

# King Edward VI Grammar School

FORTITER EX ANIMO



Appointment of  
Permanent  
Full time  
Headteacher  
From 1 September 2025



King Edward VI Grammar School  
Broomfield Road  
Chelmsford  
CMI 3SX

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[www.kegs.org.uk](http://www.kegs.org.uk)

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# Chair of Board of Trustees' Welcome

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**Dear Applicant,**

I am delighted that you are interested in applying to be the next Headteacher at King Edward VI Grammar School. KEGS is one of England's leading state grammar schools, with a history dating back to its foundation in 1551 and origins prior to that. Its reputation is built on sustained outstanding examination results, an ethos of equality and openness to students of all social and ethnic backgrounds who are admitted, and a deep concern to support young people in developing their personal talents and interests and in learning to work with others. It mixes a traditional emphasis on courtesy, personal conduct and respect for others with a modern interest in the latest educational research. The examination results achieved by our students make us one of the best performing schools in the country, but the broader life of the school and our values are just as important to us, if not more so. Our staff enjoy the challenges of working here so much that we have excellent retention and do not need to advertise for new teachers very often.



In the 21st century we are an exciting and energetic school in which staff are encouraged to show initiative and to experiment with new ideas. Our students set their own high standards, but with a deep sense of the community to which they belong. Beyond challenging academic aims, we offer our students a wide range of extra-curricular and cultural experiences including; music; sport, for which we have extensive sports grounds separate to the main school site; drama; international and community opportunities; DofE; CCF; and Corps of Drums. In these, students are supported by dedicated and highly focused staff as part of our philosophy of creating rounded individuals with a strong sense of loyalty to our traditions, but equipped to make their own contribution to a changing world.

We have been fortunate in being able to support these aspirations over recent years with a building programme which has provided a superb sixth form centre, a music school, a flexible learning centre, an art and design block, a sports hall and a theatre.

We welcome applications from any suitable qualified applicant, regardless of the type of school in which they currently work.

**Adam Smith**



# KEGS 2026 Vision

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Our overarching mission is for all KEGS students to be nurtured as uniquely talented individuals, finding fulfilment through their love of learning and the exploration of the furthest reaches of their intellectual, creative, physical, cultural and emotional capabilities. Students will develop as independent life-long learners, creative risk-takers and innovators, striving to achieve at the highest possible level in an environment of mutual trust and respect that epitomises the KEGS spirit. They will learn too, that personal growth inevitably involves setbacks, but that these can be faced with resilience, and that becoming the best person that we each can be is more important than constant comparisons with others.



As a selective grammar school, KEGS will remain committed to a broad curriculum, designed to prepare students for the future by giving them a thorough grounding in the best that has been thought and accomplished in the past. Students will continue to study an extensive range of subjects up to the end of Year 9, with as wide a diversity of subjects offered at GCSE and A level as is possible; STEM and the Arts subjects will have equal status - STEAM. We will also remain committed to the highest possible academic standards and the pursuit of depth of knowledge within each subject, believing that skills are built on a bedrock of knowledge, rather than the other way round. Our educational mission will continue to be to provide for the needs of able pupils, irrespective of social or economic background, but amendment to our Admissions Policy will provide an opportunity to those in receipt of the “pupil premium” who might have been less well supported in preparing for the 11+ and might have missed out on a place despite having clear academic potential. We will also continue our programme of outreach through a range of links and subject activities provided to primary school aged children.

The extra-curricular life of every young person at KEGS will continue to be of the highest importance to us, recognising as we do that education is much wider than academic progress. In sport we will use our extensive facilities to encourage the participation of all, helping to promote physical and emotional wellbeing, whilst also dedicating resources to our school teams. In music we will support our ensembles, balancing opportunities for the most able with an openness towards participation for all who are interested. In drama, a combination of ambitious productions involving large numbers and smaller high calibre plays will allow all to have the opportunity to act, whilst those with a special interest can push this to another level. The CCF and the Corps of Drums will continue to flourish, DofE awards will be taken by increasing numbers compared to previous years and local and international trips will continue to open the eyes of our students and provide invaluable educational experiences that are both fun and enriching. In school, a myriad of clubs and charitable enterprises will flourish, many being led by student interest and demand. Across the life of the school, the house system will continue to provide opportunities for all and the chance for significant numbers of students to experience practical leadership, complementing the range of mentoring activities which will continue to run.

Within the period of this vision statement, we do not expect financial pressures to disappear. Having expanded pupil numbers substantially in the years leading up to 2020, we will now seek to optimise the financial efficiency of the school so that it can continue to live within its means – this will though include maximising income from lettings and donations so that the wider life of the school continues to thrive. In terms of physical facilities, having made many additions and improvements in the period of the previous vision document, we will be looking to revamp the school’s maintenance programme in order to safeguard the fabric of the building and our exceptional facilities for the future. However, we will also seek to explore possibilities for major investment in either or both of Bedford Fields and the Technology teaching block as well as looking carefully at the school’s environmental impact, involving students in all of these matters. Meanwhile, the Management and Foundation Governors will seek to balance the need for long term strategic

# KEGS 2026 Vision

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thinking with attention to detail on compliance and policy issues, as well as an eye for the need to build our capacity for the future in terms of succession planning.

In all subject areas, pedagogy will be informed by up to date findings from educational research. We will seek to teach in both effective and efficient ways, providing the staff training to enable this to happen and particularly encouraging the development of subject knowledge and expertise. We will continue to value the contribution of our skilled and hardworking support staff who enable the efficient operation of the school. We will also be sensitive to the pressures experienced by our staff and in an era where recruitment may well continue to be challenging, we will work to retain excellent colleagues through treating all employees with consideration and respect, being open to flexible working requests and aiming to facilitate the balancing of professional demands with the need for a personal life outside of school.



As a school with a long history and rich heritage, we will continue to guard our traditions conscientiously, whilst being aware that change is both inevitable and necessary. Assemblies will continue to bring us together and at these and other formal events senior staff will still wear gowns and bring an appropriate formality to proceedings. However, in no sense will we be backward-looking in the importance we give to issues of equality and inclusion for all, from whatever background or belief. Respect for others will run deep and arrogance or prejudice will have no place in the culture of the school. Supporting this, the school's pastoral and safeguarding systems will continue to protect young people in our care whilst also assisting the maintenance of good discipline and providing suitable interventions for those with particular needs. Our Pupil Support Centre will also grow in expertise, enabling those with specific needs to be catered for. Throughout the school, high standards of presentation, manners and courtesy will be expected of all and the disciplinary process will be used when necessary to reinforce this, always involving parents or guardians when appropriate. But beyond this, the focus will be on understanding more of the causes behind issues that may affect a range of young people at certain points in their lives. With the right pointers and example from the right adult or mentor, additional wellbeing support as appropriate, students will be able to tackle difficulties with courage, learning from hardship, gaining in balance and resilience and hence able to come a little closer to their ideal self.

Looking beyond the boundaries of the school, our communication channels will continue to meet the expectations of contemporary students and parents. The website will be the principal source of information. Parentmails and newsletters will regularly provide the essential information which needs to reach home safely and quickly, and the KEGS twitter feed or other appropriate medium will reinforce these channels. However, we will not lose sight of the vital importance of the face to face meeting. Parent Forums will run regularly to enable parents to put their interests and concerns directly to senior staff, and to hear a response. When pupils leave the school we will encourage and value their continued involvement through the Old Chelmsfordians or the Alumni Network, to the benefit of current and past students.



There are many commitments in this brief document for us to strive towards, but the outcome of most importance will be what sort of people our students become. Ten years after leaving school, what have they been able to achieve, building on the all-round education which KEGS gave them? This question will matter to us: their success, their personal development and their contribution to the world and the issues that humanity faces, will be the true measure of what we have sought to do.

# The Curriculum at KEGS

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The curriculum at KEGS is designed to prepare students for the future by giving students a thorough grounding in the best that has been thought and accomplished in the past.

## **The importance of breadth**

“As a selective grammar school, KEGS will remain committed to a broad curriculum ...”

KEGS Vision Statement



We believe that the most effective way of getting students ready for a rapidly changing world is to give students a broad education, covering a wide range of disciplines and subjects. The comprehensive knowledge and skills developed by students through exposure to a wide-ranging curriculum will give them the flexibility to adapt successfully in our fast-paced world. This emphasis on breadth at KEGS can be seen in the importance given to the extensive range of subjects studied at KS3 right up until the end of Year 9, the high number of GCSEs that all students prepare for, the way in which all our students start the Sixth Form studying four A Levels (or sometimes even more) and, finally, in the wide diversity of subjects that we offer at both GCSE and A Level.

## **Subjects studied at KEGS**

Art, Biology, Chemistry, Computer Science, Design & Technology, Drama, Economics, Electronics, English, Food Technology, French, Geology, Geography, German, History, Latin, Mandarin, Maths, Music, P.E., Philosophy, Physics, Politics, PSHE, RE, Russian, Science.

## **The importance of depth**

“... and the highest possible academic standards.”

KEGS Vision Statement

We also believe that true academic development comes from immersing oneself thoroughly into a field of study. Deep knowledge of a subject area unlocks skills that are simply not accessible when one is restricted to a quick overview. We teach beyond the syllabus, we set extension work and we provide many opportunities to enable students to take their studies further, such as through clubs, entering students into national competitions, and organising visiting speakers and trips.

## **The importance of knowledge**

...“at the very heart of education sits the vast accumulated wealth of human knowledge and what we choose to impart to the next generation ...”

Amanda Spielman, former HMCI, Ofsted

We also are convinced of the primary importance of knowledge as a prerequisite to the development of skills. Students cannot think like a scientist, for example, until they have gained some mastery of the knowledge that informs the scientist’s thinking. Skills are built on a bedrock of knowledge, rather than the other way round. We place a high value, therefore, on the importance of instruction by the teacher: the teacher, as the expert in the classroom, plays a crucial role in passing on knowledge to our students. Testing of knowledge is similarly an important part of what we do at KEGS as we believe in its long-lasting value. We want, for example, a student to remember for the rest of their lives the work that they study in History, or the texts that they study for English, or their knowledge and understanding of musical notation that they acquire in Music lessons. In addition to frequent testing, we help students retain knowledge for the long-term by spacing out and interleaving the teaching of topics.



# The Curriculum at KEGS

## The importance of subjects

Much research has shown the domain-dependence of knowledge: knowledge acquired in one field is not easily transferable to another subject domain. We want our students to have a broad and deep education, where they are able to make links between different subject areas, but we believe that this is done more successfully through studying a wide range of subjects in depth, rather than from constructing a curriculum that is built on cross-curricular themes and where the importance of each subject is diminished. Each subject is part of the curriculum because it offers something different from other subjects and cross-curricular work is at its best when the unique context of each subject is given due prominence.

## The importance of choice

“Our overarching mission is for all KEGS students to be nurtured as uniquely talented individuals, finding fulfilment through their love of learning ...”

KEGS Vision Statement

Without sacrificing breadth, we try to give the students as many opportunities as possible to choose a curriculum that fits their individual talents. Students can choose French or German when they start in Year 7, a second language or Drama in Year 9, four different GCSE options to accompany the GCSEs they take in compulsory subjects, and four or more different A Levels. In the Sixth Form, most students also opt to take an Extended Project Qualification. Every year we reconstruct the timetable from the ground up so that we can maximise the number of students getting their first-choice options.

## The importance of the whole curriculum

“Without a curriculum, a building full of teachers, leaders and pupils is not a school.”

Amanda Spielman, former HMCI, Ofsted

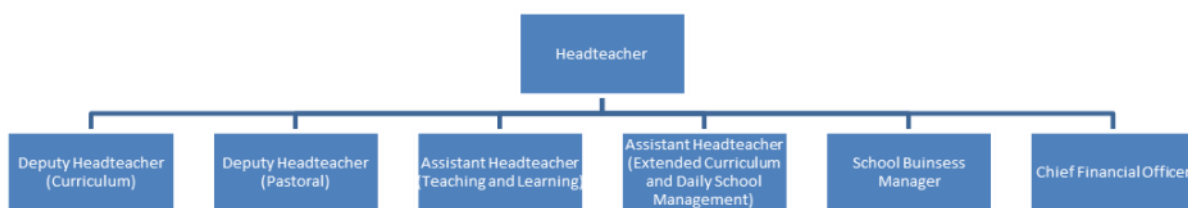
Whilst allowing students to choose some subjects at different stages of their education at KEGS, the curriculum as a whole is compulsory and, where there is no element of choice prescribed by the school, then all students will study all topics and all subjects. A lot of thought and care has gone into our curriculum and it should be seen as a coherent whole rather than a collection of isolated topics.



# Further Information

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## Senior Leadership Structure



## Academy Governance

The Board of Trustees works with the Headteacher to set the strategic direction and guiding principles of the school and is responsible for:

- Ensuring the quality of the educational provision
- Challenging and monitoring the performance of the school
- Ensuring the effective management of the resources, finances, property, and employees of the school

The Board works at a strategic rather than operational level and discharges its responsibilities through the Head and the Senior Leadership Team (SLT). Trustees also provide specialist skills, e.g. financial, legal, project management, human resources, to help the Headteacher and SLT develop the school and to provide support to the teachers and staff.

Trustees put the education and welfare of the pupils at the heart of everything they do, monitoring the work, standards and performance of the school and providing a link with parents and the local community. Board members work together as a group and offer their time and effort on a purely voluntary basis because they are proud to be associated with an outstanding school and are dedicated to its continuing excellence.

The membership of the Board is determined as follows:

- Up to 7 Trustees appointed by Members.
- Headteacher appointed subject to Article 57
- Minimum of 2 Parent Trustees
- Up to 2 Foundation Trustees
- Co-opted Trustees
- 2 Staff Ambassadors

Trustees are appointed for a period of 4 years.

The Foundation Governors are responsible for assets which pre-date the school's incorporation as a state school, and some acquired independently since. These include investments, land (the whole Broomfield Road site and the Bedford Playing Fields (opened in 1977)) and buildings. All the buildings on both sites are owned by the Foundation who played a significant part in supporting the new buildings acquired through the 450th anniversary appeal. The land and buildings were leased to the Academy Trust for a period of 125 years on 1 April 2011. The Foundation nominates two of the Trustees on the Academy Board.

Benefactions acquired down the generations assist in providing a variety of awards to pupils to promote further study, travel projects including bursaries; reward excellence including an annual essay prize or public service. The Foundation also has a Bursary scheme, administered by a small Bursary sub-committee, that can award sums from £150 up to a maximum of £500 to assist students to finance their participation in educational trips organised by the School.

# Further Information

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## Admissions

KEGS admits 150 boys to Year 7 following an admissions test consisting of a Mathematics paper and an English paper. Priority is given to applicants eligible for the Pupil Premium and full details can be found on the school's website.

The testing process is administered on behalf of a group of Essex grammar schools by the Consortium of Selective Schools in Essex (CSSE). CSSE is based at KEGS and the Headteacher acts as the line manager of the CSSE staff and attends regular meetings of the consortium.

The school also admits up to 50 external students each year into its co-educational sixth form.



# The Job Description

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## The Status of the Post

The Headteacher is accountable to the Trustees and is also expected to maintain a good working relationship with the Members, the Foundation Governors and other stakeholders.

## The Main Purpose of the Post

### Overview

- The role is to lead King Edward VI Grammar School through the undoubted complexities of the forthcoming years and encompasses the full range of activities from educational excellence through management, leadership and community engagement.
- The Headteacher is responsible for the organisation, management and general conduct of the Academy.
- The Headteacher has primary responsibility for ensuring the achievement of the highest possible educational standards and for providing an environment in which each student has the opportunity to develop his or her talents and interests to the full.
- These responsibilities will be discharged in accordance with the aims and policies of the Governing Board, the Academy's Articles of Association, the Funding Agreement with the DfE and the conditions of employment in the prevailing School Teacher's Pay and Conditions Document. They also include those responsibilities delegated to the Headteacher by the Trustees.

### School Aims

- In conjunction with the Trustees, to formulate the overall aims and objectives of the school and policies for their implementation – specifically drawing up for discussion and approval the School Development Plan.

### School self-evaluation

- Develop a culture of self-evaluation at all levels throughout the school, regularly updating the Trustees on school progress and reviewing the School Development Plan.
- Take the lead in ensuring that the school is prepared for external inspection (e.g. from Ofsted).

### Curriculum

- Propose, organise and implement an appropriate curriculum for the school, having regard to the needs, experience, interests, aptitudes and stage of development of the students, the resources available to the School and duties under relevant Acts.

### Standards of teaching and learning

- Evaluate the standards of teaching and learning in the school and determine how they might be improved.
- Ensure that proper standards of professional performance are established, maintained and improved.

### Student progress

- Ensure that the progress of students in the school is monitored, analysed and recorded and that assessment-data is used proactively to guide the teachers' activities and the students' learning.



# The Job Description

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- Build the confidence of all students to ensure they reach their full potential so that every learner enjoys opportunities to excel, regardless of their particular needs or starting point.
- Ensure that students are provided with a full range of extra-curricular and trip activities and that staff are supported to provide those enrichment opportunities, including the CCF, Sport, Music, Drama and the DofE scheme.



## **Pastoral care**

- Determine and ensure the pastoral care and well-being of all students reflects the school's position with regard to zero tolerance of bullying.
- Implement robust safeguarding practices and ensure effective links with external agencies related to students' welfare.
- Ensure the health and safety of students, staff and visitors.

## **Student behaviour**

- Promote high levels of self-discipline among the students, to encourage excellent behaviour and to maintain a strong and secure learning environment.
- Ensure good order and discipline at all times whether on the school's premises or elsewhere.
- Deal with serious breaches of discipline, including suspension and permanent exclusion and the following of the appropriate regulations.

## **Working in partnership**

- Enable students' views to contribute to decision making.
- Make arrangements for parents/carers to have access to regularly updated information about the school curriculum, the progress of their children and other matters affecting the school, consulting them appropriately about proposed changes.
- Maintain relationships with organisations representing teachers and other persons on the staff of the school.
- Advise and assist the Trustees, Members and Foundation Governing Board in the exercise of their functions, including attending meetings of the Board and providing written reports to them in connection with the discharge of Headteacher responsibilities as they may properly require.
- Advise the Trustees on the formulation and adoption of relevant policies.
- Promote effective relationships with stakeholders, including:
  - local primary, secondary and special schools;
  - other grammar schools in Essex and Southend;
  - relevant Higher and Further Education establishments;
  - representatives of the local community.
- Provide for liaison and co-operation with the DfE and EFA, making such reports to them as they may properly require, either on a regular basis or from time to time.
- Act at all times as an ambassador for the school in a manner which upholds its values, culture, ethos and traditions.
- Be the key point of liaison with other important stakeholders such as the Members and the Foundation Governors (the historic Foundation owns all of the school's grounds and buildings).
- Participate in the Mid Essex Secondary Headteachers Association in support of education in the mid Essex region.

## **Leadership and management of staff**

- Decide the strategic shape of the staffing establishment of the school and lead the selection and appointment of the teaching and support staff, with the involvement of the Trustees where appropriate and following all necessary safer recruitment policies.

# The Job Description

- Act as a role model for all school staff and share with them the strategic vision for the school.
- Deploy and manage all teaching and support staff of the school, allocating particular duties to them in a manner consistent with their conditions of employment, having regard to the nature and extent of their management responsibilities and maintain a reasonable work-life balance for each employee between work carried out in school and work carried out elsewhere.
- Manage staff in an empathetic way and seek to negotiate solutions to problems that arise.
- Line manage the staff of the CSSE and represent their interests to the other schools within the CSSE.
- Participate regularly in the teaching of students taking into account leadership and other functions and duties.
- Consider in particular, in relation to such allocation of duties, how far the duties of the Headteacher should be delegated to any deputy or assistant.
- Put in place an appropriate scheme of delegation from the Headteacher to the staff.
- Actively encourage research led development by staff and innovation in teaching practices.
- Arrange for a deputy or other suitable person to assume responsibility for the discharge of the Headteacher's functions when absent from the school.
- Ensure excellent communication with employees to enable them to carry out their duties effectively.
- Build the capacity and capability of staff so as to improve current performance and look ahead to the future needs of the school.
- Oversee the management of all health and safety provision and attend Health and Safety committee meetings.



## **Appraisal or review of performance, training, development and induction of staff**

- Manage the system for assuring the quality of work of all staff.
- Report to the Trustees on the professional development of all staff at the school.
- Advise the Trustees on the adoption of effective procedures to deal with under-performing staff and keep the Trustees informed of the general operation of such procedures.
- Ensure that all staff in the school have access to advice, training and developmental opportunities appropriate to their needs, in accordance with school policies.

## **Responsibilities as Accounting Officer**

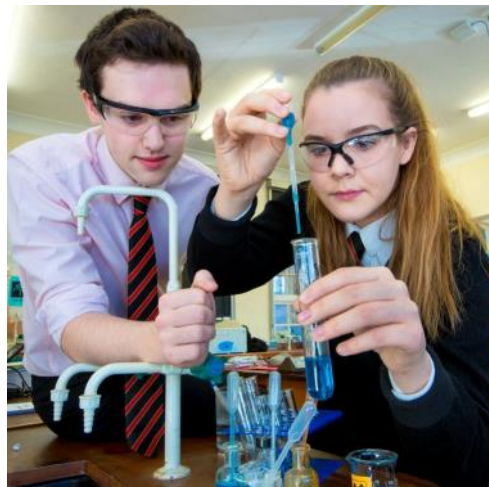
- Ensure that the Academy adheres to the requirements of the Academies' Financial Handbook and the Funding Agreement with the Secretary of State, in particular taking responsibility for the preparation of reports for the Trustees in line with the requirements of the Handbook, thereby fulfilling the Academy's financial obligations under Company Law and complying with the requirements of the Funding Agreement.
- Allocate, control and account for the financial and material resources of the school, the security and effective supervision of the school buildings and their contents and of the school grounds.



# The Job Description

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- Be responsible for the maintenance, renewal or replacement of buildings (cognisant of the landlord's interest) and their contents.
- Be responsible for a long term vision for the improvement of the school site and buildings and be willing to play a leading role in any fund raising initiatives.
- Ensure that data protection, cyber security and FOI issues are fully dealt with in line the law and current technological standards.
- Ensure that the school keeps up to date with emerging technologies and their impact on schools and education.
- Take appropriate action if the Trustees are contemplating a course of action which he or she considers would infringe the requirements of propriety or regulation.



## **Equalities**

- Lead on the school's commitment to equalities, ensuring that suitable training is given to staff and trustees and that PSHE and other programmes cover the wide range of topics involved with students.
- Be the public face of the school on equalities and ensure that commitments which are made are carried through.

## **Admissions**

- Oversee the implementation of the admissions process at Year 7 and Year 12 and the application of the policy at other ages.
- Advise the Trustees on potential amendments to the admissions process and their likely impact.
- Advise the Trustees on measures which could help promote social mobility and opportunities for students from less advantaged backgrounds.
- Ensure that SEND students have the appropriate access arrangements for the 11+ and have oversight of relevant communications and processes with Essex and other local authorities.

*This job description is based on the National Standards for Headteachers (DfE 2020).*

*The Headteacher will carry out his/her professional duties in accordance with and subject to the National Conditions of Employment for Headteachers and Education and Employment legislation.*

*The Headteacher is accountable to the Trustees for the standards achieved and the conduct, management and administration of the Academy subject to any policies which the Department for Education and the Trustees may make.*

# The Person Specification

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## Education and Qualifications

- A good honours degree
- Qualified Teacher Status (QTS)
- Relevant higher degree desirable but not essential
- NPQH desirable but not essential
- Evidence of recent and relevant training and development at senior leadership level and/or in preparation for headship

## Professional Experience and Knowledge

- Significant experience of senior leadership in secondary education in a large, high-performing selective, non-selective or independent school
- In-depth knowledge and understanding of the wider educational agenda including current national policies and educational issues as well as the statutory and legal framework governing the operation of an Academy
- Proven track record in leading and managing staff including building a successful team, delegating effectively and implementing and managing change

## Securing Accountability

- Proven successful experience of school self-evaluation and accountability and the school improvement process

## Leading Learning and Teaching

- An outstanding classroom teacher practitioner with proven ability to monitor and evaluate performance, celebrate excellence and challenge poor performance within a learning and teaching environment
- Successful experience of positive behaviour management and developing a student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding
- Successful experience of curriculum development along with an understanding of the issues associated with choice and flexibility needed to meet the personalised agenda from Year 7 through to the Sixth form
- Successful experience of the implementation of effective assessment procedures and an understanding of assessment for learning needs of all students
- Good familiarity with recent research into pedagogy and teaching technique



# The Person Specification

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## Leading and Managing The Organisation

- A strong leader with evidence of highly developed skills in performance management, recognising high performance and tackling underperformance through to resolution
- Successful experience of effective strategic financial and resource management to achieve educational priorities and ensure efficiency and value for money
- In depth knowledge and experience of Child Protection, Safer Recruitment and Safeguarding procedures
- Knowledge of the potential of ICT to enhance learning, interpret and analyse data and understand school information systems
- A commitment to and evidence of promoting diversity and equal opportunities within the curriculum and in employment practice
- Have experience of implementing equalities programmes or initiatives within a school setting



## Shaping the Future

- Experience of and a commitment to, working collaboratively with the Governing Board and other stakeholders to develop and deliver a school vision which embraces excellence, intellectual rigour, high standards and inclusion

## Strengthening Community

- Successful experience of effective fundraising and the ability to maximise partnership opportunities to benefit the school and local community
- Proven ability to plan strategically with the expertise to deliver the Academy's vision and targets whilst empowering others to take them forward
- Successful experience of securing and raising standards in an inclusive school and working with external agencies locally, nationally and/or internationally

## Personal Qualities and Skills

- Possess high expectations and personal integrity with the ability to promote the values, culture and ethos of the Academy with an understanding of the importance of extra-curricular activities
- Astute and perceptive with strong analytical skills with the ability to use sound judgement to anticipate and to resolve conflict and issues imaginatively
- Proactive, innovative and versatile with a high level of drive, energy and enthusiasm necessary to effectively deliver common goals
- Articulate and approachable with excellent interpersonal communication skills both verbally and in writing
- Ability to relate empathetically to parent/carers, staff, students, Governors and the wider community

## Developing Self and Working with Others

- A high profile role model with a professional approach that demands excellence, confidence, trust and respect of the Academy and wider community
- Show a commitment to developing a staff who have the necessary skills and knowledge to raise standards, promote equality, respect diversity and challenge stereotypes to promote the rights of children and young people
- Demonstrate the importance of a work life balance

## Improving the Life Chances of Children & Young People

- Evidence of achieving a safe, secure and healthy school environment

## Equalities

- Experience of leading and implementing effective equality monitoring and interventions to enable an inclusive and equitable work and learning environment

# Salary and Benefits

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The salary awarded will depend on experience and qualifications of the successful candidate. The Trustees review salaries each year to ensure they remain competitive. Salaries are paid by bank transfer on the 26th day of each month in twelve equal payments.

## Benefits include:-

Membership of the Teachers' Pension Scheme

Enhanced maternity/paternity pay arrangements - the school offers additional support to staff via its family friendly policies

Employee Assistance Programme - 24/7 support line offering a range of practical and emotional help



# Application

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**P**lease read this recruitment pack carefully and also our Recruitment & Selection Policy which can be found on [www.kegs.org.uk](http://www.kegs.org.uk) under About/Staff Vacancies.

To apply, you need to complete the recruitment application form, including a personal statement explaining how your experience to date fits the person specification and the job description, including specific examples of relevant experience.

Please note that due to our stringent safeguarding regulations, applications for any role within KEGS can only be considered if submitted using the formal recruitment application form which is available via our website at [www.kegs.org.uk](http://www.kegs.org.uk) under About/Staff Vacancies, or by emailing [recruitment@kegs.org.uk](mailto:recruitment@kegs.org.uk)

The application form should be sent by email to [recruitment@kegs.org.uk](mailto:recruitment@kegs.org.uk)

Applications close at noon on Monday 3rd March 2025. All applications will be acknowledged. If you wish to arrange a conversation with one of the Trustees, the Headteacher or the recruitment consultant please email [recruitment@kegs.org.uk](mailto:recruitment@kegs.org.uk)

## **Equal Opportunities**

It is the policy of King Edward VI Grammar School to provide equal opportunities for all qualified individuals regardless of race, colour, religion, ethnic or national origin, sexual orientation, age, gender, medical condition or disability.

## **Safeguarding**

Candidates should be aware that all posts within the school involve some degree of responsibility for safeguarding children. Therefore all posts are exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as spent must be declared. Applicants will be required to undergo pre-employment checks, including references, and child protection screening appropriate to the post, including the Disclosure and Barring Service (DBS). The successful applicant will also be required to provide original certificates of qualifications and a pre-employment health assessment as appropriate prior to taking up post.



# Location

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## By Car

KEGS is located centrally within Chelmsford, on Broomfield Road. There is a one-way system immediately outside of the school.

## Car Parking

Parking will be available for shortlisted applicants attending interview on provision of a car registration number.

## By Bus

KEGS is a 5 minute walk from Chelmsford Bus Station which is located in Duke Street next door to Chelmsford railway station.



## By Train

Chelmsford is located on the main line from Liverpool Street and is approximately 35 minutes from London. The railway station is located in Duke Street and is a 5 minute walk from the school.

## On Arrival

Please report to Reception.



**King Edward VI Grammar School  
Broomfield Road  
Chelmsford  
CMI 3SX**

**T: 01245 353510  
email: [recruitment@kegs.org.uk](mailto:recruitment@kegs.org.uk)  
[www.kegs.org.uk](http://www.kegs.org.uk)**