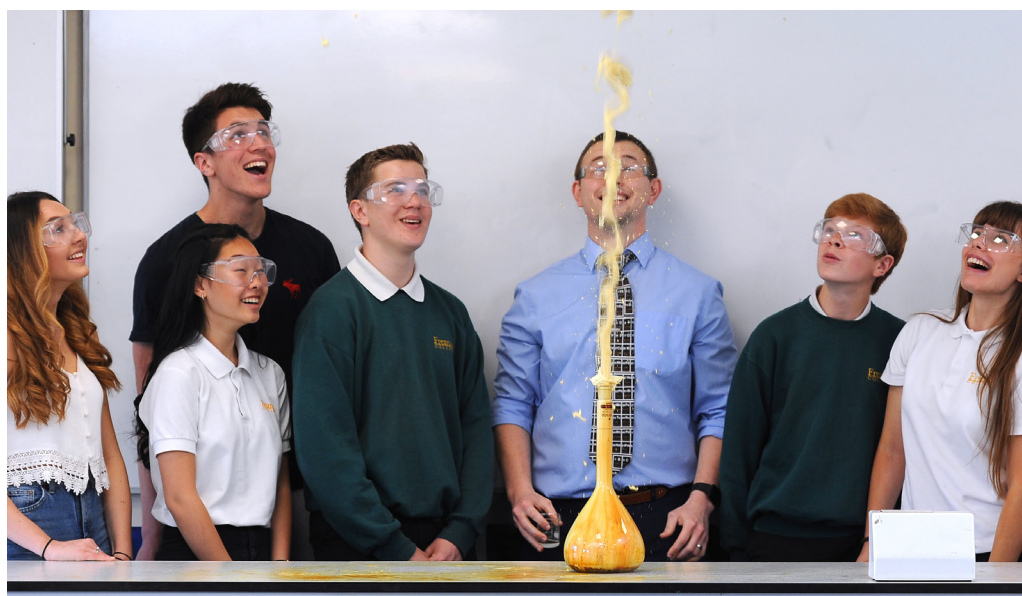




HEADTEACHER APPLICATION PACK

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WELCOME FROM THE CHAIR OF TRUSTEES

Dear Applicant,

Thank you for your interest in the post of Headteacher at Freman College. Following the retirement of Helen Loughran in July 2024 after twenty years in post, Lisa Jones was appointed Acting Headteacher to support the transition to a new Headteacher for September 2026. Lisa will be retiring at the end of this academic year.

Freman College is a fully inclusive, comprehensive upper school that is consistently oversubscribed and which has an excellent and well-deserved reputation as a dynamic, forward-looking school founded on strong traditions and traditional values. The Trustees wishes to appoint a new Headteacher who can continue to build on the success and popularity of the college.

Freman is unique in Hertfordshire as the only remaining upper school and this makes it an exciting and innovative place to work. We work closely with our partner middle schools and first schools and strive to make the transition as seamless as possible. Whilst most of our students come directly from the neighbouring middle schools, Freman also attracts students from the wider environs of Royston and Stevenage. Many parents and carers from these areas transfer their children into the middle schools in year five to ensure a place at Freman. We are proud of our reputation within the local community.

Freman is a lovely place to work and to study. We are committed to the learning and happiness of all the members of our college community - students and staff – which is manifested in our 'Freman Wellbeing Hub'.

Our next Headteacher will lead a school that is in an extremely strong position. It is financially secure, academically successful, fully staffed by highly motivated specialists and populated by young people who are appreciative, thoughtful and talented. OFSTED visited the college in June 2024 and recognised students "thrive in the friendly atmosphere of Freman College."

I hope that you will want to learn more about the college by visiting our website, which I hope will motivate you to join our team and take Freman College to the next stage of its development.

We warmly welcome prospective applicants to visit the college, details of which appear in the 'Application Process' at the end of this pack. Alternatively, if you would like to discuss the post in detail, please contact our recruitment consultant at ASCL, Theo Nickson theodora.nickson@ascl.org.uk, to arrange this.

I look forward to receiving your application.

Jackie Martin
Chair of the Board of Trustees





MESSAGE FROM THE HEAD STUDENT TEAM

Thank you for applying for this position at Freman College. Having spent over four years at Freman, we would like to offer our perspective on what makes it such a unique place.

We remember when we joined the school in Year 9, it was quite daunting to cope with the transition and so many new people. However, the friendly and approachable welcome we received from teachers and other staff put us immediately at ease and over the years this has allowed us to thrive and find our individuality. Teachers are always there for us to turn to when we have worries or concerns, whether school-related or otherwise; a real feature of Freman is the mature and respectful relationships between staff and students. Trust forms the bedrock of the teacher-student relationship here, empowering students to grow and develop into responsible and well-rounded people. This has a significant impact on the quality of learning, as students have confidence in their teachers and are motivated by them to reach their personal goals and do their very best.

If we had to describe Freman College in one word, it would be “community”. This sense of community is especially apparent in our house system and vertical tutor groups. Students from different year groups unite in support of their house and step up to represent their house in sports, music, drama and many other competitions. This draws younger students into the Freman ethos, while giving older students the opportunity to take up leadership positions and inspire fellow students to challenge themselves and try new things. Staff are a big part of this, running events, encouraging participation and motivating their trustees to get involved.

This sense of community extends beyond the school – we believe in doing what we can to help others locally and globally. For example, one of Freman’s many long-standing and often light-hearted traditions is that each year every tutor group produces an often very ornate Christmas hamper to be delivered to older members of the community in the town. On a global level, Sixth Formers run a very successful Amnesty Youth group, raising money for campaigns across the world through events such as quiz nights and a ‘live lounge’.

There is a strong collaborative spirit at Freman between teachers within and across departments, as well as between students; we enjoy each other’s company and love the many opportunities the school provides to work together with other students and staff. This creates the tightly knit and caring community that makes our school such a welcoming and inspiring place to learn.

We hope this message gives an insight into the dynamic and supportive environment that Freman College provides and which we value so much. We invite you to become a part of our community, where teaching goes beyond the classroom and every individual plays a crucial role in shaping the future.

Best wishes,

The Head Student Team

OUR SCHOOL

Freman College is a successful and high achieving school with results that place it consistently amongst the top schools nationally. It is a standalone academy, enjoying the autonomy which motivated its decision to convert in 2011.

The school is unusual in that it is the only remaining upper school in Hertfordshire and therefore it is inextricably bound to its two local partner middle schools and, in turn, to their partner first schools. Just under 80% of our students join us from the two local middle schools. Families in the area know their sons and daughters will come to Freman and have pride and confidence in this; our reputation is excellent.

Freman's upper school status has proved to be a strength in terms of recruitment. All teachers have a substantial amount of GCSE and A Level teaching which, alongside the college's reputation for excellent behaviour, attracts high calibre specialist teaching staff. It is noteworthy that we have a roughly 50:50 ratio of female and male staff.

Freman is a hard place to leave! Staff retention is strong and many staff, not all of whom are local, have children at the school. Four out of the seven members of the current Senior Leadership Team have sent their children to Freman.

The college prides itself equally on its caring, friendly atmosphere and on the high quality of teaching and outcomes.

From its earliest days as the Ward Freman School, our Houses and vertical tutor groups have been at the heart of what we do. These inculcate a strong sense of belonging, foster participation and create for students and staff a sense of 'family'. Students are fiercely loyal to their House and competition between Houses is passionate.

“Students are well behaved. They are treated as individuals and with respect. There is a really good atmosphere in college for students and staff. I feel appreciated as a member of staff and feel that my skills and experience are being utilised and recognised.”

- Staff (May '25)





“*The support at this school is brilliant. My tutor is extremely helpful and I feel like I have people that will help me whenever I need it.*”

- Student (May '25)

We believe that this pastoral structure is a key ingredient in building the caring and supportive relationships between students of different ages and between students and staff that are a hallmark of Freman.

As a result of the quality of relationships and our high expectations of students' behaviour, the atmosphere around college is exceptionally calm and positive. It is something that visitors always comment on; teachers are able to teach and students are able to learn.

As a result, students achieve very well. Staff are able to enjoy their teaching and as a school we have worked hard to minimise staff workload, enabling teachers to focus on planning rather than unproductive tasks such as excessive marking. We are fully staffed with strong, specialist teachers who not only teach very well but also give generously of their time to provide students with a wonderful range of varied extra-curricular opportunities.

Although only established in the 1970s, Freman has many well established and much-loved traditions. To mention but a few, in addition to our fantastic inter-House competitions, each year brings the Event - our summer 'festival', the tutor group Christmas hamper competition, the Upper Sixth leavers' fancy dress parade and end of year inter tutor group rounders played by the whole school. Students have a real loyalty and affection for the school's idiosyncrasies.

Freman is a lovely place to work and to study. Its next Headteacher – who will be only the school's fourth since 1975, will lead a school that is in an extremely strong position. It is financially secure, academically successful, staffed by highly motivated specialists and populated by young people who are appreciative, thoughtful and talented. Who could ask for a better job?

OUR VISION AND VALUES

We want our students to leave Freman as kind, decent young people who are willing and able to play a full part in contributing to and shaping the world in which they live, and who are as well qualified as they possibly can be to achieve future success and happiness both in their careers and in their personal lives.

To achieve this, we believe it is our responsibility to provide:

- A safe, supportive and caring environment characterised by warm and respectful relationships and high expectations, that enables students to be themselves and flourish.
- The highest quality curriculum and teaching to ensure students of all abilities and backgrounds achieve the very best of which they are capable and have the widest possible range of choices open to them for their futures.
- A diverse and rewarding range of opportunities for students to participate in and contribute to the life of the college and wider community.



AIMS

Our longer-term aims are:

- To maintain outstanding progress at Key Stage 4 and to ensure that from that high starting point, progress at KS5 is at least in line with schools nationally.
- To do all we can to reduce the gaps between disadvantaged students and others in terms of attendance and progress.
- To continue to improve the quality of teaching, learning and assessment by sharing good practice.
- To seek to reduce teacher workload whenever possible without detriment to student achievement.
- To work closely with the middle and first schools to further develop the coherence of children and young people's educational experience from Reception to Upper Sixth.

OUR STRATEGIC DIRECTION

This year we are focussing in particular on:

- Reviewing our assessment and reporting cycle
- Developing a robust AI strategy
- Developing an independent approach to CPD
- Reviewing our management information system
- Site development: building an all-weather pitch



“Strong experienced leadership. A safe, friendly and well organised school. Mutually respectful teacher - pupil relationships and a high expectation of success.”

- Parent (May '25)

LEADERSHIP

The Senior Leadership Team is made up of one Deputy Headteacher, the School Business Manager and five Assistant Headteachers.

Freman College Board of Trustees and governing body has many long serving community governors all of whom have, at some time, had their own children attend either Freman College or, as it was previously known, Ward Freman School. In addition, newer governors are predominantly parents who, in keeping with previous practice, may become community governors after their children have left the college. This continuity of experience and commitment is typical of the wider college community.

LIVING AND WORKING IN THE AREA

The school's relative geographic isolation, despite its proximity to Cambridge and London, also makes it unusual; it is surprisingly rural. Only 25% of students are able to walk to school. Yet despite its rural setting, one third of our students live in or around Stevenage and Royston, making the school's population more diverse than that of the immediate area.

KEY INFORMATION

Status	ACADEMY
Last Ofsted	11-12 June 2024
Ofsted Judgement	Good
Forms of Entry	9
Year Established	1972
Type of School	Upper School, SAT
Age Range	13 - 18
Number of Students on Roll	1065
Number of Students in Sixth Form	280
% of SEND Students	17%
% of EAL Students	1.3%
% FSM Students	9.3%
% of Pupil Premium Students	9.3%
School Website	www.freman.org.uk



“*Students are trusted, which allows for more freedom than other schools offer. I also feel consistently encouraged and helped to succeed by teachers.*”

- Student (May '25)

THE OPPORTUNITY

Our current Acting Headteacher is due to retire at the end of this academic year. Therefore, Trustees now seek an outstanding leader to become Headteacher of Freman, to make a significant contribution to the continued success of this high-achieving and over-subscribed upper school.

This role provides an exciting opportunity for an experienced Headteacher or Deputy Headteacher who may, for example, wish to lead a single academy trust, enjoying more autonomy than many leaders experience in large Trusts.

You will be able to demonstrate that you have the skills and experience to maintain the excellent relationship that exists with staff, students and parents/carers. You will have strong communication skills, which enable you to build rapport with our feeder schools and communities. Your leadership qualities will motivate and foster continued improvement.

“ *The behaviour at Freman is excellent and students are very well prepared for exams.* ”

- Parent (May '25)

The successful candidate will possess the vision, passion and integrity necessary for exceptional leadership. They will have first rate communication skills and be able to deliver inspirational leadership.



HEADTEACHER JOB DESCRIPTION

Job Title: Headteacher of Freman College

Responsible to: The Board of Trustees

Salary Scale: L28 to L33 £101,967- £115,083

This role description reflects the Headteachers' Standards issued in October 2020. These standards are built upon The Teaching Standards (2011) which apply to all teachers, including Headteachers.

Core purpose and responsibility

The Headteacher's main role is to provide highly effective, professional leadership for the school which secures its continuing success and improvement, ensuring high quality education for all its students and excellent standards of learning, achievement and pastoral care. The Headteacher will be the chief accounting officer.

Ethics and professional conduct

The Headteacher is expected to demonstrate consistently high standards of principled and professional conduct and to uphold the Seven Principles of Public Life at all times.

Legal requirements

The Headteacher is required to carry out all the statutory duties in the School Teachers' Pay and Conditions Document para 46.1 and 47.1 and 47.2, the contractual framework and the professional responsibilities outlined in sections 48 and 49 of the STP.

1. SCHOOL CULTURE

- Sustain the school's ethos, vision and strategic direction in partnership with the trustees and the school community
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Promote a culture in which diversity and difference is recognised and is a source of pride, enabling students to feel free and confident to be themselves
- Uphold and deliver ambitious educational standards which prepare students from all backgrounds for their next phase of education
- Ensure a culture of high staff expectation
- Promote and support the well-being of students and staff

2. LEADERSHIP

- Provide exceptional leadership to all teaching and support staff through outstanding communication and timely, insightful, decision making
- Develop highly effective delegated leadership throughout the school
- Hold SLT and TLR holders to account through clearly defined roles and responsibilities, challenging targets and objectives
- Make use of effective and proportional processes of evaluation to identify and analyse problems and barriers which limit school effectiveness
- Develop appropriate evidence-informed strategies for improvement as part of well targeted plans which are realistic, timely and appropriately sequenced
- Carefully monitor and evaluate the effectiveness of school improvement strategies
- Prepare and lead strategies to maximise success in Ofsted inspections

3. TEACHING

- Sustain high-quality, expert teaching across subjects and key stages, built on evidence-informed understanding of effective teaching and how students learn
- Ensure teaching is underpinned by high levels of subject expertise
- Ensure effective use is made of formative assessment and feedback

4. 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 supported to achieve standards of literacy and numeracy that will enable them to enjoy the maximum success both at school and in later life
- Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum

5. BEHAVIOUR

- Establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood by all staff and students
- Ensure high standards of behaviour and courteous conduct in accordance with the school's behaviour policy which is understood by parents and carers
- Implement fair, consistent and respectful approaches to behaviour management
- Ensure that adults within the school model high standards of respect and good behaviour

6. 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 and 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 that the school fulfils its statutory duties with regard to the SEND code of practice

7. PROFESSIONAL DEVELOPMENT

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, 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 standard 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

8. ORGANISATIONAL MANAGEMENT

- Ensure the protection and safety of students and staff through effective approaches to safeguarding as part of the duty of care
- 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 to workload
- Establish and oversee systems, policies and processes that enable the school to operate effectively and efficiently
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Ensure the school provides a safe environment for students, staff and visitors and maintains a detailed risk register
- Ensure the school complies fully with the General Data Protection Regulation (GDPR)

“ *I really like Freman as it gives us a lot of opportunities and I am able to make friends from all years. I like the fact students can be themselves and feel happy.* ”

- Student (May '25)



9. 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, costed, 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

10. AMBASSADORIAL ROLE AND WORKING IN PARTNERSHIP

- Work closely with local partner middle and first schools to further develop coherence and continuity in terms of curriculum and wider provision
- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- Commit the 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 outcomes for all students
- Liaise with the press and media, as appropriate

11. 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

Note

The above represents key priorities and accountabilities for the role of Headteacher and is not an exhaustive list. This Job Description is current at the date shown, but, in consultation with the successful applicant, may be changed should the Trust decide to develop in the future.

PERSON SPECIFICATION

	CRITERIA	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
A	EDUCATION/ QUALIFICATIONS & PROFESSIONAL DEVELOPMENT			
1	A good honours degree.	✓		A
2	Qualified Teacher Status (QTS).	✓		A
3	Relevant higher degree.		✓	A
4	Evidence of continuing professional development at Headteacher / Deputy Headteacher level in preparation for Headship	✓		A
5	Substantial experience of teaching in secondary education.	✓		A, I
B	PROFESSIONAL QUALITIES, KNOWLEDGE AND EXPERIENCE			
6	Successful, recent strategic leadership as a Headteacher, Acting Headteacher or Deputy Headteacher to achieve improvement in a secondary school(s).	✓		A, I, R
7	An understanding of the Headteacher Standards 2020 and their value in self-awareness and in professionally developing other senior leaders.	✓		I
8	Be a high-profile role model able to promote and uphold the vision, values and culture of the college with personal integrity and emotional intelligence.	✓		A, I
9	Evidence of inspiring leadership, building and communicating a clear vision, translated into strategic planning, which prioritises the progress of all students, in order to maximise their potential.	✓		A, I, R
10	Proven track record in leading, monitoring and managing staff including delegating effectively and implementing change.	✓		A, I, R
11	Knowledge of the statutory requirements of KCSIE together with experience of Child Protection, Safer Recruitment and Safeguarding procedures.	✓		A, I, R
12	Experience of working with, and advising Trustees in strategic school leadership, providing clear and transparent communication which enables Trustees to make informed decisions.		✓	A, I
13	Experience and understanding of the key legal issues relating to the leadership of a school including: equal opportunities, race relations, disability/SEND, employment, health and safety and public relations.	✓		A, I

	CRITERIA	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
14	Experience of 'outward facing' leadership, leading collaborative partnerships outside of school and working closely with external partners including feeder schools.		✓	A, I, R
15	Knowledge and understanding of strategic financial planning and budgetary management in relation to school improvement and student achievement, balanced with efficiency and value for money to accomplish strategic objectives	✓		A, I, R
16	Experience of working with parents, external community and business leaders to maintain links for the support of students and staff.	✓		A, R
17	Proven experience of formulating strategic priorities from the analysis of a range of data, tracking individual and whole school performance to bring about a positive impact on staff and student expectation, aspiration and achievement.	✓		A, I, R
18	An understanding of the opportunities and challenges presented by digital technology, and embracing its use to support the college's objectives		✓	A, I
C	STUDENTS, STAFF, PARENTS/CARERS, GOVERNORS			
19	Leadership of curriculum development and teaching and learning; understanding the core features of effective teaching and of giving feedback to colleagues in order to maximise outcomes for all students, including SEND students.	✓		A, I, R
20	Demonstrate a clear desire to ensure that every student can access the education they need, attain high academic outcomes and develop as a whole person, regardless of their backgrounds or starting points.	✓		A, I, R
21	Show understanding of the diverse needs of all students at the college and how these can be best met, enshrined in a pastoral ethos which puts each student at the centre.	✓		A, I
22	Have credibility as an effective teacher and role model for classroom practice.	✓		A, I
23	Successful experience of positive behaviour management and of developing a student-focused, inclusive and effective learning environment.	✓		A, I, R

	CRITERIA	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
24	A track record of building and leading effective teams, as well as being a team member, whilst also maintaining professional boundaries.	✓		A, I, R
25	Experience in strategically planning staff development and a commitment to training, including building capacity through staff recruitment and induction, rewarding staff and identifying emerging talent using coaching and other methods to professionally develop staff.	✓		A, I, R
26	Value the importance of a work-life balance for all staff when planning the college's annual cycle and strategically plan for focused CPD for all staff.	✓		A, I
27	Ability to use the richness and diversity of the college's communities when planning for the future.	✓		A, I, R
28	Experience in promoting and developing extra-curricular activities in order to educate the whole child.		✓	A, I, R
29	Commitment to advising and supporting the Trustees to maintain the vision, ethos and values of the college.	✓		A, I
30	Commitment to maintain good communication channels with parents and carers and ensuring that home/college links enable support for students at home.	✓		A, I
D	ACCOUNTABILITY			
31	Experience and evidence of highly developed skills to ensure robust appraisal and performance management of all staff, recognising high performance and tackling under performance through to resolution.	✓		A, I, R
32	Encourage ambitious standards for all students of all abilities, overcoming disadvantage and advancing equality; instilling a strong sense of accountability in staff for the impact of their work on student outcomes.	✓		A, I, R
33	Proven successful experience of systematic, rigorous school self-evaluation, combined with external evaluation, to inform school improvement planning to raise educational standards.	✓		A, I, R
34	Possess the integrity to hold others to account, through clear communication and challenging conversation skills where required.	✓		A, I

	CRITERIA	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
35	Work with political insight and financial astuteness, translating changes in local and national policies into viable solutions relevant to the college.	✓		A, I, R
E	PERSONAL QUALITIES AND PROFESSIONAL ATTRIBUTES			
36	Work to the Nolan Principles of Public Life.	✓		I
37	A commitment to comprehensive, inclusive education.	✓		A, I
38	Display outstanding communication skills with the ability to build rapport with a range of audiences, including all stakeholders and external agencies.	✓		A, I
39	Be proactive, innovative and versatile, with a high level of drive, energy and enthusiasm necessary to lead and manage the college's further development effectively.	✓		I
40	Display ability to prioritise work, multi-task, time manage to meet deadlines and delegate effectively.	✓		A, I, R
41	Be enthusiastic, optimistic, self-motivated, hard-working and able to work under pressure.	✓		I, R
42	Work with integrity, honesty and fairness, being self-effacing and humble with a sense of humour and strong interpersonal skills.	✓		I

Key: A = Application form /supporting statement I = Interview R = References

PLEASE NOTE: The Selection Panel will use the criteria above to shortlist. Only those applicants who demonstrate that they meet all the essential criteria to the Panel's satisfaction will be invited to interview.



WHY CHOOSE FREMAN COLLEGE?

Because Freman College is...

- Consistently oversubscribed with students from a wide catchment area
- Financially secure, academically successful and fully staffed, with excellent staff retention
- Attended by students who are appreciative, thoughtful and talented
- A place where you will find mature and respectful relationships between students and staff
- A school where many staff choose to send their own children

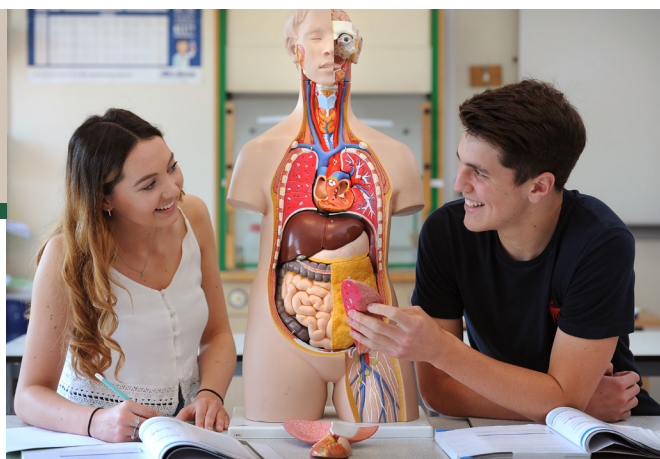
And because Freman College provides...

- A broad range of exciting and engaging extra-curricular activities
- A strong sense of community with caring pastoral support
- An environment where students achieve well, and staff enjoy their teaching

All qualities that are reflected in impressive KS4 and 5 results...

- Attainment 8 scores between 50 and 57 since 2018
- Progress 8 scores between 0.36 and 0.68 since 2018
- Progress 8 score for SEND students of 0.6 in 2024
- Positive value-added scores for the past three years from 0.09 to 0.49
- Value-added scores for SEND students from 0.1 to 0.57 in the same period

**Freman College... a great place to
learn, a great place to teach**



HOW TO APPLY

Before making an application please read the **Guidance Notes on the Application Form**, particularly sections relating to safeguarding and data protection.

Safeguarding

Freman College is committed to safeguarding of children and young people and expects all staff to share this commitment. The successful candidate will be required to undergo an enhanced DBS with Barred List check followed by safeguarding training as part of their induction.

Application Process

To apply, please address your application to Mrs. Jackie Martin, Chair of Trustees. Send your completed Application Form (CVs are not acceptable), along with your supporting statement and Equal Opportunities Monitoring Form to theodora.nickson@ascl.org.uk.

Your supporting statement should be no more than 3 sides of A4 paper, font size 11, and should demonstrate how you meet the requirements of the **Person Specification**.

Closing Date

Applications must be received by no later than **Monday 12th January 2026, 9am**

Shortlisting

The Governors Recruitment Panel will be shortlisting on **Thursday 15th January. Candidates will be informed the following day**. Please provide daytime and evening numbers so that you can receive feedback.

Interviews

Interviews will take place on **Wednesday 21st and Thursday 22nd January 2026**.

Additional Information

Contact the Business Manager, Sam Hebditch if you wish to tour the college with the Acting Headteacher. (sh@freman.org.uk)

Shortlisted candidates who may not have visited previously are welcome to request this prior to interview.

These visits do not form any part of the interview process.

ASCL Leadership Appointments Service will be providing professional support to the Trustees' Appointment Panel throughout the appointment process. Please copy theodora.nickson@ascl.org.uk into any correspondence with the school.