Holy Trinity School

Headteacher Application Pack

Faith In The Future

The Holy Trinity
Church of England Secondary School
Buckswood Drive, Gossops Green, Crawley
West Sussex, RH11 8JE



Welcome from the Chair of Governors

Dear Applicant,

Thank you for your interest in becoming the Headteacher of Holy Trinity Church of England Secondary School. This pack introduces our community, our ambitions and the priorities for our next leader.

With a new school building due to open in 2028, this is a significant opportunity to shape Holy Trinity's culture, educational provision and future. Our dedicated staff team and students look forward to welcoming a new Headteacher.

Our vision: every young person can flourish
We seek a leader who combines high expectations and academic ambition with compassion and care for the whole child, ensuring that every student is supported to flourish.

An opportunity to shape our future
The new building offers more than modern facilities: it provides a foundation for renewed ambition, belonging and opportunity. Our next Headteacher will bring clear purpose and imagination to this next stage of the school's development.

Our priorities and challenges
Strong strategic leadership will be essential to address the challenges ahead, lead sustained improvement and ensure that high standards and positive relationships support students' wellbeing, spiritual development, personal growth and academic achievement.

Visit our school
I encourage you to visit Holy Trinity, meet our community and explore the opportunities and challenges of this role.

If you are a Christian leader with strategic vision and a commitment to educational excellence and improving young people's life chances, I warmly invite you to apply.

Nigel Stalley

Chair of Governors

Holy Trinity Church Of England Secondary School



About Our School

Holy Trinity is a Voluntary Aided Church of England Secondary School. Our inclusive, multicultural community celebrates diversity and values every individual as a child of God. Christian values underpin our ethos and practice.

Our vision statement is:
A Centre of Excellence for learning, inspired by Christian values, where every person in our school community flourishes

Four underpinning values shape our ethos, each building on the one before:

Dignity

Every person has inherent worth as a child of God: precious, valued and loved.

Community

We express community through the quality of our relationships.

Wisdom

We foster confidence, curiosity and discipline in pursuing wisdom, knowledge and truth.

Hope

We broaden students' aspirations and equip them to embrace opportunities confidently and contribute positively to the world.













Our Students

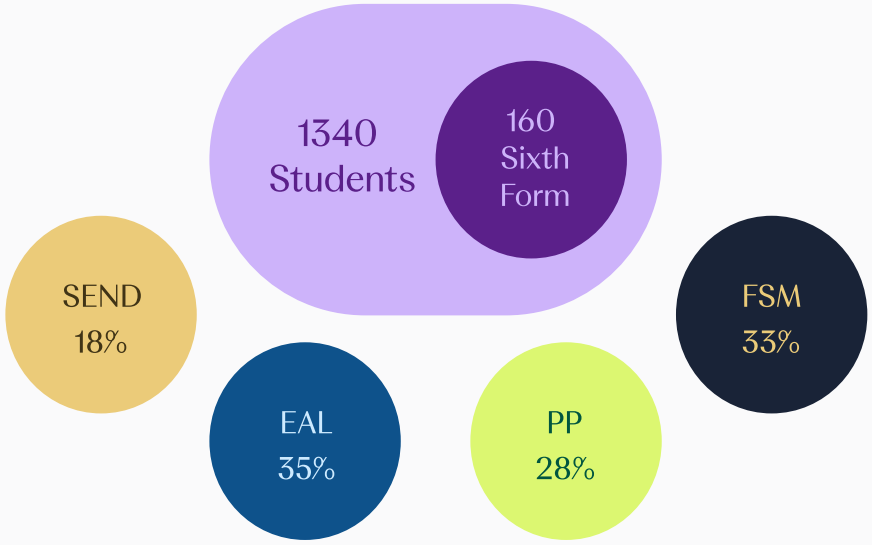
Voice Of Our Students

Students were asked which qualities they would value in their next Headteacher. Their key priorities are summarised below.

Visible	Approachable	Kind
Respectful	Wise	Ambitious
Fair	Passionate	Connected to students



Student Structure



Results

GCSE

Level 4 +EM	Level 5 +EM	Attainment
56%	35%	39.97%

Post 16

A-level	Vocational
ALPS 7	ALPS 6

Our Staff

Voice Of Our Staff

Staff were asked which qualities they would value in their next Headteacher. Their key priorities are summarised below.

Visible to all	Consistent	Accessible to staff
Honest	Respectful	Engaging with students
Professional	Christian	Compassionate



Following the retirement of the current Executive Head, from January 2027 the school leadership structure will be:

Staff Structure

Headteacher (TBA)

- Deputy Headteacher (Pastoral) – Andrew Cook
- Deputy Headteacher (Curriculum) – Rob Bradley

7 Assistant Headteachers

Note: This structure does not imply hierarchy; all roles and individuals are equal.

- Quality First Learning - Radha Stuart
- SEND & Alternative Provision - Richard Mullineux
- Quality First Teaching & Achievement - Grace Savage
- Behaviour & Culture - Alex Sheppard
- DSL - Andy Webster
- Key Stage 3 - Angela Stylianou
- Key Stage 5 - Kevin Berry

89 Teaching Staff

74 Support Staff

Living & Working in West Sussex

Crawley: a diverse community offering professional opportunity and the scope to make a lasting contribution.

The Headteacher role at Holy Trinity Church of England Secondary School offers the opportunity to shape the future of the school and its community, while living and working in an accessible and diverse part of the South East.

Crawley combines the opportunities of an economic centre with the character of an established community and access to the Sussex countryside. Its proximity to London, the South Coast and Surrey offers individuals and families a range of options for balancing professional and personal commitments.

Click Here To View The School's Location

Understanding the community Holy Trinity serves

Crawley is a growing town with a population of approximately 124,500 people, according to 2025 estimates. Originally developed as a New Town after the Second World War, it has grown into a vibrant and multicultural community, home to people from a wide range of backgrounds and cultures. Crawley is a town of contrasts. Alongside its economic strengths and opportunities, it faces significant social and economic inequalities. These are particularly evident in some neighbourhoods in the west of the town, including Bewbush and Broadfield, where many of Holy Trinity's students live. The challenge for education is not simply to recognise these inequalities, but to respond to them effectively.

West Sussex: a place to put down roots

West Sussex offers a combination of countryside, coast, market towns and well-connected communities. Prospective applicants considering relocation can explore a range of town, village and rural settings in which to live.



Tilgate Park

New School Building

A significant opportunity to shape our school's future

Holy Trinity Church of England Secondary School is undertaking a major redevelopment of its site through the Department for Education's School Rebuilding Programme. The project will provide a modern, inclusive environment designed to enhance the experience of learning and working at Holy Trinity. Work has now begun and the school is due to start moving into our new accommodation in 2028.

The redevelopment represents an investment in our students, staff and the wider community. It reflects our commitment to providing every young person with a high-quality educational environment in which to learn, develop and flourish, regardless of background or circumstances.

For our next Headteacher, the redevelopment provides a significant opportunity to shape Holy Trinity's future at a defining point in its 60-year history.

The redevelopment offers the opportunity to strengthen educational provision, support our community and create a lasting legacy for future generations of students

Further information about the building project, where work has recently begun, is available through the link to the right of the page.





Click Here To View The School Rebuilding Project

Job Description

Position: Headteacher

Location: Holy Trinity Church of England Secondary School, Crawley, West Sussex

Responsible to:
The Governing Body

Accountable to:
The Governing Body, through the Chair of Governors

Responsible for:
The strategic leadership, management and performance of the school, including the leadership and development of all staff

Salary:
L29 – L35 (Group 7)
£108,119 - £125,014 (London Fringe)

Contract:
Permanent, subject to the terms and conditions of appointment

This job description outlines the principal duties and responsibilities of the post. It is not exhaustive and may be reviewed in consultation with the postholder to reflect the changing needs and priorities of the school.

1. Purpose of the Role

The Headteacher will:

- Provide inspirational, strategic and operational leadership of Holy Trinity Church of England Secondary School, ensuring that every student receives an excellent education within a caring, inclusive and distinctly Christian community.
- Lead the school in achieving its vision, securing sustained improvements in educational outcomes, promoting the wellbeing and personal development of students, and ensuring that all students are supported to fulfil their potential regardless of their background, circumstances or additional needs.
- Work in close partnership with the Governing Body, staff, students, parents and carers, the Local Authority, the Diocese, the local community and relevant external organisations to develop and deliver a compelling vision for the future of Holy Trinity.
- Lead the school through a significant period of development, including the delivery and implementation of the new school building project. They will ensure that this investment becomes a catalyst for educational improvement, an enhanced student experience and a renewed sense of ambition across the school community.
- Will be responsible for creating a culture in which high expectations, excellent teaching, strong relationships, inclusion and care for the whole child are central to school life.

2. Strategic Leadership and School Improvement

The Headteacher will:

- Lead the development, implementation and evaluation of the School Development Plan, ensuring that priorities are ambitious, evidence-informed and focused on improving student outcomes.
- Establish a culture of continuous improvement, professional accountability and shared responsibility for the school's performance.
- Ensure that all students receive a high-quality education and that the school delivers sustained improvements in educational outcomes.
- Set high expectations for students and staff, promoting a culture of aspiration, achievement, respect and mutual accountability.
- Identify and address underperformance promptly and effectively, ensuring that improvement strategies are appropriately targeted, monitored and evaluated.
- Use reliable data, research, self-evaluation and external evidence to inform strategic decisions and measure the impact of improvement initiatives.
- Lead organisational change effectively, communicating a clear rationale for decisions and engaging staff and stakeholders in the school's development.
- Ensure that the school's Christian vision, values and educational priorities are reflected in its strategy, policies and everyday practice.
- Anticipate future challenges and opportunities, ensuring that the school remains responsive to changes in education, the needs of its community and national policy.

3. Christian Ethos, Vision and Values

The Headteacher will:

- The Headteacher will ensure that the school's Christian foundation is central to its identity, culture and educational purpose.
- Demonstrate a clear commitment to the Christian ethos of the school and lead in a manner consistent with its vision, values and distinctive character.
- Work closely with the Governing Body, the Diocese, local clergy or other church partners to nurture and develop the school's Christian identity.
- Ensure that Christian values, including compassion, hope, dignity, respect, service and forgiveness, are reflected in relationships, decision-making and school life.
- Promote the spiritual, moral, social and cultural development of all students.
- Ensure that collective worship and religious education are delivered in accordance with applicable statutory requirements and the school's Church of England foundation..
- Encourage students to develop their understanding of faith, spirituality, moral responsibility and their place in the wider world.
- Foster an inclusive Christian community in which people of different faiths and beliefs, and those with no religious affiliation, are treated with dignity and respect.
- Promote the school's contribution to the local community through service, partnership and engagement.
- Ensure that the school's Christian vision informs its approach to inclusion, behaviour, wellbeing, relationships and educational achievement.

4. Quality of Education, Teaching and Learning

The Headteacher will:

- Be accountable for the quality of education provided by the school and for ensuring that all students have access to an ambitious, coherent and inclusive curriculum.
- Lead the development and implementation of a broad, balanced and appropriately ambitious curriculum that meets statutory requirements and the needs of all learners.
- Ensure that teaching is consistently effective, informed by evidence and responsive to the needs of individual students.
- Establish clear expectations for curriculum planning, classroom practice, assessment and the use of feedback.
- Promote evidence-informed approaches to teaching and learning, supporting staff to refine their practice and improve student outcomes.
- Ensure that assessment and performance information are used effectively to identify learning needs, monitor progress and inform interventions.
- Secure appropriate support and challenge for students who are underachieving or at risk of falling behind.
- Ensure that students have access to appropriate qualifications, enrichment opportunities, careers education and guidance that prepare them for further education, employment and adult life.
- Monitor the quality of teaching, curriculum implementation and student progress through effective quality assurance arrangements.
- Promote a culture of intellectual curiosity, creativity, independence and lifelong learning.
- Ensure that the curriculum reflects the school's Christian foundation and prepares students to contribute positively to society.

5. Educational Outcomes, Inclusion and Closing the Attainment Gap

The Headteacher will:

- Ensure that every student has the opportunity to achieve well, develop confidence and fulfil their potential.
- Demonstrate a strong commitment to equity, inclusion and improving life chances.
- Lead the development and implementation of strategies to improve outcomes for disadvantaged students and reduce gaps in attainment, progress, attendance and wider educational experience.
- Ensure that students with special educational needs and disabilities (SEND) receive appropriate support, high-quality teaching and access to an ambitious curriculum.
- Work closely with the Special Educational Needs Coordinator (SENCO), staff, parents and carers, the local authority and external professionals to meet students' additional needs effectively.
- Ensure that the school's approach to inclusion is reflected in classroom practice, pastoral support, behaviour management and the allocation of resources.
- Use data and professional insight to identify differences in outcomes between student groups and ensure that appropriate action is taken.
- Challenge low expectations and ensure that disadvantage, disability or other barriers do not determine a student's educational opportunities.
- Promote equality of opportunity and take appropriate action to address discrimination, bullying, prejudice and other barriers to participation.
- Develop strong relationships with families and external agencies to support students experiencing complex personal, social or emotional challenges.
- Ensure that the school provides effective support for students' emotional, social, spiritual and physical wellbeing alongside their academic development.
- Monitor the effectiveness of interventions and ensure that resources are directed towards activities that make a demonstrable difference.
- Promote a culture in which every student feels safe, respected, included and able to succeed.

6. Behaviour, Attendance, Safeguarding and Student Welfare

The Headteacher will:

- Ensure that Holy Trinity provides a safe, supportive and well-ordered environment in which students can learn and flourish.
- Establish and maintain high standards of behaviour, attendance, punctuality and conduct throughout the school.
- Ensure that the school's behaviour policy is clear, consistently implemented, proportionate and aligned with its Christian values.
- Promote positive relationships between students and staff, fostering mutual respect, trust and a strong sense of belonging.
- Ensure that safeguarding is a fundamental priority and that effective arrangements are in place to protect children from harm.
- Fulfil the responsibilities of the Headteacher and, where applicable, designated safeguarding lead in accordance with current legislation, statutory guidance and school policy.
- Ensure that staff receive appropriate safeguarding training and understand their responsibilities for identifying and reporting concerns.
- Work effectively with the local authority, children's social care, health services, police and other agencies to safeguard and support vulnerable students.
- Lead strategies to improve attendance, reduce persistent absence and address the barriers that prevent students from attending regularly.
- Ensure that students' mental health and wellbeing are appropriately supported, with effective pastoral systems and referral pathways.
- Maintain effective systems for managing complaints, allegations, incidents and concerns in accordance with school policies and statutory requirements.
- Ensure that students are consulted, listened to and supported to participate in decisions affecting their education and wellbeing.

7. Leadership, Management and Development of Staff

The Headteacher will:

- Develop a motivated, skilled and collaborative workforce committed to the school's vision and values.
- Provide effective leadership and direction to the senior leadership team and all staff.
- Build a positive professional culture characterised by trust, respect, collaboration, high expectations and accountability.
- Recruit, develop and retain talented staff who share the school's commitment to educational excellence and the wellbeing of students.
- Establish effective arrangements for performance management, professional development, succession planning and leadership development.
- Ensure that staff have appropriate opportunities to develop their skills, knowledge and professional expertise.
- Promote effective communication and staff engagement, ensuring that colleagues understand the school's priorities and have opportunities to contribute to decisions.
- Encourage innovation, professional learning and the sharing of effective practice.
- Address capability, conduct and performance concerns fairly, promptly and in accordance with relevant policies and procedures.
- Promote equality, diversity and inclusion in employment practices and professional relationships.
- Ensure that staff wellbeing is appropriately considered and that workload is managed responsibly.
- Build leadership capacity throughout the school, empowering colleagues to take responsibility and contribute to sustained improvement.

8. Leadership of the New School Building Project

The Headteacher will:

- Play a key leadership role in ensuring that the new school building project supports the long-term educational ambitions of Holy Trinity.
- Work with the Governing Body, the Department for Education, the project team, contractors and other relevant partners.
- Contribute to the development and implementation of the school's vision for its new facilities.
- Ensure that decisions about the learning environment are informed by educational priorities, student needs, accessibility, inclusion and wellbeing.
- Engage staff, students, parents and other stakeholders in considering how the new facilities can enhance teaching, learning and the wider student experience.
- Work collaboratively with project partners to support the successful delivery, handover and occupation of the new building, in accordance with agreed responsibilities.
- Support effective communication with the school community throughout the redevelopment process.
- Plan for the transition into the new facilities, including operational arrangements, staffing, resources, curriculum delivery and the management of change.
- Ensure that the opportunities presented by the new building are integrated into the School Development Plan and the school's longer-term strategic direction.
- Promote effective stewardship of the school's buildings, grounds, equipment and resources.
- Ensure that health and safety, safeguarding, accessibility and continuity of education remain priorities throughout the project.
- Evaluate the impact of the new facilities on teaching, learning, student wellbeing and the wider life of the school.

9. Financial Management and Resource Allocation

The Headteacher will:

- Ensure that the school's financial, physical and human resources are managed effectively, transparently and in accordance with statutory requirements and the policies of the Governing Body.
- Work with governors and relevant staff to develop and manage the school budget in support of agreed strategic priorities.
- Ensure that financial decisions are informed by educational need, value for money and long-term sustainability.
- Monitor expenditure, identify financial risks and take appropriate action to maintain financial stability.
- Ensure that resources are allocated fairly and effectively to support student achievement, inclusion and wellbeing.
- Maintain appropriate financial controls, systems of accountability and arrangements for internal and external scrutiny.
- Ensure that procurement, contracts and other financial commitments are managed in accordance with applicable requirements.
- Oversee the effective management and maintenance of school premises, equipment and other assets.
- Ensure compliance with relevant health and safety, premises management and statutory inspection requirements.
- Work with governors and relevant partners to assess the long-term resource implications of strategic developments.
- Promote responsible environmental management and the sustainable use of resources.

10. Governance, Accountability and External Partnerships

The Headteacher will:

- Work in partnership with the Governing Body, respecting the distinction between governance and executive leadership while ensuring effective accountability and shared commitment to the school's success.
- Maintain a constructive and professional relationship with the Chair of Governors and the Governing Body.
- Provide governors with accurate, timely and accessible information about the school's performance, improvement priorities, risks and challenges.
- Support governors in fulfilling their statutory responsibilities and exercising effective oversight of the school's educational performance, financial management and safeguarding arrangements.
- Work collaboratively with governors to develop, implement and review the school's strategic priorities.
- Ensure that the Governing Body is appropriately informed about significant developments and emerging risks.
- Build effective partnerships with parents, carers, the Diocese, local churches, other schools, the local authority and relevant community organisations.
- Represent Holy Trinity positively and professionally in local, regional and national forums as appropriate.
- Develop partnerships that enhance educational opportunities, support vulnerable students and improve outcomes for the wider community.
- Work collaboratively with other education, health, social care and voluntary sector organisations where this benefits students and their families.
- Promote the reputation of Holy Trinity as an ambitious, inclusive and values-led Church of England school.

11. Organisational Leadership, Change and Improvement

The Headteacher will:

- Lead the school through change while maintaining a clear focus on educational standards, staff engagement and student wellbeing.
- Establish a culture of openness, integrity, mutual respect and continuous improvement.
- Lead organisational change in a way that is purposeful, inclusive and responsive to the needs of the school community.
- Ensure that decisions are informed by evidence, professional judgement, consultation and the school's Christian values.
- Identify and manage organisational risks, ensuring that appropriate mitigation and contingency arrangements are in place.
- Respond effectively to external scrutiny, inspection findings and recommendations for improvement.
- Ensure that the school meets its statutory and regulatory obligations.
- Promote reflective practice and ensure that lessons are learned from successes, difficulties and incidents.
- Maintain a clear focus on the sustainability of improvements, ensuring that positive change becomes embedded in everyday practice.
- Demonstrate resilience, sound judgement and the ability to lead effectively in challenging circumstances.

12. Personal and Professional Responsibilities

The Headteacher will:

- Uphold the highest standards of professional conduct, integrity and ethical leadership.
- Act as a positive role model for students, staff and the wider community.
- Demonstrate a commitment to equality, diversity, inclusion and the promotion of fundamental British values within the statutory framework.
- Ensure that the school's policies and practices are consistent with relevant legislation, statutory guidance and the school's responsibilities as a Church of England school.
- Maintain appropriate professional knowledge and undertake continuing professional development.
- Promote the health, safety and wellbeing of students, staff and visitors.
- Maintain confidentiality and ensure that personal information is handled appropriately.
- Undertake any other duties reasonably consistent with the responsibilities and status of the post, as agreed with the Governing Body.

13. Professional Standards and Accountability

The Headteacher will:

- ·Be accountable to the Governing Body for the overall leadership, management and performance of the school.

Performance will be evaluated through the school's established appraisal arrangements and in accordance with the relevant statutory and professional frameworks.

Key areas of accountability will include:

- The quality of education and student outcomes.
- Progress towards closing attainment and progress gaps for disadvantaged students and students with SEND.
- The effectiveness of safeguarding, behaviour, attendance and student welfare arrangements.
- The quality of leadership, staff development and organisational culture.
- The strength and visibility of the school's Christian ethos.
- The effective management of financial, human and physical resources.
- Progress against agreed school improvement priorities.
- The school's readiness for, and transition into, the new school building.
- The quality of relationships with governors, parents, the Diocese and the wider community.
- Compliance with statutory, regulatory and professional requirements.

Person Specification

Essential and desirable

Qualifications and Professional Development	• Graduate and qualified teacher • Further professional development in areas of leadership and management (e.g. NPQH)
Christian Faith, Vision and Leadership	• A committed Christian with a personal faith that informs their values, behaviour, leadership and approach to others • Ability to articulate and demonstrate how Christian faith and values influence their leadership and decision-making • Ability to foster an inclusive Christian community in which students and staff of all faiths and none feel valued, respected and welcomed • Active involvement in a Christian church or faith community
Educational Leadership and School Improvement	• Substantial and successful experience of senior leadership within a secondary school or comparable educational setting • A proven track record of improving educational standards and securing better outcomes for students • At least three years' experience at Senior Leadership level • Experience of leading significant organisational or cultural change
Inclusion, Disadvantage and Improving Life Chances	• Understanding of the impact of social and economic disadvantage on educational achievement, attendance, wellbeing and wider life opportunities • Strong understanding of special educational needs and disabilities (SEND), inclusive teaching and the statutory responsibilities of schools • Experience of working in a school serving a community experiencing significant deprivation or social and economic disadvantage
Safeguarding, Behaviour and Student Wellbeing	• Thorough understanding of statutory safeguarding responsibilities and current safeguarding guidance • Understanding of the importance of effective multi-agency working in protecting and supporting vulnerable children • Experience of improving attendance and reducing persistent absence
Leadership and Management of People	• Ability to inspire, motivate and lead staff towards a shared vision and common purpose • Ability to establish a positive professional culture based on trust, respect, collaboration, accountability and high expectations • Commitment to staff wellbeing, equality, diversity and inclusion • Ability to empower others, delegate effectively and encourage innovation and professional learning • Experience of leading organisational restructuring or significant workforce change
Strategic and Financial Management	• Experience of managing significant organisational resources and ensuring effective deployment of staff, finance and facilities • Experience of working with a Governing Body or Board in relation to strategic planning, accountability and organisational performance • Experience of managing significant capital investment, premises development or major organisational projects
New School Building and Leading Transformation	• Ability to develop a compelling vision for the future of the school, making the most of the opportunities presented by the new building • Strong strategic leadership and project management skills, with the ability to lead significant change while maintaining educational standards • Experience of leading a school through a major building, refurbishment or relocation project
Governance, Partnership and Community Engagement	• Experience of working effectively with a Governing Body or Board, understanding the distinction between strategic governance and executive leadership • Strong communication and relationship-building skills, with the ability to engage confidently with a wide range of stakeholders • Experience of working collaboratively with other schools, education providers, local authorities and community organisations
Personal Qualities and Leadership Attributes	• An inspirational and visionary leader with the ability to communicate ambition and bring others with them. • Courageous and resilient, with the confidence to make difficult decisions and address challenging issues • Strong moral purpose and an unwavering commitment to improving the life chances of young people • Able to maintain perspective, exercise sound judgement and demonstrate resilience in demanding circumstances • Excellent communication and presentation skills; oral and written • A wide range of interests

Additional Requirements

The successful candidate will be required to:

- Meet the relevant statutory and professional requirements for appointment as a Headteacher in an English secondary school.
- Satisfy the school's safeguarding and safer recruitment requirements, including the appropriate enhanced DBS and other relevant pre-employment checks.
- Demonstrate a commitment to the school's Christian foundation and support its distinctive Church of England character.
- Uphold the school's policies, values and professional standards.
- Undertake any relevant training and continuing professional development required for the role.

Shortlisting and Assessment

Candidates will be assessed against the essential and desirable criteria in this Person Specification. The Governing Body will assess suitability through the application form, supporting statement, references, interview and other appropriate selection activities.

The essential criteria will form the basis of shortlisting. Desirable criteria will be used to help distinguish between candidates who meet the essential requirements.

The Governing Body seeks candidates who can demonstrate authentic Christian leadership, a record of educational improvement, a commitment to social justice and the strategic vision to shape Holy Trinity's future.