



# Farlingaye High School

## Recruitment Pack Assistant Headteacher

Required from September 2026

Employment Status

Full Time - Permanent

Employment Location

Farlingaye High School, Suffolk

Application Closing Date

Monday, 11<sup>th</sup> May 2026 at 9 am

Interview Dates

Wednesday 20<sup>th</sup> and Thursday 21<sup>st</sup> May 2026



[www.farlingaye.suffolk.sch.uk](http://www.farlingaye.suffolk.sch.uk)



@farlingayehigh



[mail@farlingaye.suffolk.sch.uk](mailto:mail@farlingaye.suffolk.sch.uk)



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# ABOUT FARLINGAYE HIGH SCHOOL

Our vision at Farlingaye is very clear. We want our students to be taught by brilliant teachers, to learn to love different subjects, and to develop a sense that they are part of a wider community where their actions matter and their contribution is valued.

We want our students to excel here, to gain the skills and develop the qualities needed to go on and succeed in their future, by offering a chance for our students to involve themselves in a broad range of extra-curricular provision that enables them to participate in activities that develop resilience, teamwork and a sense of pride. We are hugely proud of what's on offer at Farlingaye, from the range of sporting opportunity through to the music, art and drama that so many participate in. Our aim therefore is to ensure that Farlingaye is a beacon of excellence in all it does.

As a staff we strive to ensure that every area of school is the best it can be, and are committed to being restless in order to achieve this goal. We are humble, keen to learn from others and aim to keep developing. We believe that all our key stakeholders - students, parents, staff and governors - have a key role in helping us further improve.

In order to achieve that we want our staff to all have one thing in common: the desire to make a difference. Whilst experience and specialism will differ, what unites our teachers is that they are unashamedly passionate about their subject, and want to work with young people. The support therefore in place, and how we use our time has to be focused on developing those two things. Our rich programme of CPD offers bespoke routes of development for staff, and there are many paid opportunities within school to develop wider experience and take on responsibility in order to continue to move forward in your career. We recognise that our strength comes from our brilliant staff, and we must invest all we can in them to continue to push ourselves forwards.

A student's time at school should leave a lasting legacy on shaping the person they become - all our staff play a part in making that happen. Work with us as part of the Farlingaye community in an environment that helps you develop and progress in your career.



Mr Smith, Headteacher

## Teaching & Learning

Teaching and Learning is at the heart of all we do here at Farlingaye. We want our teachers focused on delivering innovative and engaging lessons that help foster a love of learning for all students. The Teaching and Learning Policy was developed by staff and designed to reflect this aim, tying together the strands of excellence that are prominent in teaching across the school. The focus this year is on how we can use adaptive teaching strategies to complement our Teaching and Learning policy and enhance our student's experience. To support this focus, CPD (both school wide and personal), is linked to a variety of adaptive teaching ideas. CPD and appraisal are closely linked at the school and the targets for our teaching staff reflect the implementation of the new policy. To monitor Teaching and Learning within the school, all teachers are observed at least twice, as well as the use of peer observations and a popular "Open classrooms" fortnight to encourage the sharing of good practice.



## School Site

There has been a school on the site since 1953 when Woodbridge Secondary Modern opened. Farlingaye opened in 1988, and the school site has been gradually developed and extended since this date. The school currently consists of five main buildings, each housing well-maintained classrooms and specialist learning spaces as well as a large Sports Centre and separate Main Hall. The Sixth Form have their own block, containing a common room, study area, separate cafeteria and there is ample outside space including playing fields, a floodlit all-weather pitch and staff parking. Due to RAAC, a number of the school blocks have been significantly renovated and refurbished, transforming spaces into fresh and well appointed learning environments for our students and staff.

## Pastoral Care



Farlingaye High School is organised into distinct year groups in terms of its pastoral structure. Each year group has a Year Learning Coordinator and an Assistant Year Learning Coordinator. There are eleven tutor groups in each year and tutors are managed by the Learning Coordinators in terms of daily pastoral care and tutor time activities. Students generally stay in the same form group between Years 7 and 11, and will have the same form tutor. Learning Coordinators work with tutors to be the first point of contact for parents and carers. For each Key Stage, there is an Assistant Headteacher who supervises and supports their respective year teams. Behaviour, both positive and negative, is recorded on the school's SIMS system, so early intervention can be conducted by the Learning Coordinators.

The year teams are supported by the SEND department which includes a SENCO, HLTAs and a large number of Learning Support Assistants who support students in a variety of ways – from day to day classroom support, to the provision of additional programmes of targeted support and parent/carer liaison. The department includes a number of members of staff with a variety of expertise that allows them to focus their intervention supportively.

Working alongside the year teams and SEND department is our Behaviour Support Team. They work in our Student Support 'Hub' and consist of a Senior Behaviour Manager, three Behaviour Support Managers and a Behaviour Support Assistant. They help students on a daily basis with one-to-one nurturing support, mentoring, individual behaviour plans and Thrive. The team also work with the Assistant Headteacher with responsibility for the school's behaviour strategy.

Farlingaye has a Safeguarding Manager, who works closely with all teams in the provision of support with oversight from a Deputy Headteacher who is the Designated Safeguarding Lead. The team provide support for LAC/PLAC students and those students who require mental health or safeguarding support. There are two members of staff who work with the Safeguarding Manager to further support students and families and provide administrative support. The school also employs a Family Liaison Officer to support with improving attendance of vulnerable students.

## Extra Curricular

Enrichment at Farlingaye High School is a key part of the school's identity. The PE department actively encourages all students to regularly participate in lunchtime and after school clubs in everything from traditional school sports such as football and netball to table tennis, running and fitness clubs where everyone is welcome. We are one of the top performing schools in Suffolk for sport. The school is represented at local, county, regional and national level by teams in Athletics, Netball, Rounders, Cricket, Football, Rugby, Handball, Basketball, Tennis, Hockey and many other sports. We pride ourselves on our high levels of sportsmanship as well as competitive spirit.

The Arts are highly valued at Farlingaye with a strong musical tradition, these include upper and lower school productions, concerts and a Mini-Fest where students showcase their musical talents and an annual Christmas Concert at St Mary's Church. Students are able to take extra tuition in Drums, Brass, Guitar, Woodwind, Piano and singing and many students use practice rooms to rehearse with their bands at lunchtime and after school. Every two years the Music department runs a music tour abroad, most recently to Italy.

The school also runs a full range of weekly extra-curricular activities with over 80 clubs a week taking place. These currently include STEM Club (Science, Technology, Engineering and Maths), Books and Breakfast, Music and Drama clubs, Wellbeing club, Homework Club, Singing Choir, Christian Union, LGBTQ+, French Club, Art drop in and Art and Photography Club.

The Duke of Edinburgh's Award scheme is undertaken from Years 9 to Year 13 and many of our students go on to achieve bronze, silver and gold awards, with expeditions taking place in the Spring and Summer terms.



## Sixth Form

Farlingaye Sixth Form is Outstanding. Our students say that Sixth Form is one big happy family. Students in the Sixth Form achieve highly and progress on to fantastic post Sixth Form destinations, including University, Degree Apprenticeship programmes both locally and nationally, apprenticeships, employment and Further Education.

Farlingaye Sixth Form currently has 345 students on roll. This academic year we had 32 students who joined us from other providers specifically for Sixth Form.

All students study three A levels/Level 3 qualifications and are taught our enrichment programme over two years. A small proportion of students will start on four A levels. In Year 13 students can choose to complete the Extended Project Qualification.

Sixth Form students are part of our whole school community. Taking the lead in shows, raising money for charity, promoting and supporting all school events. Students are wonderful ambassadors for the school, they support students in lower school via Buddy Mentoring, the Student Hub, our 'adopt a teacher' programme, reading club and numerous other opportunities to act as role models for all students.



## Careers



We are very proud of our innovative careers education programme that utilises a series of different delivery models, including tutor time sessions, curriculum information sharing and the UNIFROG digital platform. Our Careers Lead is supported by an administration assistant and working with the PHSE Lead, the programme is integrated across the curriculum. Supported by a number of events, the programme includes a Careers Convention for Year 10, mock interviews for KS4 students, Pop-up Careers Stands throughout the year, visiting speakers from the locality and a biannual Careers Fair. Our rate of NEETs is very low and we have an excellent record of progression, both in the main school and Sixth Form.

## Our Curriculum



All students at Farlingaye have access to a full range of subjects and developmental experiences. Our aspiration is a curriculum that allows learning for all. Adapting what we do to suit our students is integral to our curriculum design. All subjects at Farlingaye are of equal value whatever the timetable allocation given to them.

Students undertake the full range of Key Stage 3 subjects until the end of Year 9, and choose their options in late February, ready to commence KS4 programmes of study in Year 10. Students have 4 options, of which at least one must be an EBacc 'bucket' qualifying subject. The most popular option subjects at Key Stage 4 are Geography, History, and Business Studies. We offer vocational KS4 courses in Child Development and Education, Health and Social Care, Sport Studies, Travel and Tourism, Music Practice, and Digital IT, alongside a very broad range of GCSE subjects.

At Key Stage 5, the vast majority of students follow 3 x 2-year courses. We offer a range of A Level subjects and vocational Level 3 courses. Alongside their Level 3 studies we deliver a taught enrichment programme, and in Year 13 students can choose to complete an EPQ.

## Our Results

GCSE 2025 examinations results demonstrated further improvement on the already strong outcomes of 2024, with a higher proportion of top grades achieved across key measures.

A Level results have consistently been some of the best in Suffolk. In 2025 the average points score for the best three A Levels was 35 which was the best state schools score in Suffolk. 73% of grades being A\*- C and 27% A\* or A. These put us amongst the highest performing schools in Suffolk.

Parents get regular reports on progress across all years. Attainment data is collected through a combination of ALPS, 4Matrix and our own systems in order to produce report summaries for year coordinators and subject leaders 2 to 3 times each year.

## Developing Professionals with Integrity & Autonomy



We feel that the size of Farlingaye offers the perfect context to provide development opportunities for our staff. We are well aware that our greatest resource is the people who work here, and that quality in the classroom and high standards in the wider school can only come from appointing the right people and then providing opportunities for staff to grow.

We are proud of the CPD routes on offer in school. Our in-house programme is bespoke to staff, and is flexible enough to be tailored to support both those new to the profession and colleagues who have been teaching for a sustained period of time. We also run a range of development programmes to ensure that colleagues at all levels have the chance to progress.

In the last few years these programmes have included:

- Our ECT induction programme: led by our Professional tutor and supporting those entering the profession.
- A 2nd and 3rd Year teacher programme: offering for those still developing in their career a chance to work alongside theirs in both our school and neighbouring ones to share good practice, learn through CPD and also focused project work
- Aspiring Middle Leaders and Secondment opportunities to leadership team: both designed to give a taste of leadership and a chance to take on wider responsibility

As well as our in-house programmes, the school supports colleagues through the National Programme of NPQs as well as enjoying the opportunities to offer joint CPD from within the EAST MAT.

There is also a range of progression opportunities within the school. Over 60% of teachers hold a position of paid responsibility across a range of areas such as subject leadership, pastoral care, extra-curricular provision or helping to support wider school issues. We feel that these opportunities are one of the reasons for our high staff retention, and we are proud that staff who come here are happy and thriving in the roles that they do. Whilst national statistics show a gloomy picture of those leaving the profession (over a third leave teaching within the first 5 years according to a recent study) at Farlingaye we are pleased to go against the trend, with 95% of the 15 staff new teachers appointed in the last 5 years still in teaching. Of those still at Farlingaye, 88% hold a promoted post.

We value our staff greatly and support them in a variety of ways which include the Employment Assistance Scheme, and a genuinely compassionate approach to all those in the school community.

- Staff children are prioritised for school places at Farlingaye even if you do not live within catchment.
- Staff have 24-hour access to our Employee Assistance Programme including free counselling, financial and pensions advice, legal advice, home and well-being support.
- All staff have complimentary access to excellent gym facilities and we enjoy close ties with a local health club who offer staff a generous discount on membership.
- Complimentary access to flu vaccinations every year.
- Access to salary sacrifice scheme (for existing members) for additional support in childcare costs.
- Professional development and bespoke CPD packages for every member of staff including external and internal courses.



- Training is scheduled across the whole year, so staff know what is happening and can select opportunities that are most relevant to them.
- Each department has administrative support to cut down on unnecessary admin tasks for teachers.
- We welcome applications from colleagues who would like part-time or job shares. Flexibility keeps good teachers in the school.
- All our recruitment processes are open and transparent. We develop leadership positions and undertake shadow-staffing and succession opportunities to encourage and invest in our staff to gain promoted posts within our school and elsewhere.
- Opportunities will be offered to staff to undertake developmental roles / work across our academies in the East Anglian Schools Trust if they choose to.
- Our appraisal is developmental and constructive.

## Our Culture and Ethos



At Farlingaye we are rightly proud of the fantastic results that our students achieve, but we realise there is more to school than examinations and strive to ensure that all our students find school a memorable, formative and engaging experience that prepares them for their next steps in life.

- Teaching and learning is at the heart of all we do. We want all our teachers focused on developing their craft in the classroom to ensure lessons are engaging and stimulating for learners.
- To support this, CPD has a huge role in what we do. Our in-house CPD programme is rich and varied, bringing in the best practice and latest research to support staff growth. We offer bespoke routes through our CPD programme to develop staff at all levels.
- We teach just three lessons a day and staff have a maximum of 84% timetable, with ECTs teaching less than this.
- Meetings are kept to a minimum after school. Teaching staff without responsibility within the school attend only 11 meetings a year outside of the school day.
- Lesson observations are for the purpose of teacher development and sharing of best practice. We discuss how to get better.
- Team rooms for all departments help build supportive collaborative relationships and facilitate shared planning time.
- There is no prescribed template for lesson planning. Our Teaching and Learning Principles focus on Subject Knowledge, Challenge, Modelling, Review & Retrieval, Questioning and Feedback.
- Students value being a member of our community. They take pride in being a Farlingaye student, and we work closely with our supportive parent body.

## Our Community & Local Area



Farlingaye is a creative school with excellent resources, lovely students and great results. We are part of East Anglian Schools' Trust (EAST) alongside Kesgrave High School, Bungay High School, Holbrook Academy and Castle EAST School as well as Aldeburgh, Easton, Leiston, Saxmundham, Wickham Market and Kyson Primary Schools.

We have been graded Good in our 2022 OFSTED and aim to achieve Outstanding again. We are committed to providing excellent staff opportunities through developing and promoting our staff and offering an excellent CPD and support programme for new staff.

We are also extremely pleased to have launched EAST's own teacher training provider: EAST SCITT. This allows us to award QTS and also QTS + PGCE Programmes within both Primary and Secondary schools.

## Our Location

Our Location: Farlingaye is located in Woodbridge, an idyllic market town situated on the River Deben in Suffolk. In 2021, The Times newspaper placed the town at the top of the list of best places to live in the East of England and a recent Right Move survey said Woodbridge was the "happiest place to live in the UK".

The school enjoys a prominent role in the local community, with strong ties to the town through arts, music and sport.

# EAST Vision

## Who are EAST?

EAST was established on 1 September 2019. At its inception, three secondary academies were formally partnered together: Bungay, Farlingaye and Kesgrave High Schools. In 2020, we applied to establish a Free Special School in Bungay, for children with interaction and communication needs. Demonstrating our commitment to local, inclusive education, we are proud to announce that Castle EAST School is open. EAST SCITT, our 'School Centred Initial Teacher Training' is an accredited Provider offering secondary (11-16) and primary (5-11) school-based initial teacher training awarding Qualified Teacher Status (QTS). We see this as the most effective way to find and develop future teachers to work in this vibrant county. We are delighted with the popularity and quality of EAST SCITT!

We are very confident that EAST will create a stronger future for our schools and continue to improve outcomes for our students. It is through a commitment to working together that we will continue to collectively and individually achieve great things, providing a first-class educational experience for our students and an excellent working environment for staff.

## Our Vision: Where everyone can achieve

We measure our **success** through a combination of **performance, growth** and **happiness**, as individuals and collectively.

Our **cornerstones** are the foundations of our vision; they underpin all that we do and shape the way we work with everyone in our trust and our extended educational community; from parents & carers to partners, suppliers and local government.



### #1 Learning

We will continually strive to deliver the best possible experience for quality learning and personal development for everyone at EAST through our curriculum, engaging teaching, the resources & support we have available and the quality of the physical environment in which we work.

### #3 Opportunity

We exist to enable everyone in our schools to realise their true potential through an academic or professional experience within our schools that achieves the outcomes they seek. We do not believe there is a one-size-fits-all for success and achievement and will always do our best to support the aims and ambition of the individual.

### #2 Inclusivity

We believe a great quality education, opportunities for personal development and participation should be available to everyone regardless of their personal circumstances. That's why our schools today already cater for many specialist needs and our trust is committed to developing the teachers of the future.

### #4 Community

We are a significant contributor to our local communities, we understand the role we play and will always seek to enable everyone at EAST to be considered, active, positive citizens of the world around them. Our sense of community begins in our schools and we nurture a respectful, supportive culture.

# Advertisement - Assistant Headteacher

Salary Range: Leadership Spine 14 - 18 (£71,329 - £78,702)

## Appointment for September 2026

We are seeking to appoint a high-calibre Assistant Headteacher to join our Senior Leadership Team and lead inclusion at Farlingaye High School.

Farlingaye has a strong reputation within Suffolk and the local community, situated in the town of Woodbridge, approximately 10 miles north of Ipswich. We are proud to be part of the East Anglian Schools Trust (EAST), working collaboratively to secure the best possible outcomes for all students.

This is a pivotal role within the school. You will provide clear, strategic leadership for inclusion, ensuring that pupils with SEND, those eligible for pupil premium, and other vulnerable groups are fully supported to succeed both academically and personally. You will play a central role in ensuring that high-quality teaching, effective support, and robust systems combine to secure strong outcomes for all.

## We would like to hear from you if:

- You have a strong track record of improving outcomes for SEND and Disadvantaged children
- You are an experienced leader who can shape strategy and deliver measurable impact
- You are able to hold others to account while building strong, professional relationships
- You have a deep understanding of inclusive practice and adaptive teaching
- You are an excellent communicator, able to work effectively with staff, families and external agencies
- You have high expectations of yourself and others, lead by example
- You can demonstrate how you have successfully led whole-school Improvement
- You are committed to ensuring that every student is known, supported and challenged

The successful candidate will either hold, or be willing to work towards, a National Professional Qualification for SENCos.

## In return we can offer you:

- Enthusiastic and ambitious students who are keen to learn with proven high achievement and attainment
- A strong reputation locally and in the wider community
- A talented staff team that welcome new challenges and are committed to supporting colleagues and students
- A very wide range of exciting extra-curricular activities
- Opportunities to work in genuine collaboration with EAST and our partner schools
- A supportive community, and Local Governing Body
- A comprehensive induction programme
- Quality continuous professional development
- OFSTED Good, 2022
- Access to the staff Wellbeing 'Employee Assistance Programme' and benefits of working for Farlingaye and within EAST

Potential candidates are encouraged to visit the school, and will be warmly welcomed. Please contact Lauren Teeling, Headteacher's PA on [hr@farlingaye.suffolk.sch.uk](mailto:hr@farlingaye.suffolk.sch.uk) or 01394 385720 should you wish to visit the school or have any questions.

Applications should be submitted via our on-line recruitment site which can be found on our vacancies page.

**Closing date for applications:** Monday, 11<sup>th</sup> May 2026

**Interview dates:** Wednesday 20<sup>th</sup> & Thursday 21<sup>st</sup> May 2026

Should you wish to discuss the job role in further details, please contact Peter Smith, Headteacher, on [psmith@farlingaye.suffolk.sch.uk](mailto:psmith@farlingaye.suffolk.sch.uk)

We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

We are an equal opportunities employer welcoming applications from all sections of the community. The post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process will be undertaken on successful applicants including an enhanced disclosure check.



# JOB INFORMATION

## ASSISTANT HEADTEACHER

### SALARY RANGE:

*Leadership Spine L14 - L18 (£71,329 - £78,702)*

### REPORTS TO:

*Headteacher*

### JOB LOCATION:

*Farlingaye High School,  
Ransom Road,  
Woodbridge*



The role presents an opportunity to lead a key strategic area within the school. Farlingaye is a school where expectations are high, relationships are strong, and staff are committed to ensuring that all students achieve well. The next stage of our development is to ensure that inclusion is consistently delivered at the highest standard across all areas of the school, with a clear focus on outcomes.

We are seeking an outstanding leader with experience of driving improvement, implementing strategy and securing impact. The successful candidate will have a strong understanding of SEND and disadvantage, alongside the ability to lead and develop others.

### **Main areas of responsibility: Strategic Lead for Inclusion**

#### **1. Strategic Lead for Inclusion**

As Assistant Headteacher, you will lead the development and implementation of a clear, coherent inclusion strategy across the school.

This will include:

- Setting a clear vision for inclusion, aligned with whole-school priorities
- Ensuring that provision for SEND and disadvantaged pupils is ambitious, evidenced-informed and impactful
- Being accountable for the outcomes of SEND and pupil premium students
- Leading the evaluation of provision, using data and evidence to drive improvement
- Ensuring that inclusion is embedded within classroom practice, not seen as a separate strand

#### **2. SEND Provision and Leadership**

You will have strategic oversight of SEND provision across the school, ensuring that systems are robust and provision is effective.

This will include:

- Line managing the SENDCo and supporting the development of the wider SEND team
- Ensuring accurate identification, assessment and review of SEND needs
- Overseeing the quality and consistency of support plans and interventions
- Ensuring that statutory responsibilities are fully met
- Driving improvements in outcomes and classroom provision for students with SEND

# Job Description

## 3. Disadvantaged Pupils (Pupil Premium)

You will oversee the school's approach to supporting disadvantaged pupils, ensuring that provision leads to sustained improvement.

This will include:

- Line managing the Pupil Premium Lead
- Ensuring that funding is used strategically and evaluated rigorously
- Monitoring the progress, attendance and engagement of disadvantaged pupils (without leading attendance operationally)
- Ensuring that barriers to learning are identified and addressed effectively
- Driving a culture of high expectations and strong outcomes for disadvantaged students

## 4. Alternative Provision and Pathways

You will oversee the school's approach to alternative provision and part-time timetables, ensuring that these are used appropriately and effectively.

This will include:

- Strategic oversight of all alternative provision placements
- Ensuring that part-time timetables are used appropriately, reviewed regularly and compliant with guidance
- Monitoring the quality and impact of provision beyond the classroom
- Ensuring that reintegration plans are clear, structured and successful
- Working with external providers to secure high-quality support and provision

## 5. Staff Development and Classroom Practice

A central aspect of the role is improving the quality of teaching for vulnerable learners.

This will include:

- Leading CPD to develop staff expertise in adaptive teaching and inclusive practice
- Supporting middle leaders to embed inclusive strategies within their areas
- Ensuring that classroom provision meets the needs of all learners
- Building staff confidence in supporting students with additional needs

## 6. Line Management and Wider Leadership

You will contribute fully to the leadership of the school and line manage key areas.

This will include:

- Line managing the SENDCo, Pupil Premium Lead and an allocated faculty
- Supporting colleagues to deliver high-quality provision and secure strong outcomes
- Working closely with pastoral and curriculum leaders to ensure a coherent approach to inclusion
- Contributing to whole-school leadership, policy development and strategic planning



# Job Description

## Wider responsibilities

As a member of the Senior Leadership Team, you will contribute to the wider strategic development of the school. Beyond your core areas of responsibility, you will play a full part in shaping Farlingaye's culture, standards and curriculum offer.

This will include:

- Line management of an identified faculty area, supporting curriculum development, quality assurance and the raising of standards within that faculty
- Leading or contributing to cross-school initiatives and projects agreed within the Senior Leadership Team, sharing expertise and driving improvement across the school
- Acting as an ambassador for Farlingaye and the Trust, modelling the values of both to staff, students, parents and external partners

Above all else, we want leaders who are visible, reflective and committed with a desire to make a difference to our school community. The Senior Team seek to embody the principles, attitudes and behaviours we want in Farlingaye and we are seeking an individual to join us and support a restless desire to improve.

## Expectations of all members of Leadership Team

All members of the Leadership Team are expected to make a full contribution to the performance of the team's regular duties, including through undertaking the following:

- Delivering assemblies
- Performing lunchtime and break time duties and supervision
- Leading a Bus Duty team
- Carrying out mobile patrols
- Supervising whole school detentions
- Delivering CPD
- Conducting tours of the school with prospective parents, students and teachers
- Attending consultation and information evenings
- Attending Leadership Team meetings before and after school

In addition, all members of the Leadership team will be expected to deal with problems as they emerge in the school day, supporting staff, parents and students as needed. They will also be expected to play a full role in supporting our numerous school events.

Job Descriptions are not exclusive or exhaustive and the nature of the position entails that the post holder will be required to undertake other duties of a similar level/nature. Tasks are not excluded from the post simply because they are not itemised. The nature of this post will require flexibility to meet the needs of the school. The post holder will be expected to adopt a flexible attitude to the duties and hours to meet deadlines and deliver key objectives.



# Person Specification

Elements required to undertake the job are provided under specific headings. Each element is essential or desirable as indicated in the table below.

How the evidence will be tested is indicated under the remaining columns.

**Commitment to the school’s ethos is considered essential as is a sense of humour. Evidence of both of these will be sought during the recruitment process.**

A: Training & Qualifications	Essential	Desirable	Application	Interview	References
Qualified Teacher Status	●		●		
Degree (or equivalent)	●		●		
Evidence of recent professional development		●	●		
Relevant Higher Degree or Post Graduate curriculum or management qualification		●	●		

# Person Specification

## B: Experience of Teaching & Educational Leadership

	Essential	Desirable	Application	Interview	References
Substantial experience in secondary education	●		●	●	●
Understanding of different leadership & management roles	●		●	●	●
Demonstrable experience of successfully leading school change	●		●	●	●
Evidence of successful strategies used to raise student progression achievement & attainment	●		●	●	●
Evidence of successfully operating at both strategic & operational levels	●		●	●	●

## C: Professional Knowledge & Understanding

Knowledge of strategies to achieve effective learning, teaching & assessment including the use of ICT	●		●	●	●
Knowledge of the use of data to drive change	●		●	●	
Knowledge of local & national policies, priorities & statutory frameworks particularly regarding behaviour	●		●	●	
Ability to use data to identify trends and weaknesses and to inform future planning and strategic decision making	●		●	●	
Up-to-date knowledge of current educational thinking and research	●		●	●	●

# Person Specification

## D: Personal Skills & Attributes

	Essential	Desirable	Application	Interview	References
A commitment to equity and diversity	●		●	●	●
Excellent oral and written communication & ICT skills	●		●	●	
High standards of integrity and a positive role model for students and staff	●		●	●	●
An ability to analyse and interpret information to make informed decisions and exercise good judgement	●		●	●	
An ability to evaluate quality and implement actions that lead to improvement	●		●	●	●
A range of leadership skills to develop productive relationships and high performing teamwork	●		●	●	●
An ability to challenge and motivate others to create a forward-thinking organisation committed to school improvement	●			●	●
Good self-management, to include time management, working under pressure and to deadlines	●			●	●
An ability to influence key stakeholders, particularly families and the wider local community	●		●	●	●
Stamina, resilience, reliability and integrity	●		●	●	●
An understanding of the value of a successful work life balance for self and others	●		●	●	●
A caring and supportive approach to those in the school community	●		●	●	●
Commitment to safeguarding and inclusion	●		●	●	●