



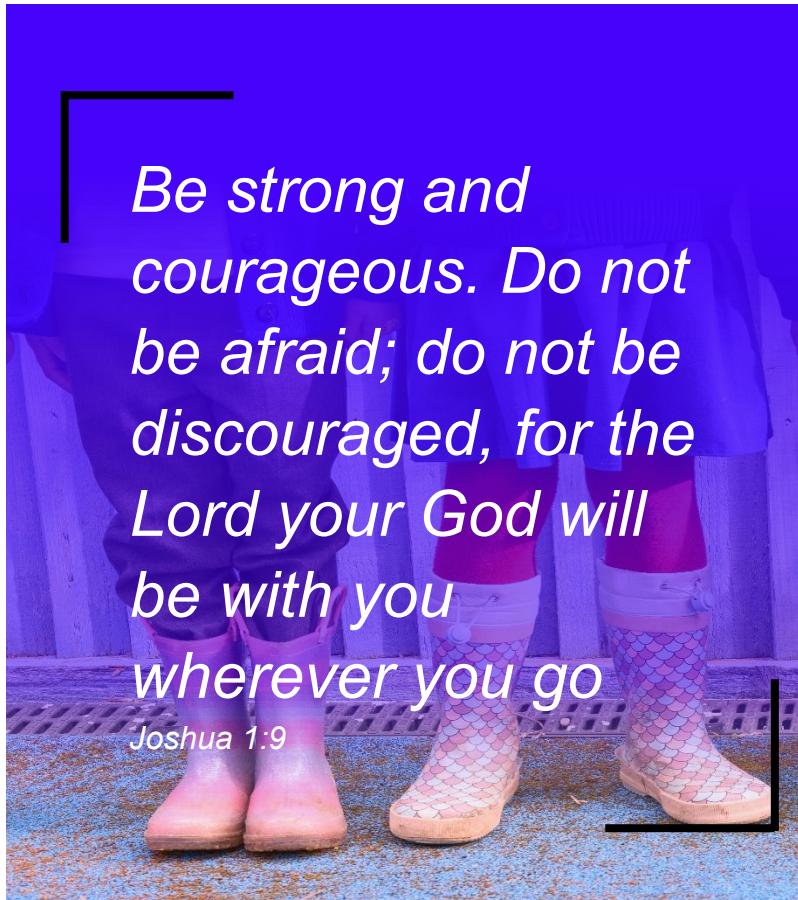
High Wycombe Church of England Combined School

February 2026

Headteacher Recruitment Information Pack

Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go

Joshua 1:9



Contents

1. Welcome from the Governors	page 03	5. What's next?	page 10
2. Who we are	page 04	6. Headteacher Job Description	page 11
3. Our Strengths	page 08	7. Person Specification	page 14
4. What others say about us!	page 09	8. Selection Process – Key dates	page 17

Welcome from the Governors

On behalf of the Governing Body, I would like to thank you for your interest in the Headteacher position at High Wycombe Church of England Combined School (“**HWCE**”). Our current Headteacher is retiring after 22 years of dedicated service, and we are seeking a strong, spiritual, and inspirational leader who shares our passion and values to join our school community. As **Chair** of Governors, I am delighted to introduce you to our wonderful school and highlight some of our many strengths.

Our identity is rooted in the Christian faith. We strive to provide an environment where every child is known, valued, and nurtured—not only to achieve their full academic potential, but also to grow in character, guided by our core values. Our ethos and values are shaped by our Christian vision, drawn from Joshua 1:9: *“Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.”* This message speaks directly to the challenges and opportunities faced by our school community and remains central to everything we seek to achieve.

We are also fortunate to have a highly supportive and dedicated Governing Body. We work collaboratively with the Headteacher, offering encouragement and constructive challenge to ensure the school continues to flourish. We value open communication, shared purpose, and strong partnership, and we are committed to providing the guidance, accountability, and spiritual support needed for the Headteacher to lead with confidence.

We asked our Pupil Worship team what sort of qualities they would like in their next Headteacher. Top of their list was someone that was kind but also respectful of different views. They would like their Headteacher to be a good leader who is fair, but also friendly and helpful. They also thought it important that the new Headteacher has a sense of humour but is also calm, forgiving, compassionate and curious!

As governors, we are proud of the school’s achievements and excited for its future. We are an engaged and encouraging governing body, committed to working alongside the Headteacher as a critical friend to the leadership team, ensuring HWCE continues to thrive as a strong, joyful, and spirited community school.

We are seeking a Headteacher who will continue with us on this spiritual journey, leading with honesty, openness, and a deep commitment to our shared vision and service.

God Bless



Holly Robertshaw

Chair of Governors



Who we are

Welcome to High Wycombe Church of England Combined School

High Wycombe Church of England Combined School (“HWCE”) is a maintained voluntary-aided one form entry primary school serving a culturally diverse area of High Wycombe.

We are situated to the south of the town centre and draws its pupils from a wide area. As a church school, the school promotes a strong Christian ethos and has close links with All Saints' Church and the other churches in the High Wycombe benefice, both through school activities and the Governing Body.

Our Christian Vision

Our school Christian vision and Christian values underpin all aspects of school life and we strive to enable all children to flourish academically, emotionally, socially, and spiritually. We believe every child is uniquely made in the image of God, and this belief informs our inclusive, values-led approach to teaching and learning, enabling all pupils to become independent, confident, resilient learners, respectful within the school and the wider world.

The school's theologically rooted Christian vision, drawn from Joshua 1:9 – **“Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go”**, speaks directly into the challenges faced by our school community.

In a time marked by financial hardship, rising anxiety, and the fast pace of life, our vision provides reassurance, purpose, and hope. It is the compass that guides our daily work, shaping a school culture that promotes resilience, compassion, and spiritual strength.

We also recognise the rich ethnic and cultural diversity within our school. While many pupils come from a Christian background, levels of active faith

practice vary, and we also embrace families from different traditions and none. This diversity is not seen as a challenge to our identity but a strength of our inclusive ethos. Our Christian vision enables us to create a safe and nurturing environment where all pupils and staff are valued as individuals.



Our Curriculum

We deliver a curriculum that incorporates the statutory requirements of the National Curriculum, enriched by other experiences and opportunities, to allow children to explore their place and role, both within their own and the global community. Our curriculum is underpinned by our Christian vision and is designed to provide a broad and balanced education that meets the needs of all children, encouraging all to flourish.

- We use Little Wandle for Phonics and White Rose for Maths, with additional learning using Mathseeds (EYFS/Year 1), Mathletics (Year 2 and KS2) and Times Tables Rock Stars.
- We have a thriving reading culture in the school, with an emphasis on sharing books that open windows into new worlds and hold up mirrors for our children to see themselves reflected in.
- Cross-curricular writing is embedded in the school, ensuring children have the essential skills to become confident and reflective writers.



- We use We use Language Angels for Spanish which allows non-specialist teachers to deliver a high-quality language curriculum.
- Forest School – our forest school curriculum is for all year groups, with a particular link to our science and RE curriculums, aiming to enrich pupils' learning and experiences.
- Butterfly Curriculum – a bold and innovative environmental conservation initiative, integrated into the school's outdoor learning and Courageous Advocacy programmes, aimed at enhancing children's appreciation for the world around us and teaching children how to protect and care for God's creatures.

Enrichment Opportunities

As a school, we recognise that pupils' talents and interests need to be nurtured, developed and extended through a range of opportunities, and that pupils should be willing to participate in and respond to artistic, musical, sporting and cultural opportunities. We are committed to ensuring that all children have access to a wide and varied curriculum that offers rich opportunities for cultural capital, particularly as many of our pupils do not have access to such experiences outside of school.

We seek to provide enriching educational opportunities to pupils in a variety of ways, including:

- **Courageous Advocacy** - central to and inspired by our Christian vision, our Courageous Advocacy projects have been a key focus over the last two years. Children regularly engage with local and global issues through projects that encourage justice, empathy, and active service. These experiences help them understand their role as changemakers, grounded in Christian love and responsibility.
- **Visitors to school** – bringing real-world expertise and inspiration into the classroom, e.g. VR headsets, Zoolab, life experiences.

- **Celebrations and special events** – marking significant occasions and developing pupils' cultural awareness e.g. global awareness days, Christmas and Easter celebrations.
- **Educational visits** – providing first-hand learning experiences that bring the curriculum to life, e.g. Bekonscot, Windsor Castle, Willen Lake, PGL (Year 6).
- **Godly Play** - led by the Children's and Families Minister at All Saints' Church, to encourage and nurture each child's spiritual development.
- **Clubs and extra-curricular activities** - extending learning beyond the classroom and developing pupils' interests and talents, e.g. Wycombe Wanderers football club, choirs, instrumental group, a variety of afterschool clubs led by staff.



Music

Music forms an essential part in the daily life of the school. Not only through hymns and songs of praise in Collective Worship, but also as part of the curriculum across the school and in the extra-curricular activities offered by the school. We are extremely fortunate to have a music specialist who teaches all year groups across the school, runs a KS2 choir, a year 6 choir, an instrumental group, recorder club and worship band, and oversees our peripatetic instrumental teachers. Our Christmas nativity performance, carol concert, Easter service and family music concert serve to highlight the importance of music within our education setting and provide the opportunity for all pupils to perform, whatever their ability. Year 5 also participate in Echoes at the Royal Albert Hall and Energise at the Wycombe Swan on alternate years.



Physical Activity

At HWCE, we believe that sport and physical activity are central to a child's wellbeing and growth. The school is divided into four "houses", led by house capitals who embrace the role. The house captains serve as positive role models who are encouraged to promote sport in the school and assist in leading a sports' assembly each term. We also seek to embed physical activities into as many of the other curriculum subjects as possible across the school to allow for memorable experiences.

The school promotes physical activity in various ways, including:

- Daily/team mile, marked in the playground.
- Healthy Heroes' Week – a week of fun and games, trying different sports and activities such as Zorbing and Suo Wrestling as well as valuable coaching in cricket, basketball, dance and skipping.
- Sports' Day, hosted in the grounds at Wycombe Abbey.
- Bikeability: In reception this starts with balance bikes, increasing ability throughout the years to year 3/4 where training leads to confidence when riding bikes on the roads and general cycling skills.
- Swimming at Handy Cross Sports' Centre from Year 4 onwards.
- Wycombe Wanderers' coaching and after school clubs.
- Employing specialist sports coaches and PE professionals.
- Participation in inter-school competitions.
- Dance coaching with a choreographer for the Christmas production.

Partnerships

HWCE has strong partnerships with the Oxford Diocese, local churches, schools and other organisations to share expertise and enhance learning opportunities.

- **All Saints', High Wycombe** and other churches within the benefice of High Wycombe. A member of the clergy from the High Wycombe benefice leads our Whole School Clergy Collective worship each week. Our Christmas Carol Service and Easter Service are held at All Saints, and our annual Christmas production takes place at King's Church.
- **Quakers Out of School Clubs** provide Ofsted-registered wraparound childcare at the school, including breakfast and afterschool clubs. They provide physical play, creative arts, quiet time and snacks for the children.
- We have worked with **Chiltern Rangers** to create our Forest School site on Tom Burt's Hill and our butterfly meadow within the school grounds as part of our Courageous Advocacy programme.
- We have joined the **Early Years Side by Side: Providers in Partnership (PiP)** to support and develop our EYFS provision and raise the achievement of underperforming children.
- We have a strong partnership with **Wycombe Abbey school** and two local grammar schools who support our pupils in a variety of ways and provide additional enrichment activities.



HWCE - At a Glance*

Location: High Wycombe, HP11

Number on the roll	209 (one form entry)
Boys / Girls	49% / 51%
% free school meals	15% (31 pupils)
% EAL	30% (63 pupils)
% SEN	15% (32 pupils)
% EHCP	2% (4 pupils)

*As of 28th January 2026



Good, April 2023



Outstanding, February 2018

(Due SIAMS inspection 2025/2026)

Our Strengths

You only have to be in our school for a brief period to see and feel and hear that we have many strengths at this school!

- **Collective worship** is central to the life of the school and takes place daily. Although our school worship reflects the Anglican foundation of the school, we recognise that many in our community come from different faiths or worldviews and we celebrate the school's diversity in religion, race and culture. Our Pupil Worship team takes an active role in leading our class collective worship and are whole school services at All Saints during the year.
- We recognise the importance of **giving pupils a voice**. Pupils are given leadership roles on the School Council, Pupil Worship Team and House Sports Captains, thereby contributing to decision-making in school.
- The school constantly seeks **innovative** ways to engage children and instil a love of learning, with a bold and innovative curriculum. Most recently, we have put in place a new Forest School curriculum and Butterfly curriculum for all year groups to enhance children's learning.
- The school has a **strong music tradition** and recognises the importance of music in collective worship, as well as for children's well-being and in the education setting more widely
- **Physical activity** is central to the well-being of pupils, and the school provides a high quality and varied PE curriculum including blind football, Quidditch and daily mile as well as traditional sports such as gym, football, netball, swimming and athletics.
- The school has **carefully managed annual budgets** and planned infrastructure improvements to establish firm foundations for the future and stable finances. This includes the installation of solar panels in the last year, which has not only resulted in a reduction in energy costs but also provided a great educational opportunity.
- We have a **fantastic office team** who enables the smooth running of the school.



What others say about us!

At HWCE, we are extremely proud of our school community and our reputation as a safe, caring and ambitious school where children can thrive and make a positive difference in the world around them. Here are some of the things people have said about us:

HWCE ranked 5th in The Department for Education's annual primary school performance tables for 2024/25.

Ofsted conducted an ungraded inspection in April 2023 and judged that the school remains '**Good**'.

"Leaders, staff and pupils are proud of their friendly, welcoming school. There is a strong sense of belonging in this vibrant learning community... Pupils listen respectfully and are well behaved in lessons. They are enthusiastic about their learning."

"Teachers have good subject knowledge across the curriculum... Teaching is vibrant and engaging. Teachers identify pupils' additional needs quickly and accurately."

"Governors are knowledgeable and enthusiastic advocates for the school... Leaders and governors think about the well-being of staff when they make decisions about the school."

SIAMS graded the school as '**Outstanding**' in 2018. The school is due to have a SIAMS inspection this academic year.

"The school's distinctive Christian character is outstanding because its core set of Christian values nurtures the academic and spiritual development of all pupils in preparation for life. Every pupil is thus individually valued as a child of God and encouraged to work to their full potential."

"The pupils commented that they have learned much about the insights, beliefs and customs of others, also gaining an understanding of Christianity as a multi-cultural world faith. Time for personal reflection as well as reflecting on learning is a highly valued dimension of school life. As a result, reflection contributes greatly to spiritual growth and pupil wellbeing."

Parents comment on the "strong sense of community" of the school, how children are "happy" and have an "enthusiasm to learn", the "calm learning environment", the focus on music and creativity, and "how the C of E ethos is woven into the curriculum".

Pupils both former and current, have lots of positive feedback:

"My time at HWCE made me stronger in my faith and pushed me to be more confident and compassionate"

Emily, year 8 (former pupil)

"The teachers are always providing exciting activities and fun school trips"

Elijah, year 3

"I like the teachers and pupils as everyone is really kind and help me to learn"

Isla, year 6

What's next?

As a school, we are committed to continuous improvement and to securing the very best outcomes for every pupil. In recent years, we have made significant strides in strengthening our practice, refining our curriculum, and enhancing the support we provide to our community. We are now entering an important phase of consolidation, embedding the changes we have introduced so that they can fully take root and deliver sustained, long-term impact.

Working within an older school building certainly brings its own character and charm, along with the occasional challenge. However, we are incredibly fortunate to have an outstanding support team who ensure our school remains safe, welcoming, and fully conducive to learning. Our highly skilled finance officer and dedicated caretaker work tirelessly to keep everything running smoothly, and we are excited to be recruiting a new site manager to further strengthen our fantastic team.

Our ambition remains high and our drive for excellence is undiminished. At this stage in our journey, we are seeking a headteacher who can provide steady, thoughtful leadership - ensuring that recent developments are fully embedded while guiding us confidently through the operational and strategic realities of our setting and preparing the ground for future innovation when the time is right.



Headteacher Job Description

Salary: Leadership Level 16-21

Starting Date: September 2026

Role Purpose

The Headteacher will provide strategic leadership and vision, ensuring high standards of teaching and learning, and pupil outcomes. They will foster a culture of inclusion, diversity and equality, in which all children and staff are empowered to flourish, while proactively promoting the Christian ethos and values that define HWCE. This is a non-teaching post.

Job purpose

- To provide vision and inspiration for the school.
- To provide leadership, organisation and management of the school.
- To work with the governing body and staff to develop and implement the school's strategic plan.
- To work with the governing body to manage the school within the available resources.
- To ensure continual improvement and high quality, creative and fulfilling education across all age groups and abilities to maximise educational, social and emotional development for all.
- To develop standards of teaching, learning and achievement both in accordance with statutory requirements and in keeping with the Christian vision and values of this school.

Ethos

- Undertake overall responsibility as the designated senior member of staff 'in charge'.
- Actively participate in formulating the aims and objectives of the school, develop and implement the School Improvement Plan (SIP) and take a leading role in developing and implementing the policies through which they are to be achieved.
- Lead and manage teaching and support staff and resources.
- Carry out the professional duties of a teacher as required.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

Leadership, management and accountability

- To lead and manage teaching and support staff.
- To monitor and review the work and organisation of the school to ensure effective implementation of policy and practice.
- To enable all children to maximise achievement and minimise all forms of educational disadvantage.
- To manage and monitor finance and resources effectively and efficiently in line with the strategic direction of the school.
- To promote the development of teamwork, professional development and collective responsibility within the staff.
- To liaise as necessary and appropriate with other recognised organisations or agencies to meet the needs of the school or those of any child, employee, parent/carer.

Teaching and Learning

- Exemplify a consistently high standard of teaching and promote high expectations for all members of the school community. Lead by example to promote the active involvement of pupils and staff in their own learning.
- Continue to iterate and deliver a broad, balanced and ambitious curriculum that nurtures academic excellence and creative and spiritual growth.
- Champion modern teaching practices and approaches, ensuring they are delivered at consistently high quality.
- Lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to identify gaps, inform teaching and ensure consistency and quality.
- Monitor learning in all curriculum areas and ensure that recording of impact is consistently high across the school.
- Encourage the development of confident, independent and active learners across the school.
- Ensure that all children receive a good quality education tailored to their individual needs and abilities.
- Engage staff and parents/carers to ensure that children have access to enrichment opportunities to enhance their learning.

Behaviour

- Maintain clear expectations and consistent approaches to behaviour management.
- Promote positive behaviour through restorative practices, respect and responsibility.
- Ensure pupils feel safe, supported and confident to take risks in their learning, encouraging children to learn from mistakes.
- Celebrate achievements and modelling of the school's Christian values for living and behaviours for learning.

Professional development

- Provide high-quality CPD opportunities, tailored to staff needs and career aspirations.
- Encourage reflective practice, coaching culture through learning walks and peer-to-peer learning.
- Build leadership capacity within the team, supporting succession planning and career progression.
- Prioritise staff wellbeing, fostering a supportive and collaborative working environment.

Organisational management

- Lead efficient and effective operations, managing budgets, staffing, and resources strategically.
- Ensure compliance with statutory requirements, safeguarding, and health and safety.
- Balance long-term strategic planning with day-to-day operational excellence.
- Use data / evidence to inform decision-making and improvement.

Communication and working in partnership

- Create and maintain an effective partnership with parents/carers to support and improve children's achievements and development
- Build strong relationships with governors, the churches within the benefice of High Wycombe, and the wider community to promote a positive image of the school and to identify potential opportunities.
- Continue to collaborate and build on our relationship with local schools, including Wycombe Abbey, Wycombe High School and John Hampden Grammar School, and other local organisations, including Chiltern Rangers, to share expertise and resources and enhance learning opportunities for pupils.
- Represent HWCE with pride and integrity in wider educational networks.

Governance and accountability

- Work closely with governors to ensure transparency, accountability, and strategic alignment.
- Provide clear, accurate reporting on performance, progress, and priorities.
- Drive continuous improvement, setting ambitious targets and monitoring outcomes.

Site and Premises Management

- Oversee caretaking, cleaning and catering services on the school, making sure required outcomes and expectations are met.
- Liaise with contractors regarding working arrangements/access to the school for maintenance, repairs and scheduled project work.
- Oversee site security arrangements and act as necessary to ensure the safety and wellbeing of pupils, staff and visitors to the site.
- Supervise and oversee the school's compliance with all third-party service provider contracts.

Safeguarding, equal opportunities and diversity

- Be responsible for promoting and safeguarding the welfare of the children through ensuring that the school's safeguarding policy and procedures are adhered to.
- Act as Designated Safeguarding Lead.
- Maintain an environment in which equal opportunities for all and the value of diversity are understood, visible and part of the everyday life of the school.
- Encourage personal and social responsibility.
- Identify and monitor the progress of vulnerable individuals or groups and to implement such interventions as may be effective to support them including the use of Pupil Premium and SEND funding.

- Promoting and safeguarding the welfare of all children in the school, or with whom he/she comes into contact, in accordance with the school's safeguarding policies.
- The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

General

- Participate in training and other learning activities and performance development as required.
- Maintain consistent high standards of professional conduct, tact and diplomacy always in dealings with parents, staff colleagues, governors and all visitors to the school.
- Maintain absolute confidentiality and exercise discretion regarding staff / pupil information and the school's business in line with GDPR and security guidelines.
- Act as an ambassador for the school within the local community and beyond, ensuring that the ethos of the school is promoted and always supported.
- Undertake any other reasonable tasks and responsibilities as requested by the Governor which fall within the scope of the post.
- It is the responsibility of all staff to be proactive in communication: communicating issues to their line manager; ensuring that staff e-mails are checked regularly and ensuring calendars are checked regularly for updates.

Person Specification

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they meet the initial essential criteria under qualifications, knowledge and experience.

It is important to provide examples using the STAR acronym (situation, task, action, result) relating to the person specification criteria.

Qualifications, knowledge and experience	Essential / Desirable	Application Form	Assessment Stage
Degree and qualified teacher status	E	*	*
NPQH	D	*	
Experience of working with/teaching in EYFS / KS1 / KS2	E	*	*
Recent successful leadership experience as a Headteacher, Deputy Headteacher, Assistant Headteacher [or equivalent]	E	*	*
Thorough understanding of Child Protection and Safeguarding and commitment to safeguarding as part of the duty of care	E	*	*
Experience of leading school safeguarding	D	*	
Be committed to the Christian faith or fully understands the Christian distinctiveness of a Church of England School	E	*	

School Culture	Essential / Desirable	Application Form	Assessment Stage
Demonstrates an awareness of the wider education context with an understanding on the distinctive nature of R.E. and Collective Worship in a Church school	E	*	*
Demonstrates awareness of the school's Christian vision and a commitment to ensure the Christian vision and values permeate through all aspects of school life	E		*
Understands the existing relationship between the school and the church and can articulate a clear vision and provide strategic direction for staff, pupils and the community	E	*	*
Proven record of inspiring, enabling and motivating others, promoting positive and respectful relationships across the school	E	*	*
Ensures a culture of high staff professionalism, holds others to account	E		*
Upholds ambitious educational standards for all pupils	E		*

Teaching, curriculum and assessment	Essential / Desirable	Application Form	Assessment Stage
Clear understanding of curriculum and how to ensure this can be effectively accessed by all.	E	*	*
Reviews and monitors progress against agreed, measurable targets.	E		*
Absolute commitment to inclusion and to ambitious expectations for all pupils including those with SEND, EAL and higher attainers	E	*	*
Knowledge and experience of working with children with SEND across EYFS and in the primary phase	E	*	*
Knowledge and experience of working with EAL children across EYFS and in the primary phase	D		
Able to understand the needs of children with challenging behaviours and develop strategies to successfully manage this	E		*
Experience of deploying and managing staff to deliver effective outcomes	E		*

Professional development	Essential / Desirable	Application Form	Assessment Stage
Evidence of appropriate and recent professional career development for the role of headteacher	E	*	
Has successfully undertaken safer recruitment training	D	*	
Commitment to prioritising the continued professional development of all staff (including themselves) in the best interests of the individual, the team and the school	E	*	*
Successful track record of developing staff through effective performance management	D		*
Organisational management / continuous school improvement			
Evidence of appropriate and recent professional career development for the role of headteacher	D	*	*
Have had responsibility for whole school policy development and implementation.	D		*
Experience of leading change effectively and successfully through a modern line management approach	D		*

Personal qualities / Ethics and professional conduct	Essential / Desirable	Application Form	Assessment Stage
Experience in writing and/or working to develop the school improvement plan	E	*	*
Clear commitment to promoting health and safety and the wellbeing of children and staff	E	*	*
Ability to review and analyse key data to develop evidenced-informed strategies for school improvement	E	*	*
Experience in managing and supervising service providers	D	*	
Working in partnership / Governance and accountability			
Experience of working with stakeholders including governors, school improvement partners, other schools and organisations to improve outcomes for pupils.	D	*	*
Implements effective governance, upholds their obligation to give account and accept responsibility	E		*
Experience of managing school finances effectively, understanding their contribution to school development and pupil outcomes	D		*
Passion for education, coupled with ability and enthusiasm to see every child fulfil their potential	E	*	*
Excellent communication skills, including written communication	E	*	*
Visible and approachable, empathetic and enjoys engaging and inspiring children and others	E		*
Adaptable leadership style, 'hands on' when required, and when to delegate	E		*
Capacity for sustained hard work with energy and enthusiasm	E		*
Demonstrates consistent high standards of principled and professional conduct both within and outside school, upholding the Seven Principles of Public Life.	E		*
Takes a dynamic approach to the changing needs of the school population	E		*
Upholds British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs	E		*

Selection process – Key Dates

We warmly encourage prospective candidates to visit HWCE in the weeks commencing 9 February and 23 February 2026 to experience our ethos and community first-hand. Visits will provide an opportunity to meet pupils, staff, and governors, and to see our distinctive approaches in action. To arrange a visit, please contact Ruth Moorhouse, School Administrator via email at schooladmin@highwycombecombined.bucks.sch.uk

How to Apply

- Applications should be made by email to schooladmin@highwycombecombined.bucks.sch.uk.
- Please complete the application form in full. CVs cannot be accepted.
- The closing date for applications is **midday, Wednesday 4th March 2026**.

Shortlisting

- Shortlisting will be completed by the Governing Body by Friday 6th March 2026.
- Candidates will be assessed against the criteria set out in the Person Specification.
- All applicants will be notified of the outcome of shortlisting.

Interviews

Interviews will take place on **Friday 13th March 2026**.

The process will include:

- A formal interview with the Governing Body.
- Opportunities to meet staff, pupils, and governors.
- Practical leadership tasks and presentations.
- Leading a collective worship of the school.
- School-based activities to demonstrate teaching and leadership approaches.

Candidates should confirm their availability to attend the interview day in their covering letter.

Safeguarding and Safer Recruitment

HWCE is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. All applicants will be subject to an enhanced Disclosure and Barring Service (DBS) check. References will be taken up prior to interview. The appointment will be subject to all relevant safer recruitment checks in line with Keeping Children Safe in Education.

