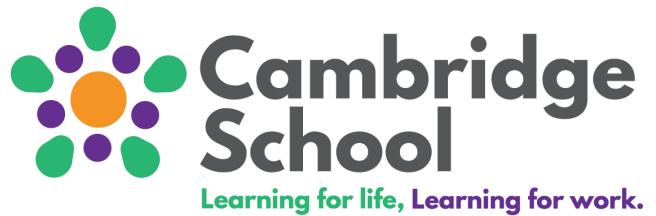


Headteacher application pack



APPLICATION TIMELINE

Closing date:	Friday 27 February 2026
Shortlisting date:	Monday 2 March 2026
Interview dates:	Thursday 12 and Friday 13 March 2026

SUPPLEMENTARY DOCUMENTS

Job description and person specification

WELCOME LETTER FROM THE CHAIR OF GOVERNORS

Dear Applicant

Thank you for your interest in becoming our next Headteacher.

We are looking for an exceptional leader who wants to make a long-term commitment to Cambridge School. We are keen to hear from people with substantive school leadership experience as well as aspiring Headteachers looking for their next career move. Our current Head, Alan Campbell, is retiring from education after 11 years at Cambridge and 30 years in education.

This is an exciting time to be joining Cambridge School. The school is an establishment of choice for parents across a number of London boroughs with over 140 pupils on roll and has a vibrant community of staff, students and parents. In the near future, we plan to focus new pupil intake on those with emotional based school avoidance, anxiety and trauma. Currently around 50% of our pupils have such needs. Therefore, you will be leading the school through a period of change to sharpen our offer whilst also delivering exceptional outcomes to all existing students.

Ofsted inspections in 2015, 2019 and 2024 rated the school as Good and I am proud that the school has demonstrated high levels of consistency over time.

"This is an exciting time to be joining Cambridge School. The school is an establishment of choice for parents across a number of London boroughs with over 140 pupils on roll and has a vibrant community of staff, students and parents. In the near future, we plan to focus new pupil intake on those with emotional based school avoidance, anxiety and trauma. Currently around 50% of our pupils have such needs. Therefore, you will be leading the school through a period of change to sharpen our offer whilst also delivering exceptional outcomes to all existing students particularly those on non SEMH pathways who will remain in the school until the end of Year 11."

We are fortunate to have highly skilled and committed staff and we have a strong relationship with the Local Authority. They are investing in our school and we look forward to the prospect of moving to new premises in the medium term so we can support all of our learners' needs. In recent years, the school has been very successful in developing staff with a number of Teaching Assistants completing teacher training at the school as well as those undertaking qualifications and moving to Higher Level Teaching Assistant positions. In a difficult recruitment market, our approach to developing our own aspiring staff as well as bringing in high quality talent externally has been an important part of the school's success.

Headship is a significant undertaking. As governors we take very seriously our responsibility to provide support and development opportunities for our Headteacher so they can undertake their role successfully and support our students in reaching their full potential. We have a committed governing body with a wide range of skills and experience in education and industry.

We warmly welcome contact from prospective applicants prior to application. We hope that you will visit the school to find out more, to ask any questions that you have and, most of all, to meet our wonderful young people and staff. Please email me directly to arrange a visit or ask any questions.

M.harris@cambridge.lbhf.sch.uk

Best wishes,

Mark Harris, Chair of Governors





OUR MISSION

At Cambridge School, it is our belief that all our students can be responsible and resilient citizens in control of their own lives.

Our curriculum is constructed around developing independent living and employability skills that will lead to economic and emotional wellbeing.

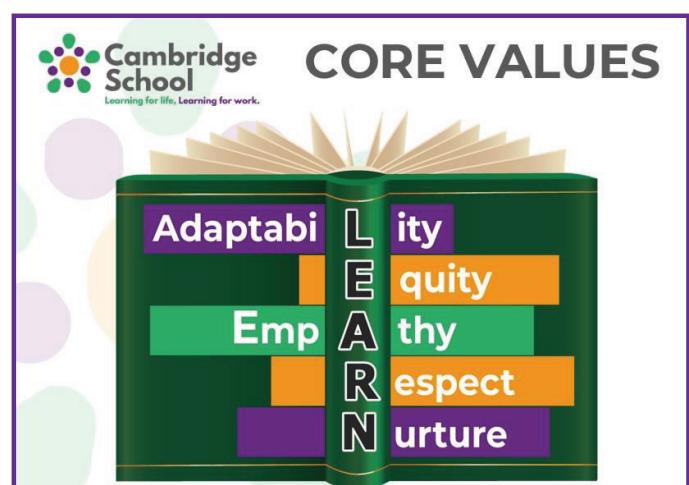
We are committed to developing young people who can make their own choices and decisions and determine their own futures.

We do this by:

- Providing a curriculum which prioritises skills for life and work, including relevant accreditation and work experience.
- Ensuring our SEMH students have strong functional literacy and numeracy skills and gain accreditation which is in line with their abilities, up to and including GCSE.
- Maximising opportunities for independence in daily life, including travel and self and home management skills.
- Personalising learning to meet individual needs.
- Nurturing the whole child and develop their empathy and compassion.
- Providing opportunities to be a confident citizen within the community with full access to services.

OUR VALUES AND VISION

- The school's overarching mantra is "Learning for Life, Learning for Work" Cambridge puts as much value on Life Skills, vocational learning and emotional wellbeing as academic learning. This holistic approach helps our disadvantaged learners learn and consolidate the skills and resilience required for progression to college and ultimately independence and the workplace.
- The school values are referred to in each classroom and particularly in assemblies



SCHOOL INFORMATION

- The school is a specialist SEN school catering for a diverse student cohort. Every student has an EHCP and the school is evenly split between those with a diagnosis of autism and those with Social, Emotional and Mental Health needs. There are currently 146 students on roll. 83% are boys. Over 60% of the cohort are Pupil Premium, with a similar number eligible for Free School Meals. There is significant disadvantage in the cohort, both economic and social.
- Students are drawn from a wide geographical area including the London boroughs of Hammersmith and Fulham, Ealing, Hounslow, Brent, Hillingdon, Westminster and Kensington and Chelsea.
- Plans for the redesignation of Cambridge School are included in the Hammersmith & Fulham Special School Organisation Plans. The future designation is likely to include a focus on areas such as Emotional Based School Avoidance, anxiety and trauma.
- Each class team is led by a class teacher and supported by learning support assistants. External specialists join classes to support learning and meet with class staff to share strategies. Art and Drama therapists work with children who have emotional and social barriers to learning to overcome.

SCHOOL SUCCESSES

- The school has been judged to be Good in its last three Ofsted inspections in 2015, 2019 and 2024.
- The school is an active participant in the Challenge Partners network and has been judged as Effective in every Quality Assurance Review. It has successfully participated in the Extending Leading Practice and Growing the Top programmes.
- The school has worked closely with Nurture UK and Tender on a violence reduction programme, being selected to showcase its work to other schools.
- The school enjoys many sporting successes such as London Special School football champions and many cultural achievements such as being a leading player in the West London Special Schools Arts Festival, with performances at the Royal Albert Hall.

TEACHING AND ENRICHMENT

- Our curriculum is theme and skills based at Key Stage 3 which encourages the development of research and presentation skills and making connections in learning. Classes are taught primarily by one teacher following a Primary style model with specialist teachers in PE, Food Technology and Creative Arts.
- In Key Stage 4 the majority of students follow an accreditation pathway focusing on Entry Levels, Functional Skills levels 1 and 2 and BTECs as well as vocational courses at West London College. Others follow a Preparation for Adulthood curriculum with the emphasis on securing the best outcomes in communication, independent living skills and employability.
- Learning Outside the Classroom is actively promoted and students regularly visit the cultural hotspots of London including the Science Museum, Natural History Museum and West End theatres. They also participate in kayaking, rock climbing and trampolining to name but a few of the curriculum enhancements on offer.

SCHOOL COMMUNITY

Staff wellbeing is at the forefront of our culture.

There is an active Parental Engagement body who organise well attended coffee mornings focusing on areas of interest selected by and for parents.

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