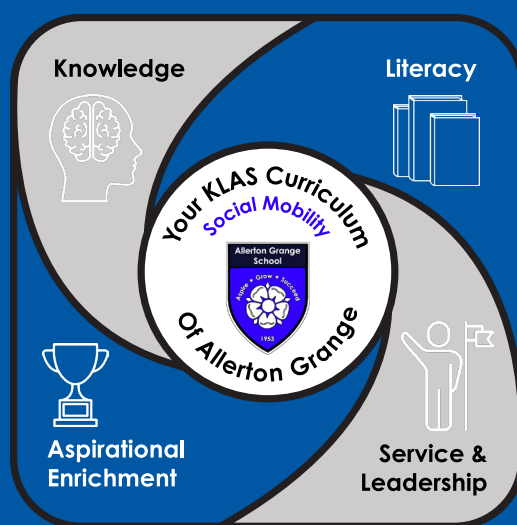




# HEADTEACHER

## Candidate Information



# MESSAGE FROM THE CHAIR

## Dear Applicant,

On behalf of all the Governing Body, staff and students, I would like to thank you for your interest in the post of Headteacher at Allerton Grange School, Leeds. I am pleased that you have the skills and knowledge for this vacancy.

Allerton Grange is a thriving, all-ability, multi-cultural school with 1,700 students aged 11–18. We have increased our Year 7 intake to 300 and have waiting lists in every year group, with a growing Sixth Form. We combine the benefits of a large school, with its many opportunities to study a wide range of subjects, with a friendly environment that is socially and culturally diverse. The staff work tirelessly to create a safe, secure and happy environment for all our students.

Our KLAS curriculum, values and ethos are embedded. However, as our current Headteacher is retiring, the Governors want to employ someone to continue on the path to achieving an exceptional quality of education. We are seeking to appoint a strong, approachable, empathetic and supportive leader who is passionate about the pursuit of teaching and learning and has an enthusiasm for working within a diverse multi-cultural school community. The person specification provides a comprehensive list of qualities we are seeking, but, in essence, the ideal candidate will have the wisdom, experience and confidence to take the school forward and will uphold our school culture.

The Governing Body keeps abreast of the national educational landscape. As such, over the last 12 months, we carried out robust pre-due diligence into the potential benefits of joining a multi-academy trust (MAT). This research project has now concluded, and we have decided to remain a local authority school. However, we will monitor any future government and local decisions regarding academisation.

We are offering a tour of the school on Thursday 3 October 2024. I would encourage you to come along and meet our current Headteacher, Mike Roper. Mike will be more than happy to give you a tour of the buildings and answer any of your questions to assist you in your decision-making of whether you would like to be the next leader of Allerton Grange School. Please contact Bev Manfredi at [beverleymanfredi@allertongrange.com](mailto:beverleymanfredi@allertongrange.com) to book a place. You can also visit our website, [www.allertongrange.com](http://www.allertongrange.com), for further insight into our school vision, ethos and values.

Yours faithfully,



**Barbara Trayer**  
Chair of Governors



## ABOUT US

*"Leaders want every pupil to aim high and fulfil their potential"* **Ofsted**

Allerton Grange is a large and growing school. We currently have 1,700 students and have an intake of 300 students in Year 7. We are located 4 miles from Leeds City Centre in an attractive residential area. We have an impressive school building, with a newly opened Sixth Form Centre, housing our diverse community of 260 post-16 students.

Our increasing success is due to our rigorous, knowledge-rich curriculum supported by four cornerstones: knowledge, literacy, aspirational enrichment and social mobility.

We have a resourced provision for SEND, deaf and hearing-impaired students and support a number of visually impaired students.

*'There is clearly ambition across the school for what pupils with SEND can achieve. This is reflected first and foremost by the fact that the vast majority of pupils follow the same KLAS curriculum as all other learners.'*

**Local Authority review (July 2023)**

Our latest **Ofsted inspection** (February 2020) recognised the quality of provision we provide. They were particularly impressed by our curriculum.

At Allerton Grange, our KLAS curriculum is the driving force behind advancing social mobility and celebrating cultural diversity.

We are proud that all our classes are taught by qualified specialist teachers. There is a strong sense of community and commitment to colleague wellbeing.

At Allerton Grange:

- Intake from local primary schools is rising rapidly and is now over 95%.
- All lessons are taught by specialist teachers.
- We have a talented team of support staff specialising in Behaviour, Student Welfare and SEND.
- Our more able students perform better than the national average.
- A higher-than-average number of students study a language.
- English, Maths, French, German, Spanish, Art, Music, Technology and Drama all perform better than the national average.
- We are the only state-funded school in Yorkshire to offer Classics at Key Stages 3, 4 and 5.
- 99% of our A Level students progress onto their chosen pathway.
- We work collaboratively with the Red Kite Alliance. Colleagues benefit from access to professional development and peer reviews.

## School Values

School values are an intrinsic part of life at Allerton Grange:

- Working together to achieve our full potential.
- Inspiring confident, creative and independent learners.
- Celebrating our diverse school community, fostering tolerance and respect.
- Developing active and responsible citizens within and beyond the school community.

We believe that excellent teaching transforms the lives of our young people, and therefore, we are determined to provide the best quality of education for our students.

We are committed to ensuring that all students have the subject knowledge, the vocabulary, the experiences and the character to secure places at world-renowned universities and on elite training programmes, which will enable them to make aspirational career choices. Every student is unique and given the support and guidance they need to reach their academic, creative, sporting and career goals.

## ASPIRE, GROW, SUCCEED

We are committed to:



Working together to achieve our full potential



Celebrating our diverse school community and fostering tolerance and respect for all



Developing active citizens within the school community and beyond



Inspiring confident, creative and independent learners

View our culture code [here](#).





## OUR CURRICULUM

Our curriculum is highly ambitious. We have a three-year Key Stage 3 programme. We are well above the national average for students entering EBacc; close to 90% of students take the full EBacc at GCSE. Our curriculum is broad and balanced, with students experiencing a range of academic, technical and creative subjects.

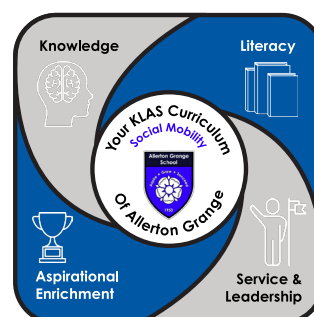
Lessons at AGS are characterised by relentlessly high expectations and levels of challenge for all students. We believe that the teaching of broad knowledge to all children is the single most effective way to narrow the gap between demographic groups. We believe in developing the whole child.

Our curriculum, therefore, encompasses the wide range of enrichment opportunities available at AGS – from the performing arts and sports clubs to trips abroad. Ultimately, the AGS student Aspires, Grows and Succeeds, going out into the world as a confident and intellectually curious member of society.

We have a literacy-rich curriculum that includes a Words Matter programme, knowledge organisers, accelerated reading, Drop Everything and Read and high-challenge texts.

- Our KLAS curriculum model is central to supporting students in addressing social justice.
- This curriculum ensures that students have the Knowledge, Literacy skills, Aspirational enrichment and Service and Leadership to address Social Mobility.

- Our reading programme is innovative; a typical Year 7 student will have read 28 books by the end of their first year with us.
- There are many opportunities for students to learn outside of the classroom, and all students have access to a range of enrichment activities through lectures, debates and workshops.
- We organise cultural trips to the theatre, museums and music venues throughout the year.
- Our Music and Drama departments showcase our students' talents through termly performances.
- The Duke of Edinburgh scheme is very well established in school. Students enrol for Bronze Level in Year 9, Silver Level in Year 10 and Gold in Year 12. 50% of Year 9 students enrol for Bronze.
- There are many leadership opportunities for students to engage with from Year 7 onwards.



# 88.6%

GCSE EBacc entry (all students)  
- third highest in Leeds

# 89.4%

GCSE EBacc entry  
(disadvantaged students)

# 76.2%

Triple Science entry at GCSE -  
highest in Leeds

# 15.4%

A\*-A at KS5

# 60.1%

A\*-C at KS5

# Classics

Offered at GCSE and A level with  
a KS3 curriculum delivered in Y7-9



## Knowledge

- Curriculum is the progression model
- Progress – what do students know and what do they remember?
- Subject as a discipline through both substantive and disciplinary knowledge



## Literacy

- Explicit teaching of both Tier 2 and 3 subject-specific vocabulary
- Oracy – students express themselves confidently using academic vocabulary
- Students write sophisticated answers in each subject discipline
- All students develop a love of reading, including the great works of classical literature
- Knowledge organiser homework – mastery of key definitions and spellings



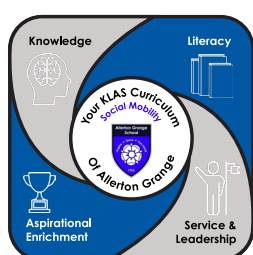
## Aspirational Enrichment

- Relentlessly high expectations inside and outside of the classroom
- An unashamedly aspirational culture and ethos
- A rigorous programme of PHSE and SMSC (including British values)
- Clubs, tailored mentoring, and sporting excellence
- An inspirational and engaging physical environment



## Service and Leadership

- Access to a wide range of opportunities via our enrichment electives of Service, Leadership and Creativity
- A timetabled enrichment curriculum ensures our students really can *Aspire, Grow and Succeed*
- Students develop their resilience, self-belief and communication skills
- We grow leaders of the future who understand and support the wider AGS community



# OUR CULTURE

We care for our staff, and we want them to enjoy working at Allerton Grange.

We are true to our core values and enable our employees to engage in challenging and rewarding work whilst, at the same time, supporting them to *Aspire, Grow and Succeed*.

At Allerton Grange, we place particular emphasis on the values and qualities of *Integrity, Compassion, Community, and Humility*. We are looking to recruit and promote people who live these values on a daily basis.

Our staff challenge themselves to continually improve and grow within the school community. Our school is based on great relationships, and it is important that staff are happy in their work. This means a balance of challenge, support, recognition and opportunities for development and career progression.

We are continually working to ensure all members of our school community are treated with respect, kindness and dignity and are free from discrimination, bullying, harassment and victimisation.

Read our [Culture booklet](#) and [Leadership Framework booklet](#) for more information

## Our Staff

Our team of teachers, teaching assistants, pastoral staff, administrators and support staff work together to make a real difference to our young people and their families.

Allerton Grange is a welcoming and inclusive community for staff and students alike. Every student is cared for as an individual, and our staff team works hard to ensure all students are safe, secure and happy. Our most important partnership is with our students and their families.

We care for our staff, and we want them to enjoy working at Allerton Grange. Our Culture Code, commitment to our **RED award** framework (*respect, equality, diversity*) and Workload Charter set out how it feels to be a member of staff at Allerton Grange, but we are also committed to minimising unnecessary burdens on staff – this enables our teachers and support staff to focus solely on planning and delivering on work that matters.

Our staff have a high level of job satisfaction and would recommend the school to their families and friends as a great place to work.





*"During my time at Allerton Grange, I've developed from an Intervention Support Worker to a Coach and eventually to my current role as Behaviour and Welfare Manager or 'Head of Year' and Duke of Edinburgh Coordinator. This journey has been both challenging and rewarding, providing me with opportunities to grow professionally and personally. Completing my NPQLBC has been a significant milestone, enabling me to apply advanced leadership and management strategies to my daily practice.*

*The supportive environment at Allerton Grange has been instrumental in my career path development, fostering a positive culture of continuous learning and excellence. It's incredibly fulfilling to witness the positive impact I have on students' lives and to contribute to their growth and success. I genuinely enjoy being part of such a dedicated team, where every day brings new experiences and learning opportunities. Allerton Grange is not just a workplace; it's a community where I thrive and find immense satisfaction in my role."*

**Elliot Mahoney, Year Manager  
(Behaviour and Welfare)**

*"My initial plan was to get through my first two years of teaching in England before jetting off abroad to teach in Dubai and then Australia. What I didn't anticipate was that I would stumble across Allerton Grange to begin my teaching journey, where I love it here. It is no exaggeration to say that we truly do have the most amazing student cohort to be able to work with every day, which means, when combined with a subject like PE and the chance to run our incredible sports teams, this job at this school very rarely feels like work."*

**Jack Gaunt, PE Teacher (ECF Teacher Year 1)**







*"AGS has in recent years established an excellent reputation within the local and wider community. The school is very diverse and has gone from strength to strength. Working at AGS, I have always felt supported and included within the team of staff I work alongside. The environment within the school is friendly, calm and pleasant - I feel lucky to work here."*

**Hana Khan, Finance Officer**

*"My role at Allerton Grange is a Teacher of English and Lead for Drop Everything and Read. Before this, I was a trainee Teacher of English here. I applied for a job at Allerton Grange for a number of reasons: I appreciate the diversity of students, the commitment to improvement and the dedication to literacy. I think Allerton Grange is a brilliant place to work due to the high expectations and aspiration to succeed. The school has a calm and productive environment where students feel proud of what they achieve. I feel extremely motivated and fully supported by my department."*

**Charlotte Taylor, DEAR Leader/English Teacher**





“What I cherish the most about my school is our sense of community which shines in everything we do. In class, students are encouraged to speak their mind at every opportunity by dedicated and passionate teachers, often leading to debates where students share in an intellectual community. Outside class, events like culture day and regular music nights empower students to celebrate their diverse range of talents, interests and identities all under the one banner of Allerton Grange. It is this sense of community that makes Allerton Grange the vibrant and exciting environment that it is.”

**Head Students, Maryam Adow and Harry Brown**

# THE ROLE

Our vision for Allerton Grange School is to be recognised locally, regionally and nationally as an exceptional school and a beacon of best practice. We are already on this journey but want our new Headteacher to lead our staff and students, as well as working in partnership with parents, to achieve this vision together over the coming years.

We are a good and rapidly improving multi-cultural 11–18 secondary school located in the north of Leeds, with a strong reputation in the local community, increasing student numbers, improving student outcomes and a talented and driven staff team. We have a curriculum model that is clear, unapologetically ambitious, understood by all stakeholders and the driving force for school improvement.

The Governors are looking to appoint an aspirational and ambitious Headteacher to continue the school's journey towards providing an exceptional quality of education. You will be committed to providing young people with an exceptional education through strong leadership in innovative and forward-thinking teaching and learning and carefully structured guidance and support. You will inspire, develop and challenge staff to be outstanding practitioners to ensure every student has the very best opportunities to succeed. The right candidate will combine substantial experience as an exceptional leader with the ability to harness the strengths of all staff so that Allerton Grange continues to thrive and succeed.

This is a rewarding yet challenging opportunity and an exciting time for the right person to join us. We are on a path to providing an exceptional quality of education and are looking for the right person to take us forward.

To be successful, you will:

- Be an exceptional existing Headteacher or senior leader with a proven track record of success.

**Post:** Headteacher

**Salary:** L35 – 41 (£108,776 - £125,983)

**Required from:** September 2025

- Have a professional drive, energy, determination and aspiration.
- Have the knowledge, core values, behaviours and qualities needed to be an outstanding leader in our school.
- Have the ability to lead change, inspire, engage and enthuse students, staff and the wider community.
- Have experience or a good understanding of working in a diverse community.
- Embrace the current changes to the curriculum and drive up progress and outcomes.
- Collaborate and work with key leaders and stakeholders to support and sustain further school improvement.

We will offer:

- The opportunity to shape the future of our school, working with young people in a truly comprehensive, multi-cultural community environment.
- A talented and committed staff team who are supportive of each other.
- A Governing Body and Leadership Team who are committed to creating a school of outstanding practice.
- A collaborative relationship with local leaders and a strong local school network.
- Commitment to wellbeing and a good work/life balance.
- Fantastic building resources and facilities.





# JOB DESCRIPTION

## Main Purpose

The core purpose of the Headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success, the Headteacher must establish high-quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all students. The Headteacher should establish a culture that promotes excellence, equality and high expectations of all students.

Accountable to the Governing Body, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards.

## Statutory Requirements

This job description reflects the National Headteacher Standards (2020). These standards are built upon the Teaching Standards (2013) which apply to all teachers, including Headteachers.

The appointment is subject to the current conditions of employment of Headteachers contained in the Schools Teachers' Pay and Conditions document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.

The appointment is also subject to other current educational and employment legislations and policies laid down by the Governing Body under their powers derived from statutory sources.

## Duties and Responsibilities

### *Ethics and Professional Conduct*

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour.

Both within and outside school, Headteachers:

- Build relationships rooted in mutual respect and, at all times, observe proper boundaries appropriate to their professional position.
- Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit their position or students' vulnerability or might lead students to break the law.

As leaders of their school community and profession, Headteachers:

- Serve in the best interests of the school's students.
- Conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen.
- Uphold their obligation to give account and accept responsibility.
- Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
- Take responsibility for their own continued professional development, engaging critically with educational research.
- Make a positive contribution to the wider education system.

## Headteachers' Standards

### School Culture

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where students experience a

positive and enriching school life.

- Uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.

### Teaching

- Establish and sustain high-quality, expert teaching across all subjects and phases built on an evidence-informed understanding of effective teaching and how students learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative assessment.

### Curriculum and Assessment

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all students are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum.

### Behaviour

- Establish and sustain high expectations of behaviour for all students built upon relationships, rules and routines which are understood clearly by all staff and students.
- Ensure high standards of student behaviour and courteous conduct in accordance with the school's behaviour policy.
- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour of a good citizen.

### *Additional and Special Educational Needs and Disabilities*

- Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable students to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

### *Professional Development*

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement and team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standards for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

### *Organisational Management*

- Ensure the protection and safety of students and staff through effective approaches to safeguarding as part of the duty of care and, as the Designated Safeguarding Lead, fulfil the statutory duties as defined in KCSIE.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Ensure staff are deployed and managed well with due attention paid to workload.

- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- Ensure rigorous approaches to identifying, managing and mitigating risk.

### *Continuous School Improvement*

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies which lead to sustained school improvement over time.

### *Working in Partnership*

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students.

### *Governance and Accountability*

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationships with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

# PERSON SPECIFICATION

You should show clearly in your application how your knowledge, experience and skills are relevant to the requirements of the post.

## Key

**App:** Application form

**Sp:** Selection process. This could include a range of exercises, including an interview

**Ess:** Essential knowledge, experience and skills

**Des:** Desirable knowledge, experience and skills

School Culture	Ess.	Des.	App/Sp
Experience of leadership roles.	X		App/Sp
Ability to promote positive relationships across all stakeholders and build effective relationships with staff, parents, Governors and other stakeholders.	X		App/Sp
Establishes the school's strategic vision in partnership with those responsible for governance.	X		App/Sp
Prioritises learning and wellbeing in all strategic decision-making.	X		App/Sp
Ability to make and implement difficult decisions.	X		App/Sp
Implements a strategic plan across the whole school, identifying priorities and evaluating the impact.	X		App/Sp
Works with and motivates teams and individuals to implement changes across the school.	X		App/Sp
Awareness of the Leeds city-wide educational improvement agenda and other statutory changes in education.	X		App/Sp
Understanding of entrepreneurial and innovative approaches to influence school improvement.		X	App/Sp

Teaching	Ess.	Des.	App/SP
Implementation of strategies which secure high standards of teaching and learning and prepare children for their next phase of education or life.	X		App/Sp

Curriculum and Assessment	Ess.	Des.	App/SP
Experience of curriculum innovation and evidence-informed research that has resulted in raised standards.	X		App/Sp
Experience of embedding a curriculum that is built on subject expertise and effective curriculum leadership.	X		App/Sp
Understanding of how pupils are taught to read.	X		App/Sp

Behaviour	Ess.	Des.	App/SP
In-depth knowledge of the use of data to monitor pupil progress.	X		App/Sp
Effective use of assessment tools to monitor teaching and learning.	X		App/Sp

Additional and Special Educational Needs and Disabilities	Ess.	Des.	App/SP
Ability to identify excellent classroom practice to enable teachers to improve through effective feedback.	X		App/Sp

Professional Development	Ess.	Des.	App/SP
Regularly reviews own practice and continually participates in quality CPD.	X		App/Sp
Ability to ensure and provide high-quality professional development for a staff team, drawing upon expertise where appropriate.	X		App/Sp

Organisational Management	Ess.	Des.	App/SP
Recruits, develops, retains and manages a range of school staff.	X		App/Sp
Ability to effectively deploy staff and resources.	X		App/Sp
Ensures effective performance management systems are in place and manages capability.	X		App/Sp
Ability to distribute work effectively.	X		App/Sp
Effective use of robust and transparent effective interventions to ensure pupils maintain good progress.	X		App/Sp
Ensures financial efficiency, effectiveness, and probity of public funds.	X		App/Sp
Manages the school's environment in line with health and safety regulations.	X		App/Sp
Implements changes to staffing structures.	X		App/Sp
Develops appropriate school development plans which lead to sustained school improvement over time.	X		App/Sp

Continuous School Improvement	Ess.	Des.	App/SP
Proven ability to motivate, lead and interact with staff, pupils and parents/carers.	X		App/Sp
Uses CPD to motivate, enthuse and develop all staff.	X		App/Sp



<b>Working in Partnership</b>	Ess.	Des.	App/SP
Holds people to account for conduct and practice.	X		App/Sp

<b>Governance and Accountability</b>	Ess.	Des.	App/SP
Works with and understands the role of effective governance to fulfil statutory duties.	X		App/Sp
Provides performance data to parents, Governors, and school improvement officers.	X		App/Sp
Develops appropriate school policies and procedures.	X		App/Sp
Builds relationships with community groups, outside agencies and other schools that create innovative learning experiences for pupils.	X		App/Sp
Works with parents and carers to improve pupil achievement.	X		App/Sp

<b>Safeguarding</b>	Ess.	Des.	App/SP
Is fully aware and able to implement effective policies and procedures. Full commitment to safeguarding and child protection.	X		App/Sp
Ability to deal with sensitive issues in a supportive and effective manner.	X		App/Sp
Experience in strategies to manage complex behaviour/safeguarding issues.	X		App/Sp
Experience of a multi-agency team approach.	X		App/Sp

<b>Qualifications</b>	Ess.	Des.	App/SP
Qualified Teacher Status or other educational qualification.	X		App/Sp
A degree or management qualification.	X		App/Sp
NPQH.		X	App/Sp
NCSL/CWDC Safer Recruitment Certificate (required within the first year of headship).		X	App/Sp

Personal Qualities and Attributes	Ess.	Des.	App/SP
Moral purpose (equality, children and adults treated with respect).	X		App/Sp
Excellent communicator (listening, putting a message across).	X		App/Sp
Collaborative.	X		App/Sp
Child-centred.	X		App/Sp
Resilient.	X		App/Sp
High emotional intelligence.	X		App/Sp
Integrity.	X		App/Sp
Humility.	X		App/Sp
Compassion.	X		App/Sp
Diligent.	X		App/Sp
Self-motivated and able to enable/motivate others.	X		App/Sp
Enjoys challenge.	X		App/Sp
Works to deadlines.	X		App/Sp
Enthusiastic and optimistic.	X		App/Sp
Excellent problem-solving/analytical skills.	X		App/Sp
Emotional confidence and courage (knowledge of strengths and areas of development).	X		App/Sp
Conceptual thinking/learning agility (identify patterns between potentially unrelated concepts – intellectual curiosity).	X		App/Sp





# APPLICATION PROCESS

Please download and complete the application form.

Please ensure you provide full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment, please state the reasons why (e.g., gap year, career break, unemployed, etc.).

You will note that we require details of three contacts for references. These should not be from the same organisation. One must be your present Headteacher/Chair of Governors.

Applications to be returned to  
[recruitment@allertongrange.com](mailto:recruitment@allertongrange.com).

**School visits:**\* Thursday 3 October 2024.

**Closing date:** 8am on Monday 14 October 2024.

**Interview dates:** Wednesday 20 and Thursday 21 November 2024.

We are offering all prospective candidates to visit the school; please email: [beverlymanfredi@allertongrange.com](mailto:beverlymanfredi@allertongrange.com) to book an appointment.

*We are committed to safeguarding and promoting the welfare of our students. We promote equality,*

*diversity, and inclusion (EDI) across our school and wider community and expect all staff, Governors and volunteers to share our view and commitment in these areas. The successful candidate will be subject to an enhanced DBS and safeguarding recruitment checks.*

*We support flexible working and welcome applications from all suitably qualified candidates who wish to join our inclusive community.*

## Pre-Employment Checks

### Prohibition Checks

Prior to confirming an offer of employment, the school is required to make a mandatory check to ensure a teacher is not prohibited from teaching by the NCTL or its predecessor, the GTC.

- We have an enrichment and extracurricular programme that includes a wide range of clubs, trips and guest speakers to give our students a broad range of experiences.

### Validation of Qualifications

All shortlisted candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

### *Right to Work in the United Kingdom*

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

### *Medical Assessment*

An acceptable outcome of the Pre-Employment Health Declaration/Form 1a, which must be fully completed and returned to us as soon as possible. You will be unable to take up your place with us until we have ascertained you are fit to take up this role. If you have answered 'Yes' to any of questions 1 to 6, you will be asked to complete a full Health Questionnaire to be submitted to the Occupational Health Unit.

### *Social Media Checks*

Online social media checks will be carried out in line with our safer recruitment guidelines.

### **Data Processing**

Please refer to our school privacy notice, available [here](#).

### **Equal Opportunities**

We are an equal opportunities employer and positively encourage applications from all suitably qualified candidates.

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where everyone is treated fairly and with respect.

We take action to ensure that nobody is treated less favourably than anyone else because of their sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status, pregnancy or maternity.

