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# A message from the Headteacher

Any welcome that I give here in writing can not do justice to the welcoming atmosphere that is felt on entering Kingsmeadow Community School. We are a community school in every sense of the word. At Kingsmeadow you will find an ambitious, dedicated and caring staff body working with students who have a real desire to work hard and succeed.



**Mark Barrett**  
Head Teacher

At the heart of Kingsmeadow School lies a highly aspirational, academic curriculum of which we are fiercely proud. All students have the opportunity to access the EBACC and around 90% do so. Our sixth form offer is made up of exclusively level 3 courses. We do not limit our expectations of our students and, in doing so, we find that they strive to step up and meet those expectations. Aspiration is the key to success.

Students are able to access this academic curriculum thanks to the clear routines and behaviour expectations we have in place. The start and end of every lesson is consistent and clearly structured. This means that our students are engaged and ready to learn. We expect students to overtly demonstrate behaviours for learning - being focussed, attentive and engaged. Because of this, the atmosphere in classrooms is one of calm purposefulness in which every student has the opportunity to achieve the best of their ability. Our students routinely tell us that they feel happy and safe in school and are able to learn.

The students who attend Kingsmeadow School come from an increasingly diverse community. Using our core values of Integrity, Resilience and Respect, we seek to equip our students with the skills they need to be successful citizens who contribute positively to society, whilst giving them the academic profile they need to be able to open up doors of opportunity in their future. Our strong academic curriculum is supported by a generous Character Curriculum which runs through years 7 to 13. This is delivered through our daily Thrive sessions, which account for two hours of curriculum time per week. These sessions incorporate much of the PSHE, RSE, SMSC and British Values education, as well as our own Character Curriculum. This was all highly commended in our September 2021 and January 2026 Ofsted visits.

As a Google Reference school we use the Google suite across the school. Teachers and students are well versed in using Google Classroom for classwork and homework. Students have good access to technology, with over 400 Chromebooks plus desktops available in school.

From September 2024, Kingsmeadow Community School has been on a journey of significant improvement. This is reflected in our behaviour, attendance and academic data, as well as through a very recent positive Ofsted experience. Moving forward, we have a number of areas for development which we are addressing, including: further improving inclusion in education; tackling inherently low-levels of literacy; ensuring that time in the classroom is used effectively; developing a praise culture for all. I am looking to appoint the right person who can work with me and the senior leadership team in making the improvements that the students and community of Kingsmeadow Community School deserves.

# Welcome from the Chair of Governors

Thank you for your interest in Kingsmeadow Community School. I hope that you will find the information pack interesting and inspiring.

The governors are extremely proud of the school. It is a very exciting place to learn, for students and staff. New developments are becoming well established, taking the school forward to achieve its ambition of becoming an outstanding school and provide a 'World Class' education for its students. An innovative curriculum, effective teaching strategies and strong pastoral care continue to raise standards and ensure students become confident, lifelong learners. Last year Kingsmeadow gained its best ever GCSE results at a time where accountability measures continue to rise.

Governors and senior leaders are united in their aim that each individual student achieves his or her maximum potential regardless of prior achievement. Behaviour and pastoral care are exemplary. The school has an inclusive ethos and the gap between the achievement of Pupil Premium students (who make up about half of the school population) and others is narrowing year on year.

A very clear vision and school improvement plan all help staff to have clear aims and targets. Teamwork is well developed, with staff learning from and supporting each other, and there are opportunities to develop leadership skills. Staff are very well supported through performance management and a focused, relevant CPD programme which meets individual as well as whole school needs.

This is an exciting opportunity to join the school team and help shape the future of our school. I urge you to visit us to learn more and to see our excellent modern facilities at first hand.



**Steve Wraith**  
Chair of Governors

# Our Senior Leadership Team



**Mark Barrett**  
Headteacher



**Catherine Bulman**  
School Business Manager



**Stephen Ferguson**  
Deputy Headteacher



**Amy Douglas**  
Deputy Headteacher



**Graham Dunlop**  
Assistant  
Headteacher



**Michelle Langley**  
Assistant  
Headteacher

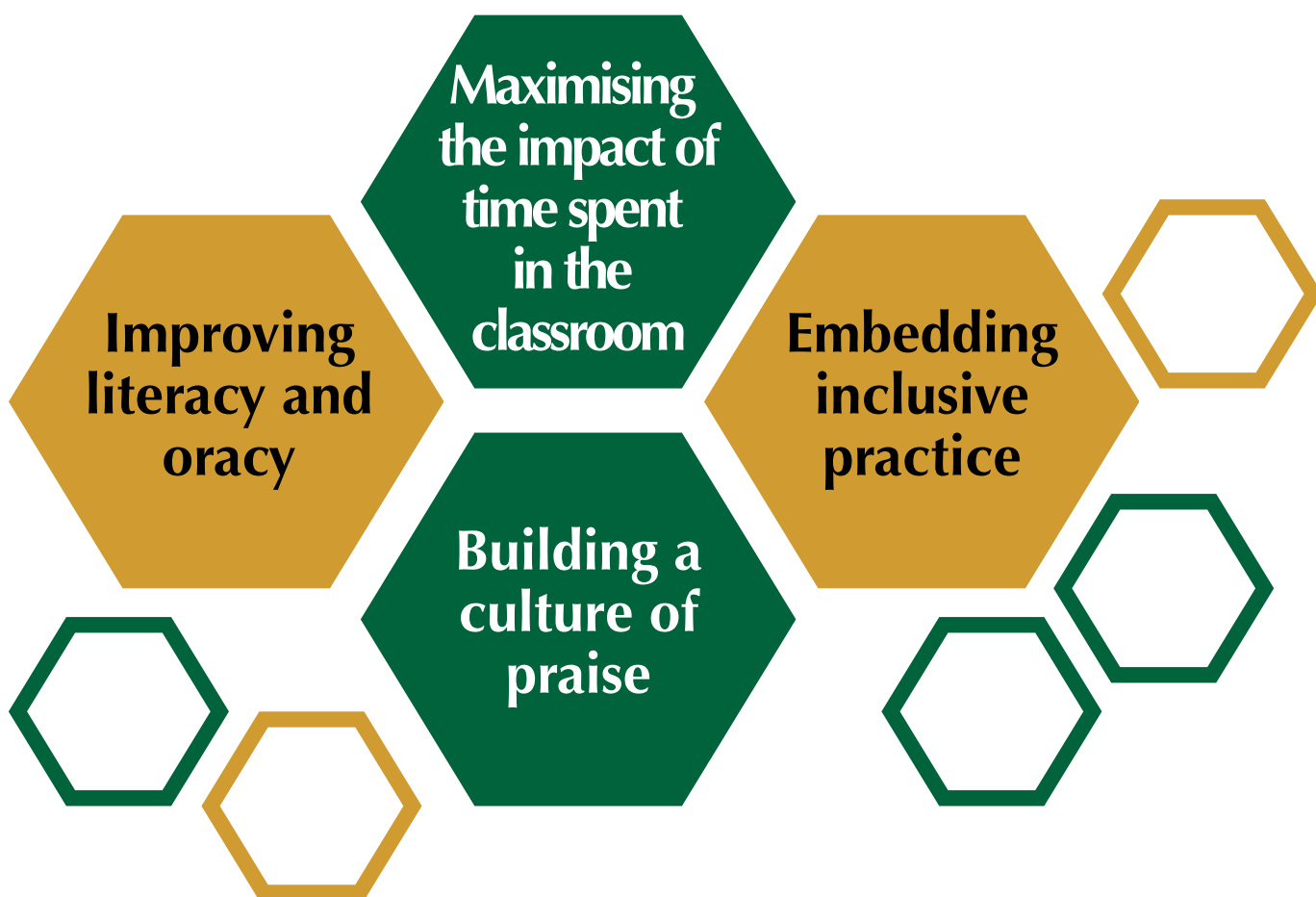


**Aimee Lowery**  
Assistant  
Headteacher



**Alex Milton**  
Assistant  
Headteacher

## Our priorities for 2025-26



We work closely with parents and carers to **open future doors of opportunity** for all of our students. Working together, we develop our students' **character and skills** whilst striving for **academic excellence** so that they can **enjoy success and positively contribute to the community** and wider society.

# Our core values



We promote our core values of respect, integrity, and resilience in all aspects of school life. These values underpin our commitment to develop the whole student, so that we can nurture character and personal development along with academic success.

Students experience this in action through our active character curriculum and daily 'Thrive' sessions, as well as the wide range of extra-curricular activities.



## About the vacancy

If you wish to be considered for this vacancy you should complete an application form via My New Term, giving the names and addresses of two referees (references will be taken-up prior to interview) together with a short covering letter of no more than two sides of A4 stating how your skills and experience make you an ideal candidate for the post.

The application details can be found on the school's website under the vacancies section. Candidates are kindly requested not to submit a CV instead of the application form. Completed applications should be emailed to the Office Manager; Michelle Lane at [mlane@kingsmeadow.org.uk](mailto:mlane@kingsmeadow.org.uk). Applications must be received by noon on Friday 15 May 2026.

Interviews will take place in the week beginning 18 May 2026. Regretfully if you have not heard from us by this time you must assume that your application has been unsuccessful on this occasion, in which case we would like to thank you for your time and your interest in the school.

We welcome and encourage prospective candidates to visit the school. If you require any further information prior to making an application, please contact the Office Manager; Michelle Lane at [mlane@kingsmeadow.org.uk](mailto:mlane@kingsmeadow.org.uk) or phone 0191 460 6004 ext 222.

We look forward to receiving your application. Further information about our school can be found on our website at [www.kingsmeadow.org.uk](http://www.kingsmeadow.org.uk).

## Job profile

Job title	Reports to	Effective date
Cover Supervisor	Business Manager	September 2026
Salary grade	Hours	Line management
NJC Grade E (Points 8 - 11)	Full time - 37 hours Pro-rata to term time only Permanent post	None

This is not necessarily a comprehensive definition of the post and may be subject to modification or amendment after consultation with the post holder.

Kingsmeadow Community School is committed to safeguarding and promoting the welfare of young people so successful applicants will be required to produce an Enhanced Certificate of Disclosure from the Disclosure and Barring Service.

All employees have a responsibility to undertake training and development as required. They also have a responsibility to assist, where appropriate and necessary, with the training and development of fellow employees.

All employees have a duty of care for their own and others health and safety. The following list is not exhaustive and other duties relevant to the post may from time to time be required. Variation may also occur to the duties and responsibilities without changing the general character of the post.

# Summary of the role

## Key responsibilities

### 1. Set high expectations which inspire, motivate and challenge students.

- To supervise individuals/groups and whole classes during the short-term absence of teachers.
- To supervise students learning/work programmes which has been prepared by the subject teacher.
- To ensure relevant materials/equipment and resources are available.
- To invigilate tests and examinations.
- To accompany staff and students on education visits and out of school activities.

### 2. Providing support for students by:

- Supporting students in understanding the process involved in undertaking the work programme prepared by the subject teacher.
- Establishing productive working relationships with students, acting as a role model and setting high expectations.
- Promoting the inclusion and acceptance of all students within the classroom.
- Supporting students consistently whilst recognising and responding to their individual needs.
- Encouraging students to interact and work co-operatively with others and engage all students in activities.
- Promoting independence and employ strategies to recognise and reward achievement of self-reliance.

Duties when not covering classes will include supporting departments and any imitative or any duty set by the Head Teacher commensurate with the grade and level of responsibility of this post.

# Person specification

AF - application form, SP - selection process, Ref - reference

Specification	Essential / desirable	Method of assessment
<b>Qualification and training</b>		
Suitably qualified for the post	Essential	AF
Evidence of continuing professional development	Desirable	AF
<b>Professional experience</b>		
Cover Supervisor or school experience	Desirable	AF
<b>Skills, knowledge and attributes</b>		
Well organised	Essential	AF, SP & Ref
Ability to meet deadlines	Essential	AF & SP
<b>Personal qualities</b>		
Enthusiasm, drive and love for the job	Essential	SP & Ref
Clear vision and innovative approach	Essential	SP & Ref
Excellent communication skills	Essential	SP & Ref
Ability to organise, plan and prioritise time effectively	Essential	SP & Ref
Ability to act decisively	Essential	SP & Ref
Sense of humour	Essential	SP
Excellent attendance and punctuality	Essential	Ref