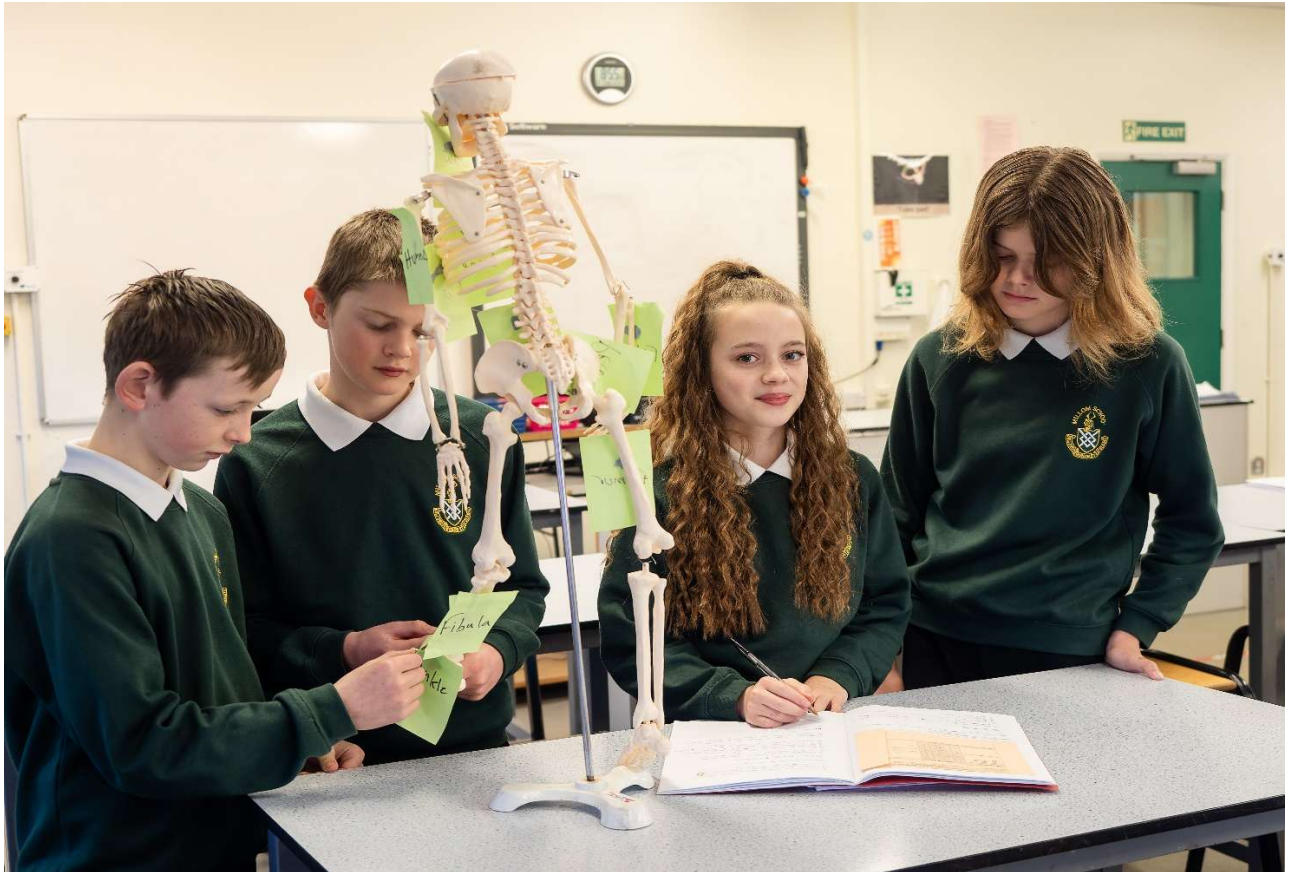


Millom School



Information for Candidates

Headteacher
November 2025



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Headteacher Appointment

Dear Colleague

Thank you for your interest in the crucially important post of head teacher of Millom School. The vacancy has arisen as a result of the unanticipated retirement of our Head Teacher, Matt Savidge, due to a serious medical condition of a close family member. Matt has been with us for 10 years and during his tenure the school has gone from strength to strength including the introduction of a very successful enrichment programme for our students and involvement in cutting-edge improvement projects funded by world-class businesses in the area. Through Matt's leadership, the school is involved in several strategic partnerships across Cumberland and Westmorland and Furness Local Authorities, giving us an opportunity to engage in the wider development and impact of education across both counties and making this an exciting time to lead our school.

As you can see from the accompanying details Millom is a thriving, enterprising school with a high reputation in the local community and more generally. Building on but going beyond the success of our last Ofsted inspection my fellow governors and I are looking to appoint the best possible head teacher to take the school forward into the years ahead. That head teacher must be committed to providing an excellent education for all our students and have passion for influencing, challenging and motivating all members of the school and local community to do their best by the students.

We hope that you are excited by the possibilities of the post and that you will apply. We would like to encourage you to visit the school.

The closing date for applications is 12.00noon on Tuesday 6th January 2026. Interviews will be held over two days on Wednesday 28th and Thursday 29th January 2026. There will also be an opportunity to meet staff and governors for tea and cake at the end of the day on Wednesday 28th. We would love to welcome you to look round the school prior to the interview days. If you'd like to come and see the school, do please get in touch with Matt Savidge, stsavidgem@millom.cumbria.sch.uk or 01229 772300 to arrange a visit.

With best wishes



Elsa Mason

Chair of Governors

Information for Candidates

APPLICATIONS FOR HEADTEACHER

Please note that your application will be photocopied for distribution to the governors' selection panel. Clarity is therefore of the essence.

- **Complete the application form, ensuring that all boxes are completed as each section will be assessed.**
- **Please provide a written statement of no more than 1,300 words detailing why you believe your experience, skills, personal qualities, training and/or education are relevant to your suitability for the post advertised and how you meet the person specification. You should pay particular attention to the national standards for the position for which you are applying.**

The completed application form and letter should be returned to The Chair of Governors, via email to Clerk@millom.cumbria.sch.uk, by 12.00 noon on Tuesday 6 January 2026.

Applications will not normally be acknowledged at this stage.

The schedule will be as follows:

Short-listing		Monday 12 January 2026
The interview process:	Day 1	Wednesday 28 January 2026
	Day 2 (interviews)	Thursday 29 January 2026

Applicants who have been shortlisted for interview will be informed by the following day. If you have any questions, please do not hesitate to contact me.

S Minter (Mrs)
Clerk to the appointments panel



Millom School Mission Statement

Millom School is an inclusive, purposeful and respectful learning community where students broaden their horizons, care for each other and develop self-belief.

Vision

All children and young people at Millom School will have access to appropriate high quality education in a community that enables them to achieve the skills, knowledge and qualities to become responsible and successful citizens.

We will achieve our vision by providing learning that shows:

- Millom School is a place for the whole community, with a local, national & international dimension
- Millom School is a place for personal growth, friendship, a place that encourages tolerance, understanding, respect for others, and the area in which you live.
- Millom School is a place for preparing you for the rest of your life.
- Millom School is a place to develop your talents and skills, along with the independence and self-discipline needed to be happy and successful.

Millom School is a place for the present, today, as well as the future.

We aim to:

- Improve educational outcomes for all learners
- Improve the performance of every subject department
- Train and develop our staff to be the best they can be
- Develop the school site, buildings and classroom equipment (within budgetary constraints)
- Maintain and develop a positive, outward facing and inclusive school
- Ensure school leavers know right from wrong, have respect for themselves & others and are well skilled (particularly in literacy, numeracy, and ICT) and employable



Values



Millom School

Core Values



EMPATHY

Listen, care and share.



EQUITY

Fair paths for every journey.



EMPOWER

Believe in yourself and others too.



EXCELLENCE

Do it right, even when no one's watching.

About Millom School

Millom School is an 11-18 community school, with a current roll of 480 students, and an established sixth form. We regard ourselves as a learning community and understand the importance of investing in our colleagues as well as our students. The school plays a central role in the local community and this includes a community hub on the school site and a new leisure centre on the school site which will be completed by September 2026. The headteacher currently has a place on the Millom Town Deal Board which is leading the development of the town through the town deal investment.

We provide a friendly, supportive, but structured environment, in which students are given every opportunity to flourish. We have a commitment to professional development for staff and a culture of change and improvement with strong support from senior leadership and the governing body. We are proud of our school, our staff, and our students, and are ambitious for the future. In the immediate locality Millom School plays a key role in the Partnership of Millom Schools (PoMS) working with all of the educational establishments from age 0 – 19. The head teachers meet six times a year to build upon the already widespread shared good practice between the schools.

Millom School is a strategic partner in a number of collaborations. This includes the Cumberland Education Strategic Partnership, the Cumberland SEND Partnership, the Cumberland Association of Secondary Headteachers (CASH), the WELL Project Board and the Millom Town Fund Board. The school is at the southern tip of the Cumberland LA and as such is close to the schools in Barrow. As a result, the school has remained part of the Furness Educational Consortium, which includes all the secondary schools in Barrow along with Barrow Sixth Form College and Furness College.

The school was last inspected in May 2022 and was judged to be “good” in all areas by a team of three HMIs. The full Ofsted report is available on Ofsted’s or the school’s web site. Outcomes for learners have risen significantly in recent years. The 2025 results for 5+ English & Mathematics was 41%, for 4+ English and Maths it was 60% and the attainment 8 score was 44.8. All of these figures are significantly above the local authority averages.

The school serves the small town of Millom (pop. about 7,000) and a wide rural catchment area extending to the north and west for some thirty miles along the Cumbrian coast and into the Lakeland fells. Local housing in the attractive surrounding countryside is generally affordable. It is the only secondary school in the town and shares its catchment boundaries with John Ruskin School at Coniston (15 miles north-east) and the West Lakes Academy at Egremont (27 miles north-west) with whom its catchment area overlaps. The catchment was extended in recent years to support parental preference to choose Millom School.

The curriculum is innovative with a degree of personalised learning established, and is continually developing. In Key Stage 4 the school has a number of alternative courses and accreditations in conjunction with GCSEs. These are presented to the students as 14-19 courses and they offer automatic progression to post-16 courses. The curriculum in Millom School Sixth Form includes a range of A-level and vocational subjects.

We have a strong commitment to the spiritual, moral, social and cultural development of our students and to community cohesion along with links with local businesses and industry. Our enrichment programme, extracurricular, artistic and sporting activities, together with a fundamental commitment to broadening the personal experience of our students through visits and events out of our area, inform all our work. We regard ourselves as an inclusive community. The geography and needs of the town and catchment area provide us with both unique opportunities and responsibilities associated with fostering educational opportunity in an isolated rural area.

Enrichment is a key part of our curriculum offer and bespoke to the school. Due to the size of the catchment and to ensure that there is access for all to our enrichment offer, we run the majority of extra-curricular activities on a Wednesday afternoon. This includes Years 7-10 and the sixth form in mixed-year groupings taking up to 6 different activities a year running on a six-weekly cycle. Activities are classified as sport (e.g. mountain biking), creative (e.g. school musical), cultural (e.g. Millom ecology) or employability (e.g. Duke of Edinburgh Award). More details about enrichment can be found on our website.

Intake and Recruitment

Three primary schools in the town provide 60% of the fully comprehensive intake, with the remainder drawn from six outlying rural primary schools. The catchment area was extended north following requests from parents to give them the choice to send their children to Millom School.

Facilities and Buildings

The school occupies an attractive site on the edge of Millom looking out onto the Duddon estuary and the Lakeland fells. There are three main parts of the school, comprising the main classroom teaching areas, which are split into defined departmental areas where all the teaching in a specific subject takes place. ICT facilities, including Wifi throughout the school, are provided across the site to provide support in each building. The school site also includes an all-weather pitch which was upgraded this year, extensive grounds for sporting activities with a running track around the field and a leisure centre being built on the school site with a completion date of September 2026. This will include a swimming pool, 4 court sports hall and gym. There is also a custom-built drama studio attached to the main school hall, which has theatre-style facilities, including a sound and lighting system. The school also has its own catering facilities and provides a breaktime and lunch service for its students and staff.

Organisation and Curriculum

The school's academic organisation is a departmental pattern largely based on National Curriculum subjects but with some additions. The quality of learning and teaching is managed by the four assistant headteachers, whose remit is to work with teaching staff and students to promote good-quality teaching and raise achievement. They visit and observe lessons, provide support and feedback to staff, encourage a diversity of learning and teaching styles and share good practice. The school also has three directors of learning & standards who are responsible for student progress, achievement and behaviour in their respective key stages. In support of students they check on work and homework, track progress and targets, monitor planners, and consult with both students and teachers in order to improve the quality of learning.

The school operates a timetable with 30 x 50-minute periods with four periods in the morning and two in the afternoon. All students take a common curriculum in Key Stage 3. Students are taught in mixed ability groups for most subjects in Key Stage 3 with classes varying based on clusters of subjects. In Key Stage 4 there is a core curriculum of mathematics, English, science, physical education, and personal development, and optional subjects catering for the varied needs of students in response to government guidelines.

Student Support

The student support team's brief is to focus on the pastoral aspects of students' experiences at school, by assisting those who have difficulties in lessons, either with learning or behaviour, or with attendance. They listen and provide advice and support if students have personal difficulties, and work alongside parents and a range of other outside agencies. The team also provides students with information and guidance, helping them plan for the future, and create opportunities in school for students to try new and different activities.

Governance

The school has an active governing body which includes parents, local councillors, business people and residents from Millom and the surrounding area. Members of the senior leadership team are associate governors. There is a slimmed-down committee structure which includes a finance committee who have been commended for their oversight over the school's budget.

What Ofsted said about Millom School (May 2022)

- Staff know pupils and students well. This helps pupils and students to feel safe.
- Pupils have adults in school they can talk to.
- Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND).
- Leaders prepare pupils and students well for their next steps, be that in higher education, further education or the world of work.
- Pupils move around school in a sensible manner and conduct themselves well in lessons.
- Pupils value the opportunities that leaders and staff provide to visit different places. For example, pupils enjoyed recent trips to Wales and Austria. They told inspectors that these trips help them to build trust and independence.
- Leaders have acted quickly to address the weaknesses in the quality of education at the time of the previous inspection. They have designed a broad and ambitious curriculum and have identified the essential knowledge that pupils and students need to learn from Year 7 to Year 13.
- Subject curriculums are coherently planned. This helps pupils and students to build their knowledge over time and they achieve well.
- Students in the sixth form study subjects that are relevant for their next steps.
- Students benefit from bespoke and appropriate support from their teachers.
- Leaders ensure that all pupils, including those with SEND, access the same ambitious curriculum.
- Leaders identify the additional needs of pupils with SEND and provide support to help them.
- Teachers have a detailed knowledge of their subjects. They use their expertise to help pupils with their learning and identify forgotten learning and misconceptions.
- Pupils, including students in the sixth form, can talk about their learning in detail and make links to what they already know.
- Teachers use assessment strategies well to check that pupils learn and remember the intended curriculum.
- Leaders have prioritised reading. They have taken action to encourage more pupils to read widely and often.
- Students in the sixth form value the work they do to support younger pupils with their reading.
- Leaders identify those pupils who are still in the early stages of reading. Staff provide support for this group of pupils to help them to catch up.
- Leaders and governors know the school and local community well.

Summary of Millom School Examination Results

Key Stage 4 Results

Measure	2025	2024	2023
Progress 8		-0.28	-0.5
Attainment 8	4.5	4.1	4.1
%5+ in English and Maths	40.5%	33.3%	34.4%
%4+ in English and Maths	60.8%	62.2%	52.7%
% entered for EBacc	11.4%	2.2%	3.2%
% achieving EBacc at grades 5+	7.6%	1.1%	2.2%
EBacc APS	3.73	3.46	3.34

Post-16 Results

Measure	2025	2024	2023
Attainment A*-E	90%	83%	92%
Attainment A*-B	36%	23%	40%
Average grade A Level	D	D+	C-
Average grade Applied General	Merit+	Merit	Distinction



Millom School Budget

Many schools across the country are facing significant financial challenges and Millom School is no exception.

The expertise of the Governing Body is a strength of the school. It has a highly skilled and experienced finance committee which works closely and cohesively with the leadership team in ensuring that judgements and recommendations are based on sound strategic considerations. The Business Manager is experienced, reliable and effective.

The school has a longstanding historic deficit and has worked hard to achieve in-year balanced budgets without detriment to the curriculum breadth on offer to students. Between 2019 and 2023, the school achieved a budget surplus in 4 out of the 5 years. However, the current financial position is a cumulative deficit of £785,000 and we are forecasting an in-year deficit this year. This is predominantly due to the recent impact of pay rises, the high proportion of experienced staff, national insurance contributions and utilities.

The committee and Business Manager have been proactive in seeking external support with the budget which resulted in an SRMA visit in March and April this year. The report was received at the end of June. The Business Manager and the committee have worked together to identify savings that can be made based on the SRMA's recommendations.

Interested potential applicants need to be reassured that the local authority is fully aware of the school's budget situation. There will be an opportunity to discuss this with the chair of the governing body and the chair of the finance committee.



Headteacher's Job Description

This job description reflects the **Headteachers' standards 2020**

The appointment is subject to the current conditions of employment of headteachers, contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation. In carrying out his/her duties, the headteacher will consult, where appropriate, with the Local Authority, the governing body, the staff of the school, the pupils and the parents/carers of the pupils.

The [teachers' standards](#) (2011, as amended), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for headteachers are built.

Headteachers, like other teachers, are expected to meet the teachers' standards. The headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the **Seven Principles of Public Life** at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils

- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Headteachers' standards

1. School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading

- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care

- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Person Specification

The following criteria will be used when assessing the suitability of applicants:

	Essential	Desirable	Method of Assessment
Qualifications	• QTS • Degree	• NPQH • Recognised management qualification.	• Application form • Letter of application • Reference • Interview
Experience	• Recent senior leadership experience • A proven record of highly effective strategic leadership and management. • Experience of OFSTED inspections and pre- and post-inspection planning. • Clear understanding of national and local developments. • The ability to lead the school in developing a stimulating and innovative curriculum. • Commitment to own continuous learning • Knowledge and application of best practice in safeguarding	• Experience in a range of schools. • Experience of working collaboratively with other schools and organisations	• Application form • Letter of application • Reference • Interview
Leading and managing the organisation	• Experience of budget planning and management at whole school or department levels • Ability to interpret and implement new legislation, policies and directives. • Excellent oral, written communication and negotiation skills. • Possessing a sound educational philosophy with the ability to translate it to practice.	• Experience of strategically leading on school- focused issues, including budget planning and management.	• Reference • Interview • Letter of application
Professional Skills and abilities	• A very good, positive and enthusiastic teacher.	• Ability to develop successful partnerships with	• Letter of application • Interview

	• Committed to social justice, equality and diversity, and to maintaining good relationships with all stakeholders and the community. • Ability to persevere with optimism particularly in times of uncertainty. • Prepared to hold others to account and be personally accountable. • Ability to inspire others with high -quality interpersonal skills and a reputation for integrity. • Understanding of the range of data available on school performance and how to use it to drive continuous improvement •	parents, carers, families and enhance community links • Strategies to improve outcomes for all learners, including SEND and disadvantaged • Knowledge of curriculum development to meet the needs of all pupils	• Reference
Personal qualities	• A good sense of humour and emotional resilience. • A positive role model for students and staff. • Enthusiastic, dedicated and adaptable. • Ability to arrange own workload and monitor the workload of others to allow an appropriate work/life balance.		• Reference • Interview