



Assistant Principal Achievement



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MESSAGE FROM THE EXECUTIVE PRINCIPAL

Sandy Secondary School continues to go from strength to strength; It is a place all staff and students are pleased to attend and proud to be a member of the school community. The school continues to achieve some of the best GCSE and A 'level results for its students and offers a very extensive support programme both pastorally and academically for all students regardless of ability. We are an inclusive community and with high expectations of both students and staff.



Our transformational journey continues this year, with even higher expectations, refinement of our systems and an even greater focus on achievement and success. It is a very exciting time for our school community as our new teaching block opened in September 2024, alongside significant internal refurbishment, and modernisation to the existing school.

I look forward to receiving your application and welcoming you to our school in person should you be shortlisted for interview.

May I take this opportunity to thank all applicants for their interest in this post and in Sandy Secondary School.

With best wishes

A handwritten signature in black ink, which appears to read 'Karen Hayward'.

Miss Karen Hayward
Executive Principal

OUR VALUES & ETHOS

"Empowering Our Students To Shine"

At Sandy Secondary School, nestled at the heart of its community, we cultivate an atmosphere of empowerment, ensuring each student confidently embraces their unique potential. Our ethos champions students who are aspirational, self-motivated, and compassionate, fostering not only academic prowess but also moral, cultural, and societal awareness. Our dedicated staff, with a tailor-made curriculum, recognise each student's individuality, providing ample avenues for them to shine, both within and beyond the classroom setting. Complementing our academic commitment is our steadfast pastoral support, ensuring student well-being, resilience, and the ability to make positive choices.

Emphasising the vital role of parents and guardians, we cherish and nurture the enduring partnerships between the school, students, and their families. This bond is pivotal in shaping a student's educational journey, allowing guardians an integral part in this crucial phase of their child's life. Our approach to teaching and learning is both innovative and rooted in student needs. We are adamant that no barriers, be they disability or societal, impede our students' success. With top-tier teaching, we not only impart knowledge but inspire passion, leveraging technology and in-depth data to enhance learning experiences.

Our students, the pride of Sandy Secondary, are enthusiastic and engaged learners. They not only achieve academically but also cultivate skills such as adaptability, resilience, and leadership. Their interactions with peers and staff echo respect and the expectation of positive behaviour. Our leadership stands as a beacon of integrity, approachability, and vision, ensuring decisions prioritise achievement, teaching, and learning. Every staff member's input is valued, fostering a collaborative environment that enriches the school's journey. Lastly, our relationship with parents and guardians is rooted in trust and open communication, leveraging technology to keep them in the loop, ensuring a harmonised educational experience for every student.



ASSISTANT PRINCIPAL – ACHIEVEMENT

The ability to teach Maths or Science is preferred but not essential

Required From September 2026

Leadership Scale Points 9 to 13

£63,070 – £69,596 per annum

Full Time

We are seeking to appoint an exceptional and driven Assistant Principal for Achievement, with a strong preference for candidates whose subject specialism lies in Maths or Science. This is a key leadership role focused on raising standards, securing excellent outcomes, and driving a culture of high expectations across the school. The successful candidate will be a passionate and skilled practitioner with a proven track record of improving student achievement, particularly in core subjects, and will play a central role in shaping and delivering our whole-school strategy for academic success. They will be committed to evidence-informed practice, able to inspire both students and staff, and ready to contribute to the wider leadership of a forward-thinking and ambitious school.

Sandy Secondary School became a full secondary school, ages 11-18 in September 2018. We have a hardworking and committed team of specialist teachers and a commitment to ensuring the best possible outcomes for our students.

If you are ready to inspire our students we would be interested in hearing from you with the possibility of you joining us in the next phase of development in our School.

'We believe in the welfare and safeguarding of all children and expect ALL staff to share the same view'

How to apply for the role:

Application is by completed application form via my new term, just click on the link on our website or click on the QR code above.

Closing Date – Monday 27th April 2026 at 9.00am



SAFEGUARDING POLICY

Posts working with either children and/or vulnerable adults will be subject to the disclosure of criminal records, the successful applicant will be required to undertake an enhanced DBS check.

Sandy Secondary School have decided to carry out online searches for shortlisted candidates as part of due diligence in our recruitment process, (as per KCSIE).

The searches are conducted by a member of our staff and recorded in line with our recruitment and appointment protocols and procedures.

The process will be consistent, transparent, and fair and reflected within the Safer recruitment policy.

At Sandy Secondary School, safeguarding is our top priority. We encourage all applicants to review our Safeguarding and Child Protection Policy, which outlines our commitment to the safety and wellbeing of students. You can find the policy [here](#).



PERSON SPECIFICATION

Essential	Desirable
Qualifications	
<ul style="list-style-type: none"> • An honours degree • A Qualified Teacher • Recent, relevant professional leadership development • Prepared to Study for NPQH 	<ul style="list-style-type: none"> • A good honours degree • NPQH Qualification • Recruitment Training • Evidence of post-graduate study/research
Experience	
<ul style="list-style-type: none"> • Experience of effective senior leadership and management • Experience across a breadth of management areas • Evidence of successful teaching • Evidence of a long-term interest in pastoral work • Experience of working with external agencies • Experience supporting whole-school behaviour management and year teams and/or student leadership outside the classroom setting • Experience of successfully developing and implementing whole-school strategies in an aspect directly relevant to this role e.g. whole-school behaviour management, sanctions and rewards policies, Tutor Time programmes, student leadership, anti-bullying, effective academic mentoring strategies etc. 	<ul style="list-style-type: none"> • Experience of effective work with other schools/academies to raise standards • Experience working in at least two schools/academies
Strategic direction and shaping the future	
<ul style="list-style-type: none"> • Ability to play a significant role in the development and implementation of a shared strategic vision for the School • Ability to motivate, enthuse, engage and influence all stakeholders in the School community to deliver the vision and collectively raise standards • Knowledge and understanding of recent government initiatives in relation to education, curriculum and potential impact on schools and academies • Responsibility for an aspect of school self-evaluation 	<ul style="list-style-type: none"> • Understanding of the issues relating to possible conversion to Academy status
Managing the School	
<ul style="list-style-type: none"> • Effective management of aspects of staff management • Understanding of the roles of external agencies in improving outcomes for young people • Ability to delegate management tasks and monitor the implementation • Experience of dealing with the underperformance of staff • Experience of curriculum design and modelling and the options process at KS4 & KS5 • Provide a significant input on the new OFSTED School Inspection Framework 	<ul style="list-style-type: none"> • Understanding of the budget setting process • Knowledge of timetabling issues

PERSON SPECIFICATION

Leading Teaching & Learning	
<ul style="list-style-type: none"> Proven track record of successfully and systematically improving students' learning outcomes Experience of successfully leading major school initiatives and evaluating impact on student outcomes Effectively use data to inform decision making Experience of understanding how to raise standards of teaching & learning Maintain high standards of behaviour and attendance 	<ul style="list-style-type: none"> Experience of curriculum development Experience of developing SMSC Understanding of successful strategies for closing gaps for groups of students
Developing self and working with others	
<ul style="list-style-type: none"> Ability to contribute to raising the aspirations of the whole School community Ability to manage change Track record of developing and supporting individuals and teams Ability to manage conflict Commitment to own CPD and ambition to be a Headteacher 	<ul style="list-style-type: none"> Work effectively with the Governors to raise standards
Securing accountability	
<ul style="list-style-type: none"> Ability to identify, evaluate and use relevant data to inform the School self-evaluation and improvement planning processes 	
Communication skills	
<ul style="list-style-type: none"> Excellent written, verbal and presentation skills Ability to represent the School and to maintain and enhance its reputation for excellence 	<ul style="list-style-type: none"> Strong ICT skills
Personal qualities	
<ul style="list-style-type: none"> Ability to think creatively to anticipate and solve problems Adaptability to changing circumstances and new ideas Be approachable, reliable, have presence and enjoy being highly visible to students and parents and guardians Be self-motivated with good organisational skills and the ability to prioritise workload effectively Value diversity and the unique contribution that every individual makes to the learning community Demonstrate professionalism, loyalty and integrity Optimism, resilience and credibility Have a good sense of humour A team player 	