



## THE BILLERICAY SCHOOL

<b>Job Title</b>	<b>Assistant Headteacher</b>
<b>Grade/Salary</b>	Leadership Scale L14 – L18 plus fringe
<b>Date Required</b>	April 2026
<b>Closing Date</b>	Monday 19 January 2026 at 5.00pm
<b>Interview Date(s)</b>	Week commencing 26 January 2026
<b>Reporting to</b>	Headteacher

# Assistant Headteacher

Dear Applicant

Thank you for your interest in the post of Assistant Headteacher at The Billericay School.

This is an exciting opportunity for career development for an ambitious leader with aspirations towards Headship. The successful candidate will be supported to complete NPQSL, NPQH or another relevant developmental qualification. We are passionate about our school and the community we serve, and equally committed to the support, wellbeing and workload of our teaching and support staff.

The successful candidate will oversee the school's strategic approach to supporting disadvantaged students in receipt of Pupil Premium funding, support the Deputy Headteacher (Provision) in leading Year 11 outcomes strategy, and work closely with the Deputy Headteacher (Pastoral) to drive a culture of aspiration, exemplary attitudes and positive behaviour across the school.

Our leadership team is a central driving force in the school's journey towards becoming a Centre of Excellence. The successful candidate will be given genuine autonomy to drive improvement and achieve impact within their areas of responsibility, supported by a well-established leadership team with a clear and shared vision for the future of the school.

There is an explicit commitment to embedding a culture of kind, respectful and inclusive behaviour across our school community. This role will play a key part in ensuring fairness, equity and inclusion, particularly for disadvantaged students, and in strengthening the moral purpose that underpins our work. The successful candidate will model our core values of curiosity, aspiration and success, and will be a visible embodiment of our school motto: *caring about success*.

We are seeking a leader with a strong track record of sustainable impact, underpinned by evidence-informed practice, highly visible leadership and a clear moral purpose aligned to the ethos of the school.

I hope the information contained within this pack gives you a clear understanding of both the role and The Billericay School. We warmly welcome pre-application visits, which will be available during the week commencing 12 January 2026.

Completed applications must be returned no later than **5.00pm on Monday 19 January 2026**. Interviews will take place later in January.

I fully appreciate the time and effort required to complete an application for a role of this nature, and I thank you in advance. In return, every application will be read carefully. However, due to the expected volume of applications, it is not standard practice to acknowledge receipt or provide feedback to candidates who are not shortlisted.

Please do not hesitate to contact the school if you require further information or would like to arrange a visit.

Yours sincerely



Mr P Berry  
Headteacher, BA (Hons)

# Assistant Headteacher



The Billericay School is one of the largest schools in Essex with a roll of just over 1750 students, including over 330 students in our Sixth Form.

The school has a team of over 200 teaching and associate staff, delivering more than 30 subjects across our taught curriculum. We are committed to providing a broad and balanced curriculum, ensuring that all students have the opportunity to discover and pursue their passion. Equally, we are dedicated to supporting flexible working and maintaining a sustainable work-life balance for all members of our staff.

The Billericay School is part of **The Compass Education Trust Ltd.**

The Billericay School site enjoys an enviable location; close to the town centre, yet situated in spacious grounds, the school is positioned on an elevated site with distant and sweeping views.

In times past, a windmill stood nearby, a piece of local history still commemorated in the school badge.

Teaching takes place in five principal blocks. The original structure, which dates from the schools' foundation some sixty years ago includes an open air, furnished quadrangle for lower school students to use during the summer months. Other buildings include a modern Technology and Business Studies block, an Art, Food Technology and Textiles building and a Sixth Form Centre that provides a modern, attractive environment for our older students.



Other resources include a large assembly hall, a drama studio, a music suite with recording studio, a media area with video editing suite and a large library, which includes extensive ICT and study facilities as well as housing thousands of books.

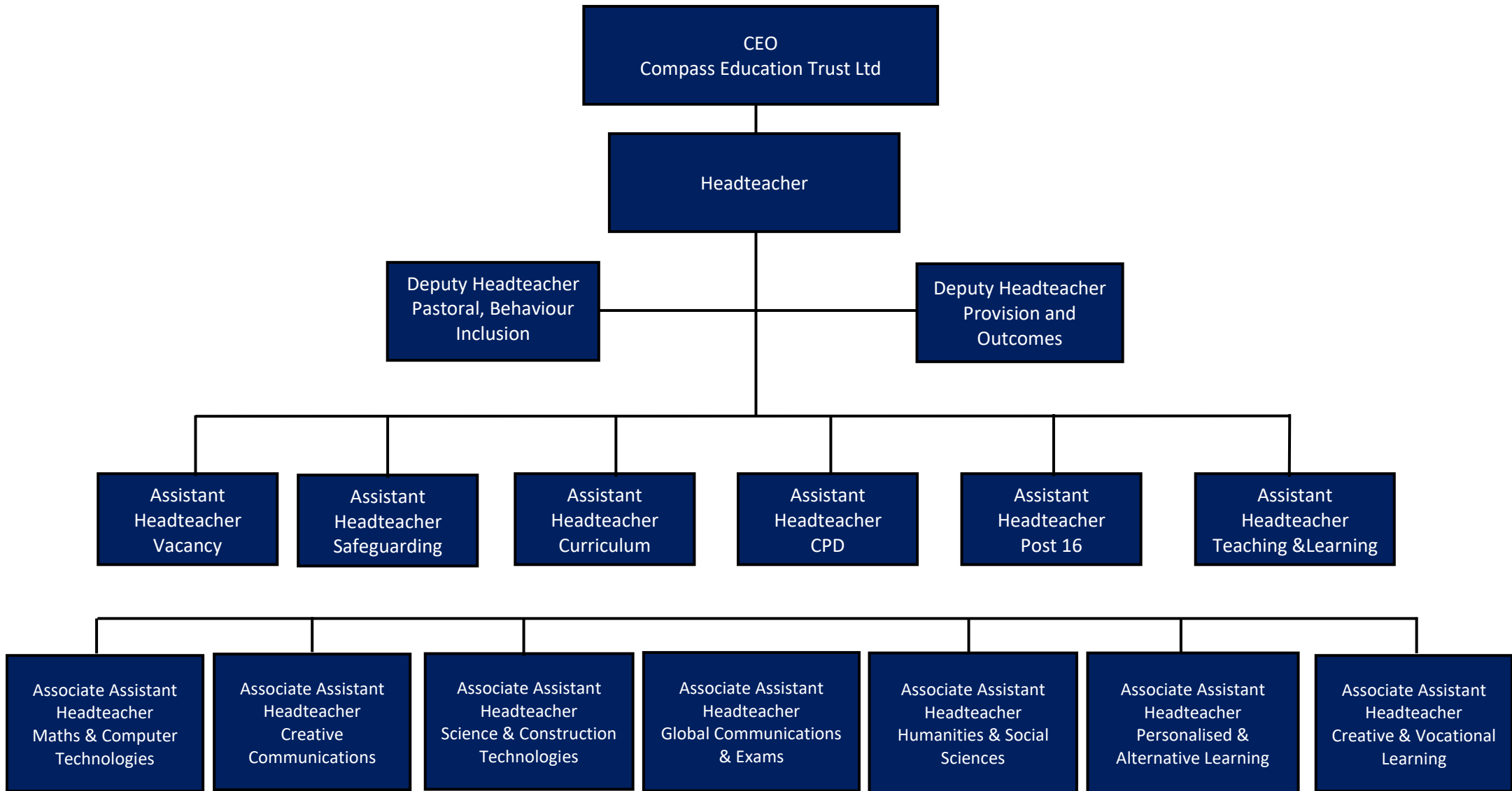


The schools' sporting facilities are exceptional, including a swimming pool, sports hall, gymnasium and fitness suite. Our grounds include 3G pitches, tennis and netball courts, football, rugby and cricket pitches. The school has achieved the national Sportsmark Award for its sporting excellence and work with the community.

The school motto is 'Caring about Success' and this ethos is one that is highly valued and links to our core values of 'Curiosity, Aspiration and Success'. We keep the best interests of our students at the heart of everything we do and we support achievement and success in academic outcomes and in all of its other forms.

It is also noteworthy that a significant number of staff choose to send their own children to the school, which reflects a high level of confidence in the education and care we provide.

# Assistant Headteacher – SLT Structure



# Assistant Headteacher

**As Assistant Headteacher, the specific responsibilities will be:**

## **Leadership for Disadvantaged Students**

- Lead the strategic planning, monitoring, and evaluation of provision for disadvantaged students across all year groups, ensuring equity of access to curriculum, interventions, and enrichment opportunities.
- Monitor outcomes, engagement, attendance, behaviour, and wellbeing of disadvantaged learners, collaborating with staff and stakeholders to identify and remove barriers to success.
- Work with the Assistant Heads for Teaching & Learning and CPD to ensure all teaching, learning, and curriculum delivery meet the needs of disadvantaged students.
- Analyse assessment data to plan, implement, and evaluate targeted interventions for disadvantaged learners, reporting on their impact to leadership and governance.
- Collaborate with Heads of Year to support progress, behaviour, attendance, and overall wellbeing through Achievement Team meetings and cross-school initiatives.
- Promote a culture of partnership with families of disadvantaged students, ensuring clear communication and engagement with school support strategies.
- Take accountability for the monitoring, impact, reporting and publication of the annual 'Pupil Premium Statement'.

## **Year 11 Champion**

- To work alongside the Head of Year 11 and Deputy Head Provision to monitor academic performance, wellbeing and behaviour of Year 11 students.
- To lead and support with the implementation of the Year 11 exam season programme, ensure high levels of attendance, engagement and readiness.
- Lead the transition of outcome-focussed strategy across Year 10 into 11, driving high standards of attendance, behaviour and outcomes in preparation for Year 11.

## **Behaviour and Attitudes**

- Support with strategic leadership of whole-school behaviour, ensuring consistently high standards and calm, orderly routines across all areas of school life.
- Support with the continual refinement and implementation of behaviour systems, ensuring they are fair, straight forward, and used consistently by all staff.
- Continue to drive the culture of high standards and expectations, promoting exemplary student attitudes towards learning, academic success, and personal responsibility.
- Oversee, analyse, and act upon behaviour and attitude to learning data to inform intervention and whole-school improvement.
- Lead a coordinated approach to intervention for students with emerging or persistent behaviour needs, working closely with the pastoral team, with a particular focus on disadvantaged students.
- Strengthen classroom culture by supporting with staff training, coaching, and modelling of effective behaviour management and embedding routines.
- Ensure that academic engagement (participation in lessons, completion of work, and involvement in required interventions) remains a core behavioural expectation.
- Collaborate with curriculum and teaching and learning leads to ensure that behaviour and attitudes directly support strong academic outcomes.

# Assistant Headteacher

## Other Key Responsibilities:

### Teaching

- To fulfil all the requirements and duties set out in the current Pay and Conditions Documents relating to the conditions of employment for teachers, as well as the relevant standards for teachers.
- To model outstanding teaching practice, day to day.

### Strategic Direction and Development:

- Be a member of the Senior Leadership Team and participate fully in developing and communicating a clear and strategic vision of the development of the school.
- Motivate and empower others to carry this vision forward.
- Model the values and ethos of The Billericay School.
- Support the Headteacher and Deputy Headteachers in leading and managing the school effectively and in the review, implementation, development and monitoring of whole school policies that promote the school's values, aims and objectives.
- Contribute to management decisions on all aspects of policy, development and organisation by playing a significant role in school self-evaluation and in the preparation, implementation and monitoring of the school's improvement plan.
- Attend SLT meetings.
- Plan, organise and chair meetings as appropriate.
- Attend meetings of the Governing body as required.

### Line Management Responsibilities:

- Contribute to outcomes across the school and specifically in the faculties line managed.
- Accountable for student progress in the subject areas line managed.
- Ensure appropriate monitoring of teaching and learning in the subject areas line managed; developing the quality in accordance with school policies and procedures.
- Implement school policies on behaviour and welfare.
- Be accountable for staff deployment, training and performance management in the faculties line managed.
- Line manage a faculty, as directed by the Headteacher.

*The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.*

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### Staff Benefits

As a valued member of our team, permanent members of staff are entitled to the following benefits:

- Free access to our fully equipped Gym (and induction program)
- Free access to our swimming pool
- Employer Pension Contribution
- Access to the "Cycle to Work" scheme
- Eye test vouchers
- Access to our Wellbeing programme (includes counselling sessions and online discounts)
- Regular staff social events

# Assistant Headteacher

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## About the School

The Billericay School is a heavily oversubscribed comprehensive in Essex. The school has polite and engaged students who want to learn and benefits from good parental support.

Our Governing body is committed to safeguarding and promoting the welfare of all children and young people and expects all staff and volunteers to share in this commitment. The post is subject to satisfactory medical checks, enhanced DBS clearance and references.

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## About the Trust

We are a successful Multi Academy Trust based in the South East of Essex and currently manage four local secondary schools. Each school within our Trust is a place where we believe in the power of education to transform lives.

Our philosophy is centered around the belief that schools can achieve better educational outcomes for students by working together as a collective entity. The Compass Trust is founded on the principles of collaboration, innovation, and inclusivity, with the aim of providing a supportive and nurturing environment that enables schools to flourish and students to succeed.

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## Additional Benefits

As a valued member of our team, you will be entitled to the following benefits (***\*Subject to eligibility criteria***)

- Free access to our fully equipped Gym (and induction program)
- Free access to our swimming pool
- Employer Pension Contribution
- Access to the 'Cycle to Work' Scheme
- Eye test vouchers in partnership with Specsavers
- Access to our Wellbeing programme (including counselling sessions and online discounts)
- Virtual GP Access - including minors 16 and under
- Annual onsite Flu Vaccination programme
- Free tea, coffee and cake on Fridays

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## How to apply

When applying for this position, please use My New Term. Details can be found on our school website under Work with us: [Current Vacancies](#)

If you have any questions, please do not hesitate to contact Miss D Ancient at [dancient@billericayschool.com](mailto:dancient@billericayschool.com)

We look forward to hearing from you.

# Assistant Headteacher – Person Specification

Category	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Able to show recent evidence of continuing professional development at a level appropriate to the post</li> <li>• Degree relevant to subject specialism</li> </ul>	<ul style="list-style-type: none"> <li>• Further professional qualifications or working towards [NPQSL, NPQML, MA, MEd or similar]</li> <li>• Level 3 Safeguarding Training or willing to work towards</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful record of teaching in a school</li> <li>• Proven track record of effective middle leadership or whole school responsibility</li> <li>• Initiating and implementing curriculum developments, whole-school improvements and other innovations</li> <li>• Prior pastoral or curriculum leadership and management of a team of teachers and/or support staff</li> <li>• Experience of analysing data to inform strategic decision making</li> <li>• Experience of working directly with Year 11 or exam-critical cohorts</li> <li>• Experience of supporting colleagues with managing behaviour and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching experience in all 3 Key Stages with a clear appreciation of the post 16 context.</li> <li>• Senior leadership and management experience</li> <li>• Experience of leading inclusion, attendance or pastoral systems</li> <li>• Experience of improving teaching and learning through coaching, or wider staff development</li> <li>• Successful record of teaching in a large comprehensive school</li> <li>• Experience of decision-making</li> <li>• Demonstrable impact on improving outcomes for disadvantaged learners and an understanding of addressing barriers</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Build effective teams and project manage</li> <li>• Good working knowledge of KCSIE and child protection</li> <li>• Evidence of recent professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of active interest in staff development</li> <li>• Experience of planning and managing staff development</li> <li>• An interest in and capacity for intellectual debate on educational issues</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Significant expertise in a subject of the curriculum, particularly in their own field</li> <li>• Highly skilled communicator, able to articulate and drive a strategic vision aligned with school values</li> <li>• Ability to communicate effectively and build positive relationships with students, staff, families and external partners</li> <li>• Knowledge and understanding of the current educational landscape, government initiatives and Ofsted requirements</li> <li>• Be aware of and able to apply strategies for managing behaviours effectively</li> <li>• Demonstrable commitment to inclusion, equity, wellbeing and high expectations for all learners</li> <li>• Understanding and experience of delivering excellent Student Outcomes</li> <li>• Demonstrable qualities of resilience, emotional intelligence, empathy and the ability to remain calm under pressure</li> <li>• Ability to de-escalate situations involving dysregulated students</li> </ul>	<ul style="list-style-type: none"> <li>• Ability in administration, budget and personnel management</li> <li>• Ability to innovate, implement and lead change effectively across an organisation</li> <li>• Understanding and experience in developing and managing effective pastoral and behaviour management systems</li> <li>• Understanding and Experience of leading sustained improvement in Whole School Student Outcomes</li> <li>• Ability to analyse complex data - identifying patterns, anomalies, and leading evidence informed response strategy.</li> </ul>
<b>Special Knowledge</b>	<ul style="list-style-type: none"> <li>• Ability to lead, refine and evaluate high-impact provision for disadvantaged learners</li> <li>• Skilled in working collaboratively across pastoral, curriculum and inclusion teams</li> <li>• Ability to influence behaviour culture across the school</li> <li>• Evidence of skills required to effectively lead Year 11 focussed strategy including analysing impact of interventions, readiness for exams and student wellbeing</li> <li>• Interact with students, staff and parents in a manner that is clear, firm, supportive and fair, always showing consideration and respect in stressful or difficult situations</li> <li>• Contribute effectively to SLT meetings through active listening, maintaining confidentiality, offering constructive challenge, and supporting collective decision-making Be aware of and able to apply strategies for managing behaviours effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of ICT in supporting all aspects of school and professional life</li> <li>• Familiarity with Arbor, 4Matrix, ALPS</li> <li>• Understanding of national research into closing the Disadvantaged Attainment gap</li> <li>• Understanding and evidence of impact of effective parental engagement strategies, particularly with hard-to-reach families</li> </ul>





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