



The Highfield  
School

Headteacher  
Information Pack  
The Highfield School



---

## **Contents**

LETTER FROM OUR CO-CEOS, MATT GAUTHIER AND CLAIRE ROBINS .....	3
INFORMATION ABOUT THE HIGHFIELD SCHOOL .....	6
INFORMATION ABOUT SCHOLARS' EDUCATION TRUST .....	12
RECRUITMENT PROCESS .....	16
JOB DESCRIPTION .....	17
PERSON SPECIFICATION .....	20

---

## Letter from our Co-CEOs, Matt Gauthier and Claire Robins

Dear Candidate,

Thank you for your interest in this important position within Scholars' Education Trust (SET). We are delighted to be recruiting a new Headteacher for The Highfield School following the Head's move to a central Trust position. This is an opportunity to further strengthen our talented group of school leaders, and we very much hope that, once you have found out a little more about us, you will consider submitting an application.

SET was founded in 2012 and now consists of 13 schools: Buntingford First School, Dunstable Icknield Lower School, Harpenden Academy, Longdean School, Nazeing Primary School, Oakleaf Primary School, Priory Academy, Robert Barclay Academy, Samuel Ryder Academy, Sir John Lawes School, The Hemel Hempstead School, The Highfield School and Watling Lower School. We are a cross-phase trust providing a high-quality education for more than 9,500 children between the ages of 4 and 18. Within our family of schools we have 3 first schools, 3 primary schools, an all-through school, five secondaries and an extended secondary.

The shared values of our trust family are summed up in the Scholars' Education Trust ACE:

- Achievement
- Care
- Excellence

The ACE underpins everything we do and provides a secure basis for all we try to accomplish:

- Achievement in academic, artistic, sporting, cultural and other forms with a focus on teaching and learning
- Care for students, staff and others beyond the school community
- Excellent standards, manners, honesty, personal integrity and uniform.

The Highfield School joined SET in January of 2024 and continues to develop and thrive as a school of choice in the local community. We are looking for someone who can take on the school at this exciting stage of the school's improvement journey and who will continue to build on the successes already achieved. The Highfield School is staffed by highly qualified specialists who are utterly committed to constantly providing the very best for the students in its care. At Highfield we believe nothing is impossible if it improves outcomes for our children and we are looking for a headteacher ready to take on the challenge of furthering the school's development journey.

What can you expect from SET if you join us as a Headteacher? Well, of course you will be given the independence to lead your own school and make decisions in the best interests of the students in your care, but you will be able to do that with the support and advice of an experienced group of Headteachers and the expertise of the SET hub team. Our hub team is made up of experts in their field who are at the end of a phone, or ready to visit, if you have questions about areas such as finance, HR, admin and estates (to name but a few areas). For our Headteachers, especially those newer to the role or school, this is an invaluable support and frees them up to focus on getting to grips with the most important aspect of their jobs – the day-to-day experience of their children.

And SET can offer support there too! Our Headteachers meet regularly to share good practice and discuss current issues. The Executive Team also visit all schools regularly to

plan and work with Heads. Our annual school improvement programme involves staff from across the trust in peer reviews, joint CPD, an annual conference for all staff (teaching and non-teaching), cross-trust working parties and many other opportunities to work together to raise standards and disseminate great ideas. Recent Trust foci have been on digital technologies, belonging and staff-wellbeing and we see all this work as vital to strengthening our schools and providing recruitment and retention opportunities for our staff.

This is a great time to join SET. We are a growing trust with a proven record of school improvement and a strong moral purpose. We pride ourselves that we already demonstrate excellent practice in many areas, but we are always open to new ideas and creative thinking. We are big enough to really add value to our schools, but not so big that individuals can get overlooked! If you would like more information, then please don't hesitate to contact us with any questions. We would particularly encourage you to arrange a tour of The Highfield School to give yourself a feel for our fantastic school.

If you are ready for the next challenge in your career and think you would enjoy being part of the SET family as a Headteacher, then we look forward to hearing from you.



**Matt Gauthier**  
Co-Chief Executive Officer  
Scholars' Education Trust



**Claire Robins**  
Co-Chief Executive Officer  
Scholars' Education Trust



---

## Welcome from the Chair of Governors, Dan Nearney

Dear Candidate

Thank you for your interest in the Headteacher position at The Highfield School. On behalf of the Governing Body, I am truly delighted to welcome you to our recruitment process. We are genuinely pleased that you are considering joining our ambitious, vibrant, and forward-thinking school community.

The Highfield School is a place where academic excellence and personal growth are nurtured side by side. Our values of being caring, respectful and determined are at the centre of that approach, supporting our students to work together to succeed and thrive. The staff are committed to offering high-quality teaching, a broad and challenging curriculum, and a culture of high expectations that enables our students to flourish academically, personally, and socially.

As Governors, we care deeply about the future of our academy. We are looking for a Headteacher who not only shares our ethos but also brings warmth, vision, and a genuine passion for helping young people thrive. This is an exciting moment in our journey, and we are eager to work alongside a leader who will guide the school confidently into its next chapter of growth and aspiration.

We hope that as you learn more about our school, you will gain a clear sense of the opportunities, challenges, and rewards that come with leading a school as unique as The Highfield School and we look forward to learning more about the experience and perspective you would bring to our school.

Yours sincerely

**Dan Nearney**

Chair of Governors

---

## Information about The Highfield School

Situated in the Garden City of Letchworth, Hertfordshire, The Highfield School is an ambitious, innovative secondary comprehensive school for ages 11–18, located on a single, vibrant campus on Highfield. As part of the Scholars' Education Trust (SET), our School benefits from shared expertise, strong collaboration and a commitment to excellence that has guided our development since joining in January 2024.

The Highfield School stands at the heart of its community, combining traditional values with cutting edge educational practice. With high expectations, excellent facilities and a committed staff team, we offer an outstanding environment in which students can learn, grow, and excel—from their entrance to secondary through to their transition into higher education and beyond.

### Vision and Ethos

The Highfield School is an ambitious school where all are encouraged to achieve their full potential. Our vision that 'we work together to succeed and thrive' is based on a culture of high expectation, challenge and the support needed, so that by we can all achieve our goals. We have an excellent reputation both academically and pastorally. This reputation is based on outstanding teaching and learning and high standards and expectations.

As a learning community, academic achievement is of course incredibly important. Of equal importance is helping our students to develop strong values with a focus on personal development, in order to support our young people in gaining a strong sense of their place in their local, national and global communities. Driving this ethos, are our core values of being 'Caring, Respectful and Determined.'

These values underpin every aspect of school life and reflect our commitment to delivering a transformational educational experience, enabling all young people to realise their potential and ambitions.

### Curriculum and Teaching

We believe in nurturing confident, curious, and responsible young people. Our curriculum is enriched with opportunities that broaden students' horizons, ranging from cultural experiences to high level academic enrichment. Students benefit from a wide programme of trips and events, including visits to CERN, Sky Studios, local cultural venues, and international collaborations that develop cultural understanding and global awareness.

### Key Stage 3

At KS3 our curriculum is broad and balanced and designed to embed and develop students' prior knowledge, understanding and skills. Students are engaged and challenged through an imaginative curriculum which enables all students to thrive at the next level of their education.

### Key Stage 4

At KS4 we offer a wide and engaging curriculum that allows flexibility of student choice, provides for the academic needs of all students, and sets individuals up for success post -16. We create the timetable from the students' choices rather than forcing them to select from blocks, meaning that for many years now, ensuring that the vast majority of students have been able to follow their chosen courses. We offer two languages at GCSE (French and Spanish), and have high rates of entry for triple sciences.

## Key Stage 5 – Sixth Form

Our KS5 curriculum builds on achievement at KS4 by allowing maximum flexibility of student choice, providing a broad and balanced range of courses including academic, vocational and enrichment options. It prepares students for success beyond school by developing resilience and independence and an informed understanding of their future opportunities. We have a track record of getting students into the university of their choice including Russell Group and Medicine courses.



## Enrichment Through the Curriculum

Across all phases, learning is enriched through:

- leadership and teamwork opportunities
- academic extension and challenge
- innovation in digital learning
- a wide range of trips and cultural experiences
- high quality careers guidance from an early age-quality careers guidance from an early age



### **Personal Development and Extra-Curricular**

Our community ethos encourages students to develop strong character, determination, and a sense of responsibility. The school's focus on care ensures that every student feels valued and supported.

We have a wide extra-curricular offer, seeing it as a key feature of how we develop our young people providing opportunities for teamwork, leadership, time management, resilience and perhaps most importantly enjoyment!

Clubs cover sports, the arts, current affairs, journalism and more. Some are staff led, some are student-led and we always try to respond to requests from students to establish new groups. Year 12 students often help run or lead a club and are always keen to pitch new ideas. House events run a throughout the year including competitions across the year including events such as the Christmas Card and Pumpkin Carving competitions and of course House Sports Day.

All pupils benefit from an extensive and inclusive extracurricular programme including:

- sports clubs and competitions
- music, choir and performance opportunities
- coding, robotics and digital innovation
- drama and dance
- Eco Leaders and community projects
- leadership roles such as GRIT mentors and leading committees

These experiences help pupils develop character, teamwork, resilience and confidence.

We promote active participation in the arts, and our music, drama and dance departments are very well supported. Students take instrumental lessons and there are numerous concerts, showcases and performances throughout the year, as well as a whole school musical or pantomime each year.

Trips are also a key feature of our offer; in a normal year we offer a number of trips to continental Europe including Norway, France, Germany, Italy and Spain as well as a camping trip for Year 7, a ski trip and a Camps International expeditions. We also run the Duke of Edinburgh Scheme at Bronze and Silver. We ensure that all students can access these opportunities by offering financial support where necessary.

### **Digital Innovation**

The Highfield School is proud of its approach to digital innovation. Our modern digital ecosystem uses technologies such as Google Suite, Microsoft 365, iPads, and Macs, enabling dynamic, collaborative, and future focused learning environments. Students benefit from dynamic, collaborative and future focused learning experiences, while staff receive ongoing training and support.

### **Facilities**

Our newly built accommodation has benefited from further investment in our facilities, including:

- new dedicated sixth form centre
- state-of-the-art photography studio and mac suites
- a soon to be built multi use games area

These environments inspire creativity, performance and high-quality learning.

## Student Achievement

Below are the public examination outcomes for The Highfield School.

### KS4 Summary

Progress 8	-0.41
Attainment 8	41.8
% achieving at least a grade 4 in both English and Maths	49%
% achieving at least a grade 5 in both English and Maths	37%
EBacc average point score	3.75
% of students entering the EBacc	37%
% of students staying in education or employment after KS4	99% (2023)

### KS5 Summary

Average Point Score	32.44
Average point Score (Applied General)	31.64
% retained on main study programmes	93%
% progressing to higher education or training	99%
Progress (Value Added) A Levels and Academic	0.07
Progress (Value Added) Vocational	0.58

The majority of our Year 13 students go on to further study at university, including healthy numbers to Russell Group universities and competitive courses such as medicine. We also actively promote apprenticeship schemes and see above national averages entering these.

---

**Current Senior Staffing Structure for the School:**

Headteacher	Lucy Miles
Deputy Head	Jo Hammond (Quality of Education)
Deputy Head	Ben Pike (Behaviour and Attitudes)
Assistant Head	Jennie Clift (Personal Development/DSL)
Assistant Head	Roisin Cosgrove (Closing the gap)
Assistant Head	Katherine Hutton (Wider Curriculum Lead)
Assistant Head	James Baker (Data, assessment and timetabling)
Associate SLT, SENDCo	Hollie Wells (SENCO)
Associate Assistant Head	James Golds (Head of Sixth Form)

**External recognition**

The Highfield School was judged Good by Ofsted in 2023. We hold a significant number of external awards including Rainbow Flag and two Diana Awards.

**Admissions**

Scholars' Education Trust is the admissions authority for the Highfield School.

Applications for the intake year are processed through Hertfordshire County Council. The school's admission number is 180.

---

## Information about Scholars' Education Trust

Formed in 2012, SET has enjoyed measured growth, ensuring maximum educational impact alongside financial sustainability, and is currently made up of thirteen co-educational schools – three first schools, three primary schools, an extended secondary, five secondary schools and an all-through school. All schools within the Trust have benefited in a whole host of ways by being within the Trust, for example:

- All schools have improved or maintained their OFSTED grade, if inspected since joining the Trust
- Attainment and achievement are strong in our schools
- Student numbers are healthy with many of our schools over-subscribed
- Trust support with student attendance to maximise impact
- All schools are fully staffed with specialist teachers
- Over £25 million in capital invested in Trust schools in 8 years

The Trust aims to ensure that the skills and experience of staff at all the schools are maximised so that the students in our care receive the best education possible. Expertise in teaching and learning is shared across the entire trust and support systems are centralised to enable the schools to achieve maximum efficiency from all our resources. Although all schools retain their own identities, the central “DNA” of the Trust is shared across the organisation so that whether you are in Buntingford, Dunstable, Harpenden, Hemel Hempstead, Hoddesdon, Nazeing or St Albans you will know you are a part of Scholars' Education Trust and that the values and priorities of everyone you meet will be the same.

Scholars' Education Trust schools are:

- Buntingford First School, first school
- Dunstable Icknield Lower School, first school
- Harpenden Academy, primary school
- Longdean School, secondary with 6<sup>th</sup> form
- Nazeing Primary School, primary school
- Oakleaf Primary School, primary school
- Priory Academy, Dunstable, extended secondary Year 5 to Year 11
- Robert Barclay Academy, Hoddesdon, secondary with 6<sup>th</sup> form
- Samuel Ryder Academy, St Albans, all through school with 6<sup>th</sup> form
- Sir John Lawes School, Harpenden, secondary with 6<sup>th</sup> form
- The Hemel Hempstead School, secondary with 6<sup>th</sup> form
- The Highfield School, secondary with 6<sup>th</sup> form
- Watling Lower School, first school

The foci for the Trust this year are:

- People
- Teaching and Learning
- Digital Technologies

Cross-trust working groups for each of these foci are currently meeting to develop these areas across the Trust, taking the opportunity to share best practice, inspire new initiatives and extend this work to involve all staff and students by challenging our thinking and working practices on these important areas.

## **Operational Overview**

### **Executive Team**

#### **Ms Claire Robins, Co-CEO**

Claire taught at a number of schools in Hertfordshire before becoming head of Sir John Lawes School in 2006. In 2008, Sir John Lawes became a National Support School and Claire was made a National Leader of Education, since when she has led on school-to-school support work with a number of schools, leading to the setting up of the Scholars' Education Trust in 2011. In September 2022, she stepped down as head of SJL and became full-time CEO of the Trust.

Claire sat on the Regional Schools' Commissioner's Headteacher Board for the NWLSC region for 8 years and is also a founder director of the Harpenden Secondary Schools' Trust, which was established to promote wider educational opportunities across the town. She is a Member of the Harpenden Secondary Education Trust, the governing body for Katherine Warington School, a free school which opened in Harpenden in 2019, and also a trustee of the Atlas Academies Trust and The Kemnal Academies Trust. Claire was awarded an OBE in the Queen's Birthday Honours List in June 2018 for Services to Education, is a Fellow of the Chartered College of Teaching, and an honorary fellow of Worcester College, Oxford University. In March 2023 Claire became an Ofsted Inspector.

#### **Mr Matt Gauthier, Co-CEO & Executive Headteacher of Samuel Ryder Academy and Buntingford First School**

Matt taught Business and Economics at a number of schools in Hertfordshire before being appointed deputy headteacher at Sir John Lawes School in 2007. Matt was appointed Headteacher of Francis Bacon School in 2011 and led its transformation into Samuel Ryder Academy, Hertfordshire's first all-through school. Matt is Executive Headteacher at Buntingford First School and Samuel Ryder Academy.

As Co-CEO, Matt supports other schools in the Trust, mentoring newly appointed Headteachers and providing leadership and strategic guidance, particularly over data and curriculum. Matt is current Chair of the Hertfordshire Schools' Forum, Trust Member at the local Pupil Referral Unit (PRU), as well as a member of the St Albans Strategic Partnership Executive Group. In September 2026, Matt will be moving to a fully central role in the Trust as Chief Executive Officer.

---

### **Mrs Hazel Wale, COO**

Hazel has worked in education for a number of years achieving her SBM qualification in 2004 followed by the NPQH in 2008. She is a NASBM Fellow and was awarded NASBM School Business Manager of the year in 2015.

Hazel was part of the original EIP team that supported Samuel Ryder and is now responsible for our central provision that encompasses SBMs, finance, payroll, governance, IT, data, attendance, HR and PR/marketing. Hazel's expertise has led to her being frequently approached to speak at local and national conferences and to provide consultative support for a number of schools. Hazel is a key member of the school-to-school support team.

### **Stephen Kinsley, CFO**

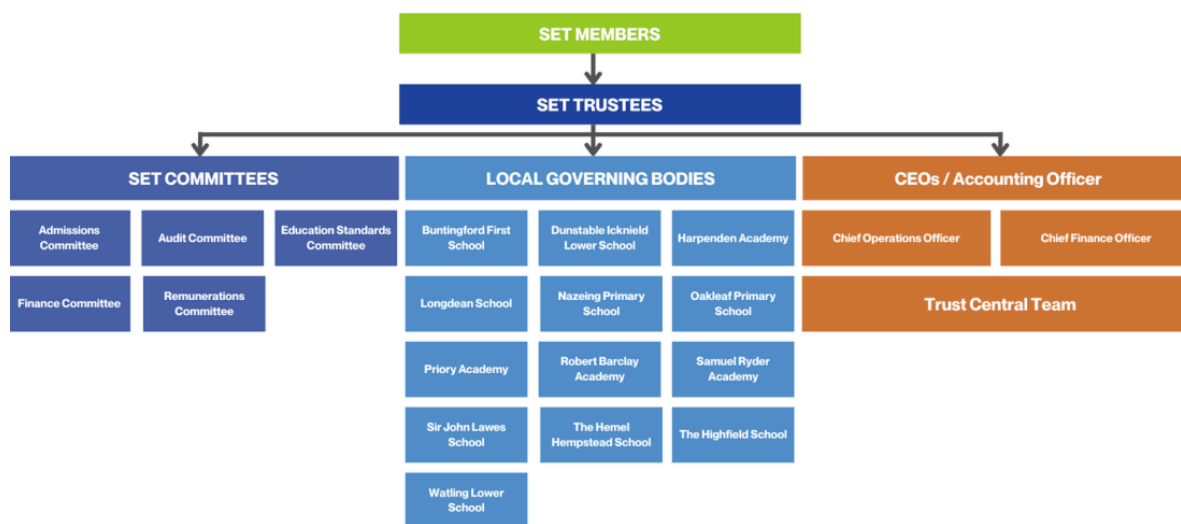
Stephen is an experienced CFO within education; having held senior roles across multi-academy trusts, standalone academies, and individual maintained schools. His career spans positions such as COO, Director of Finance & Operations and School Business Manager, giving him a broad and practical understanding of school leadership. Starting out as a part-time clerical assistant, Stephen brings a grounded perspective to his work and now leads the Trust's overall financial strategy. He's deeply committed to creating environments where both children and staff can thrive, and believes in the importance of making the behind-the-scenes operations of schools as effective and supportive as possible.

In addition to his executive roles, Stephen is an experienced Governor and Trustee, and regularly shares his insights at conferences and through mentoring other educational settings.

### **Trust Central Staff**

SET central hub team consists of Attendance, Estates, Governance, Finance, Human Resources, IT, PR & Marketing and Payroll departments and is based on site at Samuel Ryder Academy.

## Governance Structure



LGBs are committees of the trust with delegated responsibility to:

- Building an understanding of how the school is led and managed
- Monitor whether the school is:
  - Working within the agreed policies
  - Meeting statutory requirements
  - Meeting agreed targets
  - Managing its finances well
  - Meeting the requirements of the SET annual business planner
- The principal governance of Teaching and Learning
- Engaging with stakeholders
- Reporting to the board
- To ensure the LGB has the necessary skills and all members are appropriately trained.

---

## Recruitment Process

Scholars' Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will require an enhanced disclosure from the DBS.

For more information please find attached:

- Child Protection Policy
- Keeping children safe in education.

### Staff Benefits – Headteacher

- Private health cover
- Executive team mentor
- Bike to work scheme in place
- SET leadership development programmes

### Equality and Diversity

SET is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief (Equality Act 2010 protect characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff, governors and Trustees treat visitors, volunteers, and contractors.

### Applications:

Please see the Headteacher job description and person specification below. Please download the SET application from the Trust website:  
[www.scholarseducationtrust.co.uk/vacancies](http://www.scholarseducationtrust.co.uk/vacancies)

Please complete the application form, CVs will not be accepted, and also enclose a letter of application outlining how your skills and experience meet the requirements of the person specification. Applications should be sent to:

Matt Gauthier, Co-CEO Scholars' Education Trust  
Drakes Drive  
St Albans  
AL1 5AR

OR apply by email to: [hr@scholarseducationtrust.co.uk](mailto:hr@scholarseducationtrust.co.uk)

Applications will also be accepted via TES and MyNewTerm.

**Application closing date: 9.00 a.m. Thursday 14<sup>th</sup> May 2026**

**Interview Dates: Week commencing Monday 18<sup>th</sup> May 2026**

***A tour of the school can be arranged, please contact HR on the above email / phone number to arrange a mutually convenient time.***

---

## Job Description

### HEADTEACHER – The Highfield School

Grade:	L29-35
Responsible to:	Chief Executive Officer/ Local Governing Body
Main Purpose:	The core purpose of the Headteacher is to provide effective leadership and management for The Highfield School (HFD)

#### The Headteacher will

- Effectively manage teaching and learning at HFD to secure outstanding provision.
- Promote excellence, equality and high expectations for all pupils.
- Provide vision, leadership and direction to HFD.
- Evaluate the school's performance, identify priorities for continuous improvement and provide strategic leadership to secure these.
- Deploy resources in an effective manner to support excellent outcomes.
- Develop positive relationships and engagement of the wider community, including local North Herts and Hertfordshire schools, as well as liaising closely with the other trust schools.
- Create a safe and productive learning environment which is engaging and fulfilling for all pupils, including managing student behaviour.
- Work effectively with the CEO, Trust Executive Team, Senior Leadership Team, Trustees and the HFD Local Governing Body.

#### Main Responsibilities

##### Strategic Development and Leadership

- Work with the Local Governing body and other relevant stakeholders to create a shared vision and strategic plan to develop HFD in line with the Trust's core aims and values.
- Be responsible for the HFD aspects of overall trust performance plan, using appropriate data to understand the strengths and weaknesses of the school.
- Combine the outcomes of regular school self-review with external evaluations in order to develop the school.
- Analyse and plan for the future needs of HFD.
- Maximise the educational opportunities arising from the unique context of the school and trust.
- Provide strategic leadership in a manner that inspires, challenges, motivates and empowers others to deliver the vision for the school and the overall trust.

#### Curriculum

- Determine, implement and review a broad curriculum, ensuring its breadth, balance, relevance and effectiveness for all pupils.

---

## Teaching and Learning

- Be responsible for ensuring the high quality of teaching and learning within a successful learning culture.
- Demonstrate the principles and practice of effective teaching and learning and contribute to active delivery in the classroom and/or lead teacher CPD, where necessary.
- Monitor and evaluate the quality of teaching and learning.
- Determine and implement any appropriate mechanisms to achieve continuous improvements in teaching and learning, thereby supporting improved pupil attainment and progress.

## Staff Management

- Develop effective relationships and communication which underpin a professional learning community that enables everyone who works at HFD to achieve and thrive.
- Foster an open, fair, equitable culture and manage conflict.
- Develop, empower and sustain individuals and teams.
- Collaborate and network with others within and beyond the school and trust.
- Alongside the Trust HR service and other relevant colleagues, actively participate in recruitment and selection and other staffing matters in relation to HFD as appropriate.
- Give and receive effective feedback and act to improve personal performance.

## Managing Pupil Matters

- Cultivate an environment which promotes equality, respect and diversity.
- Engage parents, carers and families to help children and young people succeed and thrive through being healthy; staying safe; enjoying and achieving; making a positive contribution and achieving economic well-being.
- Ensure they and the staff listen, question and respond to what is being communicated by children, young people and those caring for them.
- Demonstrate knowledge of the physical, intellectual, linguistic, social and emotional growth and development of children and young people.
- Develop and implement effective mechanisms to monitor and track pupil progress, continuously striving for improved pupil attainment and progress.
- Work successfully on a multi-agency basis.
- To be child protection trained and act as one of the designated members of staff for safeguarding at HFD.
- To oversee behaviour management systems, to monitor student conduct and liaise with the SLT and inform the CEO over serious student behaviour matters, in the (very rare) event of permanent exclusion/managed move.

## Financial and Resource Management

- To work effectively with the Trust's CFO to manage the budget for the school.
- To work effectively with the Central Team senior leaders to manage HFD's resources effectively to best support the success of the school.

---

## **Community**

- Foster a culture of collaborative working both within the school and amongst the local community.
- Build and maintain effective relationships with parents, carers, partners, stakeholders and the local community, seeking and reflecting on feedback.
- Develop our links with other schools in the area, particularly in our post-16 consortium, facilitating positive and mutually beneficial relationships.
- Recognise the role of HFD to enhance the well-being of all children and develop services to meet the needs of the community.

## **Accountability**

- The Headteacher will be accountable to the CEO, Local Governing Body, SET Executive Team and the Trust Board.
- Lead the preparation for Ofsted inspections and be accountable for the inspection judgements.
- To be accountable for student achievement and progress in all key stages.

## **General Notes**

- The aforementioned responsibilities are subject to the general duties and responsibilities contained in the statement of Teachers' Terms and Conditions of Employment and are additional to the general duties and responsibilities of a teacher.
- These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of them should be so construed.
- These accountabilities are not necessarily a comprehensive definition of the post. They will be reviewed at least once per year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The Highfield School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service Check from the Disclosure and Barring Service (DBS).

## Person Specification

AF – Application form  
D – documentation  
I - Interview

### HEADTEACHER

Criteria	Essential	How Measured	Desirable	How Measured
Qualifications and Training	<ul style="list-style-type: none"> <li>Degree</li> <li>Qualified Teacher Status</li> <li>Evidence of continuous professional development</li> </ul>	<p>AF &amp; D</p> <p>AF &amp; D</p> <p>AF &amp; D</p>	<ul style="list-style-type: none"> <li>NPQH or working towards</li> <li>Good Honours Degree (2.1 or above)</li> <li>Qualification in Educational Leadership</li> </ul>	<p>AF &amp; D</p> <p>AF &amp; D</p> <p>AF &amp; D</p>
Experience	<ul style="list-style-type: none"> <li>Significant experience of successful leadership within a large school either as a Headteacher, Deputy or a Senior Leader.</li> <li>Proven track record in school improvement</li> <li>Experience of managing the curriculum</li> <li>Experience of managing staff in a manner that empowers them and encourages continuous professional development</li> <li>Experience of collaborative working and engagement with a school's wider community</li> <li>Experience of effective liaison with a Governing Body</li> </ul>	<p>AF &amp; I</p> <p>AF &amp; I</p> <p>AF &amp; I</p> <p>AF &amp; I</p> <p>AF &amp; I</p>	<ul style="list-style-type: none"> <li>Experience of leading primary and secondary provision</li> <li>Experience of working in a trust or managing a major change project</li> </ul>	<p>AF &amp; I</p>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>Knowledge and understanding of the principles and practice of effective teaching and learning</li> <li>Evidence of knowledge and</li> </ul>	<p>I</p> <p>I</p>		

	<p>understanding of the school curriculum and curriculum change</p> <ul style="list-style-type: none"> <li>• Secure understanding of how to analyse school performance data and effectively use it to inform school improvement</li> <li>• Secure understanding of the statutory requirements of legislation concerning Equal Opportunities Health &amp; Safety, SEN and Child Protection</li> <li>• Knowledge of the positive links necessary within school and with all its stakeholders and how to best cultivate these.</li> </ul>	<p> </p> <p> </p> <p> </p>		
Skills	<ul style="list-style-type: none"> <li>• Outstanding teaching skills</li> <li>• Ability to generate and share a vision</li> <li>• Ability to strategically plan in order to effectively secure appropriate school improvement priorities</li> <li>• Ability to promote the school's aims positively and use effective strategies to monitor engagement, motivation and morale</li> <li>• Ability to develop good personal relationships within a team</li> <li>• Ability to establish and develop close relationships with parents, governors and the community</li> <li>• Excellent communication skills (both orally and in writing) to a variety of audiences</li> </ul>	<p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p>I &amp; AF</p>	<ul style="list-style-type: none"> <li>• High order ICT skills</li> <li>• Statistical expertise</li> </ul>	<p>AF</p> <p> </p>

	<ul style="list-style-type: none"> <li>• Ability to create a happy, challenging and effective learning environment</li> <li>• Strong organisational skills</li> <li>• Excellent judgement and analytical and problem-solving skills.</li> </ul>	<p> </p> <p> </p> <p> </p>		
Personal characteristics	<ul style="list-style-type: none"> <li>• Commitment to building and fostering an outstanding school in line with the Trust's aims and ethos</li> <li>• Approachable and enthusiastic, cheerful disposition and good sense of humour</li> <li>• Able to motivate self and others</li> <li>• Calm under pressure and resilient</li> <li>• Adaptable to change</li> <li>• Innovative in approach</li> <li>• Flexible</li> </ul>	<p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p>		

Thank you for showing an interest in this exciting role as Headteacher at The Highfield School, we look forward to receiving your application.