



MALMESBURY SCHOOL

Happy, caring, excellent



Assistant Headteacher





Welcome to the Athelstan Trust.

Our Multi-Academy Trust is an organisation in which children, staff and parents can feel part of a caring, collaborative and excellent community.

We are a Multi-Academy Trust of six secondary schools and four primary schools across Wiltshire, Gloucestershire and South Gloucestershire. This will further enrich our collaborative strengths.

Established in 2015, the Athelstan Trust aims to achieve the best for, and from, each child. We enable each child to realise their full academic, creative and physical potential and to develop positive social and moral values.

Believing that successful schools are rooted in their local community, we respect and value the individual nature and ethos of our schools while knowing we are more effective when we work together and support each other. Celebrating spiritual and creative diversity, success, and lifelong learning is important to us. We are inclusive and collaborative and promote a culture of openness and integrity.

We are absolutely committed to raising educational standards for all the children in our schools. We believe in developing the talents and skills of all our staff and students.

We seek applicants who share our vision and values.

We look forward to receiving your application.

Best wishes,

A handwritten signature in black ink, appearing to read 'Matthew Evans'.

Matthew Evans

Chief Executive Officer

The Athelstan Trust





Dear Colleague,

Thank you for your interest in working with us at Malmesbury School. It is a wonderful opportunity for an ambitious and talented individual to join a forward thinking and invocative school with exceptionally high levels of achievement, behaviour and performance.

At Malmesbury we endeavour to ensure our school is a Happy, Caring and Excellent environment in which all students can thrive. We are proud to be a truly comprehensive school, and our provision matches the needs of our truly comprehensive and rural in-take.

As you visit the school, walk the corridors and speak to our staff and students, you will see our mantra embodied in everything we do, including our recruitment process. We are recognised regionally for our superb outcomes for students with significantly positive Progress 8 year-on-year. We are also proud of the development the students make personally during their time with us, the destinations of our leavers and the numbers attaining exceptionally well after leaving Malmesbury in Higher Education.

Our offer goes beyond the classroom and we are proud of our extensive extra-curricular offer, whether that be our exchanges and foreign links with Denmark and South Africa or vast range of clubs and societies. We believe strongly in developing all our students culturally and exposing them to range of opportunities that best prepare them for being Happy, Caring and Excellent adults.

This letter provides a flavour of Malmesbury School. There is much more to see on our website and if you would like any further information/clarification then please contact Lisa Bailey , our HR Officer , lbailey@malmesbury.wilts.sch.uk who will be only too happy to help.

I look forward very much to hearing from you and wish you the very best of luck with your application.

Yours sincerely

A handwritten signature in black ink that reads "B Jouny".

Mr Brett Jouny
Headteacher





Our Philosophy as an Employer

The Athelstan Trust is absolutely committed to raising educational standards for all the children in our schools. In order to do this, we need to recruit the best staff who are committed to our vision and values.

We aim to be the employer of choice in our area and genuinely believe that all roles in our organisation can be carried out within a flexible working model. Working in schools should be seen as part of a rich fulfilling life and not a barrier to it. We will always consider a flexible working option for every post.

We understand that we need to support staff to achieve our goals and have in place a professional development programme that offers internal and external opportunities to develop the talents and skills of all our staff.

Why work for us?

Internal career opportunities

Personalised professional development and training

Employee assistance programme

Flexible working opportunities and a genuine commitment to family and work/life balance

Nationally negotiated cost of living pay

Automatic enrolment to the teacher or local government pension schemes

Generous holiday allowance for support staff

Recognition of local government continuous service

Cycle to Work scheme

Discounts at local gyms





Assistant Headteacher

- Start:** 1st September 2026
- Salary:** Leadership spine point 12-15 (£67,898 to £73,105 per annum)
- Contract:** Permanent
- Location:** Malmesbury School
- Closing date:** Thursday 16th April at 12pm
- Interviews:** 23rd and 24th April 2026

Malmesbury School is looking to appoint a dynamic and inspirational Assistant Headteacher to join our supportive, collaborative and forward-thinking Leadership Team. This is an exciting opportunity for a talented, successful and ambitious leader to gain promotion to a whole school leadership role in a large 11-18 secondary school within a happy and caring environment.

The Athelstan Trust is a successful and growing Multi-Academy Trust consisting of six secondary schools and four primary schools in Wiltshire, Gloucestershire and South Gloucestershire. We currently employ over 600 people and educate 4,100 pupils and plan to expand further over the coming years.

At Malmesbury school our vision is to be a Happy, Caring and Excellent community. We are proud to be a truly comprehensive school providing an education of the highest quality for all the students within Malmesbury and the surrounding area. We are proud to have been judged outstanding in all areas by Ofsted in our inspections in 2012 and 2024.

The Athelstan Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful candidate will be required to undertake an Enhanced Disclosure and Barring Service (DBS) check along with standard pre-employment safeguarding checks. As the role includes working with children, it is exempt from the Rehabilitation of Offenders Act 1974. Applicants must, therefore, disclose all spent and unspent convictions.

References will be sought for shortlisted candidates before interview. Please also be aware that you will be subject to an online check and that you may be questioned about the findings of such a check at your interview.

We are a flexible working employer, and we are willing to make any reasonable adjustments you require during your interview so please ask us.





JOB DESCRIPTION

Post	Assistant Headteacher
Level of pay	Leadership Spine Point L12 – L15 (£67,898 to 73,105 per annum)
Status of Post	This is senior post within the school’s staffing structure, which carries with it membership of the Senior Leadership Team. This post holder is accountable to the headteacher and will be required to fulfil any reasonable expectations of the headteacher. Other specific areas of responsibility will depend on the skills and experience of the successful candidate and the balance of the current leadership team. All staff are expected to have a clear understanding of the aims, objectives and ethos of the school, and an awareness of its role in the community.
Job Purpose	<p>The purpose of the role is to:</p> <ul style="list-style-type: none"> • To contribute to the monitoring and evaluation of standards across the whole school and to be a leading professional, actively promoting effective learning and teaching practices across the school • To participate in the development of school policy, the School Improvement Plan and inspection action plans • To take responsibility for aspects of documentation and statistical data as delegated by the headteacher • To line manage and have oversight of curriculum and pastoral areas and whole school services. In each case: <ul style="list-style-type: none"> ❖ To support the Heads of Faculty/Subject/Pastoral to ensure that teams are effectively managed ❖ To monitor the implementation of curricular and school aims and procedures. ❖ To meet regularly with the Heads of Faculty/Subject/Pastoral ❖ To participate in personal professional development and performance management and of line managed staff and teams ❖ To contribute to the identification of training needs and the delivery of INSET activities ❖ To attend attached pastoral team meetings and participate in activities that support the Pastoral Leaders in the maintenance of culture and ethos, and the implementation of relevant good practice • To attend Governors’ meetings and all organised meetings within the school cycle. These include weekly Senior Leadership Team and regular Key Stage





	<p>meetings. Working groups, committees, and Faculty/Subject and Year Team meetings</p> <ul style="list-style-type: none"> • To chair meetings, working groups and committees, as appropriate • To deal with disciplinary issues and emergencies as they arise • To advise, assist and support other members of the Senior Leadership Team to ensure the smooth running of the school • To conduct assemblies and regular supervisory duties • To participate in the selection and recruitment of staff, as required • The post will require you to work in partnership with the headteacher, governors and staff to ensure the continuous improvement of the school
<p>Line responsibilities</p>	<p>The post holder is responsible to the headteacher in all matters.</p> <p>The post holder is also expected to interact with and lead colleagues on a professional level in order to promote a mutual understanding of the school’s vision and values.</p>

Main duties

<p>Shaping the future:</p> <ul style="list-style-type: none"> • support the headteacher and governors in establishing a vision for the future of the school demonstrating inspirational leadership and creativity • play a leading role in the school improvement planning process, taking account of the school’s agreed priorities and how these link with national and local initiatives • contribute to the identification of key areas of strength and weakness in the school through data collection and analysis (qualitative and quantitative) • work to a high standard on implementing agreed policies, priorities and expectations, so as to set a good example to other colleagues • promote a culture of teamwork, in which views of all members of the school community are valued and their views and needs taken into account <p>Leading learning and teaching:</p> <ul style="list-style-type: none"> • contribute to target setting including statutory procedures and targets for individuals and groups throughout the school • maintain a working knowledge of the latest evidence-based practice that promotes effective student learning, and help shape the focus on CPD as a result of the most recent developments • provide training for staff on improving learning and teaching • support existing and contribute to new strategies to promote high standards of behaviour
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- contribute to the development of a broad and rich curriculum which meets the needs of the range of students in the school
- monitor and evaluate classroom practice
- provide support for colleagues in improving their classroom practice

Developing self and managing others:

- promote and safeguard the safety and welfare of children and young people
- contribute to the school ethos of a happy, caring and excellent school community where pride and the high expectations of students, staff and parents result in the full achievement of individual potential
- support the development of collaborative approaches to learning within the school and beyond
- support the induction of staff new to the school
- lead in personal professional development and performance management and of line managed staff and teams
- contribute to the identification of training needs and the delivery of INSET activities
- set high expectations for your own performance and that of others
- engage in relevant professional development activity as necessary
- aspire to headship

Managing the organisation:

- contribute to regular school self- evaluation to ensure that it meets statutory requirements
- develop action plans in specified areas of responsibility, to bring about improvements
- contribute to the planning process for the distribution of resources, to ensure that they meet the schools identified priorities
- contribute to regular evaluation of the impact of the use of resources in relation to the quality of students' education and value for money
- contribute to the day-to-day organisation of staff duty teams
- to act as deputy designated safeguarding lead

Securing accountability:

- support the governing body in meeting its responsibility to account for the performance of the school
- work alongside the headteacher to secure improvement through appraisal, taking responsibility for the review of identified staff
- support staff in understanding their own accountability
- contribute to the reporting of the school's performance to parents, carers, governors and other key partners





Strengthening community:

- contribute to the development of the school within the community, strengthening partnerships with other schools and services
- represent the school on some community groups/boards
- gain a thorough understanding of the nature of the school community
- contribute to policies and practices which promote equality of opportunity and tackle prejudice
- contribute to the development of a curriculum which provides students with opportunities to enhance their learning within the wider community
- promote and model good relationships with parents, which are based on partnerships to support and improve student achievement

Teaching:

The postholder is required to carry out the duties of a school teacher as set out in the Schoolteachers' Pay and Conditions Document and such specific duties which form part of this job description. All staff have a teaching commitment which will involve:

- Planning and recording of lessons
- Maintenance of pupil and class records
- Completion of pupils' subject reports and profiles
- Assessment, monitoring and evaluation in line with the school's policy
- Setting of pupil targets
- Setting and marking or regular homework
- Attendance at department/faculty meetings

Health and safety:

The Health and Safety at Work Act (1974) places duties on all employees:

- To take reasonable care for their own Health and Safety and that of other persons who may be affected by the individual's acts or omissions at work;
- To co-operate with management to enable them to carry out their duties and comply with all relevant Health and Safety legislation;
- Not intentionally nor recklessly to interfere with or misuse anything provided in the interests of health, safety or welfare;
- To assist management/leaders in preparing, implementing and updating all relevant risk assessments for their area of responsibility

Trust:

- There is an expectation of collaboration and resource sharing with other colleagues across the Trust

March 2026





Person Specification - Assistant Headteacher

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Good honours degree • Teaching qualification 	<ul style="list-style-type: none"> • Further qualification in education and/or management
Knowledge	<ul style="list-style-type: none"> • Passionate and enthusiastic subject specialist • Good in-depth up-to-date understanding of your subject and its curriculum • Clear knowledge and understanding of the implications of current educational developments relevant to specific areas of responsibility 	<ul style="list-style-type: none"> • Knowledge of OFSTED inspection framework and Evaluation Schedule
Experience	<ul style="list-style-type: none"> • A driven individual who will not settle for mediocrity and who will raise standards across the school • Curriculum and/or pastoral experience at middle leader level in a secondary school/academy • Proven track record of raising educational standards • Clear track record of working at a strategic level with a school/academy to bring about school/academy improvement 	<ul style="list-style-type: none"> • Experience of more than one secondary academy/school • Interest in producing the school timetable with training
Raising Standards	<ul style="list-style-type: none"> • To put pupils and students first in everything you do • Consistent focus on student outcomes • Commitment to Trust-wide focus on student achievement and outcomes • Ability to provide clear evaluation and strategies for improvement for teams and teachers and measuring the impact of such strategies • Experience of success in improving the performance of student outcomes through tracking, 	<ul style="list-style-type: none"> • Ability to use data to critically analyse and evaluate team performance and inform target setting • Production and implementation of improvement plans and policies





	monitoring and creative intervention	
Shaping the Future	<ul style="list-style-type: none"> • Clear vision and ability to develop aspects of school strategy • Clearly articulated vision for the development of whole school initiatives • Experience of making strategic decisions • Commitment to the development of the school ethos including high standards of behaviour • Dedicated, committed, high profile leader who will hold others to account in relation to policy and professional standards • Experience of successfully implementing educational change 	<ul style="list-style-type: none"> • Responsibility for strategic planning at faculty/key stage level
Supporting Teaching & Learning	<ul style="list-style-type: none"> • Commitment to school-wide focus on student achievement • Experience in lesson observation and feedback • Demonstration of high expectations, including leading by example as a teacher • Outstanding teacher, able to lead by example in this area • Experience of delivering training on aspects of T&L 	<ul style="list-style-type: none"> • Consistently excellent examination outcomes
Developing Self and Working with Others	<ul style="list-style-type: none"> • Commitment to the development of the Trust ethos including high standards of behaviour • Consistent focus on outcomes • Ability to establish clear, uncompromising professional relationships/boundaries • Ability to provide clear strategies for improvement, following analysis/review of data and/or performance • Skills in coaching and improving performance of others 	<ul style="list-style-type: none"> • Experience of making strategic decisions • Proven track record of mentoring/coaching teaching staff • The ability to report to, inform and engage Governors regarding key aspects of the school's work





	<ul style="list-style-type: none"> • Ability to set appropriate and challenging targets • Evidence of effective staff training • Ability to deliver bespoke CPD to colleagues and trainees • Understanding of when to consult or seek advice and responsive to feedback • To actively pursue your own professional development 	
Securing Accountability	<ul style="list-style-type: none"> • Dedicated and committed leader who will hold others to account in relation to policy and professional standards • Appreciation of the need to delegate responsibility with accountability • Ability to identify underperformance in staff in the relentless pursuit of improved standards and outcomes across the school 	<ul style="list-style-type: none"> • Experience of challenging and supporting staff to raise standards • Experience of working as an appraiser
Working with Stakeholders	<ul style="list-style-type: none"> • Ability to gain professional credibility swiftly with the Headteacher and other leaders • Commitment to build and manage high performing teams • Commitment to partnership between governors, staff, parents and students and ability to build excellent relationships with all stakeholders • Responsive to the nature of the school's communities, partners and stakeholders • Prepared to undertake outreach work on behalf of the Trust 	<ul style="list-style-type: none"> • Evidence of effective work within the wider school community and across the Trust • Knowledge of child protection procedures • Step in as Deputy Safeguarding Lead with training and support





<p>Personal Qualities & Attributes</p>	<ul style="list-style-type: none"> • A love of working with young people • A commitment to comprehensive and inclusive education • A strong role model for students and staff • Resilient and energetic • High professional standards • Dynamic, positive and constructive • Excellent interpersonal skills • Flexible in order to meet the constantly changing demands of the role • The ability to inspire and innovate through excellent written and verbal communication skills • Highly articulate • Ability to make and take decisions and to prioritise • Ability to work under pressure, think creatively and to anticipate and solve problems • Good sense of humour • Sense of proportion • Sound judgement • Honesty and trustworthiness • Empathy and excellent listening skills • Natural flair for communicating with young people 	<ul style="list-style-type: none"> • The capacity and desire for promotion
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