



Stretford Grammar School

Headteacher Recruitment Pack



www.stretfordgrammar.com



0161 865 2293

Welcome From The Chair of Governors

Thank you for your interest in the role of Headteacher of Stretford Grammar School

Dear Candidate

The Governing Board of Stretford Grammar School is pleased to invite applications for the post of Headteacher, to carry forward the outstanding legacy of Michael Mullins, our much-loved and respected late Headteacher.

Stretford Grammar School is a uniquely diverse and harmonious school with both academically high standards and strong pastoral care. We are a mixed selective foundation school with 957 students, including 152 in the Sixth Form. Our ambitious students demonstrate high levels of care and consideration towards each other and the wider community. We have consistently excellent attendance, across all groups of students. Our core values of aspiration, respect and endeavour, together with our very diverse community and excellent relationships, make Stretford Grammar School a special place to learn and work.



The school has supportive families and an experienced and committed Governing Board who work hard to ensure that every child has the opportunity to follow their dreams and aspirations. We also have a hard-working, highly professional staff body, dedicated to improving the life chances of all our students. Together, we aim to create an environment of academic excellence, innovation and inclusivity, meeting the needs of all students and enabling them all to thrive. We foster a sense of responsibility and encourage awareness of our global contexts. As a high-achieving school, we inspire curiosity and a desire to learn, equipping students with the skills, knowledge and values needed to excel in an ever-changing world. Recently, the school has been selected by the Department for Education as part of their School Rebuilding Programme. Plans have been drawn up for a completely new school to be built on the existing site, for completion by summer 2030.

The Headteacher role at Stretford Grammar School is an extremely exciting opportunity to build upon our well-established achievements and to embrace new ways of delivering an outstanding education. The successful applicant will be a strong, collaborative leader who is passionate about empowering both staff and students to reach ambitious academic and personal goals. If you believe that you have the qualities to fulfil the role of our Headteacher, we would be delighted to hear from you.

To apply for this post, please complete the School Application Form and the Equal Opportunities Form together with your letter of application. This should be no more than 2 sides of typed A4, and should detail how your knowledge and experience meet the requirements of the demanding job description and person specification, and the areas of expertise you would wish to develop further in this role.

If you have enquiries, please contact Jane Bryan, Secondary School Improvement Adviser, on 07580 551130 or email: jane.bryan@trafford.gov.uk

Yours sincerely,
Harry Almond
Chair of Governors





About the School

Our Community

Stretford Grammar School is a vibrant and forward thinking selective secondary school set within 15 acres of green space in Stretford, Trafford. Serving students aged 11–18, including a flourishing Sixth Form, the school benefits from a diverse and dynamic community that enriches every aspect of school life. As a prospective colleague, you will be joining a school with a proud heritage and a deep commitment to nurturing the talents of young people and staff alike.

Aspiration, Endeavour & Respect

Our motto, “Aspirat primo fortuna labori” — success comes to those who strive from the outset — is at the heart of our mission. These values guide behaviour, relationships, and teaching across the school. The values of Aspiration, Endeavour and Respect shape a culture of kindness, effort and pride. Visitors often comment on the warmth, positivity and courteous interactions that define daily life at Stretford Grammar.

We welcome staff who share these values and who wish to grow in a supportive and aspirational environment.



‘Pupils flourish in this warm and welcoming learning environment. It is a place where pupils feel happy and safe.’ Ofsted 2024





A School Steeped in History

Stretford Grammar has a proud history dating back to the 1920s, with the boys' school opening in 1928 and the girls' school established even earlier in 1923. Over nearly a century, it has evolved through significant educational changes while retaining its commitment to excellence and resilience. This history shapes our character today — blending academic tradition with innovation and inclusivity.

A Richly Diverse and Inclusive School

Diversity is one of Stretford Grammar's greatest strengths. Nearly two-thirds of students come from minority ethnic backgrounds, and around 30% have a first language other than English — significantly above the national average. This multicultural community enriches the life of the school and creates an environment where all identities and experiences are valued.

We wholeheartedly encourage applicants from all backgrounds, recognising the strength that diverse voices bring to our students and our staff culture.

'Students have an excellent awareness of other faiths and cultures and demonstrate respect for each other and adults.'
Ofsted 2024





Exceptional Students Who Love to Learn

Ofsted describes Stretford Grammar School as an “inspirational place to learn”, where students — including those with SEND — feel safe, happy, and able to flourish. Students meet exceptionally high expectations for behaviour and academic achievement. They show genuine enthusiasm for learning and demonstrate courtesy and maturity in their interactions with staff and peers.

Working here means working with motivated young people who bring energy, respect, and curiosity to their lessons.

Our Facilities & Learning Environment

Located on spacious and attractive grounds, the school offers modern teaching spaces, specialist STEM facilities, and a range of creative and sporting environments that actively encourage exploration and innovation. These facilities allow staff to deliver high-quality lessons and develop engaging and ambitious learning experiences.

Looking to the future, the school is due to be rebuilt, marking an exciting and transformative phase in its development. This planned rebuild reflects a significant investment in the long-term future of the school, ensuring that staff and students will benefit from a state-of-the-art teaching and learning environment. Colleagues joining us now will be part of shaping this next chapter — helping to imagine, design, and influence what education will look like in brand new facilities.

'The school has a deep-rooted ambition for all pupils to shine academically.'
Ofsted 2024






Life Beyond the Classroom

The extracurricular life of Stretford Grammar is wide-ranging and full of opportunities. Students participate enthusiastically in a range of creative and cultural clubs including the Duke of Edinburgh Award, Debating, Robotics, Choir and Steel Pans, Jewellery Making. Many students also serve as prefects, ambassadors and school parliamentarians, contributing actively to school life.

Staff who choose to lead or support these activities often describe them as some of the most rewarding aspects of their professional experience.

'Pupils flourish in this warm and welcoming learning environment. It is a place where pupils feel happy and safe.'
Ofsted 2024



A young boy in a school uniform is shown in profile, looking towards the right with his right hand raised. He is in a classroom setting with other students and a teacher visible in the background. The background is slightly blurred, focusing attention on the boy.

Academic Achievement & Reputation

Stretford Grammar's academic outcomes consistently exceed national averages and Ofsted's 2024 Inspection reported that the school may be close to an Outstanding judgement due to its exceptional curriculum design, high-quality teaching and strong progress across subjects.

Staff who join us are supported by a collaborative, reflective and ambitious professional culture.

What It's Like to Work at Stretford Grammar

Working at Stretford Grammar means joining a supportive, welcoming and proud professional community. Staff wellbeing is valued, and new colleagues are welcomed into a culture where teamwork, professional dialogue and shared successes are part of daily life.

Parents and carers maintain strong partnerships with the school, enhancing the sense of collective responsibility and contributing to positive outcomes for students.

We warmly encourage applicants from all backgrounds and levels of experience to apply. Your unique perspective and professional identity will strengthen our community and positively impact the lives of our students.

A Culture of Teamwork



'Staff aspire for further continuous improvement. Staff reported a high degree of satisfaction. Parents hold the school in high regard.'
Ofsted 2024



Headteacher Job Description

This job description reflects the Headteachers' Standards (2020). These standards are built upon the Teaching Standards (2011) which apply to all teachers, including Headteachers.

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. In carrying out his/her duties, the Headteacher shall consult, where appropriate, with the Local Authority, the Governing Body, the staff of the school, its pupils and the parents and carers of its pupils.



A. The Core Purpose of the Headteacher

The Headteacher is the prime mover in creating and inspiring the ethos and core values of this school, securing its mission statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and students to achieve their highest potential.

The core purpose of the Headteacher is to provide professional leadership and management for the school within the context of the Local Authority. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils.

The Headteacher is the leading professional in the school. Accountable to the Governing Body, the Headteacher provides vision, leadership and direction for the school and ensures that it 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 with, for example, schools, other services and agencies for children, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, Headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

B. The Three Domains of Headship

Domains

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers.

The standards in section C cover interlinked domains of the headteacher's role all underpinned by the governance and accountability domain.



Culture & Ethos

- school culture
- behaviour
- professional development

Curriculum & Teaching

- teaching
- curriculum and assessment
- additional and special educational needs

Organisational Effectiveness

- organisational management
- school improvement
- working in partnership

C. Ethics & Professional Conduct

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

'The school, including governors, has the full confidence of pupils, staff and parents.'
Ofsted 2024



D. 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

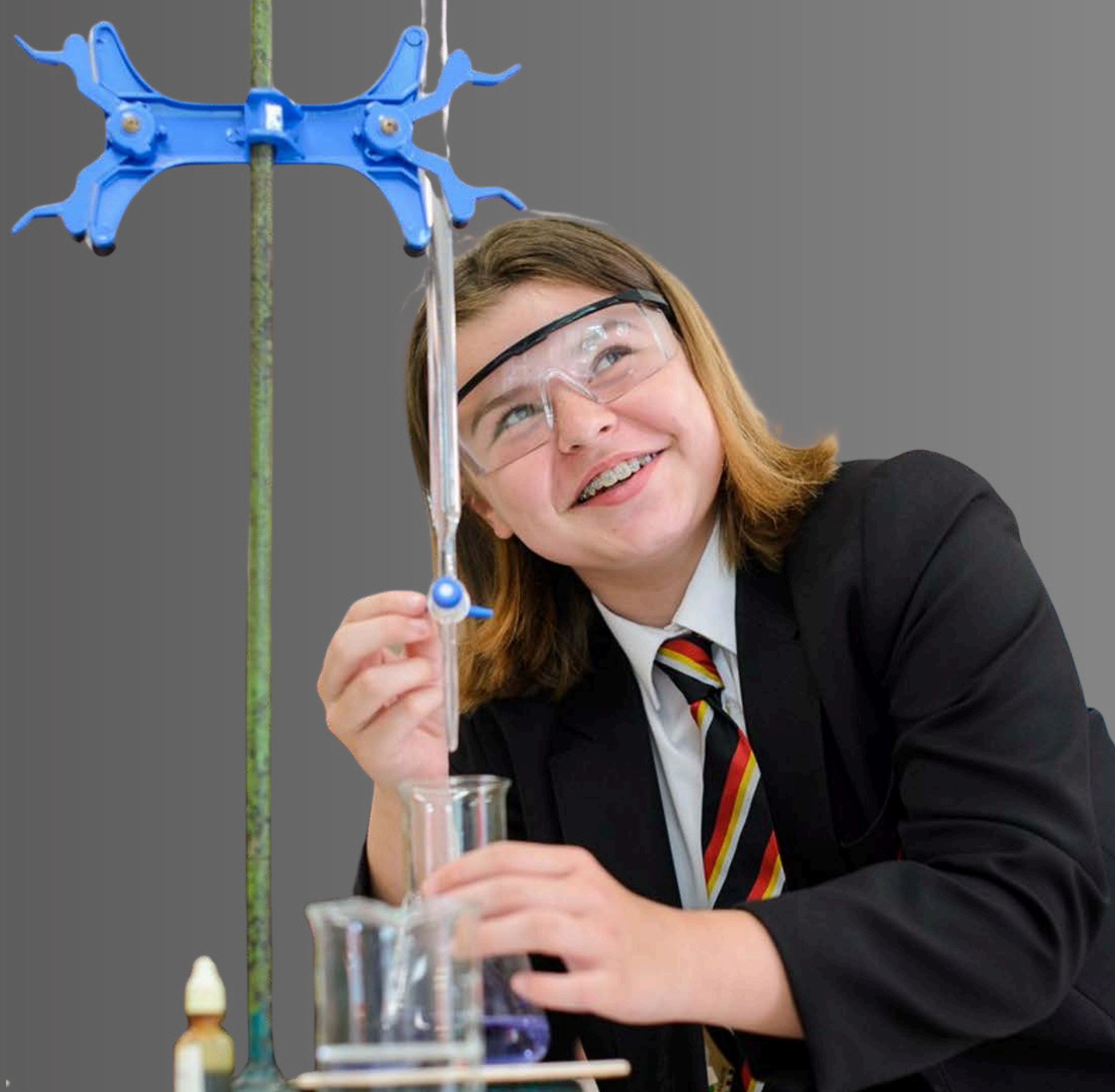
10. Governance and accountability

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

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time 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 Headteachers.

The applicant 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.



Stretford Grammar School - Headteacher Person Specification

E – Essential, D – Desirable

A – application form, covering letter, certificate check, I – interview process

QUALIFICATIONS		
Degree-level qualification	E	A
Qualified Teacher Status	E	A
NPQH or equivalent	D	A
EXPERIENCE		
Experience as a teacher in 11-18 schools	E	A
Experience as a headteacher or deputy headteacher in a secondary school	E	A
Experience of leading effective school self-evaluation and school development planning	E	A, I
Experience of leading successful organisational change which builds on an established school culture	E	A, I
Experience of leading curriculum and assessment	E	A, I
Experience of using performance data to inform school development planning and intervention for all students	E	A, I
Experience of the management of staff performance	E	A, I
Experience in delivering effective staff professional development programmes	D	A, I
Experience of leading improvement in equity, diversity and inclusion across the school community, underpinned by understanding of the barriers facing minoritised or underrepresented groups	E	A, I
Experience of taking practical action to build a diverse staff team and remove barriers to recruitment and progression	D	A, I
Experience of promoting a culture of collaborative working where every member of staff is valued as an essential member of the team	E	A, I
Experience of working in partnership with a Governing Board which both challenges and supports the Senior Leadership Team	E	A, I
Experience of strategic financial planning and budget management	D	A, I
Experience of effective working with a Designated Safeguarding Lead and external agencies, in relation to a range of safeguarding issues	E	A, I
Experience of implementing and evaluating whole-school behaviour management strategies	D	A, I
Experience of building genuine trusting relationships with students, parents and carers, and using these to support student wellbeing, motivation and high standards	E	A, I
Experience of initiating and sustaining meaningful community partnerships	E	A, I

SKILLS and KNOWLEDGE		
Knowledge of national policy and the statutory and legal framework within which a school operates	E	A, I
Knowledge of the financial processes necessary for the management of an 11-18 school	D	A, I
Organisational and project management skills, prioritising and managing time well under pressure in order to meet deadlines	E	A, I
Effective written and oral communication skills for a broad range of audiences and purposes	E	A, I
Knowledge of the curriculum across Key Stages 3-5	E	A, I
An understanding of the changing SEMH needs of both students and staff, including those with SEND, and how to foster an inclusive, nurturing	E	A, I
Knowledge of pathways into aspirational destinations, including competitive universities, institutions and employment settings	D	A, I
Knowledge of innovations in digital teaching and learning strategies	D	A, I
Knowledge of current pedagogical research and classroom practice	E	A, I
Knowledge of processes involved in significant school construction projects	D	A, I
PERSONAL QUALITIES		
Professional and personal integrity	E	A, I
Resilience, optimism and perseverance	E	A, I
Stamina and self-discipline to balance workload and own wellbeing	E	A, I
Confidence in own authority, responsibility and accountability	E	A, I
Willingness to collaborate, listen, and have an open dialogue with colleagues	E	A, I
Reflectiveness and openness to self-improvement	E	A, I
Fairness and sound judgement in ensuring policy and practice are applied consistently at all levels	E	A, I
Strong interpersonal skills and approachable demeanour to establish good professional relationships and sensitively motivate staff and students	E	A, I
Willingness to be present and visible in the school and in the wider community	E	A, I
Commitment to recognising and valuing the individuality of all staff and students	E	A, I
Readiness to hold staff to the highest standards of professional behaviour and to challenge underperformance	E	A, I
Kindness, compassion and empathy in working with students, their families, and staff	E	A, I
Ambition for all students and staff to reach their full potential	E	A, I
Thoroughness in paying attention to details in conjunction with a clear sense of the 'big picture'	E	A, I
Creativity in exploring solutions and approaches	E	A, I
Sense of humour and proportion	E	A, I
Confidentiality and discretion where appropriate alongside transparency when communicating with stakeholders and the school community	E	A, I

How to Apply



Stretford
Grammar School
Aspirat primo fortuna labori

Salary: L25–L35

Start date: January 2027

Closing date for applications: 9am, Monday 14 September 2026

Shortlisting: 16 September 2026

Interviews: 24–25 September 2026

Stretford Grammar School is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, transgender status, religion or belief, marital status, or pregnancy and maternity.

Please return application forms and letters of application by post (address - see right) or email to recruitment@stretfordgrammar.com. Please note that if you have not received a response within three weeks of the closing date then we regret that your application has not been successful on this occasion.

The Governing Board is committed to the safeguarding and welfare of children and young people. It expects all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS check and pre-employment checks in line with Keeping Children Safe in Education.

For an informal, confidential conversation about the role, please contact Jane Bryan, Secondary School Improvement Adviser, via mobile phone **07580551130** or Jane.bryan@trafford.gov.uk
School visits for prospective candidates: 8–10 September 2026 (by appointment). Please contact the school via admin@stretfordgrammar.com



**Stretford Grammar School,
Granby Road, Stretford, Greater
Manchester, M32 8JB**



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