



Kings Heath

Secondary School

Headteacher Recruitment Pack April 2026



Belonging • Aspiration • Respect

Raising the Bar



Welcome from the Chair of Governors

Dear Applicant,

On behalf of the Kings Heath Secondary School Governing Board, I would like to thank you for your interest in the position of Headteacher at our school. This is an exciting opportunity to lead a vibrant, inclusive, and ambitious school community that is deeply committed to the success and wellbeing of every pupil. It offers a chance to collaborate with our skilled and committed team, enhancing the school's achievements and advancing future development, and academic excellence.

Under the leadership of the current headteacher the school has successfully transitioned to being co-educational and now has girls in years 7 and 8. There are currently 803 pupils on roll and the school has increased in popularity, with waiting lists in Years 7 and 8. We are committed to promoting an inclusive community where diversity is celebrated, every voice is valued, and interactions are grounded in mutual respect. The Kings Heath Values, Belonging, Aspiration and Respect, are an integral part of our school; they are the cornerstone on which we build our vision and underpin all that we do. We value our committed staff, supportive families, and strive for high achievement and personal growth in our pupils. We have a history of good academic outcomes; our pupils thrive because they are happy and well-supported and we had an Ofsted rating of Good in 2023.

Our school is well resourced with excellent facilities. As a member of the Birmingham South Area Network, we benefit from strong local collaboration across all levels. The school is also a member of Challenge Partners, which provides high-quality CPD and support at both local and national levels. We are looking for a successful leader, with a proven track record of school improvement who will inspire, challenge and nurture; someone who can build on our successes while bringing fresh ideas and vision for the future. The ideal candidate will be an approachable and visible leader, able to work in close partnership with governors, staff, families, and the wider community. You will have the strategic insight to guide the school through the ever-changing educational landscape, while keeping our pupil's needs at the heart of every decision.



Welcome from the Chair of Governors

We are very proud of our school and warmly invite you to visit and see the school in action, meet our pupils and staff and find out more about the role. Please email Jo Phelan, PA to the headteacher on: j.phelan@khss.org.uk to arrange a convenient time. You can also learn more about our school by visiting our website <https://khss.org.uk>

If you share our passion for education and believe you can lead our school into its next chapter with energy, integrity and compassion, we would be delighted to receive your application. Please send a covering letter with a completed application form by 12pm on Friday 8th May 2026. Thank you once again for your interest. We look forward to hearing from you.

Yours sincerely,



Arthur Connelly
Chair of Governors
Kings Heath Secondary School



Our Vision

At Kings Heath Secondary School we foster a nurturing and dynamic learning environment where every individual feels a profound sense of belonging, aspires to achieve their highest potential, and embodies respect for themselves and others. We are committed to fostering an inclusive community where diversity is celebrated, every voice is valued, and mutual respect is the foundation of our interactions. Through unwavering support and encouragement, we inspire our pupils to dream big, set ambitious goals, and pursue excellence in all things. Together, we strive to create a school where belonging, aspiration, and respect guide us towards a brighter, more harmonious future for all. We nurture skills, talents and interests and encourage all pupils to make the most of all enrichment and leadership opportunities. The breadth of this offer is one of the many things that sets us apart in **Raising the Bar**.

Our Values

The Kings Heath Values are an integral part of our school, we use these core values to unlock pupil's academic and personal potential.

Belonging



Belonging as a school value means creating an environment where every pupil feels accepted, respected, and connected. It is about building a community where diversity is celebrated, and every individual's contribution is valued. By embedding belonging into our school culture, we ensure that all pupils have the foundation they need to thrive academically, socially and emotionally.

Aspiration



Aspiration is the drive to achieve goals and reach our fullest potential. It embodies the spirit of aiming high and striving for excellence in all aspects of life from specific subjects to personal growth and community involvement.

Respect



Respect as a school value means fostering an environment where every individual is treated with dignity and kindness. It is about creating a culture of fairness, empathy, and inclusion. By embedding respect into our school culture, we ensure that all pupils and staff can thrive in a positive supportive, and collaborative environment.

Our School

At Kings Heath, we are committed to providing a personalised, inclusive and challenging curriculum that nurtures every student's academic, personal and social development. Our aim is for all learners to engage in a wide range of experiences that enrich character, strengthen resilience and emotional well-being, promote healthy lifestyles, foster socially aware attitudes and cultivate a love of lifelong learning.

We offer a broad and balanced curriculum that develops enquiring minds and equips pupils with essential skills, including literacy, numeracy and ICT, to achieve excellent academic outcomes and prepare them for further education, employment and active citizenship. Pupils benefit from tailored interventions, mentoring and study skills support at Key Stages 3 and 4, ensuring they reach their full potential.

Beyond academics, Kings Heath School provides extensive personal development opportunities. Our Futures Programme, delivered through weekly extended form-time lessons, incorporates PSHE, British Values and Relationships and Sex Education to help pupils make informed life choices and become well-rounded, responsible citizens. We are proud to be the first school in Birmingham to achieve the TIAAS Silver Award.

We offer a rich extra-curricular programme with weekly activities, inter-form competitions and leadership opportunities, enabling pupils to develop resilience, commitment and interpersonal skills. Pupil leadership is central to our ethos, with opportunities ranging from School Council membership to Prefect roles and Sports Leadership.

Careers education is embedded throughout the school, starting in Year 7 and supported by employer visits, life-ready activities and impartial guidance, ensuring pupils make informed choices about their future pathways.

At Kings Heath School, we believe every pupil is unique. Through high expectations, inclusion, strong pastoral support and recognition of achievement, we create a positive and ambitious school community where all pupils can thrive academically, personally and socially.



Job Description



This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

HEAD TEACHER-JOB DESCRIPTION

SALARY SCALE:(Group 6) L29 – L35

£103,030-£119,350

Section		Page Number
1	Key Priorities	2
2	Core Purpose of The Role	2
3	Key Responsibilities	2 - 4
3.1	General	2 - 3
3.2	Qualities and knowledge	3
3.3	Pupils and staff	3
3.4	Systems and process	3 - 4
3.5	The self-improving school system	4
4	Line Management	4
5	Conditions of employment	4
6	Review and Amendment	5
7	Complaints	5
Appendices		Page Number
Appendix A	Paragraphs 44-47 & 52 of the School Teachers' Pay and Conditions Document	6 - 9

1. Key priorities

As required by paragraph 44-47 & 52 of the School Teachers' Pay and Conditions Document, (Appendix A) to be responsible for the internal organisation, management and control of the school.

- Celebrate positive attitudes to learning via pupil success (raising aspirations/expectations)
- Embed quality first teaching to ensure all pupils make good progress
- Raise attainment across the school to impact on progress
- Continue to improve attendance and behaviour
- Close attendance and attainment gaps
- Ensure the continuing success of Co-ed and rising pupil numbers
- To understand and embed the new Ofsted framework and act on the national curriculum review
- Strengthen leadership during a period of change to ensure consistency

2. Core Purpose of the role

As required by paragraph 44-47 & 52 of the School Teachers' Pay and Conditions Document, (Appendix A) to be responsible for the internal organisation, management and control of the school.

To provide professional leadership and management that will promote a secure foundation from which to achieve high standards in all areas of the school's work.

Secure the school's position within the local community

The headteacher will:

- Provide vision, leadership and direction
- Be outward facing
- Effectively manage teaching and learning
- Promote excellence, equality and high expectations of all pupils
- Deploy resources to achieve the school's aims
- Evaluate school performance and identify priorities for continuous improvement
- Carry out day-to-day management, organisation and administration
- Secure the commitment of the wider community
- Create a safe learning environment that is engaging and fulfilling for all.

3. Key responsibilities

3.1 General

To act in accordance with the requirements of paragraphs 44-47 & 52 of the School Teachers' Pay and Conditions Document (Appendix A).

To undertake the professional responsibilities of a head teacher as set out in paragraph 46 of the School Teachers' Pay and Conditions Document

To act in accordance with other legislation affecting the conduct of the school, particularly that governing health and safety matters and employment rights

3.2 Qualities and knowledge

Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.

Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.

Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.

Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.

Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.

Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

3.3 Pupils and staff

Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.

Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.

Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.

Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

Hold all staff to account for their professional conduct and practice.

3.4 Systems and process

Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.

Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.

Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.

Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.

Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.

Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

3.5 The self-improving school system

Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.

Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.

Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.

Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

4. Line Management

Responsible for the supervision of all staff employed in the school (other than school meals staff)

5. Conditions of employment

The above responsibilities are in accordance with the School Teachers' Pay and Conditions Document in terms of duties and working time and are also subject to any local agreements and LA guidance on interpreting conditions of service.

6. Review and Amendment

This job description is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body or the Head Teacher but only after full consultation between them. It will be signed if agreement is reached.

7. Complaints

If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

44.1 Headteachers: overriding requirements

44.1. A headteacher's professional duties must be carried out in accordance with and subject to:

- a) the provisions of all applicable legislation and any orders and regulations having effect under the applicable legislation, and in particular the Education Act 1996(17) and the Act.
- b) the instrument of government of the headteacher's school.
- c) any rules, regulations or policies made either by the governing body on matters for which it is responsible, by the authority with respect to matters for which the governing body is not responsible or by the headteacher's employers.
- d) where the school is a voluntary, foundation or foundation special school, any trust deed that applies to the school.
- e) any scheme prepared or maintained by the authority under section 48 of the School Standards and Framework Act 1998(18).
- f) the terms of their appointment.

45. Delegation

45.1. The professional responsibilities of a headteacher under paragraph 46.9 must not be delegated other than in accordance with paragraph 48.2.

45.2. Subject to paragraph 45.1, a headteacher's responsibilities may be delegated to a deputy headteacher, assistant headteacher or other member of the staff in a manner consistent with their conditions of employment, having regard to the nature and extent of their management responsibilities, and maintaining a reasonable balance between work and other commitments for each teacher in accordance with paragraph 51.4.

46. Professional responsibilities

46.1. A headteacher may be required to undertake the following duties:

Whole school organisation, strategy and development

46.2. Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school.

46.3. Develop, implement and evaluate the school's policies, practices and procedures.

Teaching

46.4. Lead and manage teaching and learning throughout the school, including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils:

a) in the first, second, third and fourth key stages, for foundation and other core subjects and religious education; and,

b) in the preliminary stages.

46.5. Teach.

Health, safety and discipline

46.6. Promote the safety and well-being of pupils and staff.

46.7. Ensure good order and discipline amongst pupils and staff.

Management of staff and resources

46.8. Lead, manage and develop the staff, including appraising and managing performance.

46.9. Develop clear arrangements for managing appraisal and advise the relevant body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.

46.10. Organise and deploy resources within the school.

46.11. Promote harmonious working relationships within the school.

46.12. Maintain relationships with organisations representing teachers and other members of the staff.

46.13. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

Professional development

46.14. Promote the participation of staff in relevant continuing professional development.

46.15. Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.

46.16. Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Communication

46.17. Consult and communicate with the governing body, staff, pupils, parents and carers.

Work with colleagues and other relevant professionals

46.18. Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.

47. Rights conferred

47.1. In addition to the provisions of paragraph 51 the following rights apply:

Dedicated headship time

47.2. A headteacher is entitled to a reasonable amount of time during school sessions, having regard to their teaching responsibilities, for the purpose of discharging their leadership and management responsibilities.

Daily break

47.3. A headteacher is entitled to a break of reasonable length in the course of each school day and must arrange for a suitable person to assume responsibility for the discharge of their functions as headteacher during that break.

Rights conferred: all teachers

52. Overarching rights

52.1. No teacher may be required to work on any Saturday, Sunday or public holiday unless their contract of employment expressly provides for this (for example in the case of teachers at residential establishments).

52.2. No teacher may be required under their contract of employment as a teacher to undertake midday supervision.

Daily break

52.3. A teacher who is required to be available for work for more than one school session on any school day must be allowed one break of reasonable length either between school sessions or between the hours of 12 noon and 2.00pm. Deputy headteachers, assistant headteachers and teachers on the pay range for leading practitioners are entitled to a break of reasonable length as near to the middle of each school day as is reasonably practicable.

Work/life balance

52.4. Governing bodies and headteachers, in carrying out their duties, must have regard to the need for the headteacher and teachers at the school to be able to achieve a satisfactory balance between the time required to discharge their professional duties including, in particular, in the case of teachers to whom paragraphs 51.2-51.12 apply, their duties under paragraph 51.7, and the time required to pursue their personal interests outside work. In having regard to this, governing bodies and headteachers should ensure that they adhere to the working limits set out in the Working Time Regulations 1998(20)

Guaranteed planning and preparation time

52.5. All teachers who participate in the teaching of pupils are entitled to reasonable periods of Planning, Preparation and Assessment (PPA) time as part of the 1265 hours, referred to in paragraph 51.5 or pro rata equivalent (as the case may be) to enable the discharge of the professional responsibilities of teaching and assessment. PPA time must be provided in units of not less than half an hour during the school's timetabled teaching week and must amount to not less than 10% of the teacher's timetabled teaching time. Where reasonably appropriate and agreed by both the individual teacher and the headteacher, PPA can be taken in one weekly unit and it can be taken away from the school site. A teacher must not be required to carry out any other duties during the teacher's PPA time.

Management time

52.6. A teacher with leadership or management responsibilities is entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities.

Cover

52.7. Teachers should be required to provide cover in accordance with paragraph 50.7 only rarely, and only in circumstances that are not foreseeable (this does not apply to teachers who are employed wholly or mainly for the purpose of providing such cover).

Administration and external examinations

52.8. A teacher should not be required routinely to participate in any administrative, clerical and organisational tasks which do not call for the exercise of a teacher's professional skills and judgment, including those associated with the arrangements for preparing pupils for external examinations such as invigilation. Annex 5 provides more detail on the administrative tasks that teacher should not routinely be expected to undertake and the process for establishing whether a task does require the professional expertise of a teacher.

Training and development

52.9. All teachers in the school should have access to advice, training and developmental opportunities appropriate to their needs, including needs identified in objectives or in appraisal statements or reports.

52.10. A teacher serving an induction period under the Induction Regulations(21) must not teach for more than 90% of the time that a teacher at the school not subject to those regulations would be expected to teach, for the first three school terms of their induction period and for 95% of the time for the remainder of their induction

PERSON SPECIFICATION: HEAD TEACHER

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

	ESSENTIAL	* METHOD OF ASSESSMENT
INITIAL QUALIFICATIONS	Qualified Teacher status.	AF
FURTHER QUALIFICATIONS/ PROFESSIONAL DEVELOPMENT	Recent, relevant in-service training in current educational practice, including the leadership and management of teaching and learning. First degree or Certificate of Education. Knowledge and understanding of education and schools systems locally and nationally.	AF
EXPERIENCE	Considerable successful experience in leadership and management and demonstrating the ability to differentiate between them. Demonstration of a good understanding of School Improvement Planning and implementation. Experience of implementing Performance Management. Experience of partnership working with parents and the wider community including external agencies. Successful and varied teaching experience in appropriate phase(s), including working with children with social, emotional and mental health difficulties. Experience of co-ordinating family support services as appropriate.	AF, I AF, I AF, I AF, I AF AF, I
SKILLS AND ABILITIES	Excellent written and verbal communication skills. Adaptable to changing circumstances and new ideas. Approachable, reliable, has presence and enjoys being highly visible to children and parents. Self-motivated with good organisational skills and the ability to prioritise workload effectively. Inquisitive and able to think creatively, solve problems and make decisions based on sound judgement. Values diversity and the unique contribution that every individual makes to the learning community. Demonstrates professionalism, loyalty and integrity.	AF, I AF, I AF, I AF, I, R AF, I AF, I I, R

	To develop and implement the school vision and values and promote inclusivity and diversity within a framework of British Values.	AF, I
	To develop a culture for learning and set high expectations for achieving success for all.	AF, I
	To work to high professional standards, strategically and operationally, leading by example.	AF, I
	To monitor, evaluate, and plan strategically for School Improvement and continuous professional development.	AF, I
	To lead and manage effectively in an environment of high accountability.	AF, I, P
	To manage the implementation of change effectively and sensitively.	AF, I
	Demonstrate the ability to manage, motivate and support individuals and teams effectively.	AF, I
	To deal effectively with under performance, in accordance with relevant policies and procedures.	AF, I
	To understand and interpret complex data to inform effective decision-making.	AF, I
	To maintain a clear strategic financial overview of the school.	AF, I
	To demonstrate a focus on innovation, creativity and a willingness to work in a context of resource generation and appropriate risk-taking.	AF, I
	To demonstrate a wide range of high level communication skills including new technologies.	AF, I
	To use authority appropriately to maintain discipline.	AF, I
	To promote and foster a positive school image.	AF, I
	To seek and maintain effective multi-agency partnerships and collaboration, in order to share and disseminate best practice throughout the whole school and beyond.	AF, I
OTHER	Evidence of motivation for working with children.	AF, I
	Evidence of ability to form and maintain appropriate relationships and personal boundaries with children and staff.	AF, I
	Evidence of emotional resilience in working with children and staff exhibiting challenging behaviour.	AF, I
	Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.	AF, I
	Ability to coach and develop all school staff appropriately.	AF, I
	Demonstrate the promotion of positive behaviour strategies and constructive handling of problems.	AF, I
	Evidence of actively involving all staff, parents, Governors and the community in the life and work of the school, other schools and networks.	AF, I

	Evidence of implementing Equal Opportunities and other legislation essential for the health, safety and well being of the school community.	AF, I
	Ability to effectively implement personnel procedures in the management of staff, with relevant knowledge of Employment Law.	AF, I, R
	Recognises and takes account of the diversity of the school community.	AF, I, R
	Builds partnerships and community consensus on values, beliefs and shared responsibilities.	
	Demonstrates political insight and anticipates trends.	AF, I
	Engages the school community in systematic and rigorous self-evaluation and combines the outcomes of this with external evaluations to develop the school.	AF, I, R
	Collects a rich set of data to understand the school's strengths and weaknesses.	AF, I

*

- Those elements marked **AF** - will be assessed in your **Application Form**
- Those elements marked **AF/IP** - will be assessed in your **Application Form** and during the selection process e.g. **Interview, Presentation**.
- Those elements marked **IP** - will be evaluated during the selection process e.g. **Interview, Presentation**
- **R** - References

NB: *If shortlisted, any relevant issues arising from references will also be taken up at interview. References will be used to support the selection panel's assessment.*

Safeguarding Statement

Kings Heath Secondary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Staff must work in accordance with the school's Safeguarding and Child Protection policies and procedures and understand their role within these policies.

KCSIE Online Checks

In line with the latest KCSIE guidance, we will conduct a search of online records that are publicly available on shortlisted candidates. These checks are used only to meet the intended purpose of KCSIE's recommendation in relation to whether an applicant is suitable to work with children and young people. All data will be held in line with data protection regulations.

How to Apply

To apply, please submit your application to Jo Phelan, PA to the headteacher on: [**j.phelan@khss.org.uk**](mailto:j.phelan@khss.org.uk)

We are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. The school follows safer recruitment practices and, if your application is shortlisted, you will be asked to complete a criminal records declaration form which should be submitted before your interview. As part of due diligence and, in accordance with Keeping Children Safe 2025, an online search will also be carried out on all short-listed candidates. The successful applicant will be subject to all necessary pre-employment checks including an enhanced Disclosure and Barring Service check. We are proud to be an Equal Opportunities employer.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020) which means that, when applying for certain jobs and activities, certain spent convictions and cautions are 'protected'. They do not need to be disclosed to employers and, if they are disclosed, employers cannot take them into account.

Further information about filtering offences can be found at:

[**https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974**](https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974)





Kings Heath

Secondary School

Kings Heath Secondary School

Registered office:
Chamberlain Road
Kings Heath
Birmingham
B13 0QP

Telephone: 0121 464 4454
Email: enquiry@khss.org.uk



Designed by Services 4 Schools

