



HEADTEACHER APPLICATION PACK



Shipston High School

LEARNING **RESPECT** AMBITION **ACHIEVEMENT**



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Chair's Welcome

Thank you for your interest in the vital role of Head Teacher at Shipston High School, a successful 11-16 co-educational academy with 534 students currently on roll. Both the outgoing Head Teacher and his predecessor served the school for almost a decade each. While such longevity is not an expectation, it reflects the strength of the school's community and its shared commitment to growth and improvement. This commitment is clearly demonstrated through recent investment in new buildings and facilities.

The school is the only secondary school in the town of Shipston-on-Stour. As such, it plays a central role for local families, as well as those from the surrounding area. The school is located south of Stratford-upon-Avon, on the edge of the Cotswolds. This is an increasingly popular area in which to live and work, with a growing and engaged community.

My fellow governors and I are seeking to appoint an exceptional Head Teacher to lead the school into its next phase.

The successful candidate will be deeply committed to providing an excellent education for every student and will have the passion and credibility to inspire, challenge, and motivate staff, students, and the wider community. In return, the new Head Teacher will have the opportunity to further develop their own career while working alongside a dedicated and talented staff team and a highly supportive and experienced Governing Body. Together, we believe we can take the school to the 'next level'; we trust you do too.

We hope you are inspired by both the opportunities this role presents and that you will consider applying. We strongly encourage you to visit the school to experience first-hand the potential of our community. After all, education is not simply a paper exercise.

I look forward to your application.

Paul Chapman
Chair of Governors



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AMBITION ACHIEVEMENT

About Shipston High School

Nestled in the market town of Shipston-on-Stour, it has long been shaped by the rhythm of its community and the changing needs of young people growing up on the edge of the Cotswolds. Its story is not one of grand foundations or famous benefactors, but of steady growth, adaptability, and a strong sense of local identity.



The school emerged in the twentieth century as part of a national drive to expand secondary education, reflecting a growing belief that every child deserved opportunities beyond the basics of the classroom. From its early days, Shipston High School served families from the town and surrounding villages, drawing together pupils from rural Warwickshire and the northern Cotswolds. This mix gave the school a distinctive character: rooted in tradition, yet open to new ideas.

As education changed, so did the school. Educational reforms, comprehensive education, and evolving curricula all left their mark. New buildings and facilities appeared over time, mirroring shifts in teaching methods and expectations. Science labs, technology rooms, sports spaces, and creative arts facilities reflected a broader understanding of what education should offer—preparing students not just for exams, but for life beyond school.

What truly defines Shipston High School, however, has always been its people. Generations of teachers have built a reputation for knowing their pupils well, valuing both academic progress and personal development. Former students often recall a school where staff were supportive yet held high expectations, and where opportunities in sports, music, drama, and community service were encouraged alongside classroom learning.

The school's relationship with Shipston-on-Stour has remained central to its identity. Local events, partnerships with primary schools, and links with businesses and organisations have reinforced the sense that the school is part of something larger than itself. Pupils have been encouraged to see themselves as active citizens, with responsibilities to their community as well as ambitions for the future.

In recent years, Shipston High School has continued to evolve, responding to new challenges in education, technology, and student wellbeing. While the tools and terminology may have changed, the underlying purpose has remained remarkably consistent: to provide a safe, ambitious, and supportive environment where young people can discover who they are and what they might become.

From modest beginnings to a modern secondary school, Shipston High School's history is one of continuity and change—firmly rooted in its past, yet always looking ahead.

Our Mission

“The mission of Shipston High School is to prepare young people to play an active part in society by providing them with the exceptional skills, qualifications and attitudes that will benefit themselves and others, locally, nationally and internationally.”

High Achieving – Student Centred

Our Values

Our four principle values underpin our vision and mission. These are:

Learning Respect Ambition Achievement

Our Vision

A school offering an outstanding education where: All students make exceptional progress, becoming fully equipped for life; professionally, personally and as members of the community.

Our vision is for a school that is:

- **Growing** – As a school of good reputation in a thriving area, we will provide sufficient capacity to meet local needs (forecast to be 750 places by 2027); enhancing both our school and the local community.
- **Outward facing** – We will collaborate widely and openly with schools and community partners to develop our provision and share our expertise.
- **Modern** – Shipston High School will develop its physical environment to provide a contemporary and relevant resource for the community; a 21st-century learning space.
- **Exceptional** – Targeting excellence in all aspects of school provision, to provide an outstanding education for our students.



Our Strategic Direction

A Vision for Sustained Excellence

The 2025-26 School Development Plan sets out four clear priorities that reflect a commitment to continued improvement and long-term growth. While addressing the immediate needs of the current academic year, the plan is rooted in a wider vision to take the school to the next level. It is driven by a passion for excellence, inclusion, and sustainability, ensuring that all students benefit from high-quality education and that the school continues to strengthen its impact within the community.

Improve Academic Outcomes for All Students

The plan prioritises raising GCSE outcomes through consistently high-quality teaching. Key actions include embedding the “Shipston Way” teaching framework, strengthening quality assurance across departments, and developing adaptive teaching practices. Staff training, coaching, and engagement with external professional development will support sustained improvements in classroom practice and curriculum delivery.

Inclusion: Consistent Curriculum & Pedagogy

A strong focus is placed on inclusion through a coherent, well-sequenced curriculum and consistent pedagogical approaches. The school is committed to ensuring all learners, particularly those with additional needs, can access ambitious learning. This includes refining curriculum plans, strengthening SEND provision, and embedding adaptive strategies across all subjects.

Improve Student Attendance

Attendance improvement remains a key priority, supported by clear systems to identify and support students at risk of persistent absence. Early intervention, strong communication with families, and consistent expectations will ensure students are present, engaged, and ready to learn.

Increase Student Numbers

The school aims to grow student numbers by strengthening its reputation and community engagement. Promoting the school’s curriculum offer, improving transitions, and ensuring a positive student experience will support retention, recruitment, and long-term sustainability.

In addition, behaviour, historically a strength of the school, has become less consistent and is currently a focus during our interim leadership period.



Our Students

Students at Shipston High School benefit from a rich, inclusive and aspirational educational experience that supports both academic success and personal development. The school's vibrant community is characterised by positive relationships, high expectations and a strong commitment to helping every pupil fulfil their potential.

The curriculum at Shipston High School is broad, balanced and carefully designed to meet the needs, interests and ambitions of all learners. Students study a wide range of subjects across the arts, humanities, sciences and technologies, alongside a strong focus on literacy, numeracy and digital skills. As pupils progress through the school, they are offered meaningful choices that allow them to pursue their strengths and interests, while maintaining access to core academic learning. High-quality teaching encourages curiosity, independence and resilience, preparing students well for the next stage of their education and for life beyond school.

Learning extends well beyond the classroom through a wide-ranging programme of enrichment activities, educational visits and extra-curricular clubs. Students are encouraged to develop leadership, teamwork and confidence by participating in music, drama, debating, STEM activities and community projects. These opportunities play a vital role in developing well-rounded, socially responsible young people who are ready to contribute positively to society.

Sport is integral to the life of the school, with a full range of opportunities available for students of all abilities. Through a comprehensive physical education programme and an extensive extra-curricular offer, students can participate in team and individual sports including football, rugby, netball, hockey, athletics, cricket, gymnastics and fitness activities. Competitive fixtures, tournaments and leadership opportunities promote teamwork, resilience and healthy lifestyles, while inclusive provision ensures that every student can enjoy being active.





Students: Inclusion and destinations

Inclusion

Shipston High School is proud of its inclusive ethos and the strong support provided for pupils with special educational needs and/or disabilities (SEND). The school works closely with students, families and external agencies to ensure that individual needs are identified early and supported effectively. Tailored interventions, adaptive teaching strategies and pastoral care enable pupils with SEND to access the curriculum, build confidence and make strong progress. The emphasis on inclusion ensures that all students feel valued, supported and able to succeed alongside their peers.

Inclusion Data

	Students	Percentage(%)
SEND Support (K coded)	37	6.99%
EHCP (E coded)	9	1.70%
PP	129	24.39%
FSM	125	23.63%
EAL	7	1.32%

Destinations

Post-16 destinations for Shipston High School students reflect the school's commitment to ambition and choice. Students progress to a wide range of education, training and employment pathways, including sixth forms, further education colleges, apprenticeships and vocational training. Many go on to study A levels, technical qualifications or specialist courses, while others move directly into employment with training. Strong careers guidance and employer engagement ensure that students are well informed, confident and prepared for their next steps.

Together, these opportunities ensure that students leave as capable, confident and well-rounded individuals, ready to succeed in an ever-changing world.



Performance Data



The data that follows is a comparison of key performance indicators over the past three years.

Progress 8:

	2022 - 2023	2023-2024	2024-2025
Banding:	Average	Average	N/A
Score:	-0.07	-0.12	-0.16 (estimated)
Confidence interval:	-0.33 to 0.19	0.38 - 0.15.	N/A

Attainment 8

	2023 final	2024 final	2025 provisional
Shipston High School	47.3	46.5	43.9
Local authority state-funded schools*	48.5	47.5	47.9
England state-funded schools	46.3	45.9	45.9

Attainment 8 - Disadvantaged pupils

	2023 final	2024 final	2025 provisional
Shipston School disadvantaged pupils.	38.1	33.8	24.1
Local authority state-funded schools (non-disadvantaged) pupils	52.5	51.9	52.7
England state-funded schools (non-disadvantaged) pupils	50.3	50	50.3

Percentage achieving grade 5 or above in English and maths

	2023 final	2024 final	2025 provisional
School	48.7%	51.8%	43.7%
Local authority state-funded schools	49.2%.	48.6%	49.6%
England state-funded schools	45.3%	45.9%	45.2%

Percentage achieving grade 4 or above in English and maths

	2023 final	2024 final	2025 provisional
School	69.2%	64.9%	70.6%
Local authority state-funded schools	68.8%	67.0%	67.2%
England state-funded schools	65.1%	65.0%	64.5%

EBacc - Average points

	2023 final	2024 final	2025 provisional
School	4.16	4.05	3.75 (28.6%)
Local authority state-funded schools.	4.22.	4.21	4.27 (42.3%)
England state-funded schools	4.05	4.07	4.08 (40.5%)

*Warwickshire LA state-funded schools include four selective grammar schools.

Staffing Structures

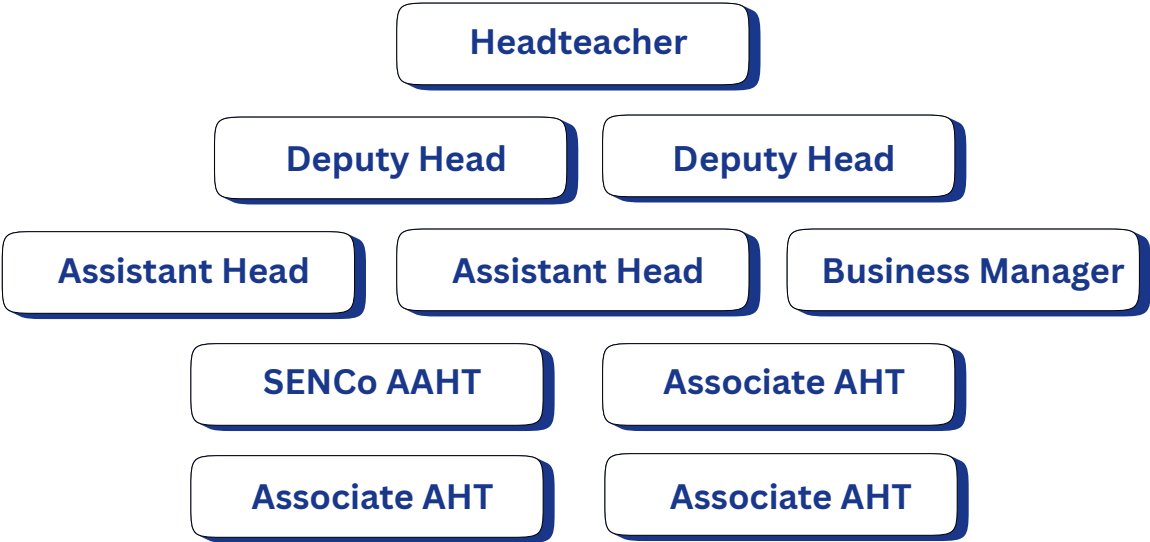
Shipston High School benefits from a staff professional staff body consisting of teaching staff, administrative and support staff.

The full-time equivalent of teaching staff numbers 36 (FTE). Teaching staff are appointed to their subject specialism. These range from the core subjects of English, maths and science to include the humanities, art, music, design technology, PSHE, MFL and PE at Key Stage 3. At Key Stage 4, teaching staff contribute to the delivery of additional subjects, including Drama, Textiles, Business Studies and Health and Social Care.

Administrative and support staff number 18 (FTE). Together, these include the office team, the site team, the IT team and a small team of teaching assistants.

Senior Leadership Team Structure

The School’s current senior leadership team is made up of the headteacher, two deputy headteachers, two assistant headteachers, the business manager and four associate assistant headteachers, including the SENDCo, and heads of the three core subjects, English, maths and science.



SLT Roles and Responsibilities

Deputy Headteacher – Curriculum

- Line management of Heads of Department and academic coordinators (Literacy & Careers)
- Deputise for Headteacher
- Curriculum leadership: policy, content, and structure
- Quality assurance from curriculum planning to implementation
- Curriculum access and inclusion
- Outcomes including Progress 8
- Options process, exams, reporting to parents, and calendar
- Staff appraisal, duty teams, communications, and super curriculum

Deputy Headteacher – Standards & Culture

- Line management of Heads of Department and academic coordinators (ITT)
- Deputise for Headteacher
- Teaching and learning leadership
- Pedagogy, adaptive teaching, and inclusion
- CPD, new staff induction, and ITT
- Quality assurance of teaching and assessment impact
- Leadership development and staff support
- EDI, community, culture, ethos, and wellbeing
- Alliance liaison

Assistant Headteacher – Pastoral

- Line management of the pastoral team
- Designated Safeguarding Lead (DSL)
- Attendance and behaviour for learning
- Student engagement and pastoral systems
- House system, assemblies, rewards, and FAP

Assistant Headteacher – Data & Interventions

- Line management of Heads of Department for data and analysis
- Performance data cycle and pupil group achievement
- Interventions coordination and catch-up funding
- Timetable leadership and RADY project lead

Business Manager

- Line management of site, catering, finance, ICT, admin, and outsourced staff
- Finance and budget management
- Human resources and marketing
- Health & Safety and site development
- Lettings and Single Central Record

Associate Assistant Headteachers

– SENCo

– Head of Maths

– Head of English

– Head of Science

Our Facilities

Over the past four years, Shipston High School has been part of a significant capital development programme combining internal refurbishments, creation of specialist teaching spaces, and a major expansion to increase capacity and improve sports and general facilities. The project cost approximately £12.7 million in total, with costs rising above the original £10.5 million allocation due to inflation and construction challenges.

In 2022, Warwickshire County Council approved the major expansion and refurbishment programme for Shipston High School aimed at increasing capacity by one form of entry, from a PAN of 120 to a PAN of 150, and providing improved facilities to support that growth. The expansion scheme included remodelling existing buildings, additional classroom space and a new sports hall with changing and storage facilities.

Throughout 2023 and 2024 and into early 2025 the school underwent phased internal refurbishment while remaining fully operational. Improvements included the remodelling of existing rooms and specialist spaces, particularly:

- Six new science laboratories equipped with modern worktops, integrated Bunsen burners, fume cupboards and appropriate safety systems.
- Upgraded teaching spaces for design & technology, graphics, textiles and food technology.
- Enhanced mechanical and ventilation systems to meet current standards.
- A new electrical hub was also installed to support further developments, such as a new school hall.

The full expansion—including the sports hall and all additional facilities—is scheduled for completion by September 2026.



Financial Resources

As a single academy trust, Shipston High School is a company limited by guarantee. It meets the regulatory requirements for an annual audit and the publication of its accounts. The last published full set of accounts covers the academic year 2023 - 2024. The key headline figures contained within these accounts are set out below:

Financial Accounts: 2023 - 2024

These sums reflect the restricted and unrestricted funds from the 2024 accounts. For clarity, the restricted fixed asset funds (valuation and depreciation of fixed assets such as buildings) have not been included.

Income

Unrestricted:	£249,00
Restricted:	£4,207,000
Total Income:	£4,456,000

Expenditure

Unrestricted:	£82,000
Restricted:	£4,245,00
Total Expenditure:	£4,327,000

Carry Forward

Unrestricted:	£663,000
Restricted:	£41,000
Total Carry forward:	£704,000

Budget and Forecast: 2025 - 26

The school started this academic year with an anticipated total carry forward of circa. £700,000 and set a budget aimed at achieving a break-even position for the year. That is, a budget was agreed, aimed at ensuring the school continued to meet its in-year expenditure with its annual income, thus maintaining the significant carry forward needed to navigate the impact of reduced income as a result of reduced student numbers over the next two years.

The school closely monitors its financial position through a review of the monthly management accounts, which provide a clear position on the actual expenditure against that budgeted and offers a forecast on the end of year position.

The latest management accounts will be made available on request to all shortlisted applicants.



Three Rivers Alliance

The Three Rivers Alliance is a collaborative partnership formed between five secondary schools with the shared purpose of enhancing the quality of education and enriching the experiences of students across the local area. Established to combine the strengths of partnership working with the autonomy of individual schools, the Alliance seeks to deliver many of the benefits associated with formalised structures such as Multi-Academy Trusts, while avoiding unnecessary bureaucratic complexity.



The Alliance was formed in 2024 and comprises Shipston High School, Alcester Academy, Stratford Girls' Grammar School, King Edward VI Grammar School, and Alcester Grammar School.



Together, we work collectively to share best practice, pool expertise, and develop capacity while respecting each institution's distinctive ethos and context.

The Alliance is underpinned by a clear set of shared aims. Central to our work is a commitment to enhancing student learning by widening access to opportunities that may not be available within a single school setting.

Through collaboration, the Alliance seeks to increase student engagement with a broader range of people, perspectives and experiences, while fostering curiosity, aspiration and ambition.

Personal development is a key priority, supported through joint extra-curricular and enrichment activities that promote confidence, leadership and resilience. Alongside this, the Alliance is strongly focused on staff development, recognising that high-quality professional learning and clear career progression pathways are essential to sustaining educational excellence.

By sharing and pooling expertise, the Alliance also aims to strengthen each school's capacity for improvement and to build collective capability to support other schools beyond the partnership.

Ofsted Inspection Report Summary 2023



Overall Effectiveness: Good

Shipston High School was judged to be a good school at its July 2023 inspection. Inspectors found that leaders have a clear and ambitious vision for continued improvement and that pupils achieve well across a broad curriculum. The school has maintained its good standards since the previous inspection.

What is it like to attend this school?

Pupils are at the heart of school life at Shipston High School. They demonstrate the school's values of learning, respect, ambition and achievement through positive attitudes and mature behaviour. Relationships between staff and pupils are strong, and pupils feel safe, happy and well cared for. Learning is highly valued, with pupils taking pride in their work and achievements.

Leaders have designed a broad, balanced and ambitious curriculum that meets the needs of pupils. Subject leaders clearly identify the knowledge and skills pupils need, and teachers have strong subject knowledge. As a result, pupils build their learning effectively over time.

The house system supports pupils' sense of belonging, while opportunities such as debating topical issues, taking part in sport and engineering activities, and contributing to community work broaden pupils' experiences. Older pupils can take on leadership roles, including becoming prefects.

Behaviour is generally positive, with improved attendance and falling persistent absence. Some variation in behaviour management between classrooms was identified, though systems are clear and understood.

The personal development programme is well planned and supports pupils' spiritual, moral, social and cultural development. Pupils receive age-appropriate relationships and safety education, as well as strong, impartial careers guidance from Year 7 onwards.

Leadership and governance are effective. Governors provide appropriate challenge and support, and leaders are mindful of staff workload. Leaders recognise the need to improve communication with parents about pupils' progress.

Safeguarding arrangements are effective. Staff are well trained, pupils feel safe, and leaders work closely with external agencies to protect pupils at risk.

What does it need to do better?

- Address inconsistency in the support for pupils with SEND who do not have an EHC plan, through further training and development.
- Strengthen systems to identify pupils who need reading support.

Headteacher role and expectations

The successful candidate will be an ambitious and values-driven leader, deeply committed to securing an exceptional education for every young person at Shipston High School. They will bring the vision, energy, and professional credibility to inspire confidence and enthusiasm across the whole school community, motivating staff and students alike to aspire, achieve, and excel. With a strong moral purpose and a clear strategic focus, the new Head Teacher will lead with integrity, provide constructive challenge, and foster a culture of high expectations, continuous improvement, and opportunity for all.

Central to this role is a clear commitment to positioning the school at the heart of its community. The successful candidate will actively promote strong and purposeful links with parents, local organisations, and wider partners, ensuring Shipston High School plays a leading and positive role within the community it serves.

In return, this role offers an outstanding opportunity to further develop a senior leadership career within a school that is proud of its ethos, achievements, and future potential. The successful candidate will work in close partnership with a committed and dedicated staff team, as well as a supportive, experienced, and aspirational Governing Body. A willingness to work collaboratively with Governors is essential, contributing openly and professionally to shared strategic leadership and accountability.

Together, we are confident that Shipston High School is ready to move to the next stage of its journey, and we are seeking a Head Teacher who shares our belief in what is possible and has the drive, ambition, and determination to help make it happen.



Job description - Part A

This job description reflects the Headteachers' Standards (2020). These standards are built upon The Teaching Standards (2012), which apply to all teachers, including Headteachers.

The Head Teacher is expected to abide by the latest set of Standards.

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, including that of the Department for Education and in the terms of the National Society contract. In carrying out their duties, the Headteacher shall consult, where appropriate, with the Local Authority, the Governing Board, the staff of the school, its pupils and the parents of its pupils.

A The Core Purpose of the Head Teacher

- The Head Teacher is the key post in the School, and as such is chiefly responsible for creating, inspiring and embedding a culture in the school where all members of the School Community are able to achieve their full potential.
- As the lead professional in the school, the Head Teacher is accountable to the Governing Board - who together with the Headteacher - will develop the School's vision, leadership and direction for the school.
- It is then the responsibility of the Head Teacher to ensure that the School is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation, and administration of the school.
- The Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships.

B Ethics and professional conduct

The Head Teacher is expected to demonstrate consistently high standards of principled and professional conduct. The Head Teacher is expected to meet the teachers' standards and be responsible for providing the conditions in which all teachers can fulfil them.

Headteachers must 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, openness, integrity, honesty, objectivity, leadership, and accountability.

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

- 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

Job Description - Parts B & C

- 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 students
- 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 an 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

C Head Teacher Standards

1. School culture:

- 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:

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

Job Description - Part C (4 - 7)

4. Behaviour:

- 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 high behavioural standards

5. Additional and special educational needs and disabilities:

- 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:

- 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:

- 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

Job Description - Part C (8-11)

8. Continuous school improvement:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness as a church school, 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, including improving performance against the SIAMS criteria

9. Working in partnership:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit the school to work successfully with other schools and organisations in a climate of mutual challenge and support

10. Governance and accountability:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationships 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

11. Safeguarding:

The Head Teacher will be required to safeguard and promote the welfare of children and young people. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at present only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteacher



Person Specification - Part 1

Criteria	Essential	Desirable	Evidence
Qualifications	Qualified Teacher Status (QTS)	NPQH or equivalent leadership qualification	Application form; certificates
	Honours degree or equivalent	Postgraduate qualification in education or leadership	Application form
Leadership & Management Experience	Successful senior leadership experience in a secondary school (e.g. Deputy or Headteacher)	Headship experience in an 11–16 setting	Application form; references
	Proven track record of strategic leadership and school improvement	Experience of leading a school through inspection or significant change	Application form; interview
Educational Vision & Strategy	Clear, compelling vision for high-quality secondary education	Experience of developing a distinctive school ethos or specialism	Application form; presentation
	Ability to set and deliver strategic priorities aligned to national and local agendas	Involvement in system leadership or partnership work	Interview; references
Finance & Resources	Experience of managing budgets and resources effectively	Responsibility for whole-school financial planning	Application form; interview
Teaching & Learning	Extensive knowledge of effective teaching, learning and assessment in secondary education	Experience of curriculum innovation at KS3 and KS4	Application form; interview
	Commitment to raising achievement for all pupils	Understanding of post-16 pathways and progression	Interview

Person Specification - Part 2

Criteria	Essential	Desirable	Evidence
Curriculum & Standards	Strong understanding of the secondary curriculum, including GCSEs	Experience of curriculum redesign or reform	Application form; interview
	Proven impact on improving outcomes and progress	Experience of leading examination success across subjects	Data review; references
Inclusion & Safeguarding	Strong commitment to equality, diversity and inclusion	Experience of leading SEND or inclusion strategy	Application form; interview
	Thorough understanding of safeguarding and child protection	DSL training or equivalent	Application form; certificates
Behaviour, Ethos & Pastoral Care	Ability to create a positive, inclusive and disciplined school culture	Experience of implementing whole-school behaviour systems	Interview; references
	Commitment to student wellbeing and personal development	Experience of mental health or wellbeing initiatives	Interview
Staff Leadership & Development	Ability to inspire, motivate and hold staff to account	Coaching or mentoring qualification	Application form; interview
	Experience of performance management and professional development	Experience of leading large or diverse staff teams	References
Governance & Accountability	Experience of working effectively with governors	Experience of reporting to multi-academy trust boards	Application form; interview
	Understanding of accountability frameworks (Ofsted, performance data)	Experience as an Ofsted inspector or nominee	Interview

Person Specification - Part 3

Criteria	Essential	Desirable	Evidence
Partnerships & Community	Ability to build strong relationships with parents, carers and external partners	Experience of community engagement projects	Application form; interview
	Commitment to collaboration with other schools and agencies	Experience of local or national education networks	Interview
Personal Qualities	Integrity, resilience and strong moral purpose	Experience of leadership coaching or supervision	Interview; references; psychometric assessment
	Excellent communication and interpersonal skills	Public speaking or media experience	Interview
Commitment & Values	Commitment to safeguarding and promoting the welfare of children		Application form; interview
	Willingness to uphold and promote the school's values and ethos		Interview
Health & Compliance	Ability to meet the physical and mental demands of the role		Occupational health
	Enhanced DBS clearance		DBS check



Application process

Job Overview

Post: Headteacher
Salary: L18 – L31: £78,702 - £107,131
Job Type: Full Time, Permanent
Responsible to: Chair of Governors
Start Date: 01 September 2026
Apply by: 10.00 am Thursday, 12 February 2026
Apply to: Lydia Ernst: Lernst@shipstonhigh.co.uk

School contact details

Shipston High School
Darlingscote Rd
Shipston-on-Stour
Warwickshire
CV36 4DY
01608 661833

Application Process

To apply, please complete the Shipston High School Application Form and send it to **Lydia Ernst**, accompanied by a supporting letter setting out your suitability and preparation for this post, including your reasons for applying, personal education philosophy and vision.

Application Deadline

The closing date for applications is **10.00 am on Thursday, 12 February 2026**. Interviews will be held over two days on Thursday, 25 and Friday, 26 February 2026. Shortlisted candidates may be requested to take an ASCL-approved psychometric assessment as part of the interview process.

School Visits

We would love to welcome you to look around the school before the interview days. If you'd like to come and see the school, do please get in touch with us. To arrange a visit, contact Charlotte Daubney cdaubney@shipstonhigh.co.uk or call 01608 661833.

Safeguarding

Shipston High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS disclosure.



Thank you for your interest
We look forward to receiving your application




Ofsted
Good
Provider



LEARNING RESPECT
AMBITION ACHIEVEMENT



Darlingscote Road, Shipston on Stour,
West Midlands CV36 4DY

01608 661833

www.shipstonhigh.co.uk