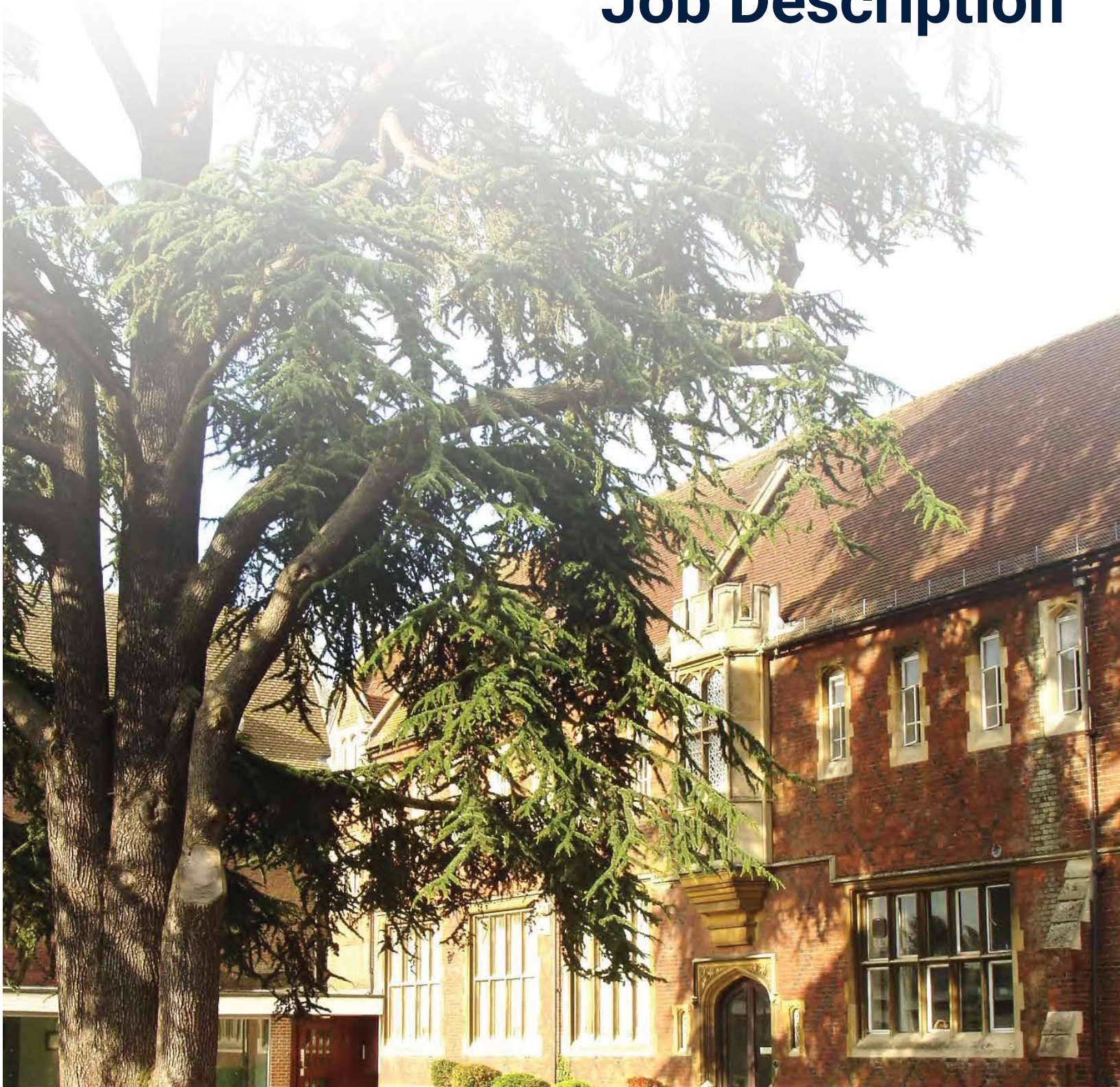


Assistant Principal Job Description



Hockerill is a co-educational 11–18 state school, set in a leafy parkland campus in the market town of Bishop's Stortford. Hockerill is an International Baccalaureate (IB) World School, a thriving and caring academic community, which places a very strong emphasis on international outlook and global citizenship. From September 2027, the College will broaden its post-16 provision to offer A Levels alongside the IB Diploma, ensuring that all students can access the pathway best suited to their strengths, aspirations and future plans.

The College currently has 905 students, over 40% of whom are boarders. As a 24-hour community, the College offers a wealth of extra-curricular activities and an unstinting commitment to pastoral care. With a vibrant international ethos, it attracts students from both the UK and overseas, and values the diversity, cultural richness and global perspective this brings. The College timetable reflects the boarding nature of the school, with lessons on some Saturday mornings.

Hockerill is committed to engaging and motivating its students through high academic standards, innovation and diversity, and we offer a wide-ranging and exciting provision.

The Curriculum

The College is academically strong, both in terms of GCSE and International Baccalaureate (IB)



Diploma results. The IB Diploma Programme has been the cornerstone of our Sixth Form for many years, and remains central to the College's identity and international outlook. From September 2027, Hockerill will offer A Levels alongside the IB Diploma Programme, broadening our Sixth Form curriculum so that every student can follow the pathway best suited to their individual profile, ambitions and preferred style of learning.

The College specialises in Languages and Music, and there is a historical and continuing commitment to immersive

language provision. All students study two Modern Foreign Languages at Key Stage 3, with most students continuing to study two languages through to GCSE. All language lessons are delivered entirely in the target language.

The College has a long-standing reputation for academic excellence and strong outcomes, combined with an inclusive, supportive ethos. Ranked 16 in The Sunday Times Parent Power

Schools Guide for 2026, Hockerill continues to be recognised nationally as one of the country's leading state schools.

Students follow a broad and academic curriculum. Students also study at least one humanity subject to GCSE alongside English, Mathematics and Sciences, with most students studying three separate sciences to GCSE. Additionally, Hockerill offers Art, Business Studies, Computer Science, Design Technology, Drama, Food and Nutrition, Japanese, Mandarin, PE, and Religious Education to at least GCSE level.

To support students in preparing for life after Hockerill, there is a Careers Programme which supports all age groups and University Admissions Co-ordination. Around 70% of UK students go on to Russell Group universities, and some progress to leading international universities across the world, including Ivy League institutions in the United States. Some students also have the opportunity to undertake work experience abroad. The College's Sixth Form pathways will continue to support excellent progression to Russell Group universities, competitive apprenticeships and international destinations.

Extra-Curricular Activities

The sport, music and wider co-curricular provision at Hockerill is extensive and underpins the College's philosophy of educating the whole person. Hockerill's musical provision is passionate and diverse, and students can access tuition for a wide range of instruments. There are a number of ensembles and groups for communal music-making, including the prestigious College Big Band. Students perform regularly in musical events and drama productions throughout the year.

Sports on offer at Hockerill include hockey, rugby, football, basketball, netball, golf, cross country, cricket and athletics. For a relatively small College, Hockerill performs at a high standard and regularly achieves success in district competitions.

The wider co-curricular programme includes additional sports clubs, debating and public speaking, chess, Eco club, Model United Nations, Amnesty International, Duke of Edinburgh and a well-established and highly respected Combined Cadet Force (CCF). The co-curricular programme is a central part of life in a 24-hour international community, enabling students to develop confidence, leadership and character.



Exchanges and Trips

Students are strongly encouraged to participate in trips and exchanges abroad. By the end of Year 11, almost all students will have experienced school and family life in a different language and country, and many will have taken part in more than one such experience.

The College has a long-standing commitment to international opportunities, including residential visits and exchanges across Europe and further afield. Recent and planned destinations include France, Belgium, Italy, Spain and Germany, as well as Zimbabwe, the United States, China and Japan. Domestic opportunities begin with the Year 7 team-building residential and continue through to Duke of Edinburgh Gold expeditions in the Sixth Form.



The Site

Located in the centre of Bishop's Stortford in Hertfordshire, the College occupies a distinctive campus with buildings ranging from Victorian to modern, set within tranquil landscaped grounds and mature trees. The site includes five boarding houses, all located on campus, as well as a Health Centre and Chapel.

Hockerill's Sports Hall opened in 2019, followed by the Science Centre in 2020. A new Sixth Form space was completed at the beginning of 2024, further enhancing the facilities available to students in our 11–18 community.

History

Hockerill has a distinctive history, originally established in the early 1850s as a teacher training college. It remained in this role until 1978 and continues to maintain links with former trainees. The College re-opened in 1980 as a co-educational boarding school and became grant maintained in 1994.

Hockerill completed its transformation into Hockerill Anglo-European College in 1998, becoming one of the UK's first specialist Language Colleges and adopting the International Baccalaureate Diploma Programme as the cornerstone of Sixth Form study. Hockerill gained Academy status in February 2011.

For further information about the College, please visit the website: www.hockerill.com.

Assistant Principal

Focusing on attendance, behaviour and standards, this is an exciting opportunity for an experienced senior leader seeking a new challenge, or for a highly effective middle leader ready to step into senior leadership. The successful candidate will have the confidence, credibility and professional judgement to lead whole-school change and secure consistent practice.

Job Description

Responsible to: Principal

Induction, Training and Development

Appropriate induction, training and development is valued by the College, is the responsibility of the line manager and is an entitlement of the post holder whether new to the College or to the post.

Aims of the Post

As a key member of the Senior Leadership Team, the Assistant Principal will play a central role in the strategic leadership and day-to-day management of Hockerill Anglo-European College. The postholder will provide strategic leadership and operational oversight in pastoral care, behaviour, attendance and student standards, fostering a safe, inclusive and supportive environment that enables all students to thrive academically, socially and emotionally.

The role involves taking clear and confident leadership of the College's behaviour systems, including the development and implementation of a coherent approach to recognition, rewards and consequences. There is significant scope for the successful candidate to bring new ideas and to review, reshape and transform existing systems and processes, ensuring that they are secure, fair, understood by all, and meet the needs of both staff and students.

The Assistant Principal will lead change management in this area, working collaboratively with colleagues to build consistency and professional confidence, and to ensure that expectations are high, routines are embedded and behaviour supports learning across the school. The postholder will contribute to the College's self-evaluation and improvement planning, ensuring that pastoral systems and student behaviour support the key inspection priorities of the Ofsted inspection toolkit, including attendance and behaviour, personal development, safeguarding, and inclusion.

The postholder will act as a Deputy Designated Safeguarding Lead, working closely with the Designated Safeguarding Lead and the Director of Boarding to ensure that safeguarding systems, culture and practice are robust, effective and aligned across the whole College community, including boarding. The Assistant Principal will line manage Heads of Year, providing clear direction, support and accountability, and ensuring that pastoral leadership is strong, consistent and impact-driven.

As the College enters its next phase of development, including the expansion of Sixth Form pathways from September 2027, the Assistant Principal will contribute to ensuring that the

culture, systems and pastoral structures of the school continue to meet the needs of all students and support outstanding outcomes.

Key Responsibilities

Strategic and Operational Leadership (General SLT Duties)

- Contribute to the overall leadership and management of the College as a member of the Senior Leadership Team.
- Support the Principal in implementing, evaluating and refining the College's vision, ethos and strategic direction.
- Model and promote high expectations of staff and students in all areas of school life, including conduct, attendance, punctuality and professional standards.
- Play an active role in school improvement planning and self-evaluation, ensuring that the College's work is impact-driven and aligned to the Ofsted inspection toolkit.
- Line manage allocated staff and teams, providing support, challenge and accountability, and ensuring high-quality leadership at all levels.
- Represent the College professionally and positively with all stakeholders, including students, staff, governors, parents and external agencies.

Attendance and Behaviour (Whole-School Leadership)

- Take full strategic and operational leadership of whole-school attendance and behaviour, ensuring a consistent, fair and values-driven approach across the College.
- Lead the review, development and implementation of systems relating to student conduct, including recognition, rewards and consequences, ensuring clarity, consistency and staff confidence.
- Establish and embed clear routines, expectations and follow-up processes that support learning, protect classroom culture and contribute to a calm and purposeful environment.
- Ensure robust monitoring systems are in place for attendance, punctuality and behaviour, including effective early intervention and clear escalation processes.
- Analyse attendance and behaviour data to identify trends, priorities and vulnerable groups, using this insight to plan, implement and evaluate targeted strategies.
- Work closely with pastoral leaders, tutors, Heads of Year, the SENDCo and other key staff to ensure that systems meet the needs of all students, including those who are disadvantaged and/or have SEND.
- Lead change management in this area, ensuring that improvements are communicated clearly, implemented effectively, embedded sustainably and evaluated rigorously.

Pastoral Leadership, Safeguarding and Student Wellbeing

- Provide strategic leadership for pastoral care, ensuring that students are supported to thrive academically, socially and emotionally.
- Act as a Deputy Designated Safeguarding Lead, supporting the Designated Safeguarding Lead in maintaining a strong safeguarding culture, effective practice and statutory compliance.

- Work closely with the Designated Safeguarding Lead and the Director of Boarding to ensure safeguarding systems and pastoral practice are coherent and effective across both day and boarding provision.
- Promote a positive culture that values inclusion, wellbeing, resilience, personal development and mutual respect.
- Lead aspects of the College's personal development programme, including student voice, and contribute to the development of other areas of provision within this strand.
- Work with external agencies to support vulnerable students and families, ensuring that barriers to attendance, behaviour and learning are identified and addressed.
- Ensure that attendance and behaviour systems operate in a joined-up way with safeguarding, recognising the close relationship between these areas.

Teaching and Learning (Culture for Learning)

- Work with colleagues to ensure that pastoral systems support learning, progress and outcomes, recognising the close link between attendance, behaviour and achievement.
- Support staff in strengthening the culture of learning across the College through consistent routines, high expectations and effective behaviour for learning strategies.
- Monitor the impact of attendance and behaviour strategies on learning, progress, wellbeing and student experience.

Staff Leadership and Development

- Line manage Heads of Year, providing clear leadership, coaching, support and accountability.
- Lead and develop the wider pastoral team, ensuring high-quality practice, strong communication and consistent implementation of College systems.
- Contribute to staff training and professional development relating to attendance, behaviour, safeguarding and pastoral practice.
- Support the development of a confident and consistent staff culture, ensuring colleagues feel well-led and well-supported.
- Oversee and organise the staff supervision duty rota across the College, ensuring appropriate coverage, clarity of expectations and consistency in implementation.

Policy Development and Compliance

- Lead on the creation, review and implementation of key pastoral policies, including attendance, behaviour, safeguarding and anti-bullying.
- Ensure that policies are translated into secure, workable systems and routines that are understood, applied consistently and monitored effectively.
- Ensure that practice complies with statutory guidance and local authority expectations, and supports the College's safeguarding responsibilities.

Additional Duties

- Lead assemblies, parent evenings, staff meetings and training as required.

- Contribute to duty rotas, supervision, and on-call arrangements.
- Support with staff recruitment and induction as appropriate.
- Take part in the College's performance management process, both as reviewer and reviewee.
- Support and contribute to the leadership of the College's boarding provision, in line with the National Minimum Standards for Boarding and the integrated nature of day and boarding life at Hockerill.
- Contribute to the College's co-curricular and personal development programme, recognising the importance of enriching opportunities within a 24-hour school community. There is significant scope for staff to bring new ideas and to shape provision; experience of leading or supporting activities such as sports clubs, music, drama, debating and public speaking would be advantageous.
- Support College events and activities that take place in the evenings, at weekends, or during holiday periods, as required.
- Undertake any other duties reasonably requested by the Principal to support the College's leadership.

This is a full-time position with the expectation of some evening and additional weekend commitments for school events and on-call. The role requires a commitment to the College's ethos and values.

Confidentiality

During the course of employment the post holder may see, hear or have access to information on matters of a confidential nature relating to the work of Hockerill Anglo-European College or to the health and personal affairs of students, staff and parents. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

Data Protection

During the course of employment the post holder will have access to data and personal information which must be processed in accordance with the terms and conditions of the Data Protection Act 2018. Employees are required to act in accordance with the College's Online Safety policy.

Safeguarding Children

In accordance with the College's commitment to follow and adhere to the Department for Education guidance entitled *Keeping Children Safe in Education* and all other relevant guidance and legislation in respect of safeguarding children, the post holder is required to demonstrate a commitment to promoting and safeguarding the welfare of students in the College.

Enhanced Disclosure and Barring Service (DBS) clearance is essential.

Health and Safety

The post holder will comply with the College's Health and Safety policy at all times.

Person Specification

Qualifications and Training

Essential

- DfE-recognised teaching qualification.
- Evidence of successful leadership experience in a secondary school setting.

Desirable

- Further professional qualification in leadership (e.g. NPQSL/NPQH) or willingness to undertake appropriate professional development.

Experience and Skills

Essential

- Proven ability to lead and improve whole-school systems, particularly in relation to attendance, behaviour and/or student standards, including embedding and sustaining improvements over time.
- Strong understanding of attendance requirements, statutory guidance and effective intervention strategies.
- Experience of leading change management, including the ability to review existing practice, implement improvements and embed and evaluate impact over time.
- Strong data literacy, with the ability to analyse and interpret attendance, behaviour and safeguarding-related data to inform strategy and evaluate the impact of interventions over time, recognising the limitations of data where relevant.
- Ability to establish secure, consistent processes that staff can apply confidently and consistently across teams and a fair, predictable experience for students.
- Strong interpersonal and communication skills, with the credibility to lead colleagues, influence practice and secure consistent implementation across a large staff team.
- Ability to work effectively with parents and external agencies, including in challenging or sensitive circumstances.
- Strong organisational skills, with the ability to manage competing priorities and maintain high professional standards under pressure.
- A strong understanding of safeguarding practice, with the ability to contribute effectively as a Deputy Designated Safeguarding Lead, including oversight of systems and contributing to a safeguarding strategy.

Desirable

- Experience of line managing pastoral leaders (e.g. Heads of Year) and supporting them to develop strong team culture and consistent practice.
- Experience of working in, or with, boarding provision or a 24-hour school community.
- Experience of successful Senior Leadership role in a secondary school setting.
- Experience of leading or contributing to a personal development programme for students.

Personal Qualities

Essential

- Clear moral purpose and a commitment to securing the best outcomes for all students.
- High expectations, resilience and professional confidence, with the ability to lead decisively and fairly.
- High levels of emotional intelligence and empathy, balanced with the ability to maintain strong boundaries and uphold standards.
- A proactive, solution-focused mindset and the capacity to work calmly and effectively under pressure.
- Strong commitment to equality, diversity and inclusion, and the ability to ensure systems work well for all students, including those with SEND and those who are disadvantaged.
- The ability to build trust, maintain credibility, and work collaboratively with colleagues across the school and boarding community

Shortlisting and Selection

Candidates will be shortlisted against the following criteria, based on evidence provided in their application:

- Evidence of successful leadership experience in a secondary school setting.
- Proven experience of leading and improving whole-school systems, with evidence of securing and sustaining improvement over time.
- Experience of leading improvement in attendance, behaviour and/or student standards, including the use of appropriate intervention strategies.
- Experience of leading change, including reviewing existing practice, implementing improvements and evaluating impact.
- Strong data literacy, with evidence of using relevant data to identify priorities, inform strategy and evaluate the impact of interventions.
- Evidence of establishing clear and consistent systems and processes that can be implemented effectively across staff teams.
- Evidence of successfully leading and influencing colleagues to secure consistent practice across a school.

Applicants should address each shortlisting criterion clearly in their supporting statement, using relevant examples. Other essential criteria will be assessed through the selection process, references and pre-employment checks, as appropriate.