



Deputy Headteacher Recruitment Pack

September 2026



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Welcome from the Headteacher

Thank you very much for your interest in the post of Deputy Headteacher at Stopsley High School. The position will become vacant from January 2027. We are looking for a senior leader who will show dedication and commitment, who will hold high expectations for all students and colleagues and who has the drive and ambition to support Stopsley High School in the next phase of its improvement journey whilst recognising its existing strengths.



Stopsley High School is part of Middlesex Learning Trust (MLT). The Trust is comprised of three large secondary schools and has its own School Centred Initial Teacher Training (SCITT). Our strapline is Excellence for All and this guides our ethos and values. We are fully committed to fairness, diversity and inclusion. Since joining the Middlesex Learning Trust in September 2021, Stopsley High School has undergone a significant period of transformation and improvement. The school has benefited from strong collaboration across the Trust, access to high-quality professional development, and opportunities to share and develop best practice with colleagues across partner schools.

Stopsley High School is ambitious for *all* students and works to ensure that every child achieves their potential. This includes being highly ambitious for both our high prior attaining students and those with barriers to their learning. We are committed to ensuring excellent academic outcomes, by providing appropriate challenge and support to enable *all* students to achieve their very best. We place a high emphasis on strong relationships and excellent professional development opportunities.

Stopsley High School is a thriving community school. We are proud of our inclusive and caring environment, alongside our broad and balanced curriculum, which values all subject disciplines, alongside high-quality teaching, learning and personal development.

We are looking to the new Deputy Headteacher of Stopsley High School to:

- Work collaboratively with the senior leadership team on school improvement
- Build on the strong outcomes achieved by students through a focus on high-quality teaching and curriculum development as well as a forensic analysis of outcomes leading to clear and actionable improvement plans
- Continue to ensure that the safeguarding and wellbeing of students is central to the school's practice
- Be ambitious for staff at Stopsley High School and contribute to a programme of high-quality professional development for all.

If you have a strong record of improving young people's education and have a drive to do more, we very much look forward to hearing from you.

Karen Hand
Headteacher, Stopsley High School



Welcome from the Chair of the Local Governing Body

On behalf of the students, staff and the Local Governing Body at Stopsley High School, I would like to thank you for your interest in the post of Deputy Headteacher at our school.



First and foremost, Stopsley High School has an engaged and happy community where students are getting a very good experience, and colleagues readily collaborate and support one another.

This is an exciting opportunity to support a team of dedicated and professional colleagues and to work closely with an informed and supportive Local Governing Body in the school's continued pursuit of excellence. We are incredibly proud of our aspirational school; its students and staff, the work that we do and the many young lives we help shape.

At Stopsley High School, we believe that our students have one chance to receive an excellent education, and all staff are absolutely dedicated to working with students to achieve this. We provide a strong, dynamic education in which students are valued as individuals within a culture of celebrating achievement.

We are delighted to be part of Middlesex Learning Trust. Our staff feel part of something bigger and are increasingly working collaboratively with colleagues across the Trust which directly benefits our students.

If you think you are the person we are looking for, then we would be delighted to receive your application and I look forward to meeting you.

Toni Chivers
Chair of the Local Governing Body



About Stopsley High School

Stopsley High School is an 11–16 co-educational school which aspires to be a centre of excellence through delivering the best possible education for its students, thus enabling them to maximise their achievements academically, socially and emotionally. Everyone at Stopsley High School is encouraged to aim high. Our strapline **Excellence for All** exemplifies our commitment to enabling students of all abilities and backgrounds to succeed across a broad and balanced curriculum.

Stopsley High School demonstrates increasingly strong outcomes, excellent pastoral care and high-quality teaching.

This has been achieved through:

- High expectations for all members of the school community
- A shared vision with a genuine ambition to continue to raise standards
- A talented, cohesive and committed staff who provide encouragement and support for all students
- Excellent pastoral provision and care. A safe and supportive environment that is conducive to high-quality teaching and learning
- Strong enrichment provision through an extensive range of extracurricular activities and trips.
- Excellent student/staff relationships.



Our next steps include:

- Building on the school's improvement journey to strengthen Stopsley High School's reputation and become a school of choice
- Successfully navigating changes in the Key Stage 3 and 4 curricula
- Continuing to build and develop strategy to raise attainment in literacy, particularly writing, and numeracy.

Alongside all Trust schools, Stopsley High School is a member of Challenge Partners. The school engages in an annual Quality Assurance Review (QAR) and is also provided with opportunities for members of the senior team to train as reviewers and participate in QARs of other schools across the Challenge Partners network.

Living and working in the local area

Well connected

- Stopsley is close to Junction 10 of the M1, making commuting by car relatively easy. Stopsley High School has a large car park, with plenty of parking for all staff and visitors
- Regular bus services connect Stopsley with Luton town centre, the railway station, and other parts of Bedfordshire
- Nearby Luton station and Luton Airport Parkway provide fast rail services into London.

Green spaces

- Stopsley benefits from nearby parks and open countryside, including access to areas around Putteridge, the eastern edge of Luton and the Hertfordshire borders
- This provides opportunities for walking, running, and outdoor activities while still being close to urban amenities.

Local amenities

- Shops, supermarkets, cafés and healthcare services are readily available within or near the area
- You can access larger retail and leisure facilities in Luton town centre within a short journey.

Overall, Stopsley combines good transport links, easy airport access, family-friendly housing and green space.



Key Information

Status	Multi Academy Trust
Last Ofsted	April 2026
Ofsted Judgment	The school was recently inspected under the new Ofsted Inspection Framework. We were delighted with the outcome of our inspection and were graded Strong and Expected for all categories.  
Forms of Entry	240 with 8 form entry
Type of school	Mixed Comprehensive
Age Range	11 – 16
Number of Students on Roll	1056
% of SEND Students	17.7% (2.9% of students have an EHCP)
% of EAL Students	38.7%
% of FSM Students	28.8%
% of Pupil Premium Students	29.3%
School Website	https://www.stopsleyhighschool.co.uk

What people say about us

Ofsted Report – June 2026:

“Each day, pupils arrive at school feeling safe, supported and ready to learn. They are supported throughout their time at Stopsley High School. Their journey begins with thoughtful transitions from primary school and continues with excellent preparation for their next steps. They leave school feeling ready and well equipped.”



“Pupils experience a friendly environment where expectations for behaviour are clear and consistently reinforced. Lessons are typically disruption-free, allowing pupils to focus and engage fully in their learning. Pupils understand what good behaviour looks like and respond well to the school’s systems, which support them to make positive choices and re-engage quickly if needed. Pupils report that bullying is rare.”

“Leaders have established a clear and coherent strategic approach to the curriculum and teaching. Leaders prioritise key whole-school approaches, including oracy and literacy. There is a clear focus on improving teaching through staff development and shared approaches, including modelling and adaptive strategies.”



“The curriculum is designed for the pupils at Stopsley. It is responsive to their needs.”

“Teachers enable pupils to deepen their understanding over time. Across subjects, there is evidence of curriculum thinking, with opportunities for discussion, modelling and structured learning.”

“Robust screening and early identification processes ensure that pupils’ needs are identified quickly, with targeted interventions such as phonics supporting those who need additional help. This has led to clear improvements in reading and the development of a positive reading culture across the school. Numeracy is also supported through structured teaching and intervention.”

Staff survey – April 2026:

“I really value the positive and supportive relationships I have with my colleagues. This creates a respectful working environment.”

“I appreciate the Professional Development in place and the fact that Middle Leaders adapt the whole school CPD principles to ensure that they are subject specific and reflect the disciplinary nature of their subjects, this means students really benefit from strategies that impact on their progress.”

“I appreciate the support from my colleagues across the school and the feeling of belonging I have. I also appreciate the talented, brilliant children at Stopsley.”



Deputy Headteacher Person Specification

PS Key	
A = Application Form S = Supporting Statement I = Interview R = Reference	
Criteria	Assessed by
Qualifications/Training	
Qualified Teacher Status	A
A good honours degree or equivalent	A
Evidence of recent and relevant training and development at senior leadership level, including curriculum development	A/S
Recent, relevant NPQ or other school leadership accredited training	A
Experience	
Successful, significant and substantial senior leadership within a secondary school	A/S
Highly effective classroom practitioner with evidence of successful outcomes for students	I/S/R
Successful experience of using data analysis to raise standards	A/S/I
An excellent senior leader with a proven track record of securing excellence and raising/sustaining students' achievement	A/S/I/R
Experience of successful line management and effective monitoring, evaluating and delegating	A/S/I
Strong experience of leading and developing colleagues and highly effective teams	S/I
Experience of working with external agencies and other partners	S/I
Knowledge/skills/qualities (Ability to)	
Ability to think strategically and lead change, where necessary	S/I
In-depth understanding of school leadership and school improvement to achieve outstanding student progress	S/I
Build the reputation of the school and promote within the local community	S/I
An understanding of expectations of all phases of education	S/I
An understanding of exam board regulations and requirements	S/I
Knowledge of current child protection guidance, safeguarding, and health and safety requirements	S/I
Promote an inclusive school culture, which is responsive to students' diverse learning needs	S/I/R
Knowledge and understanding of the wider educational agenda including current national policies and educational issues	S/I

Ability to engage with valid and relevant educational research to inform and develop practices of the school	S/I
Develop specific expertise within staff and promote collaborative work to support others	S/I/R
Ability to formulate and implement effective and efficient strategies that improve teaching and learning in a sustained way and challenge underachievement	S/I/R
Ability to communicate effectively and positively influence staff at all levels	S/I/R
Clear decision-making skills and a proven track record of problem solving and conflict resolution	S/I/R
Personal Qualities	
Reliability, commitment and integrity	S/I/R
Commitment to the values and ethos of the school and Trust, ensuring high expectations of students and staff	S/I/R
Belief in equality of opportunities for all students and staff regardless of background or protected characteristics	S/I/R
Commitment to a collective responsibility for continuous school improvement	S/I/R
Clarity of vision with the ability to communicate it in a compelling and engaging way	S/I/R
Commitment to continual professional development of self and others	S/I/R
Presence and visibility as a leader, demonstrating optimism and resilience	S/I/R
Role model of best practice, with a professional manner that inspires confidence, trust and respect	I/R
A willingness and desire to work with Trust colleagues as well as colleagues at school level	S/I/R



Deputy Headteacher Job Description

Employed By: Middlesex Learning Trust (MLT)

Job Title: Deputy Headteacher

Responsible To: Headteacher

Key Roles and Responsibilities:

Purpose

- Oversee the delivery of high-quality teaching, learning and assessment and promote and develop staff at all stages of their career
- Codify the school's approach to teaching, learning and assessment in Stopsley High School's Teaching and Learning Handbook for staff
- Lead on departmental improvement plans and self-evaluation activities
- Enable students to maximise their achievements and make positive progress across their subject areas
- Lead the teaching and learning team and ensure high-quality line management of departments
- Collaborate with colleagues across the Trust to support subject and leadership networks
- Deputise for the Headteacher, when required.

Culture

- Promote the school's ethos and strategic direction to provide support in raising achievement and aligning with the school's values
- Uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life
- Promote a culture of a high level of staff professionalism and ensure all staff are empowered to contribute to the on-going improvement of the school
- Positive and respectful relationships are promoted across the school community and a safe, orderly and inclusive environment is delivered
- Foster a culture where every student experiences a positive and enriching school life.

Teaching and Learning

- Deliver excellent provision across and throughout the curriculum and encourage the development of innovative ways of learning - incorporating research-based approaches and applied technology
- Ensure inclusive and outstanding teaching and learning are at the centre of the school's strategic planning and management
- Foster a culture of transparency across the school, setting the highest possible standards
- Implement a consistent, on-going vision and focus that leads to raising student achievement, making best use of data to monitor, intervene and promote progress at every level and in every student's learning.

Implement accountability systems

- Identify and eliminate gaps in achievement between key groups of students
- Recruit and retain excellent teachers and support staff, and deliver on-going development and training for all staff
- Ensure robust appraisal systems are in place and delivered consistently to support the raising of standards.

Curriculum and assessment

- Maximise the performance of all students through high-quality teaching and learning which motivates, challenges and empowers
- Foster effective curricular leadership and develop subject leaders with high levels of relevant expertise with access to professional networks and communities
- Promote excellence in teaching and learning to ensure a continuous and use data and benchmarks to monitor progress, within a culture of challenge, support and excellence
- Use valid, reliable and proportionate approaches to assess students' knowledge and understanding of the curriculum.

Behaviour

- Support a culture of high expectations of behaviour for all students
- Implement consistent, fair and respectful approaches to managing behaviour
- Staff and other stakeholders always model the expected behaviours for others.

Additional and special educational needs and disabilities

- Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- Establish and sustain practices that enable all students to access the curriculum and learn effectively.

Professional development

- Deliver high-quality professional development, focused on improvement priorities and monitor its impact on teaching, learning and assessment
- Encourage networking and development opportunities, including those provided by the Trust, for staff to learn from and celebrate each other's efforts.

Other areas of responsibility

- Please note that parts of this job description are illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list.
- Roles and responsibilities are reviewed annually and may change in line with the needs of the school.
- The post holder will be required to undertake specific responsibilities, appropriate to the level of the role, the details of which will be agreed after appointment.
- The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all staff, children and young people and to be committed to promoting diversity and inclusion.

How to apply

This appointment is supported by ASCL's Leadership Appointment Service. For an informal discussion about the role please contact Peter Monk at Peter.Monk@ascl.org.uk

To request a tour of the school, please contact recruitment@stopselyhighschool.co.uk

Closing date: 9am Monday 28th September 2026

Interviews will be held on Monday 5 October and Tuesday 6 October 2026.

Stopsley High School and Middlesex Learning Trust are committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to enhanced DBS checks, online searches and other pre-employment safeguarding checks.

Middlesex Learning Trust is committed to equality, diversity and inclusion and welcomes applications from all suitably qualified candidates.