



STRATFORD GIRLS'
GRAMMAR SCHOOL
STRATFORD-UPON-AVON

Appointment of Headteacher

INFORMATION FOR CANDIDATES

Job Description &
Person Specification

JOB DESCRIPTION: HEADTEACHER

Grade/Salary: In accordance with the School Teachers' Pay and Conditions Document (STPCD)

Responsible to: Governing Body

Purpose of the Role

Stratford Girls' Grammar School is a Single Academy Trust (SAT).

The Headteacher is the most senior executive leader of Stratford Girls' Grammar School and its Single Academy Trust. The postholder provides outstanding educational leadership and acts as Chief Executive and Accounting Officer, with overall responsibility for educational performance, financial stewardship, governance effectiveness, statutory compliance and risk management.

The role combines principled, values-led educational leadership with whole-organisation executive accountability. There is no executive tier above the postholder.

As Chief Executive and Accounting Officer, the Headteacher holds personal responsibility for the regularity, propriety and value for money of public funds, and for ensuring that robust systems of governance, assurance and risk management are in place. The role requires confident professional judgement within a high accountability public sector context.

The role is undertaken within the framework of the Headteachers' Standards (2020), which define the professional expectations applicable to all Headteacher roles.

Strategic Leadership and Accountability

The Headteacher will:

- Provide visible, values-led leadership that reflects the ethos and purpose of a high-achieving selective girls' grammar school.
- Develop, articulate and sustain a clear vision and strategic plan promoting academic excellence, personal development and equality of opportunity.
- Sustain the school's ethos, culture and strategic direction in partnership with Trustees and through engagement with the school community.
- Lead rigorous self-evaluation and strategic school improvement planning, ensuring priorities are clearly defined, realistically resourced and regularly reviewed.
- Ensure improvement initiatives lead to sustained and measurable improvement over time.
- Ensure the school is inspection ready at all times, and lead engagement with external accountability processes.
- Work closely with the Board of Trustees, providing high-quality professional advice, evidence-based reporting and strategic recommendations.
- Ensure compliance with all statutory requirements and manage organisational and reputational risk effectively.



School Culture and Professional Community

The Headteacher will:

- Build and sustain a positive, inclusive and aspirational school culture in which students experience a rich and fulfilling school life.
- Promote positive, respectful relationships across the school community underpinned by shared values and clear expectations.
- Maintain a culture of high staff professionalism, trust, collaboration and collective responsibility for improvement.
- Ensure that adults within the school model the conduct, behaviours and values expected of pupils as responsible and ethical citizens.

Educational Excellence, Teaching and Curriculum

The Headteacher will:

- Ensure learning and achievement remain central to all strategic decision-making.
- Secure consistently high standards of teaching, learning and student outcomes across all key stages.
- Lead and hold leaders accountable for the quality, coherence and impact of the curriculum, ensuring it is ambitious, inclusive and well-sequenced.
- Promote deep subject knowledge, intellectual curiosity, oracy and independence of thought.
- Secure high-quality teaching through clear expectations, robust quality assurance and evidence-informed professional development.
- Ensure effective assessment practices that support learning, track progress accurately and inform timely intervention.
- Promote high expectations for all students, including the most able and those facing additional barriers.
- Take strategic responsibility for SEND and additional needs, ensuring inclusive practice and effective support across the school.
- Champion girls' academic confidence, aspiration, leadership and wellbeing through curriculum and culture.

Safeguarding and Child Protection

The Headteacher will:

- Take overall responsibility for safeguarding and child protection, ensuring compliance with current statutory guidance.
- Ensure a strong safeguarding culture where the welfare of students is paramount and safeguarding is everyone's responsibility.
- Ensure the Designated Safeguarding Lead function is effective, appropriately resourced and well supported.
- Ensure safeguarding policies, procedures, training and record-keeping are robust, current and consistently applied.
- Work effectively with external agencies to safeguard and promote the welfare of children.

Student Wellbeing, Behaviour and Personal Development

The Headteacher will:

- Establish and sustain a calm, safe and positive learning environment with consistently high standards of behaviour.
- Ensure students' personal development, wellbeing and mental health are prioritised alongside academic success.
- Promote student voice, leadership and meaningful participation in the life of the school.
- Ensure behaviour expectations are fair, consistent and respectful, and that adults across the school model the behaviour and conduct expected of pupils.
- Ensure policies and practices promote equality, inclusion, respect and diversity.
- Work proactively with families and external agencies to support students and remove barriers to learning.

Organisational Leadership, Finance and Compliance

The Headteacher will:

- Act as Accounting Officer for the Trust in accordance with the Academy Trust Handbook.
- Provide strategic financial leadership, including medium- and long-term financial planning, workforce affordability, reserves management and estate sustainability.
- Ensure effective internal control, assurance and executive ownership of strategic, financial, operational and reputational risk, including oversight of the Trust risk register.
- Ensure efficiency, effectiveness and probity in the use of public funds.
- Oversee statutory accounts, audits and financial returns, ensuring compliance with company, charity and education legislation.
- Ensure compliance with all statutory and regulatory requirements, including safeguarding, health and safety, employment law and data protection.
- Ensure the school premises provide a safe, welcoming and stimulating environment for learning.
- Oversee effective systems and processes supporting the legal, administrative and operational running of the school.
- Lead change and improvement effectively, ensuring initiatives are well planned, communicated and implemented.

Governance, Accountability and Regulatory Interface

The Headteacher will:

- Be accountable to the Board of Trustees for the performance, sustainability and compliance of the Trust.
- Welcome appropriate professional challenge and scrutiny as a core element of effective governance and public accountability.
- Work in professional partnership with Trustees within a non-executive governance model, providing clear, timely and accurate information for effective oversight and challenge.
- Support Trustees and committees in fulfilling statutory responsibilities, including audit, finance, pay and Headteacher performance management.
- Act as the Trust's principal point of accountability with the DfE and other relevant regulators.
- Uphold and demonstrate the Seven Principles of Public Life (Nolan Principles) at all times.
- Maintain the highest standards of ethical and professional conduct within and beyond the school community.
- Uphold public trust in school leadership and act in the best interests of pupils and the wider school community.

Staff Leadership, Development and Wellbeing

The Headteacher will:

- Build and sustain a collaborative, professional learning culture characterised by trust, ambition and shared accountability.
- Appoint, deploy and retain high-quality staff with clear roles aligned to strategic priorities.
- Lead effective performance management, setting high expectations with appropriate support and challenge.
- Line-manage the Senior Leadership Team, ensuring clear accountability, effective delegation and shared leadership responsibility.
- Ensure staff have access to high-quality, sustained professional development aligned with whole-school priorities and individual development needs, drawing on internal and external professional frameworks where appropriate.
- Invest in leadership development at all levels and ensure effective succession planning.
- Promote staff wellbeing and work-life balance, recognising the importance of sustainable workload and morale.
- Take responsibility for their own professional development and reflective practice

Partnerships, Community and System Leadership

The Headteacher will:

- Build positive, respectful and open relationships with parents and carers, ensuring clear and timely communication.
- Work in partnership with other schools, organisations and agencies to enhance provision and contribute to system improvement.
- Represent the school positively within the local, regional and wider educational community.
- Act as principal ambassador and public spokesperson for Stratford Girls' Grammar School.
- Protect and enhance the school's reputation and promote its values, achievements and distinctiveness.



THE PERSON SPECIFICATION: HEADTEACHER

These elements will be tested through one or more of the following areas:
Application Form, Letter, Interview, Personal Documentation

	Essential	Desirable
Professional Qualifications and Experience	<ul style="list-style-type: none"> • Qualified teacher with substantial and successful senior leadership experience in a secondary school context. • Significant experience of leadership at senior level, with demonstrable impact on school improvement. • Evidence of sustained success in securing high standards of teaching, learning and student outcomes across Key Stages 3–5. • Clear evidence of readiness for headship within a highly accountable context 	<ul style="list-style-type: none"> • Qualification linked to leadership of school or business, e.g. NPQH, MBA • Previous headship experience,
Educational Leadership and School Improvement	<ul style="list-style-type: none"> • Proven ability to provide inspirational, ethical and inclusive leadership to students, staff and the wider school community. • Ability to develop, articulate and sustain a clear educational vision that promotes academic excellence, personal development and equality of opportunity. • Experience of leading rigorous self-evaluation and strategic school improvement planning, ensuring priorities are evidence-based, realistically resourced and regularly reviewed. • Ability to ensure the school is inspection-ready at all times and to lead engagement with external accountability processes. 	<ul style="list-style-type: none"> • Experience of leading at whole-school level through significant periods of change or development.
Selective Girls' Education and Student Outcomes	<ul style="list-style-type: none"> • Deep commitment to selective girls' education and to enabling young women to flourish academically, personally and socially. • Proven track record of promoting high academic standards while also championing aspiration, confidence of voice, leadership and independence. • Ability to secure high expectations for all students, including the most able and those facing additional barriers. 	<ul style="list-style-type: none"> • Experience of leadership in a selective, single-sex or academically high-performing context.
Teaching, Curriculum and Assessment	<ul style="list-style-type: none"> • Strong understanding of what constitutes high-quality teaching and learning and how students learn best. • Experience of leading the quality, coherence and impact of curriculum design, ensuring it is ambitious, inclusive and well sequenced. • Ability to secure consistently high-quality teaching through clear expectations, effective quality assurance and evidence-informed professional development. • Experience of overseeing effective assessment practices that support learning, provide accurate information on progress and inform intervention. 	<ul style="list-style-type: none"> • Engagement with national curriculum or assessment developments at senior level.

	Essential	Desirable
Student Wellbeing, Behaviour and Inclusion	<ul style="list-style-type: none"> • Ability to establish and sustain a calm, safe and positive learning environment where high standards of behaviour are consistently upheld. • Clear commitment to students' personal development, wellbeing and mental health as integral to academic success. • Strategic responsibility for additional and special educational needs, ensuring inclusive practice and effective support across the school. • Commitment to equality, inclusion, respect and diversity, ensuring all students are supported to thrive 	<ul style="list-style-type: none"> • Experience of developing or leading whole-school wellbeing or personal development programmes.
Safeguarding and Child Protection	<ul style="list-style-type: none"> • Clear commitment to safeguarding and promoting the welfare of children and young people. • Secure understanding of statutory safeguarding and child protection requirements and the ability to foster a culture where safeguarding is everyone's responsibility. • Ability to ensure safeguarding policies, procedures, training and record-keeping are robust, current and consistently applied. 	<ul style="list-style-type: none"> • Experience as Designated Safeguarding Lead, Deputy DSL or strategic oversight of safeguarding.
Executive, Governance and Financial Leadership	<ul style="list-style-type: none"> • Experience of whole organisation or whole school leadership with clear accountability for outcomes. • Strategic financial acumen, including medium and long-term planning, stewardship of public funds, workforce affordability and value for money. • Proven ability to work effectively with trustees/governors within a non-executive governance model, providing high-quality professional advice and evidence-based reporting. 	<ul style="list-style-type: none"> • Experience working within an academy trust, particularly a Single Academy Trust. • Experience of whole organisation inspection, audit or regulatory engagement (e.g. Ofsted, DfE). • Secure understanding of the responsibilities of an Accounting Officer within an academy trust
Judgement, Integrity and Accountability	<ul style="list-style-type: none"> • Demonstrates sound professional judgement and decision-making in high accountability, high scrutiny or risk environments. • Integrity, probity and ethical leadership consistent with public service values and charitable accountability. • Ability to manage organisational and reputational risk effectively. 	<ul style="list-style-type: none"> • Experience of leading organisations through public or regulatory scrutiny.
Communication, Relationships and Personal Qualities	<ul style="list-style-type: none"> • Strong interpersonal and communication skills, able to inspire confidence, trust and ambition across students, staff, parents and governors. • Ability to represent the school credibly and authentically to a wide range of audiences, including external partners and regulators. • Values-driven, reflective and resilient leader with emotional intelligence. • Compassion, empathy and a good sense of humour. • Capacity for sustained commitment, hard work and thoughtful leadership under pressure. 	<ul style="list-style-type: none"> • Experience of acting as a public spokesperson or senior representative for an organisation.

	Essential	Desirable
Staff Leadership, Development and Wellbeing	<ul style="list-style-type: none"> • Ability to build and sustain a collaborative, professional and values driven staff culture characterised by trust and shared accountability. • Experience of appointing, deploying and retaining high quality staff, ensuring roles and responsibilities are clear and aligned to school priorities. • Proven leadership of effective performance management, balancing high expectations with appropriate support and challenge. • Commitment to leadership development, talent identification and succession planning. • Strong commitment to staff wellbeing, sustainable workload and positive morale. 	<ul style="list-style-type: none"> • Experience of designing or leading programmes to support staff wellbeing or leadership development at whole school level.

Safeguarding

Stratford Girls' Grammar School is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to enhanced DBS clearance and relevant pre-employment checks. The Headteacher is expected to uphold the highest standards of safeguarding practice and compliance.

This person specification should be read in conjunction with the Job Description and the School Teachers' Pay and Conditions Document (STPCD). It may be reviewed and amended following consultation to reflect the evolving needs of the school and Trust.



"I work with young people because of their openness, curiosity and willingness to engage with new ideas. Their energy, humour and sincerity make the work both rewarding and inspiring, and their desire to understand and improve the world gives real purpose to what we do."

Mrs El-Bekai

Teacher of English and
Deputy Head of Sixth Form

APPLICATION PROCESS

Candidates are encouraged to submit an application demonstrating how their experience, values and leadership approach align with the ethos and future direction of Stratford Girls' Grammar School.

Those who wish to apply can do so by following the link here from the school's website using [MyNewTerm](#).

Please complete the application form online. A written statement in support of your application will be accepted but we do not consider CVs.

If you have any questions regarding this vacancy or wish to visit the school, please contact Joanne Betts, PA to the Headteacher, in the first instance on **01789 293759** or at HeadsPA@sggs.org.uk.

Application deadline: **10am, Wednesday 10th June 2026**

Interviews are expected to take place on **Monday 22nd and Tuesday 23rd June 2026**.

THE INTERVIEW STRUCTURE

Detailed arrangements will be sent to those invited for interview, but the following elements are likely to be part of the process. They are provided at this stage for information only and are subject to revision.

Our usual practice in school is for all candidates to arrive at the same time and take part in some activities in a group or on a rota basis. Interviews will be on an individual basis.

These activities may include:

- meetings and discussions with the Governing Body, the SLT and other key staff as appropriate
- tour of the school and site with student leaders
- individual interviews with panels, which may include students and/or staff
- practical activities
- observed discussion with others for leadership posts
- formal panel interview

THE FORMAL INTERVIEW

Before the interviews, the selection panel will agree on the interview format.

The questions asked will be aimed at obtaining evidence of how each candidate meets the requirement of the job description and the person specification and each candidate will be assessed against all of the criteria for the post. The same areas of questioning will be covered for each applicant and no questions which would discriminate directly or indirectly on protected characteristics under the Equality Act 2010 will be asked.

The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues and their suitability for the role in relation to the safeguarding criteria in the person specification.

Candidates will be asked about the most recent safeguarding training.

The interview will also include a discussion of any convictions, cautions or pending prosecutions, other than those protected, that the candidate has declared and are relevant to the prospective employment.





Safeguarding

The personal safety, emotional well-being and social development of students at SGGS is at the heart of our school ethos. Sustaining a vigilant culture of safeguarding awareness across the school, with clearly understood and defined systems for raising concerns, is of paramount importance and underpins all professional conduct and practice.

All associate and teaching staff are regularly trained and empowered to deploy their professional curiosity and are tasked with adopting a 'it could happen here' approach to any concerning presentation by a student or member of staff manifest in school.

We advise you that in line with KCSIE 2025 requirements, we will carry out online searches on all short-listed candidates.

This school is committed to safeguarding, equality of opportunity, and promoting the welfare of children and young people. An enhanced DBS check will be required.

This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974.

Staff Dress

Staff at Stratford Girls' Grammar School are expected to dress in a smart, professional manner that reflects the values of the school and sets a positive example to students. Clothing should be appropriate to role, non-offensive, non-political, and not overly casual or revealing.

Teaching staff are expected to wear professional business attire, with jackets expected for both male and female staff. Ties are optional.

