The Riverview Academy by providing day-to-day leadership that will enable it to build success and provide high quality education for its children. The Headteacher has leadership and management of the school on a day-to-day basis, will manage the leadership group of the school and is the first point of contact for all stakeholders and external agencies in matters relating to the school. The Headteacher of The Riverview Academy will be an ambassador for the school and will promote and raise its profile in the wider community.

The Director of Education has overall and strategic responsibility for all schools within The Golden Thread Alliance and will support and advise the Headteacher in each school and is their line manager. As an employee within The Golden Thread Alliance, you may be required to work at any school within The Trust.

## Main Role and Responsibilities

### KEY RESPONSIBILITIES

The Headteacher will continue to raise standards of achievement, be responsible for all day-to-day management of the children, colleagues, adult users and resources in order to promote and secure the achievement and wellbeing of all children and adults. The Headteacher will work with senior Trust colleagues, the school leadership team and Local Governing Committee to provide an environment in which all colleagues and children are enabled to achieve success and to build towards achieving their potential.

In order that this is achieved the Headteacher will have a key part in ensuring the effective management of children's behaviour by actively promoting good behaviour, supporting colleagues and parents in promoting good behaviour in all children and ensuring that all children and adults are enabled to succeed in school without hindrance or disruption.

The Headteacher will be responsible on a day-to-day basis for the internal organisation management and control of the school. In carrying out their duties the Headteacher will consult and liaise with and work in partnership with the Director of Education. They will consult, as appropriate, the Governing Committee, the colleagues of the school, the pupils and the parents and carers of its pupils.

Colleagues are seen as the major resource in achieving the school's success. The Headteacher therefore has the role of effectively managing, encouraging, developing and supporting colleagues and actively and visibly demonstrating their responsibility towards them. The Headteacher will be closely involved with the Director of Education in recruiting, retaining and deploying colleagues appropriately so that the goals and targets for the school can be achieved.

## VISION, DIRECTION AND DEVELOPMENT

### **The Headteacher will:**

- Support the Director of Education in developing and sharing the vision and direction of the new school, post amalgamation.
- Support the Director of Education in developing both strategic and operational plans for securing the vision and direction of the school based on wide consultation with all relevant stakeholders.
- Work with the leadership team, colleagues and governors to translate the development plans into action plans that identify clear achievable targets and outcomes.
- Work with the leadership team, colleagues and governors to rigorously evaluate progress towards targets and outcomes.
- Support the Director of Education in ensuring that all school policies are regularly reviewed and updated and that colleagues and governors are involved in this process.
- Advise and support colleagues and governors in policy development and implementation.

## TEACHING AND LEARNING

### **The Headteacher will:**

- Ensure that the school works closely with parents and carers, with the community and with other agencies to provide for the academic, spiritual, moral, cultural, social and emotional needs of all children at The Riverview School.
- Ensure that statutory requirements for the National Curriculum are met and that all children are enabled to access a broad, balanced and relevant curriculum.
- Ensure that the curriculum and pastoral care of the school is appropriate to the children's differing experiences, interests, aptitudes and backgrounds.

- Give priority to developing high quality teaching and learning across the school.
- Ensure that a system for monitoring and developing the quality of teaching and learning is in place.
- Ensure that there is an effective system for assessing, recording and reporting children's progress.
- Encourage new developments in the curriculum and capitalise on local and national initiatives.
- Develop and implement effective policies for ensuring that children's behaviour is appropriate and supportive to their own learning and the learning of others.
- Implement and keep under review a fair and effective school discipline policy which protects the rights of all users to a safe and harmonious learning / working environment.

## LEADING AND MANAGING COLLEAGUES

### The Headteacher will:

- Liaise with the Director of Education and governors in the recruitment and selection of teaching and support colleagues.
- Effectively manage the day-to-day deployment and performance of all colleagues.
- Support the Director of Education in carrying out the requirements for Performance Management.
- Support the Director of Education and governors in creating and maintaining good working relationships amongst all members of the school community.
- Motivate and support colleagues by identifying and addressing areas for development and building on their strengths.
- Promote the highest standards of courtesy and mutual respect amongst all members of the school community.
- Ensure that all colleagues carry out their professional duties in accordance with their job description and with national guidance and regulations.
- Encourage and model initiative, teamwork and working in partnership.
- Develop and strengthen leadership across the school.

## EFFICIENT USE OF RESOURCES

### The Headteacher will:

- Work with the Director of Education, the Chief Financial Officer and the Trust Board on setting and using the school budgets to deliver a quality education and to meet the objectives of the school development plans.
- Manage and organise the day-to-day use of the building and grounds so that it meets the needs of the curriculum and health and safety requirements.
- Ensure that all colleagues and children contribute towards building and maintaining a positive learning and working environment for all.
- Support the Director of Education in securing additional and sufficient resources for the school.

## ACCOUNTABILITY

### The Headteacher will:

- Work with the Director of Education to ensure that all adult users of the school and site are aware of and adopt safe practices and that all activities comply with current legislative requirements.
- Work closely with the Director of Education and with the Chair and members of the Trust Board and Local Governing Committee as appropriate and build and sustain a positive working relationship.
- Provide information and support to the Director of Education, The Trust Board and to the Governing Committee and advice based on a well-grounded and practical knowledge of the school on a day-to-day basis.
- Work with the Director of Education to ensure that the school colleagues and governors collect, receive, and use performance data to support school improvement and raise levels of achievement.
- To update the Self Evaluation Form (SEF) for Ofsted and collect evidence to support judgments made in evaluating the school's success.
- Keep parents informed about their child's attainment and progress and supported in understanding how they can contribute to supporting their child's learning.

## ETHOS AND CULTURE

### The Headteacher will:

- Contribute to the development and review of whole-school policies and procedures so that they do not unintentionally put looked after and previously looked after children at a disadvantage (for example, procedures such as induction and transition).
- Promote a culture in which looked after and previously looked after children are:
  - Prioritised for academic support
  - Encouraged to actively participate in school life
  - Supported to succeed and aspire to further and higher education or highly skilled jobs
  - Able to take ownership of their learning and have opportunities to discuss their progress
  - Able to discuss difficult issues (such as SEN, bullying, attendance) in a frank manner

## TEACHING AND LEARNING

### The Headteacher will:

- Set high expectations of looked after and previously looked after children's learning, and ensure teachers set targets that accelerate progress.
- Advise teachers on differentiated teaching strategies appropriate for looked after or previously looked after children.

- Advise on the use of assessment for learning approaches to improve the progress of these pupils and help them and their teachers understand where they are in their learning and their next steps.

## LOOKED AFTER CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

### The Headteacher will:

- Ensure that the SEND code of practice, as it relates to looked after children, is being followed.
- Where any looked after child has an education, health and care (EHC) plan, monitor the pupil's personal education plan (PEP) to ensure it works in harmony with the EHC plan to set out how their needs are being met.

## WORKING WITH CARERS, PARENTS OR GUARDIANS

### The Headteacher will:

- Promote good home-school links.
- Support progress by ensuring effective communication with carers, parents or guardians.
- Ensure carers, parents or guardians understand:
  - The potential value of one-to-one tuition and are equipped to engage with it at home.
  - How the school teaches skills such as reading and numeracy.
  - Encourage high aspirations and working with the child to plan for their future success and fulfillment.

## WORKING WITH EXTERNAL AGENCIES

### The Headteacher will:

- Build and maintain relationships with other professionals, in particular the virtual school head (VSH) and the local authority's SEND department, to ensure the school responds effectively to its pupils' needs.
- Work with relevant professionals, including the VSH, to ensure that they (the designated teacher) and other school colleagues have the skills to identify signs of potential mental health issues among looked after and previously looked after children, and know how to access further assessment and support where necessary.
- Work with relevant professionals, including social workers and school colleagues, to develop, monitor and review looked after pupils' personal education plans.

## DATA PROTECTION

### The Headteacher will:

- Take overall responsibility for the school's data protection compliance, working with the DPO, senior leaders, and the school Operations Manager to implement and enforce policies.
  - Ensure that data protection is a key consideration in all school activities and decision-making processes.
  - Communicate the importance of data protection to colleagues, students, and parents.
  - Report any data breaches, potential breaches, or subject access requests (SARs) to the designated Data Protection Officer (DPO) and/or onsite data protection lead promptly.
  - Address any data protection concerns or breaches, taking decisive action to rectify the situation and prevent future occurrences.
  - Ensure that all colleagues receive appropriate data protection training.
  - Report all data protection incidents and current actions to the Governing Committee or nominated link Governor.
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# Job Description

Job Title: Deputy Designated Safeguarding Lead

## Purpose of the Post

The Deputy Designated Safeguarding Lead (DDSL) will assist the Designated Safeguarding Lead (DSL) in all matters of safeguarding and child protection across the school (including online safety and understanding the filtering and monitoring systems in place). They may take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.

They will advise and support other colleagues on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

The DDSL will take responsibility for safeguarding and child protection in the absence of the DSL.

## Main Role and Responsibilities

### MANAGING REFERRALS

- Support DSL with and/or complete the referral of cases of suspected abuse and neglect to the local authority children's social care.
- Support staff who make referrals to the local authority children's social care.
- Support DSL with and/or complete the referral of cases to the Channel programme where there is a radicalisation concern.
- Support staff who make referrals to the Channel programme.
- Support DSL with the referral of cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child.
- Support DSL with and/or complete the referral of cases to the police where a crime may have been committed.
- Keep detailed, accurate and secure written records of concerns and referrals.

## WORKING WITH STAFF AND OTHER AGENCIES

- Act as a source of support, advice and expertise for all colleagues.
- Act as a point of contact with the safeguarding partners.
- Inform the DSL (and Headteacher in their absence) of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult.
- Support the DSL in liaising with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a colleague.
- Support the DSL in liaising with colleagues on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the DSL and the Headteacher and relevant strategic leads, to support promoting educational outcomes by:
  - Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced.
  - Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.

### **The above includes:**

- Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort.
- Supporting teaching colleagues to provide additional academic support or reasonable adjustments to help these children reach their potential.

## MANAGING THE CHILD PROTECTION FILE

- Ensure child protection files are kept up to date.
- Keep information confidential and store it securely.
- Make sure records include:
  - A clear and comprehensive summary of the concern.
  - Details of how the concern was followed up and resolved.
  - A note of any action taken, decisions reached and the outcome.
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE).
- Where children leave the school (including in year transfers):
  - Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE.
- Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place.

## RAISING AWARENESS

- Support the DSL to ensure each colleague has access to, and understands, the school's child protection policy and procedures, especially new and part-time colleagues.
- Support the DSL to work with the Governing Committee to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- Support the DSL to ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the safeguarding partner arrangements to make sure colleagues are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

- Help promote educational outcomes by sharing information with teachers and school leadership colleagues about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing.

## **TRAINING**

- Undergo training (at least every two years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of Annex C.
- Undertake Prevent Awareness training.
- Refresh knowledge and skills at regular intervals and at least annually.

## **PROVIDING SUPPORT TO STAFF**

- Support and advise colleagues and help them feel confident on welfare, safeguarding and child protection matters.
- Support colleagues during the referrals process.
- Support colleagues to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

## **UNDERSTANDING THE VIEWS OF CHILDREN**

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all colleagues, and in any measures the school may put in place to protect them.
- Understand the difficulties that children may have in approaching colleagues about their circumstances and consider how to build trusted relationships which facilitate communication.

## HOLDING AND SHARING INFORMATION

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners.
  - Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
  - Keep detailed, accurate, secure written records of concerns and referrals.
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# Person Specification

## QUALIFICATIONS AND TRAINING

- Qualified Teacher Status
- National Professional Qualification for Headteachers or intent to complete.

## EXPERIENCE

- Successful experience of being a Headteacher or Deputy Headteacher across all key stages within the Primary Phase.
- A strong sense of accountability for ensuring performance targets are met and that The Golden Thread Leadership behaviours are modelled at all times.
- Demonstrate experience of securing rapid and sustained improvement as a school leader and taking Primary Academies to at least Good or Better in the Ofsted Framework.
- The ability to interpret complex quantitative and qualitative data and use this analysis to inform planning support and challenge.
- Experience in leading and managing innovation and change.
- The ability to develop processes that encourage the sharing of best practice
- Setting performance standard & evaluating their success.
- Proven success in leading innovation/curriculum across more than one school site.
- Proven success at leadership and building teams.
- A credible knowledge and experience of excellent pedagogy in the Primary Sector.
- Managing financial budgets and using resources effectively.

## SKILLS AND KNOWLEDGE

- Strategies for developing teaching & improving pupil performance.
- Excellent interpersonal skill.
- Proven track record in managing change positively and enjoys work at pace.
- Knowledge of the use of data to improve teaching & learning.
- Knowledge of current education legislation, national initiatives & strategies.
- Thorough understanding of safeguarding policies, statutory requirements and practices.
- Ability to actively engage parents and carers from all communities and communicate. positively with them Strong communication skills with a range of stakeholders.
- Excellent organisation skills and proven ability to priorities tasks effectively.
- Ability to work under pressure with enthusiasm and dynamism.
- Commitment to all pupils succeeding.
- Integrity and Commitment to the Nolan principles of public office.

## PERSONAL QUALITIES

- A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.
- Ability to work under pressure and prioritise effectively.
- Commitment to maintaining confidentiality at all times.
- Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks. The postholder may be required to do other duties appropriate to the level of the role.

**This job description may be subject to amendment or modification at any time in consultation with the post holder.**

**The Golden Thread Alliance is committed to safeguarding and promoting the welfare of children and young people and expects all colleagues and volunteers to share in this commitment. The duties above are neither exclusive, nor exhaustive and the post holder may be required by the Director of Education to carry out appropriate duties within the context of the job, skills and grade.**



# Our Pledges

As a Trust valuing its diversity and uplifting the unique character of the communities we embrace, we are committed to following five key pledges ensuring that no one is left behind.

## Our Pledge for Looked After Children and Previously Looked After Children

We will:

- Be open and inviting to all children from all types of families
- Respond to the specific needs of children who have experienced trauma
- Work with families and others who support these families
- Respect family history
- Celebrate families in all their forms

## Our Pledge for Children Living in Different Families

We will:

- Welcome children from all types of families
- Recognise and celebrate all different family types
- Equally welcome LGBT+ family groups as well as every other family
- Commit to tackling homophobia in all its forms within our schools
- Celebrate families and all they contribute to our community

## Our Pledge for Children with Special Educational Needs and Disabilities (SEND)

We will:

- Work in partnership with parents and carers to improve opportunities for children with SEND in all aspects of school life
- Enhance and adapt the curriculum to make it fully accessible to all children
- Celebrate small steps of achievement and recognise skills and strengths outside of what we might expect
- Equip all children with the knowledge and understanding to support and include children with SEND

## Our Pledge for Black Students and Families

We will:

- Celebrate differences in our background and culture
- Ensure Black families are listened to in all aspects of school life
- Represent a wide range of ethnicities in our staff and through focused recruitment
- Acknowledge the contribution of the Black community in the UK and internationally across all areas of learning
- Fairly include our Black pupils in all aspects of our curriculum including school councils and extracurricular activities
- Champion equality and challenge all discrimination towards our Black community
- Keep Black children safe

## Our Pledge for Children and Families Who Are “Pupil Premium” or Eligible for Free School Meals

We will:

- Respect confidentiality by not sharing a child’s FSM status
- Use the pupil “premium” designation as a reason to widen a child’s opportunities – not narrow them
- Educate all staff about the reasons a child may receive free school meals
- Prioritise intervention and catch up for those pupils receiving free school meals who really need it
- Offer greater challenge to the most able
- Educate all pupils about the value of a well-balanced, nutritious school lunch
- Work tirelessly to narrow the gaps in attainment between all groups of children



# Get to Know Our Community: Dartford and Gravesham

Many villages, woodland and downland make up the distinctive heritage landscape of North West Kent, and thanks to its proximity to London and other sprawling urban areas, the Dartford and Gravesham area is a great destination for professionals. You will benefit from excellent transport and road links, this location has something for everyone's taste – especially for lovers of the outdoors.

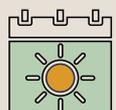
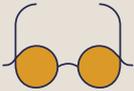
The Dartford and Gravesham districts are home to over 12 miles of Thames waterfront, blending built-up areas with wild marshes, making for a fascinating and unique landscape to discover.

Joining our Trust will introduce you to our main office in Dartford as well as nine primaries across different Dartford neighbourhoods and quaint villages like Meopham.



# Colleague

# Benefits



- Commitment to your ongoing professional development.
- Two family days per year.
- Competitive pension contributions with access to Teachers' Pensions.
- Eyecare vouchers through Specsavers.
- Half-day Christmas shopping leave.
- Annual flu jab offer.
- School dinners for £2.00.
- Breakfast and After School Club discounted places.
- Maternity and family friendly policies.
- Sick Pay Benefit.
- Children of colleagues that work in the extended services provision can attend free of charge if they are working that session (chargeable at 25% of the cost if they are not working the session).
- Clubs run during holiday times would be free for children of colleagues that work in the provision (only on days that the colleague is working).
- EV charger points across various sites.
- Access to Blue Light Card Membership.
- Access to Costco Membership.
- Long Service Awards.
- Sabbatical and Career Break Options.
- Access to Teacher Discounts.



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