



REDHILL
ACADEMY TRUST

Equality and Achievement

Headteacher Tupton Hall School

Candidate Information Pack

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HEADTEACHER, TUPTON HALL SCHOOL

GROUP 6 NOR: 1556

AGE RANGE: 11-18

L28 – L36

REQUIRED FROM: January 2027

This is a unique opportunity for an inspirational Headteacher to lead Tupton Hall School, a large and successful secondary school at the heart of the Tupton community. The academy is characterised by its clear commitment to provide the very best outcomes and opportunities for all students and benefits from outstanding facilities.

We are looking for someone who will sustain and further develop this positive culture, building on the academy's strengths and ensuring that high expectations are consistently realised across all aspects of school life.

You will have the leadership qualities to inspire and motivate both staff and students to achieve their very best. You will bring an innovative and ambitious approach.

As an experienced school leader with a proven track record of securing sustained improvement, you will lead Tupton Hall School through the next phase of its development, ensuring consistently strong outcomes, high-quality teaching, and excellent pastoral care.

Tupton Hall School is part of the [Redhill Academy Trust](#). The academy benefits from being part of a high-performing and collaborative trust, including access to the Redhill College of Leadership and Development, excellent CPD opportunities, and the chance to work alongside colleagues from other successful schools. The Trust also leads the regional Teaching School Hub, delivering high-quality initial teacher training and National Professional Qualifications.

To apply, please download the attached application pack, which also contains information about the school, how to organise a visit or phone conversation and how to apply for this opportunity.

If you would like to arrange a visit to the school, please contact Sarah Woolf, PA to the Headteacher by email: s.woolf@tuptonhall.org.uk. If you would like to organise a confidential discussion about the vacancy, please contact Jo Hill, PA to the Regional Director by email in the first instance: j.hill@redhillacademytrust.org.uk.

Any appointment will be subject to an enhanced DBS check, Child Barred List checks, online searches, and satisfactory references.

CLOSING DATE: 11am, Monday 28 September 2026

INTERVIEW DATES: Monday 12th October 2026 & Wednesday 14th October 2026



Dear Colleague,

HEADTEACHER VACANCY, TUPTON HALL SCHOOL: L28-34

Thank you for your interest in the post of Headteacher at Tupton Hall School.

The closing date for applications is 11am on Monday 28 September 2026. Candidates selected for interview will be telephoned as soon as shortlisting is completed. Written confirmation will also be emailed.

To help you with your application, the following items are enclosed:

- Job Description
- Person Specification
- Academy Information

If you would like to be considered for this post, please complete the online application form and within your supporting information you should describe:

- How your professional experience has prepared you for the role
- Your main priorities if you were successfully appointed to the post and strategies you would employ to continue to move the academy forward

We are looking for a candidate who, above all, will have very high expectations of all students and staff at the academy and who is determined to lead Tupton Hall School to future academic success.

If you would like to arrange a visit to the school, please contact Sarah Woolf, PA to the Headteacher by email: s.woolf@tuptonhall.org.uk. If you would like to organise a conversation about the vacancy, please contact Jo Hill, PA to the Regional Director by email in the first instance: j.hill@redhillacademytrust.org.uk.

I look forward to receiving your application.



Andrew Burns OBE
CEO



02

Candidate Letter & Application



Job Description

03

CORE REQUIREMENTS OF THE POST:

- As a Headteacher you shall carry out your professional duties as circumstances may reasonably require as provided for under the relevant sections of the latest School Teachers' Pay and Conditions Document and in line with the expectations of the 'National Standards of Excellence for Head Teachers' (2020).
- To provide vision and professional leadership to secure the academy's success and improvement and ensure a first-class education for all its pupils.
- Ensure the highest possible standards of education through the promotion of effective teaching and learning, a balanced curriculum, the provision of excellent pastoral care and support for pupils and a rich co-curricular programme.
- Be responsible for promoting the aims, values and ethos of the academy and ensure effective communications with all stakeholders.
- Lead the shaping of the academy's future and ensure that everyone is enabled to contribute effectively to the progress and development of the academy.
- To promote and safeguard the welfare of children, young persons and adults for whom you are responsible and with whom you come into contact during the course of your duties and responsibilities. Your conduct must at all times be in accordance with the academy's policies and procedures.
- Ensure that the academy complies with educational and other relevant legislation, including health and safety.
- Keep abreast of changes in government policy.

PARTICULAR RESPONSIBILITIES:

STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL

To:

- lead by example and provide inspiration, purposeful leadership and motivation to the school community, including students and staff;
- generate vision, ethos and policies for the academy which promote high levels of achievement;
- create and implement a strategic development plan, underpinned by sound financial planning, within the national and local context, which identifies priorities and targets for ensuring that pupils achieve high standards and that teaching is effective;
- support all staff in achieving the academy's priorities and targets and provide them with the motivation to support its aims;
- ensure that the management of the academy, including finance and administration, support the academy's policies, its vision and aims;
- monitor and review all aspects of attainment, priorities, targets and policy and take necessary action.

TEACHING AND LEARNING

To:

- create and sustain an environment which secures outstanding teaching and effective learning across a broad and ambitious curriculum, ensuring high expectations of achievement and behaviour;
- determine, implement and continuously refine a curriculum which promotes academic achievement, providing all students with the knowledge and skills required to succeed;
- monitor and evaluate the quality of teaching and learning, ensuring that it consistently reflects outstanding practice and leads to strong outcomes for all groups of students in line with the Trust Teaching and Learning fundamentals and playbook;
- secure rigorous systems for assessment, recording and reporting which enable precise tracking of pupil progress and drive improved academic achievement;
- use robust analysis of performance data to identify strengths and areas for development, ensuring that interventions lead to improved outcomes and reduced gaps;
- develop strong and effective partnerships with parents, other schools and the wider community, including business and industry, to enhance teaching, learning and widening student experiences;
- actively promote and develop a rich co-curricular offer that broadens students' experiences, builds character and enhances personal development, in line with the Trust's commitment to widening student experiences.





03

Job Description

LEADING AND MANAGING STAFF

To:

- build and sustain a culture of high expectations for all staff, underpinned by professional trust, collaboration and accountability;
- relationships across the academy, ensuring that equality and diversity are actively promoted in all aspects of staff leadership;
- plan, delegate and evaluate staff responsibilities effectively, ensuring clarity of purpose and accountability for outcomes;
- ensure that all staff have access to high-quality professional development, enabling them to deliver outstanding teaching and continuously improve their practice;
- actively engage with and contribute to the Trust's professional development offer, including the Redhill College of Leadership and Development;
- sustain high levels of staff morale.

EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES

To:

- work in partnership with the Redhill Academy Trust and Local Academy Board to recruit, develop and retain high-quality staff who share the Trust's commitment to high expectations and academic achievement;
- deploy staffing structures and timetabling strategically to maximise the quality of teaching and ensure consistently strong outcomes;
- develop leadership capacity at all levels, ensuring effective succession planning and contributing to the wider Trust system;
- manage academy accommodation and resources effectively;
- ensure that groupings of students and curriculum pathways enable all learners to succeed;
- manage financial resources effectively, ensuring expenditure aligns with priorities for raising academic achievement;
- identify and maximise external funding opportunities to further support the academy's strategic priorities.

ACCOUNTABILITY

To:

- provide clear, accurate and timely information to the Redhill Academy Trust and Local Academy Board to ensure effective accountability for standards, outcomes and resource use;
- ensure that academy performance is rigorously monitored and evaluated;
- ensure full compliance with equal opportunities legislation;
- ensure that parents are well informed about student progress, the curriculum and how they can support learning;
- provide clear, objective advice and professional challenge to the Local Academy Board to secure outstanding teaching, strong outcomes and effective use of resources.

MARKETING AND LIAISON

To:

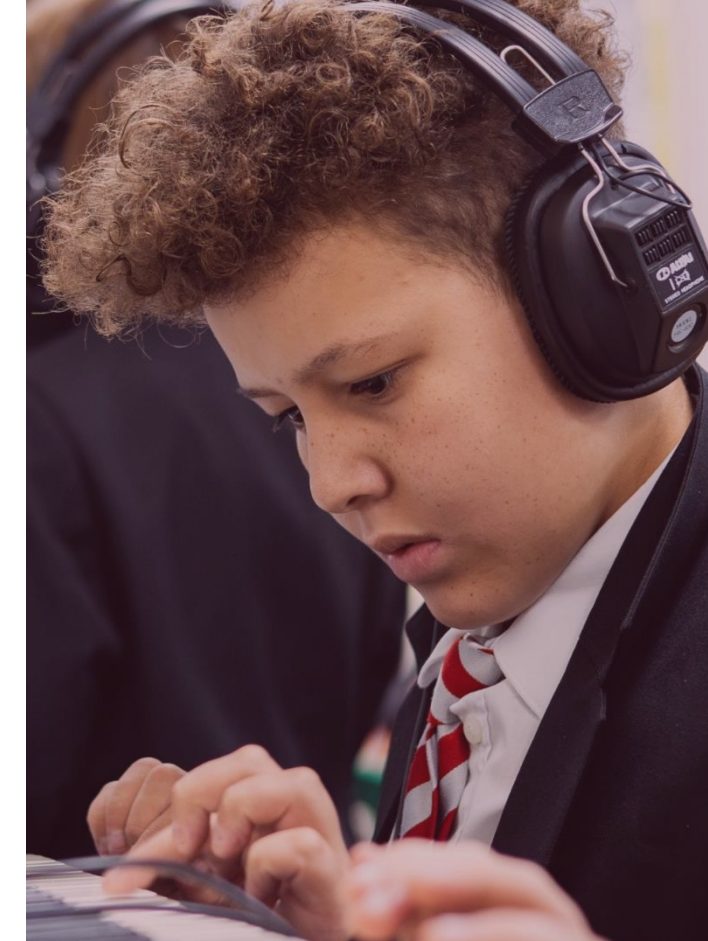
- actively promote the academy within the community, communicating a clear vision centred on high expectations, academic achievement and inclusive excellence;
- lead and engage in marketing and liaison activities, including open evenings and community events, to enhance the academy's reputation and attract families;
- develop strong partnerships with primary schools, external agencies and stakeholders to support transition and broaden student experiences.

PASTORAL SYSTEM

To:

- lead a culture where the progress and personal development of every student is prioritised, ensuring high expectations for behaviour and conduct;
- promote inclusive practices that reflect the Trust's commitment to equality, ensuring that all students feel safe, valued and supported;
- ensure that systems for behaviour management secure a calm, focused environment where outstanding teaching can take place in line with the academy behaviour policy and 'Creating a Positive Behaviour Culture' playbook;
- ensure effective communication with parents and external agencies to support student welfare and success;
- develop systems that build resilience, confidence and character, contributing to the Trust's commitment to widening student experiences.

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail.

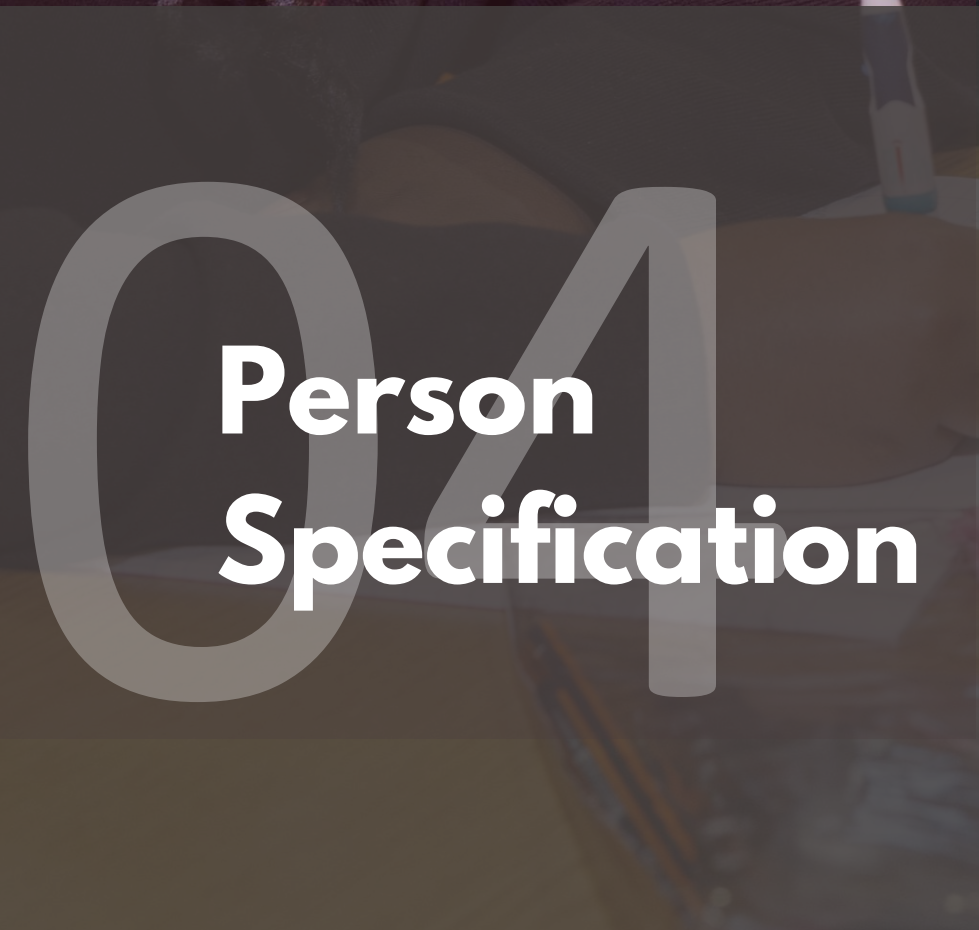


03
**Job
Description**



The skills, qualifications, attitudes and associated professional experiences essential for the role of Headteacher are:

REQUIREMENT	ESSENTIAL	DESIRABLE
QUALIFICATIONS		
Qualified Teacher Status recognised by the Department of Education	✓	
National Professional Qualification for Headship (NPQH)		✓
A relevant graduate qualification to degree level or equivalent	✓	
Relevant further or professional qualification		✓
Recent relevant Continuing Professional Development	✓	
EXPERIENCE		
Experience of 11-16 education	✓	
Experience of post-16 education		✓
Being an outstanding classroom practitioner	✓	
Experience as a Head of School or Deputy Headteacher	✓	
A proven track record of successful leadership	✓	
Building strong working relationships internally and externally	✓	
Proven track record of consistently raising attainment	✓	
In-depth understanding of assessment theory and practice	✓	
Leading successful school improvement work	✓	
Experience of working in more than one school/academy		✓
Experience of serving on a Governing Body and/or experience of working with Governors		✓
KNOWLEDGE AND UNDERSTANDING		
Secure knowledge and understanding of the whole secondary age range including Sixth Form	✓	
National policy framework, current educational legislation and its impact on schools and their wider communities	✓	
Strategic Planning, including experience of involvement in school improvement planning, implementation, monitoring and self-evaluation	✓	
Safeguarding principles and practice	✓	
Comparative data and performance indicators to establish benchmarks and set targets for improvements	✓	
Successful and innovative curriculum development	✓	



REQUIREMENT	ESSENTIAL	DESIRABLE
KNOWLEDGE AND UNDERSTANDING		
Evidence of implementing strategies to improve teaching and learning to raise standards of achievement	✓	
New technologies for teaching, learning and management	✓	
Roles and responsibilities of the Local Academy Board	✓	
Role of Ofsted and the current framework and requirements	✓	
Legal aspects of school management		✓
Experience/understanding of human/financial resources e.g. managing delegated budgets		✓
Opportunities offered by conversion to an academy		✓
PROFESSIONAL AND PEOPLE MANAGEMENT SKILLS		
Ability to think and act strategically	✓	
Ability to establish, develop and promote a positive school ethos	✓	
Ability to inspire, motivate and challenge staff	✓	
Experience of promoting the school within the community	✓	
Ability to lead effective teams and develop team approaches	✓	
Commitment to own personal and professional development and that of all staff	✓	
Excellent interpersonal skills	✓	
PHILOSOPHY AND PERSONAL QUALITIES		
Approachable and supportive	✓	
Strong personal motivation, drive and enthusiasm	✓	
Fully committed to the school's core purpose of raising achievement for all	✓	
Commitment to promoting equality and fairness in the school	✓	
Commitment to developing links between home and school	✓	
Commitment to publicising the development of achievements of the school	✓	
Commitment to high standards and continuous improvement	✓	
A sense of perspective, resilience and the ability to be reflective and self-critical	✓	

Tupton Hall School chose to join the Redhill Academy Trust in 2019.

Location and context

Tupton Hall School is a large ‘good’ (OFSTED 2022) 11-18 academy with 1581 students on roll. We are part of The Redhill Academy Trust, which we joined in 2019. The school benefits from expansive grounds in the village of Tupton. Transport links are excellent to the school, being located just south of Chesterfield provides easy access to major motorway routes, the cities of Derby, Sheffield and Manchester and the idyllic Peak District and Sherwood Forest.

Tupton Hall School has a large catchment area, which includes the parishes of Clay Cross, Grassmoor, North Wingfield, Pilsley, Tupton, Wingerworth, Stretton and Ashover. The school enjoys a strong reputation in the area, and although there are ten primary schools designated within our cluster, the school typically welcomes students into Year 7 from over 15 primary schools.

School Community

The school benefits from a supportive and engaged parent community. Strong partnerships are maintained to ensure that students feel safe, happy and ready to learn. Communication is clear and effective, with Arbor and Class Charts currently serving as the main platforms for this with parents. The Local Academy Board, which contains both parents and community representation, is highly committed and active, meeting formally four times per year in addition to link governor visits and regular monitoring activities.

Staffing

The Academy employs 100 full-time equivalent teaching staff, alongside a full-time School Operations Manager and a substantial team of support staff across a range of roles. Staffing is stable, with a workforce characterised by experience, expertise and a strong commitment to improving outcomes for all students.

Accommodation and student organisation

The school community benefits from a modern and superbly equipped facility. Students are organised into vertical tutor groups and are members of a House. The House system is central to pastoral development in the school, and the five Houses compete in inter-house competitions across all areas of the curriculum. Students work towards achieving ten ‘Pledges’ to demonstrate their commitment to wider learning and participation in school life. A Personal and Social Development Programme is delivered both in lessons and in tutor time to support the holistic development of every student at the school. There is an excellent variety of co-curricular activities on offer for all students, including sports, music, drama, off site visits, foreign tours, as well as many weekly clubs. This ‘Curriculum +’ offer is an integral part of our value of widening student experiences and sees students take part not only in activities at Tupton but also as part of the Redhill Trust co-curricular offer which was a recent winner of a national award from the Youth Sport Trust.

Currently the school’s academic faculty areas are English, Mathematics, Science, Modern Foreign Languages, Humanities, Expressive Arts, Technology, Physical Education and Social Sciences. Each area has a Faculty Leader who is responsible for the leadership and management of that area. Our core purpose is raising the achievement of all students and examination outcomes have seen significant improvements in the last three years.

Post 16 Education

Students join our very successful Sixth Form from both Tupton Hall School and other nearby 11-16 schools. We offer an extensive range of traditional and contemporary 'A' Level courses together with leadership development programmes such as the HSLA and CSLA qualifications. Many students progress to university with others accessing higher level apprenticeships or work place opportunities.

Leadership

The school’s leadership consists of the Headteacher, two Deputy Headteachers, four Assistant Headteachers and an Operations Manager. The middle leaders consist of Heads of Faculty and Heads of House, along with other roles that support them in their work in both subject and pastoral roles. The leadership team is supported by the Trust Regional Director. As Headteacher, you will attend the regular Trust Secondary Headteacher group, which provides an excellent opportunity to work collaboratively with other Trust Heads to improve outcomes for all our students.

Visits to the School are warmly welcomed and provide an excellent opportunity to experience the school’s ethos, facilities and community first-hand. To arrange a visit, please contact Sarah Woolf, Headteacher’s PA by email: s.woolf@tuptonhall.org.uk.



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Candidate
Information