



**William Edwards
School**



SOUTH WEST ESSEX
COMMUNITY EDUCATION TRUST

Headteacher Candidate Pack



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Helping schools / trusts appoint the best Senior Leaders

Welcome

Dear Candidate,

We are delighted that you have expressed an interest in the Headteacher position at William Edwards School. As the founding school of our trust, this is a key role, offering the chance to work within a highly supportive Trust environment. You will have the opportunity to drive continued improvement in a school with a strong upward trajectory and a distinguished history.

William Edwards is one of three secondary schools that collaborate closely within SWECET, alongside our high-performing feeder primary schools. The school itself is a happy and busy environment, supported by a dedicated staff, committed to achieving the best possible outcomes for pupils and the wider community.

The schools within our Trust share expertise and resources, working collaboratively to deliver an exciting, high-quality education for every child, whilst each maintains its unique identity. We are proud to be an inclusive, well-resourced, and community-focused Trust, with a pragmatic approach to raising standards and improving the life chances of every young person in our care. Finance, HR and IT are all covered as part of centralised provision.

William Edwards School is situated in the heart of its community, on a spacious 14-acre site. The school boasts well-equipped classrooms and communal areas, modern IT infrastructure, and world-class sporting facilities, including an eight-court sports hall. Additionally, three modern ‘school houses’ support an effective recruitment strategy.

Our Trust places great emphasis on the wellbeing of all staff, including the Headteacher with an established and comprehensive wellbeing charter. We offer a bespoke programme of CPD to ensure an effective induction and ongoing professional growth. Staff wellbeing is further supported by a comprehensive health and wellbeing package, including Vitality family health insurance.

We are searching for a highly visible leader who excels in building positive and effective relationships with all stakeholders. The ideal candidate will foster trust, lead and manage with integrity and common sense, and continue to drive and enhance the quality of teaching and learning at the heart of the school’s work.

The successful applicant will possess exceptional personal drive and commitment, strong emotional intelligence, and a clear understanding that effective teamwork is essential to providing an outstanding educational experience for every child.

We warmly encourage you to visit William Edwards School to meet our team and experience the school in action. Should you wish to have an informal, confidential conversation, we are more than happy to accommodate. Please contact Cressida Johns at Academicis via email cjohns@academicis.co.uk or by phone 01223 907979/07733 628155 to make arrangements.

Yours faithfully,



Steve Munday
Chief Executive Officer



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It's in our DNA

Welcome to South West Essex Community Education Trust.

We are a multi-academy trust who are passionate about providing the best start in life for our pupils. We are united in the belief that every young person needs and deserves an education that will maximise their future life chances. We place our pupils' needs at the heart of everything we do and support our colleagues in delivering high-quality education. Our vision is to establish a national reputation for the quality of education we provide. Our schools are united by the things that make us both similar and unique – the DNA that ties us all together. The SWECET DNA is made up of the following components:



Developing our people

We share best practices. We research. We are not afraid to ask our colleagues for help or to share our skills with others. We provide excellent training for our staff, and we hold ourselves accountable for the quality of the education we provide. We have clear measurable objectives that link to students' outcomes, and we are open to the scrutiny of others as advice and critique are key to the continued success of any learning community.



Nurturing our differences

We respect the differences between our schools and all the members of our Trust. Diversity is a strength and we ensure that no one is excluded or left behind. Diversity allows us to grow and learn from one another.



Aspiring for excellence

Our pupils are capable of amazing things and we always set the bar high to ensure they can achieve their full potential. We are committed to the success of the pupils and adults in our schools and believe we can, alongside other trusts, transform the national education system. Therefore, we celebrate the successes of our partners as we would our own. When we work together, anything is possible.



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About William Edwards School

William Edwards is a large, successful, harmonious and thriving mixed 11-16 comprehensive school.

Pupil outcomes across the school are historically strong; however, attending William Edwards is about so much more than just GCSE outcomes. We firmly believe that school days should be the best days of your life and that schools have a moral purpose to extend the life experiences of their pupils. That is why we boast the largest Duke of Edinburgh cohort of any school in the East of England and we are also one of only two schools in the East of England to hold the Arts Mark Platinum Award. Character education and providing a wealth of different experiences to our pupils are important to us. Our pupils are incredibly proud of their school and benefit from a wide range of opportunities both within, and beyond, the curriculum.

Why work for SWECET?

Our colleagues and their personal development are at the core of our Trust. Providing exceptional training inspires and enables our team to provide the highest standards of care and education for the pupils in our schools.

As a member of the SWECET team, you'll be joining a community of passionate and creative people who work hard to achieve their potential and the potential of our young people. Our staff's wellbeing is hugely important and we are committed to ensuring our colleagues are supported to be their very best.

We are always looking to recruit ambitious and exciting colleagues to join our Trust and help provide the education our communities deserve.



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WELLBEING CHARTER

At SWECET we place wellbeing at the centre of everything we do, recognising the enormous contribution colleagues make to the young people and communities we serve.



Health initiatives, including discounted gym membership, cyclework scheme and free annual flu jabs



BLUE LIGHT CARD.
Free Blue Light Card membership



vivup
Retail discounts and benefits



Electric vehicle salary sacrifice scheme



Annual wellbeing day off, bespoke for each member of staff



Two-week October half-term break



Flexible approach to appointments and family commitments



Well-equipped staff rooms, including complimentary tea, coffee and water



Career development is encouraged and facilitated, supported by a personalised CPD plan



Pupil data collected only when appropriate



Free Employee Assistance Programme for all staff



SLT Open Door policy at all times



Christmas break 3-weekend rule



Regular social events



Consideration for all flexible working requests



Trained wellbeing champions



Well-resourced classrooms



Wellbeing working group



Measured approach to lesson visits and drop-ins



Communication is clear - annual calendar is shared and dates and deadlines are carefully considered



Dedicated leadership time for all leadership roles



Buddy system for all new staff in their first year



Team work and collaboration



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Job Description

JOB TITLE:	Headteacher (Secondary)	REPORTS TO:	Chief Executive Officer
SALARY:	£112,327 to £129,879 (with potential enhancement for exceptional candidates)		

JOB PURPOSE

The Headteacher will carry out their professional duties in accordance with and subject to the National Conditions of Employment for Headteachers, the Headteachers’ Standards, the School Government Regulations and Trust policies and procedures.

The Headteacher will be responsible to the Chief Executive Officer (CEO) and Trust Board for the conduct, management and administration of the school, subject to any policies which the Department for Education and the Trust may make.

The Headteacher will be responsible for the accountabilities set out in the job description for the school within their agreed remit.

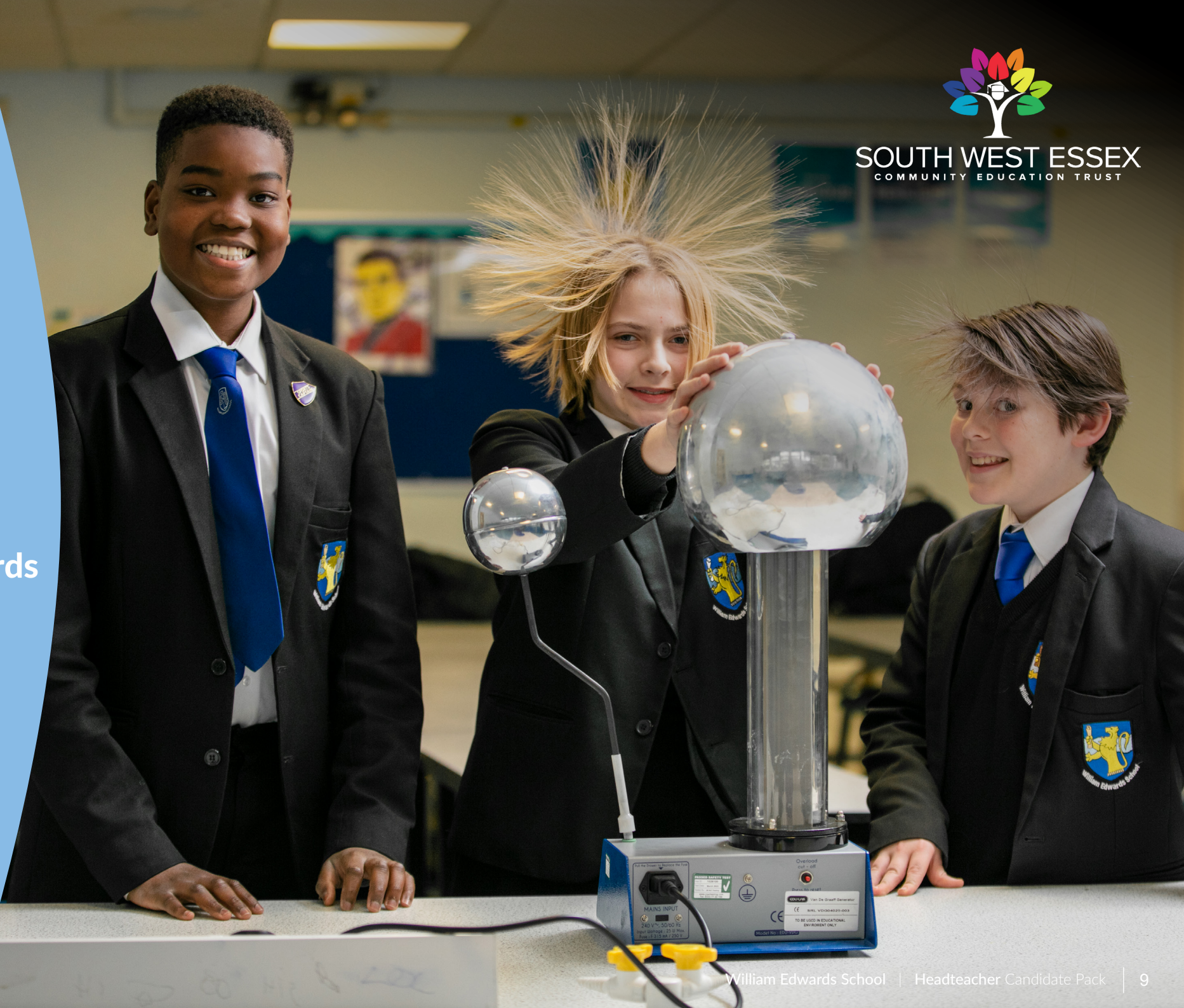
The job description is subject to annual review.

KEY CORPORATE ACCOUNTABILITIES

- Commitment to the Trust’s Vision and Values.
- To maintain awareness of and commitment to the Trust’s Equality, Diversity and Inclusion in Employment Policy in relation to both employment and service delivery and to observe the standard of conduct which prevents discrimination taking place.
- To comply with all Trust policies including Code of Conduct, Safeguarding Policy and E-Safety Policy.
- Undertake safeguarding training at least annually, with further updates as required.
- To fully comply with the Health and Safety at Work Act 1974 etc, the Trust’s Health and Safety Policy and all locally agreed safe methods of work.
- To work with colleagues to achieve service plan objectives and targets.
- To participate in the Performance Management Procedure and contribute to the identification of own team development needs.
- At the discretion of the CEO, such other activities as may from time to time be agreed consistent with the nature of the job described here.



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Job Description

ACCOUNTABILITIES

1. Management of Students' Attainment and Progress

- 1.1. Determine, implement and monitor systems for monitoring and improving students' attainment and progress.
- 1.2. Determine and implement standards of behaviour and discipline.

2. Management of Staff

- 2.1. Ensure the highest standards of teaching.
- 2.2. Lead, motivate, deploy and manage staff.
- 2.3. Act as mentor for the school's senior leadership team.
- 2.4. Establish an appropriate staff structure and define staff tasks, responsibilities and job descriptions.
- 2.5. Participate in the selection and appointment of high quality staff.
- 2.6. Develop and implement practices and procedures for staff development, appraisal and support.

3. Management of Curriculum

- 3.1. Determine, implement and review the curriculum to ensure breadth, balance and relevance to all students whatever their abilities, aptitudes and needs.

4. Teaching

- 4.1. Participate, to such an extent as may be appropriate having regard to other duties, in the teaching of students at the school(s), including the provision of cover for absent teachers.

5. Financial Management

- 5.1. In conjunction with the Chief Operating Officer and the Chief Financial Officer, take responsibility for the management of all school financial resources.
- 5.2. Determine short, medium and long-term priorities for the school having regard to any financial implications and the ability to meet these from foreseen income.

6. Management of Resources and Premises

- 6.1. Ensure the development, maintenance, security and safety of the school buildings, grounds and equipment.

7. Management of the School within the Community

- 7.1. Establish and maintain communication with employers and links with supporting external agencies and the media.
- 7.2. Represent the school to other groups and the local community.
- 7.3. Support and encourage the involvement of parents in the life and work of the school through the medium of the Local School Advisory Board, Parent Teacher Association and by other appropriate means.
- 7.4. Promote links with feeder primary schools and local secondary Head Teachers.

8. Management and Governance

- 8.1. Assist the Trust Board in the exercise of its functions.
- 8.2. Provision of reports for the Trust Board as required.
- 8.3. Draft the school development plan(s) for consideration by the CEO.



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Person Specification

General Qualities

- Articulate, inspiring and supportive.
- Stamina, drive and confidence.
- Capacity for development and evidence of pursuing appropriate professional development recently.
- Evidence of ability to grapple with priority issues and be adaptable and responsive to circumstances.
- Evidence of the ability to gain and maintain the confidence and respect of colleagues, students and parents and is a balanced decision maker with consistency of judgement and inner integrity.
- Evidence that they will have due regard for existing good practice and will implement any necessary change with foresight and sensitivity.
- Evidence that they are a person with vision.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, in their teaching and in their communication with parents/carers and the wider community.

Teaching

- Substantial successful teaching experience in the age range.
- Management of Students' Attainment and Progress
- Evidence that they are concerned about individual needs and regards personal achievement for each individual in the school community as a high priority.
- Evidence of the ability to inspire high levels of performance in students.
- Evidence of the ability to analyse the complexity of issues relating to students' attainment and progress and develop effective and creative responses.

Management of Staff

- Evidence that they have significant experience and a proven record of achievement as a senior manager in secondary education.
- Evidence that they are an energetic, committed and creative professional able to lead and maintain high morale.
- Evidence that they will address problems and resolve conflict by applying skills of leadership, arbitration and reconciliation.
- Evidence that they are able to lead by example, a team worker but also a self-starter who motivates and gets results.
- The ability to handle difficult situations effectively with subtlety and sensitivity.
- Positive, optimistic and approachable with a commitment to equal opportunities and high achievement.

Management of Curriculum

- Evidence of depth of knowledge of the National Curriculum and sound experience of curriculum delivery, monitoring and assessment.
- Evidence of the ability to analyse complex curriculum issues and develop effective and creative responses.
- Evidence of the skills necessary to communicate effectively about curriculum, both within the school and in the community, for example to parents.

Financial Management

- Financial management experience and understanding.
- The ability to analyse complex issues and develop effective and creative responses.

Management of Resources and Premises

- The ability to analyse complex issues relating to resources and premises issues, and develop effective and creative responses.
- Concern for the quality of the school environment.

Management of the School within the Community

- Evidence of effective communication with staff, parents, students and governors/trustees and is sensitive to the school's role within the community.
- Evidence that they will establish effective links with the community.
- Evidence of the ability to establish a 'standing' within the community.

Management and Governance

- Evidence that they will work with an active and supportive Trust Board in the development of the school.
- Evidence of management and governance experience and the ability to analyse issues in relation to management and governance and develop effective and creative responses.

Safeguarding

- Good understanding of and commitment to child protection procedures.
- Detailed knowledge of child protection and safeguarding legislation and statutory guidance.
- Child protection and safeguarding training.



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How to Apply

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact Cressida Johns at Academicis, our recruitment partner, on cjohns@academicis.co.uk or by phone on 07733 628155 / 01223 907979.

CLOSING DATE:

Monday 19th January 2026

SHORTLISTING:

Wednesday 21st January 2026

INTERVIEWS:

Tuesday 27th January 2026



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