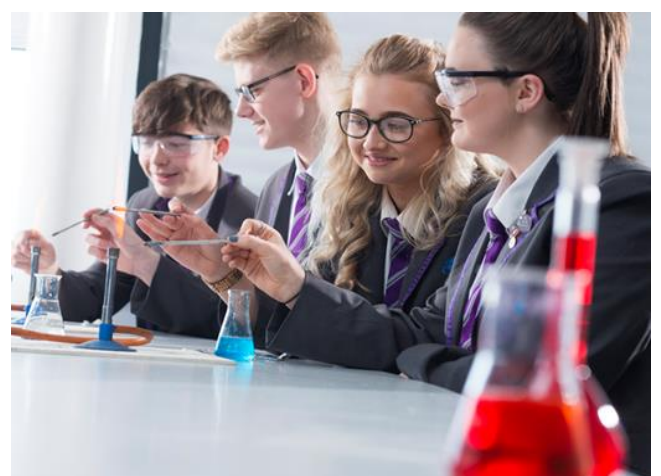




# Candidate Information Pack

for appointment of

## Director of Specialism



**Inclusion**

**Progression**

**Excellence**



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## Introductory Letter – from the Chief Executive Officer

Dear Applicant,

Thank you for expressing an interest in one of our newly established Director of Specialism roles at New College Durham Academies Trust.

This is an exciting time to join us – as we embark on a period of transformational change. As newly appointed Chief Executive Officer and alongside an enthusiastic, skilled and committed Trust Board, I will give my full support to the successful candidates.

First and foremost, these are rare opportunities to make a tangible impact on the future life chances of our students, irrespective of their background or starting point.

**Consett Academy** - received its last Ofsted Inspection in March 2020, moving us from a Good school to Requiring Improvement – with good judgements in behaviour and attitudes; personal development and sixth-form provision. It remains a popular over-subscribed academy and has the potential to be an outstanding educational provider.

**North Durham Academy** was last inspected in October 2018, moving us from Inadequate to Requiring Improvement. Since then, decisive action has been taken and a National Leader of Education has been appointed as Principal. The Senior Leadership Team has been strengthened and there is a drive to ensure consistently of good or better teaching in all subjects; as well as improving student progress with disadvantaged groups. During a period of rapid change, staff morale remains high and overall numbers are increasing.

The Trust are keen to expand the number of schools within the MAT as soon as possible. Consequently, because of the immediate impact the School Improvement Team will make, if successful, you will be instrumental in the senior leadership framework to allow this to happen.

We also have a clear mandate to grow our Sixth form, which is currently successful but relatively small. Again, you will help us to expand our offer, by ensuring we recruit and retain the best subject specialists.



We are all working towards one vision and that is to establish a high performing family of schools, founded on inclusive principles and high expectations. We place an unrelenting focus on school improvement where teaching and learning always comes first and students are at the forefront of any decision-making.

You will also be expected to promote opportunities for schools in the MAT to work closely together. For staff, this could be joint CPD, new initiatives and peer reviews and for students, joint ventures in enrichment opportunities.

If you believe you have what it takes to help shape our Trust to be an Employer of Choice and regional educational influencer, we would love to hear from you.

For interested candidates, I would encourage you to visit our fantastic campus to see for yourself the superb learning and working environment that we have. If you would like to arrange a visit or discuss my vision for the role, please email our HR Team at [hr@ncdat.org.uk](mailto:hr@ncdat.org.uk) whereupon a mutually convenient date and time will be arranged.

Yours faithfully

A handwritten signature in black ink, appearing to read 'L Rodham', written over a light blue horizontal line.

Linda Rodham, Chief Executive Officer  
New College Durham Academies Trust

## Vision and Ethos

Our Academies are at the heart of their local communities and strive to deliver on our founding principles of *Inclusion*, *Progression* and *Excellence* which support a central vision of '*Students First*'.



The principle of *Inclusion* provides opportunities for students of all abilities, aspirations and backgrounds and involves staff, governors, students and the wider community in determining the direction of our Trust. Our curriculums are broad and challenging, with the academic success of students at the heart of what we do.

To encourage *Progression*, the Academy provides effective advice and guidance. This enables learners to make informed and appropriate decisions for future study and employment, encouraging them to take on new challenges and reach higher levels of achievement.

The focus on *Excellence* underpins all we do whether in learning areas, working in the community or governing and leading the Academy.

### Safeguarding:

The Trust recognises that **safeguarding** our children and young people is core to all our activities, and we expect all staff, volunteers and wider stakeholders to share this commitment.

### Our Aims are:

- To ensure our Academies are centres of excellence with a focus on the nurture and achievement of all their members;
- To promote mutual support, encouragement and benefit between our academies;
- To develop, as the core foundation of academic achievement, a strong culture of professional development amongst our staff;
- To celebrate and maintain the unique identity of communities we serve with each Academy at the heart of its community;
- To recognise and enable all those who often remain invisible, or are disadvantaged to achieve their full potential.

## Contextual information and background

New College Durham Academies Trust was established in 2011 as a multi-academy trust with New College Durham as the lead sponsor and co-sponsor Durham County Council. The Trust currently operates two academies in North West Durham:

- North Durham Academy in Stanley opened in September 2011 and two years later moved into a new, purpose built £30 million campus.
- Consett Academy opened in January 2012 and in September 2015 moved into a new £45 million shared use campus with Consett Leisure Centre.



The facilities at both academies are state of the art and provide the very best environment for learning. Facilities are open to the community during out of school hours, hiring out all our sports areas and fully equipped theatres. The Trust pursues all opportunities for income generation.



The Trust is in a strong financial position and benefits significantly from the support of a central Corporate Services Team of highly qualified staff established by the Trust to support the two academies. The central teams work closely with external partners and advisers to provide services and to improve support to our Academies. Finance, HR, IT, Estates and Data processes and procedures are embedded and policies set out clear direction. Our finance procedures and practices have been recognized by the DfE as examples of good practice.

The Academies' Trust Board recognises that, based on Ofsted judgements and historical results, there is a clear need for improvement in the existing academies' academic performance. We recognise that, if the Trust is to have credibility and grow as an educational influencer, it needs to change and requires clear lines of leadership and a strategic school improvement model with a coherent and consistent vision.

Despite concerted efforts, these structures have yet to produce the rapid and sustained improvements to the quality of education which has impacted on the overall effectiveness of the academies. Following a recent review of the leadership structure and school improvement arrangements, the Trust has revised the MAT structure and appointed Mrs Linda Rodham as its inaugural Chief Executive Officer (CEO). Mrs Rodham has strategic leadership responsibilities across the Trust and a remit to build on the achievements and improvements already made.

This candidate information pack relates to the initial school improvement team, starting with the appointment of three Director of Specialisms, in Mathematics, MFL and Science.





## Consett Academy



***“It was a pleasure to visit Consett Academy! The visit was well organised, the staff were all excellent and the students were brilliant.”***

**Mr P Wilson (prospective parent)**



**Consett Academy** is an over-subscribed larger than average 11-18 Academy with over 1580 on roll in years 7-11 (PAN 1700) including a sixth form of over 100. The Academy draws students from Consett town centre and the surrounding area. It successfully works with 11 partner primary schools but takes students from at least another 10 faith/non-faith primary schools in the area.

The proportion of disadvantaged students who attend Consett Academy and are supported by the pupil premium funding is above the national average (30%). The proportion of students who have an EHCP is below the national average. The Academy currently has 15 Looked After Students on roll who are from a number of different authorities. The attainment on entry is generally above average in most year groups.



**Visit us at:** <http://www.consett-academy.org.uk>



## North Durham Academy

**North Durham Academy** is a broadly average-sized 11-16 Academy with approximately 1020 students on roll but with the capacity to grow to 1500. The Academy is served by a range of both high performing and improving primary schools and student admissions are healthy, increasing year on year. The sixth form is small and currently subject to review.

The Academy is situated on the main High Street in Stanley, a former mining town which is continuously developing. The catchment area encompasses students from a wide range of backgrounds, some of which present a number of social challenges. The proportion of disadvantaged students who attend North Durham Academy and are supported by the pupil premium funding is well above the national average (60%). The proportion of students who have an EHCP is also above average.

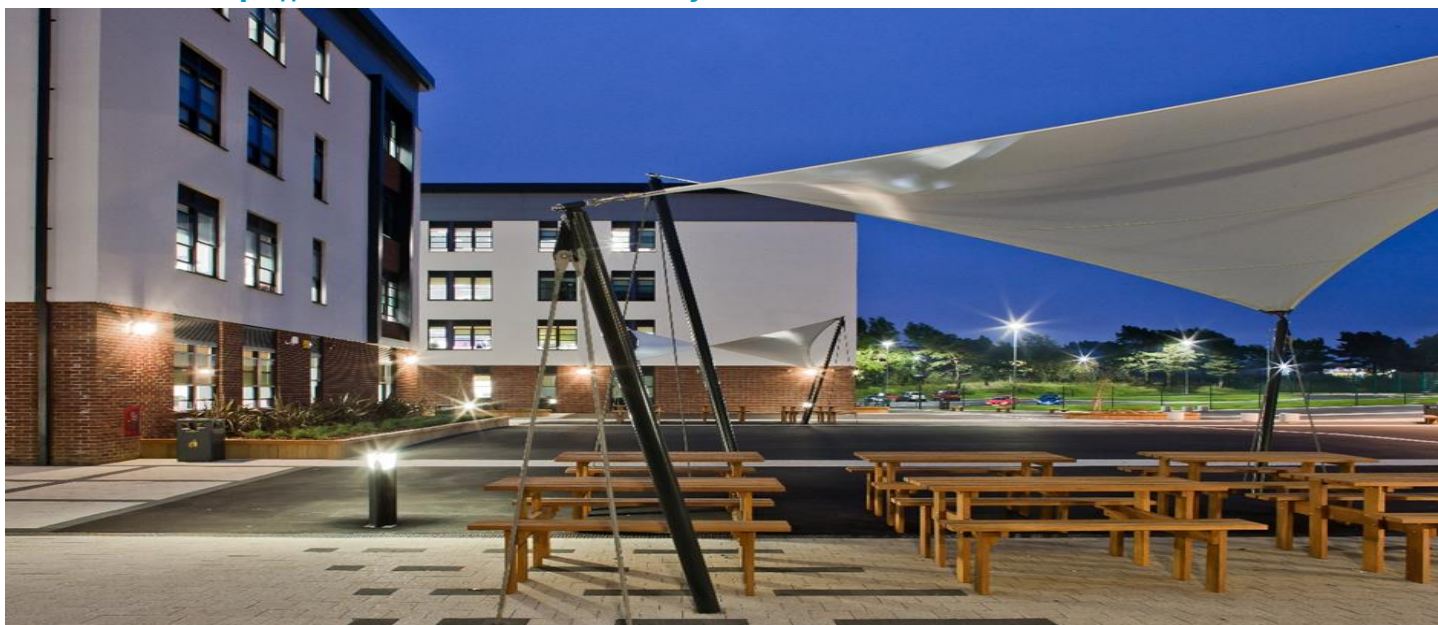
Levels on entry range from the most able students to those where everyday school life presents regular challenges.

*"I have worked at the academy for 6 years now in various roles, starting as an Associate Teacher of Music, then trainee teacher, NQT and working my way up to head of department. NDA has given me plenty of opportunities to develop my teaching practice, from personalised CPD sessions to my current role of 'aspiring leader' where I have been encouraged to gain leadership and management experience by creating and leading on my own whole school project. The staff at NDA are incredibly supportive and there's a real sense of 'teamwork' across the directorates. Working at NDA is a challenging but rewarding experience where you can certainly make a difference to the lives of the young people in our care".*

Bethany Robson – Sport and Performing Arts



Visit us at: <https://www.northdurhamacademy.co.uk>



## Advertisement and How to Apply

**Chief Executive Officer: Linda Rodham**

### Director of Specialism x 3 posts

Director of MFL	from January 2022 or earlier	£56k - £62k pa + up to £8k relocation
Director of Mathematics	from January 2022 or earlier	£56k - £62k pa + up to £8k relocation
Director of Science	from January 2022 or earlier	£56k - £62k pa + up to £8k relocation

New College Durham Academies Trust (NCDAT) is in a period of transformational change and is committed to school improvement. Having recently appointed its inaugural Chief Executive Officer, we now need to drive rapid and sustained improvement in our Academies.

Currently, the Trust comprises of two large, state of the art, multi-million-pound secondary schools in North West Durham. Consett Academy, is a popular (NOR 1580) oversubscribed school. North Durham Academy, located in Stanley (NOR 1020) is steadily increasing its student numbers. Both Academies currently sit as 'Requiring Improvement' and to change that, we need outstanding leading practitioners, who are experts in their subject field.

Reporting to the CEO, these newly established **Director of Specialism** roles, will form an integral part of the Trust's initial School Improvement Team. Your primary focus will be to work with Curriculum Leaders and teachers throughout the Trust and assist in accelerating the pace of improvement. To do this, we need to increase the capacity for outstanding practitioners and this role is critical in helping us do just that. By improving the Quality of Education, we can realise the potential of all our students, irrespective of their ability or starting point.

#### The successful candidate will: -

- be a Specialist Leader of Education (SLE) **or** an outstanding practitioner with at least two years middle or senior leadership experience.
- be able to demonstrate successful leadership with significant curriculum experience in your respective specialist area.
- have a proven track record of examination success and be able to evidence that you model the qualities required for this key leadership role.

Your track record will be such that it gains the immediate respect of staff and leaders, who will then see you as an 'expert' in leading your subject area across the Trust and with that, a driving force for innovation.

This is a rare leadership opportunity for someone to make their mark and contribute to securing NCDAT as an educational influencer. We want to be an Employer of Choice in the region with a reputation of recruiting and retaining the best staff – our students and communities deserve it.

Prospective candidates who would like to arrange a visit or have a preliminary discussion with Mrs Rodham (CEO) can email our HR Team at [hr@ncdat.org.uk](mailto:hr@ncdat.org.uk) whereupon a mutually convenient date and time will be arranged.

Interested? To download an application pack, including job description, person specification and application form, please visit <https://www.ncdat.org.uk> Completed applications should be submitted to Human Resources via email to [hr@ncdat.org.uk](mailto:hr@ncdat.org.uk) CVs will not be accepted.

**Closing date for applications:** Midday – Tuesday 28<sup>th</sup> September 2021

**Interviews will take place:** Week commencing Monday 4<sup>th</sup> and/or week commencing Monday 11<sup>th</sup> October 2021

*New College Durham Academies Trust recognises that it has a statutory and moral duty towards safeguarding the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS is required for this post and references will be taken up prior to interview.*



## Job Description

<b>POST:</b>	Director of Specialism
<b>RESPONSIBLE TO:</b>	Chief Executive Officer
<b>GRADE:</b>	AP2-AP6

### CORE PURPOSE

Reporting directly to the CEO, the Director of Specialism will support the Trust by providing strategic leadership and direction to their specialist curriculum area by:

- being jointly accountable for attainment in the subject area across the Trust
- ensuring the provision of high-quality teaching and learning;
- ensuring high standards and high expectations from students and staff;
- providing a mentoring role for curriculum leaders and other teachers, modelling outstanding practice at all times.

### As part of the Executive Leadership Team, the post holder will assist the CEO to:

- provide leadership and direction to students, staff; parents, governors and the wider community;
- promote excellence, equality, high expectations and aspirations amongst all members of the Trust community;
- make learning exciting and enjoyable for all students by continuously developing the quality of teaching and learning and providing personalised learning opportunities across the curriculum to ensure the highest outcomes can be achieved;
- develop a culture of innovation and creativity in an enterprising environment in which all students, their families and the local community find learning challenging, engaging and motivating leading to high expectations, excellence and outstanding academic/vocational achievements;
- work collaboratively with the Principal, Governing Body and senior leaders to develop excellent provision for students and development for staff;
- deploy all resources effectively to achieve the Trust's aims;
- continually evaluate and monitor Trust performance, identifying priorities for continuous improvement;
- carry out day to day management, organisation and administration;
- develop a culture where students actively participate within their respective academy and wider community;
- create a safe learning environment, which is engaging and fulfilling for all students.

### SPECIFIC RESPONSIBILITIES

#### Strategic direction and shaping the future

1. Work with the CEO and Academy senior leaders across the Trust to implement the academy's vision and values, ensuring that all aspects of the academy contribute to realising its vision.
2. Work within the Trust community to translate the Trust's vision and ethos into agreed objectives and operational plans which will promote and sustain school improvement.
3. Embed the vision and values in the Trust's everyday work and practice.
4. Ensure the Trust achieves its performance targets.
5. Challenge, motivate and empower others to attain ambitious outcomes.
6. In collaboration with senior leadership, implement and grow the post sixteen provision within the academy and across the Trust (as applicable).
7. Motivate and work with others to create a shared culture and positive climate both for students and the local community.

## **Managing the Organisation**

1. Create an organisational structure that reflects the Trust's vision values and ethos, and enables the management systems, structures and processes to work effectively in line with legal requirements.
2. Produce and implement clear strategies and policies for the development of the Trust and its facilities.
3. Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.
4. Manage the academies financial resources, effectively and efficiently, adhering to the Trust KPIs, to achieve the Trust's educational goals and priorities.
5. Recruit, retain and deploy staff appropriately and assist in managing their workload to achieve the vision and goals of the Trust.
6. Implement successful performance management processes and continuing professional development programmes for all staff.
7. Manage and organise the academies environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
8. Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money.
9. Ensure that all safeguarding procedures are followed in all Trust practices.

## **Leading, Learning and Teaching**

1. Develop an inclusive and supportive approach so that the Trust is a place where all students and potential students feel welcome.
2. In collaboration with senior leaders, determine, organise and implement a holistic, imaginative and innovative curriculum, making best use of all available academic and vocational expertise and curriculum opportunities across the Trust.
3. Ensure a consistent and continuous Trust-wide focus on students' achievement and attainment, using data and benchmarks to monitor progress in every child's learning.
4. Ensure that student learning and enrichment, through personalised learning strategies, are at the centre of strategic planning and resource management.
5. Ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning.
6. Demonstrate and articulate high expectations, aspirations and standards and set stretching targets for the whole Trust community.
7. Provide experiences that will nurture the development of the whole person, their spiritual, emotional and moral health and well-being, as well as academic or vocational ability.
8. Implement strategies that secure high standards of behaviour and attendance.
9. Ensure learning opportunities and curriculum materials are innovative, inspirational and inclusive, so that all students are motivated and excited about their learning and the future learning pathways they will follow.
10. Promote an effective Virtual Learning Environment so that students, and parents, can access their curriculum, assessment and welfare information at all times.
11. Monitor, evaluate and review the quality of teaching and learning and ensure that there is a process of continuous improvement.
12. Keep up to date with national and local educational strategies and developments, communicating them to staff and governors and implementing them as appropriate.



## **Securing Accountability**

1. Fulfil commitments arising from contractual accountability to the CEO and Trust Board.
2. Develop a Trust ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
3. Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
4. Work with the Local Governing Body (providing information, evidence of progress against KPIs, objective advice and support) to enable it to meet its responsibilities.
5. Develop and present a coherent, understandable and accurate account of the Trust's performance to a range of audiences including Trust Directors, Principal, Governors, Parents/ Carers.
6. Adhere to and promote the Trust's robust self-evaluation and quality assurance procedures.

## **Strengthening Community and Partnerships**

1. Build a Trust culture and curriculum that takes account of the richness and diversity of the Trust's communities.
2. Ensure learning experiences for students are linked into and integrated with the wider community.
3. Ensure a range of community and enterprise-based learning experiences are promoted.
4. Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional, cultural and mental well-being of and support to students and their families.
5. Create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development.
6. Collaborate with senior leaders in ensuring effective partnerships with businesses and other local stakeholders to promote wider experiences and aspirations for the students.
7. Seek opportunities to engage with parents and carers, community figures, businesses or other local community organisations into the Trust to enhance and enrich the Trust and its value to the wider community.

## **Developing Self and Working with Others**

1. Regularly review own practice, set personal targets and take responsibility for own personal development.
2. Develop and maintain effective strategies and procedures for staff induction, continuous professional development and performance reviews.
3. Treat people fairly, equitably and with dignity and respect to create and maintain a positive Trust culture.
4. Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
5. Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
6. Build a collaborative learning culture within the Trust and actively engage with other schools to build effective learning communities.
7. Manage own workload and that of others to allow an appropriate work/life balance.

This job description and areas of responsibility, as designated by the CEO after agreement with the Trust, will be subject to annual review.

*The Governing Body are committed to safeguarding and promoting the welfare of children and young people and the Director of Specialism must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the DBS.*

## **DIRECTOR OF SUBJECT/SPECIALISM SPECIFIC**

The post holder shall be required to work in any of the academies within the Trust as directed by the Chief Executive Officer. They will liaise and work closely with the Principals and their respective Academy Senior Leadership Teams.

### **To undertake the full range of duties and responsibilities as required by the CEO, as follows: -**

1. to be jointly accountable for outcomes in a number of Trust academies under the direction of the Senior Director of Subject or Chief Executive;
2. to be an active practitioner, teaching key groups where necessary to ensure a rapid rise in standards;
3. to have authority over curriculum leaders, to direct and provide advice and support to drive the improvement of outcomes;
4. to work on occasions, for an extended period as interim curriculum leader within a specific Academy causing concern, where extensive support and challenge is required;
5. to develop, launch and drive new initiatives and innovative practice in the subject area;
6. to support curriculum leaders with self-evaluation, planning and self-review: ensuring high quality Subject Handbooks, sharply focused schemes and assessment and comprehensive self-review, which leads to continuous improvement;
7. to liaise with and be informed by the most up to date Examination Board Training and marking and ensure that all curriculum leaders and their teams are highly skilled in the accurate moderation of students' work. Support this with Trust-wide moderation of students' assessment in years 7 to 13 (where applicable);
8. lead on the development and improvement of quality data on the subject's performance across the Trust, to ensure that it is accurate and appropriate to facilitate targeted intervention;
9. to be an advocate for the subject area and to work collaboratively with others to improve the quality of teaching in the subject area across the Trust;
10. to actively promote equality of opportunity for all students and staff;
11. to maintain outstanding teaching practice through research and ensuring awareness of latest thinking;
12. tracking student data and analyse subject data across the Trust, facilitating collaborative learning from best practice and intervention where required;
13. development (with curriculum leaders) extra-curricular subject programmes;
14. promote leadership and teaching development, through accredited and bespoke courses;
15. assist, in the promotion and brokerage of fit for purpose SLE and other support;
16. support the delivery of specialist courses, such as leadership/subject conversion and or subject upskilling;
17. support new entrants to the profession (ECTs) who are specialists in the subject;
18. promote and develop the subject locally and nationally;
19. analyse and review departmental teams and provide feedback, high quality reports and effective action plans and intervention strategies that bring about rapid improvement;
20. lead on curriculum development and delivery of NCDAT-wide curriculum area CPD;
21. advise on / assist in the procurement of resources for departmental teams and individual teachers, when appropriate;
22. deliver and develop, with curriculum leaders, resources for high quality revision and intervention sessions;
23. lead and support external reviews of curriculum area across the Trust.



## PERSON SPECIFICATION

Criteria required to undertake the job are provided under specific headings. How the evidence will be tested is indicated under the remaining columns.

**Key** E/D: Essential or Desirable

**A:** Application Form

**I:** Interview

**R/P:** References/Pre-Employment Checks

<b>A</b>	<b>TRAINING AND QUALIFICATIONS</b>	<b>E/D</b>	<b>A</b>	<b>I</b>	<b>R/P</b>
1	Qualified Teacher Status	E	✓		✓
2	Degree (or equivalent)	E	✓		✓
3	Evidence of recent and relevant further professional development	E	✓		✓
<b>B</b>	<b>EXPERIENCE OF TEACHING AND LEADERSHIP</b>	<b>E/D</b>	<b>A</b>	<b>I</b>	<b>R/P</b>
4	Be a Specialist Leader in Education (SLE) within your curriculum area or an outstanding practitioner with at least two years middle or senior leadership experience	E	✓	✓	✓
5	Proven successful track record of examination success and curriculum leadership in specialist curriculum area	E	✓	✓	✓
6	Experience of monitoring and evaluating teaching/learning and target setting including the ability to accurately analyse data	E	✓	✓	✓
7	Experience of effective working with a range of relevant stakeholders	E	✓	✓	✓
8	Successful sustained experience of teaching in KS3 and KS4 which is at least good	E	✓	✓	✓
9	Evidence of knowledge and understanding of risk management	E	✓	✓	✓
10	Evidence of knowledge and understanding of safeguarding issues	E	✓	✓	
11	Higher degree or post graduate curriculum or leadership and management qualification	D	✓		✓
12	Successful experience of working with the school community in raising the school profile	D	✓	✓	✓
13	Experience of education in an environment that can be challenging	D	✓	✓	✓
<b>C</b>	<b>SKILLS AND KNOWLEDGE</b>				
14	Good knowledge of the school self-evaluation and planning framework and ability to contribute to implementation	E	✓	✓	✓
15	Good knowledge of leadership and management styles and when to use them	E	✓	✓	✓
16	Able to plan personal workload and set priorities	E	✓		✓
17	Good written and oral communication skills to a range of audiences	E	✓	✓	✓
18	Able to work with parents/carers to understand and meet the needs of individual students	E	✓	✓	

19	A team leader who can ensure the involvement and commitment of all team members	E	✓	✓	
20	Persuasive and confident in a range of different environments	E	✓	✓	
21	Has a sound knowledge of strategies to enhance teaching and learning opportunities within schools/academies	E	✓	✓	
22	Understanding and experience of Performance Management and accountability in a school	E	✓	✓	✓
23	A profound commitment to the vision and ethos of the Trust and the maintenance of excellent standards	E	✓	✓	✓
24	A commitment to equality and diversity	E	✓	✓	✓
25	High standards of integrity and a positive role model for students, staff, parents and the wider community	E	✓	✓	✓
26	Appropriate behaviour, attitude and commitment towards safeguarding and promoting the welfare of children and young people including: <ul style="list-style-type: none"> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Emotional resilience in working with challenging behaviours</li> <li>• Constructive attitude to use of authority and maintaining discipline</li> </ul>	E	✓	✓	✓
<b>D</b>	<b>PERSONAL SKILLS &amp; ATTRIBUTES</b>				
27	Stamina, resilience reliability and integrity	E	✓	✓	✓
28	An understanding of the value of a successful work life balance for self and others	E	✓	✓	
29	A high level of interpersonal skills with the ability to empathise with different points of view and win respect	E	✓	✓	✓
30	Ability to motivate and inspire others	E	✓	✓	✓
31	Persuasive and confident in a range of different environments	E	✓	✓	✓
32	Aware of opportunities for teaching and learning presented by new technologies	E	✓	✓	✓
33	Full driving license, or access to mobility support	E	✓		✓
34	Effective financial and resource management skills	D	✓	✓	✓

	<b>Job holder</b>	<b>Line Manager</b>
<b>Name</b>		
<b>Signature</b>		
<b>Date</b>		



## Living and working in the North East



We have some of the most stunning landscape in the country on our doorstep. From the Northumberland Coast to the North Pennines, Kielder Forest and Park, to Durham Heritage Coast and Hadrian's Wall, to Whitley Bay, there are some beautiful places to spend your leisure time. Travel south and within an hour you can be in the North Yorkshire Moors or due North are the wilds of Northumberland – now officially a 'dark sky' national park. There are plenty of places to explore. If you enjoy a stroll on the beach with the dogs', a hike with your camera, or even something a bit more adventurous, you can find it all in the North East.

When people think of the North East, most picture mining, steel and football. But there are plenty of museums and galleries here to rival those in other areas.

There's the BALTIC Centre for Contemporary Art, the Sage, Middlesbrough Institute of Modern Art (mima), Beamish Museum, The National Glass Centre, and many, many more. Plus, there are hundreds of historical sites and museums to visit, from Hadrian's Wall to Alnwick Castle and Gardens.

If food and drink is your thing, the region has a diverse and vibrant nightlife and you are spoilt for choice for places to eat from quality street food to Michelin star restaurants.

Our rugged coastline has idyllic beaches and quaint seaside towns. You can travel out by boat to the Farne Islands to see the wildlife, or drive over the causeway to Lindisfarne when the tide is out. To the East you have the beaches of Roker, Seaburn and Tynemouth as well as the beautiful Northumberland coast line.



One of the best things about living in the North East is how easy it is to access other places. You can travel anywhere in the region in less than two hours, plus we have Yorkshire, the Lake District and Scotland on our doorstep. The excellent rail and air links are in close proximity and provide a platform from where you can travel further afield.

The North East of England has housing that caters to all budgets, whether you prefer the urban bright lights of city living or a slower pace within a rural village and everything in between; it has some of the cheapest property to be found anywhere in the UK.

Whilst often overlooked by people in other parts of the country, the North East of England is a brilliant, welcoming and diverse place to work, rest and play.