



**Headteacher**

Candidate Information Pack



# Welcome

Message from our Chair of Governors

On behalf of the Governing Body of The King Edmund School, I am delighted to extend a warm welcome to the applicants for the role of Headteacher.

KES, as it is better known to staff and students, is a truly wonderful Ofsted rated 'Good' secondary school and sixth form in Essex.

We are a Single Academy Trust and the Governing Body have no plans to become part of a Multi-Academy Trust. We believe many of our strengths lie in our ability to make autonomous decisions and shape our own future.

Our current Headteacher, Jonathan Osborn, has led the school for approaching fifteen years. The last five years have presented the most extraordinary and sustained period of challenge; none of this was of the school's making. A simple Google search will tell you more, but the hard yards are now completed, and it falls to the right candidate to reap the benefits of the work already undertaken by the Headteacher and the school's senior leaders.

We are seeking to appoint an exceptional Headteacher who will promote a culture of excellence and have the drive and skillset to secure the very best outcomes for our students.

The new Headteacher will lead the school in a new two storey building, opening at the start of the new academic year. This is a huge new building, with 17 general classrooms, Art and Technical rooms alongside new office space, meeting rooms and new school hall. It is a state-of-the-art development and forms part of the Department of Education's Rebuilding Schools for the Future initiative.

And this is just phase one. Phase two begins this year and will redevelop the remainder of the school site over the next few years. You will have the opportunity to guide the implementation of the project, which is already planned, and you will be well supported by a wider team within the school who have worked alongside Kier and the DfE on planning and delivering phase one over the last few years.

We offer you the opportunity to build the brightest future for our school in state-of-the-art modern buildings and with an experienced and dedicated leadership team.

If you have a high moral compass, are a confident and empathetic leader with the right skillset, then we would welcome an application and highly recommend a visit to see firsthand what life is like at KES.

This really is an exciting time to lead the school into the future – we look forward to hearing from you.



# Our Culture

Helping all our students achieve

Our values create a culture that encourages and supports everyone in achieving their Personal Best, while our strong sense of community ensures that everyone feels included at KES.

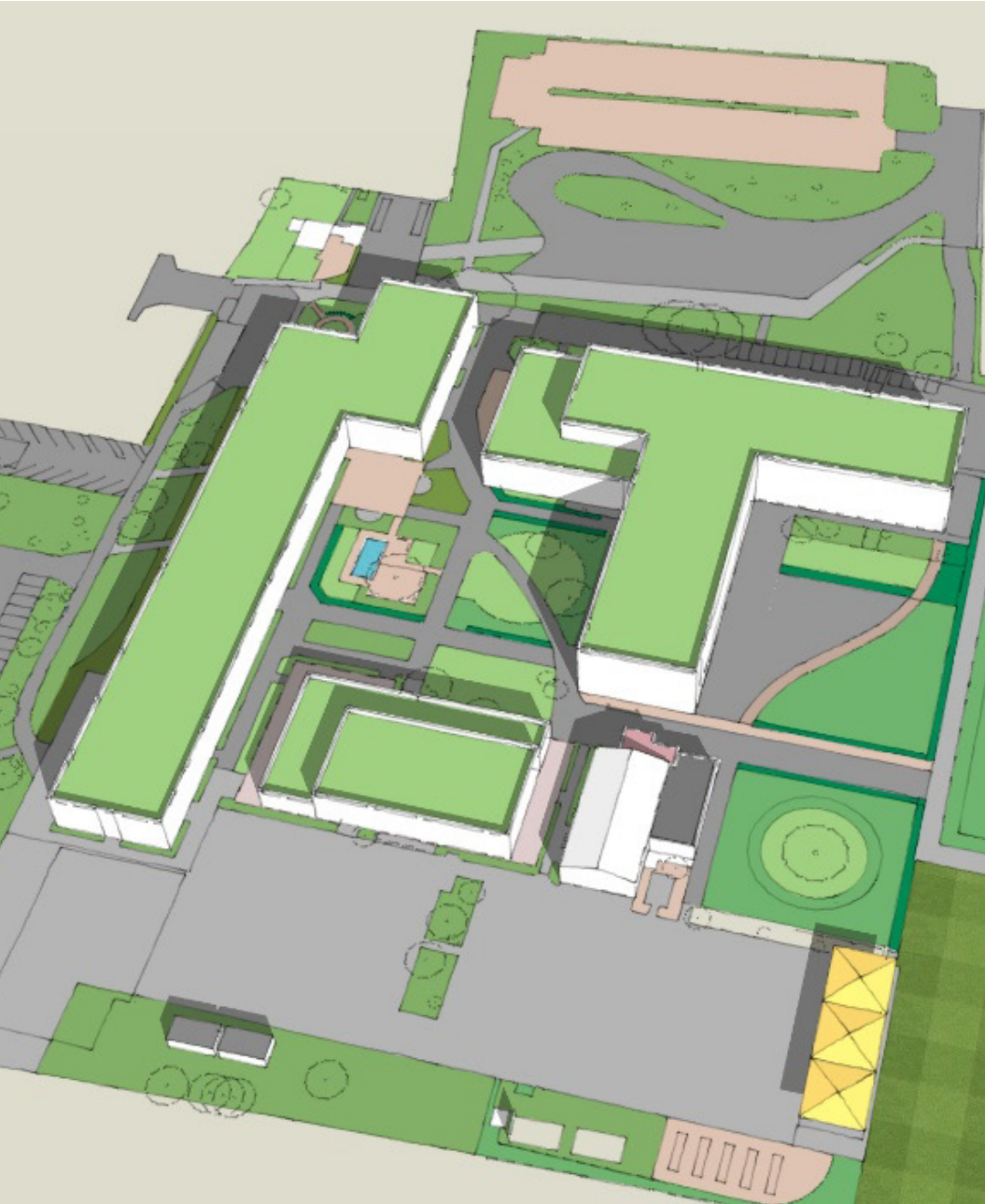
We encourage every student to set high aspirations, inspiring them to dream big and pursue excellence in every aspect of their lives. Our unwavering commitment is to support students in achieving academic success.

Our students and staff treat one another with kindness and respect, celebrating diversity and creating an inclusive environment where every student feels seen, heard, and valued. As a caring and supportive school, we provide a space where every child feels comfortable and safe.

We believe that diversity enriches the learning experience for all, preparing our students for success in an interconnected world.

We take pride in our students' accomplishments, both inside and outside of school, and we encourage them to take pride in themselves and each other.





# Our Priorities

Building a first class school for the future

1

To seek continual improvement in order to enhance student outcomes. By utilising meaningful assessments and relevant data, we aim to support teaching and learning, helping students achieve their Personal Best.

2

To build a culture of high aspirations, rooted in our exceptional school community. With a strong sense of support already in place, we are committed to further developing this culture to inspire and elevate the aspirations of all students, staff, and their families.

3

To increase ownership and accountability among all staff by implementing effective performance management strategies. This approach will foster a culture of responsibility and continuous improvement, ensuring that everyone contributes to the success of our students and school community.

4

To use data and technology to enhance teaching and learning, streamline processes, and create wellbeing opportunities for both staff and students. By using evidence-led strategies, we seek to remove barriers to student engagement and support a more effective, inclusive learning environment.

5

To return to our published admissions number, after falling roll numbers due to several years of building disruption. Our goal is to increase the number of parents selecting our school as their first choice, making us the school of choice within the local community.

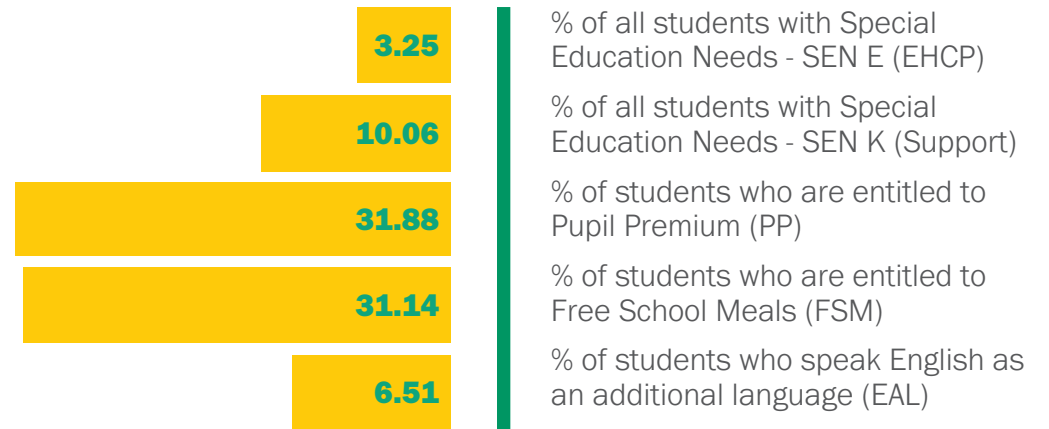
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To focus on the successful launch of our new building, ensuring we make the most of the unique opportunities it offers. Together, let's work towards delivering Phase 2, paving the way for a bright future for both our school and the community.



# Key Facts

School information and statistics



Rated **GOOD**  
in January 2024



Co-educational  
11 - 19 age range



KS3 and KS4  
1,350 PAN with 1,148 on roll



KS5 Sixth Form  
with 204 on roll



School day runs from  
7.55am to 2.10pm



Located in rural  
Rochford, Essex



# About us

Achieve your Personal Best at KES

## KES serves a geographically and socially diverse area in South-East Essex.

A significant number of our students travel by bus to school from outlying areas; we also take a substantial number of students from the unitary authority of Southend.

Students and their families have a wide choice of different schools in the local area, including selective schools, so competition is high for places.

In our last Ofsted report in 2024, KES was awarded 'Good' and our values and ethos were clearly recognised in their findings. Our students learn a well-designed and balanced curriculum that meets their needs and our teachers have strong subject knowledge.

We offer outstanding pastoral care and SEND provision through our extensive pastoral and SEND teams, who are focused on supporting our students to achieve their best results.

We are traditional in our approach to uniform, behaviour and work, but always seek to be very supportive of students and to engage parents in these aspects of school life.

Students are rewarded for their achievements, inside and outside of school, through our House system. Each July we celebrate those that have displayed the most effort and progress over the past year at our Awards

Evening held at the prestigious Cliffs Pavilion in Southend. We also take part in the Jack Petchey Achievement Awards scheme.

Our Sixth Form offers students the choice of A levels, Level 2 and 3 vocational courses, as well as a T level in Education and Early Years.

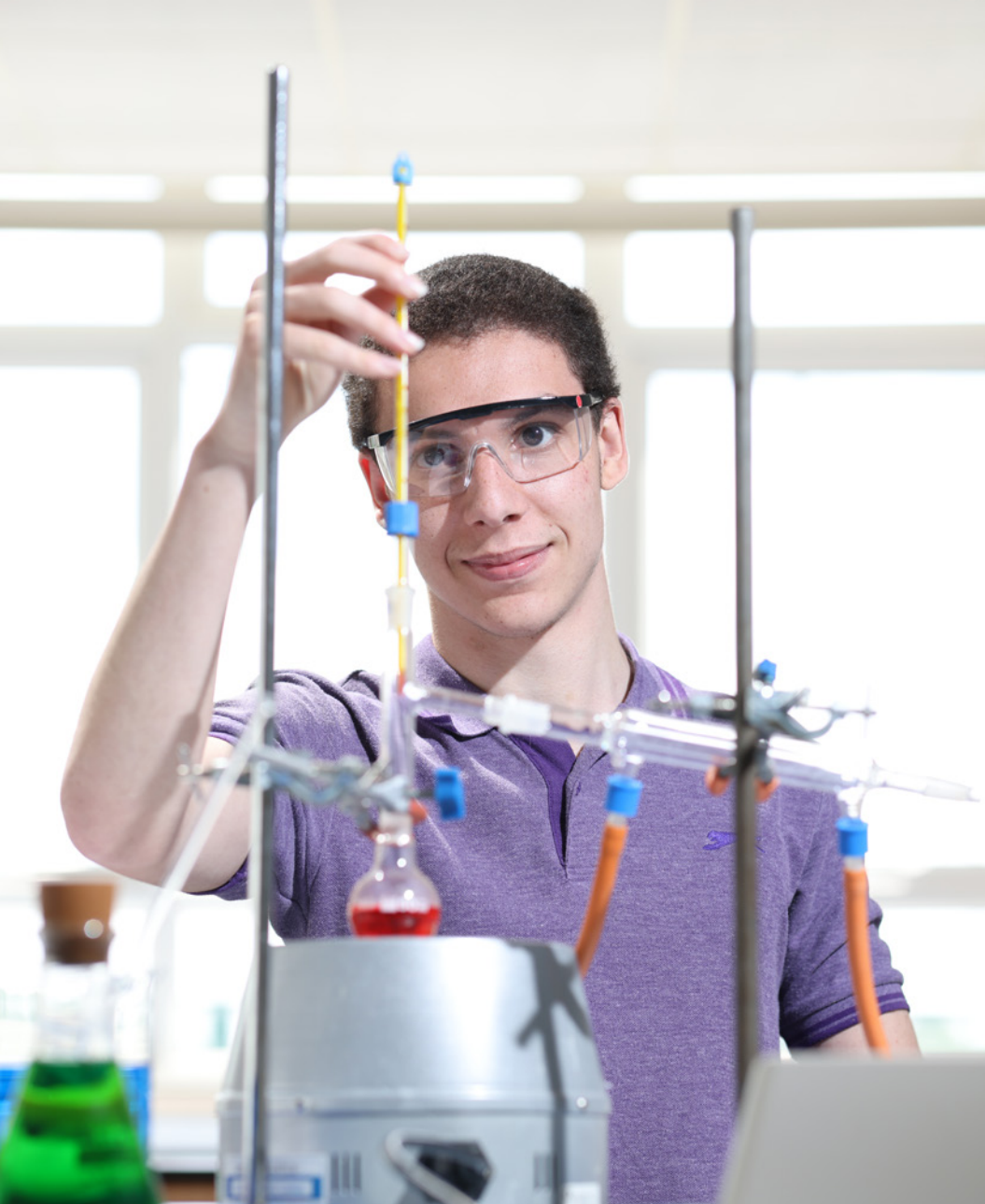
We strive for every student to have high aspirations and we are relentless in our drive to support students to achieve well academically. However, our deeper passion is for all students, regardless of their ability, to reach their full potential.

Our students leave KES ready to embrace the next chapter of their young lives, whether that be studying a degree at a Russell Group university when they leave our Sixth Form, or starting an apprenticeship when they leave at the end of Year 11.

KES has faced significant challenge in recent years, not of the schools own making. Naturally, the uncertainty over buildings issues at the school, which are now addressed, has had an impact on student numbers and exam results.

However, we remain determined to deliver a school that is the number one choice for parents and return to a full student roll and improve outcomes.

In the next academic year, we will have facilities amongst the finest in the country and certainly nothing comparable locally, a huge incentive for students to join our school.



# The Role

Are you the right person for the job?

With a genuine commitment to our vision for the future, the successful candidate will be a highly visible leader within the academy and will establish themselves as a trusted professional in the wider community.

We are seeking a strong and experienced leader who is a strategic thinker, confident in innovating and driving change to improve the school. The ideal candidate will possess excellent communication skills, be empathetic, and empower staff to reach their full potential. With experience in managing performance effectively and improving outcomes, you will be ambitious, inspirational, and dedicated to achieving excellence.

We would ideally like our new Headteacher to start at the beginning of September 2025.

As a Governing Body, we are incredibly proud of our senior leadership team and the dedication they demonstrate every day. You will be joining a close-knit team that brings a wealth of experience, skills, and personal qualities to support you, and who

are eager to embrace change and continuous improvement.

Our Governing Body is actively engaged with the academy's strategic direction. While we will have high expectations for our new Headteacher, we will also offer unwavering support and be mindful of your wellbeing. While we can't promise the role will be easy, we can promise that we'll be with you every step of the way. Our school leadership has a proven ability to manage adversity positively and effectively.

We invite applications from experienced Headteachers with proven success who are eager to take the next step in their careers within a large secondary academy, as well as from talented, ambitious Deputy Headteachers ready to advance in their career.

If, like us, you see the potential in leading a new chapter for the school in a state-of-the-art building, and have the vision, energy, and inspirational leadership to take staff, students, and families along with you, we'd love to hear from you. Please visit the school, get in touch, and consider applying.



# Job Description

## Roles and responsibilities

- Provide vision, leadership and direction for the school in line with our values and ethos
- Ensure the school is managed and organised effectively to meet its aims and targets
- Demonstrate consistently high standards of principled and professional conduct both within and outside of school
- Establish the highest quality of education by effectively managing teaching and learning to realise the potential of all students
- Forge a compelling vision to guide the school to its next stage of development, building on its existing strengths
- Ensure sustainable growth and financial security for the school
- Foster a culture of professionalism across the staff and ensure that all employees are empowered to contribute to the continuous improvement of the school
- Deliver excellent provision across and throughout the curriculum and encourage the development of innovative ways of learning - incorporating research-based approaches and the use of technology, including AI
- Recruit and retain excellent teachers and support staff, and deliver on-going development and training for all staff
- Develop systems to hold all to account and deliver robust performance management to raise standards
- Promote excellence in teaching and learning and use data and benchmarks to monitor progress
- Ensure a culture of high expectations of behaviour for all students and staff, using the school's values as the basis for school policy
- Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities and fulfils its statutory duties regarding the SEND code of practice
- Ensure that systems, processes and policies are developed and implemented to enable the school to operate effectively and efficiently
- Ensure that parents and the wider community are regularly updated with relevant information and highlight successes of the school and its students
- Ensure the policies and procedures relating to safeguarding and safer recruitment are fully implemented and followed by all staff
- Implement rigorous approaches to identifying, managing and mitigating risk

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out above. The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Chair of Governors and after discussion.



A candidate will only be considered for short-listing and move forward in the recruitment process if they meet the initial essential criteria under qualifications, knowledge and experience.

| Criteria  | Essential/<br>Desirable | Application<br>Form | Assessment<br>Stage |
|---|-------------------------|---------------------|---------------------|
| <b>Qualifications, knowledge and experience</b>   |                         |                     |                     |
| Degree and qualified teacher status   | E                       | •                   |                     |
| Experience of teaching in/working with KS3, KS4 and KS5 students  | E                       | •                   |                     |
| Recent and significant school leadership experience as a Headteacher or as a Deputy Headteacher with experience across all areas of school leadership | E                       | •                   | •                   |
| Proven track record of improving outcomes for students  | E                       | •                   | •                   |
| Thorough understanding of Child Protection and Safeguarding and commitment to safeguarding as part of the duty of care                                | E                       | •                   | •                   |
| <b>School culture</b>   |                         |                     |                     |
| Proven knowledge of the wider education context   | E                       | •                   | •                   |
| Proven ability to articulate a clear vision for the future and provide strategic direction for staff, students and the community                      | E                       | •                   | •                   |
| Proven record of inspiring, enabling and motivating others, promoting positive and respectful relationships across the school                         | E                       |                     | •                   |
| Ensures a culture of high professionalism, holding others to account  | E                       |                     | •                   |
| Proven ability to raise the aspirations of students, staff and their families   | E                       |                     | •                   |
| Upholds ambitious educational standards for all students  | E                       |                     | •                   |
| <b>Teaching, curriculum and assessment</b>  |                         |                     |                     |
| Sound understanding of the curriculum and how to ensure this can be effectively accessed by all   | E                       |                     | •                   |
| Continual review and monitor of progress against agreed, measurable targets   | E                       |                     | •                   |
| Absolute commitment to inclusion and to ambitious expectations for all students including those with SEND and higher attainers                        | E                       | •                   | •                   |
| Knowledge and experience of working with children with SEND across the secondary phases   | E                       | •                   | •                   |
| Experience of understanding the needs of young people with challenging behaviours and developing successful management strategies                     | E                       |                     | •                   |

| Criteria  | Essential/<br>Desirable | Application<br>Form | Assessment<br>Stage |
|---|-------------------------|---------------------|---------------------|
| <b>Professional development</b>   |                         |                     |                     |
| Evidence of appropriate and recent career development that is relevant to the role of Headteacher   | E                       | •                   | •                   |
| Has successfully undertaken approved safer recruitment training   | D                       | •                   | •                   |
| Proven track record of prioritising the continued professional development of all staff (including themselves) in the best interests of the individual, the team and the school | E                       | •                   | •                   |
| Proven experience of developing and managing staff through effective performance management processes   | E                       |                     | •                   |
| <b>Organisational management/continuous school improvement</b>  |                         |                     |                     |
| Have had active involvement in effective school self-evaluation and development planning  | E                       | •                   | •                   |
| Have had responsibility for whole school policy development and implementation  | D                       |                     | •                   |
| Commitment to promoting health and safety and the wellbeing of students and staff   | E                       |                     | •                   |
| Skilled at reviewing and analysing key data to develop evidence-informed strategies for school improvement  | E                       |                     | •                   |
| <b>Working in partnership/Governance and accountability</b>   |                         |                     |                     |
| Proven track record of working effectively with stakeholders including governors, school improvement partners, other schools and organisations to improve outcomes for students | D                       | •                   | •                   |
| Understands and welcomes the role of effective governance, upholds their obligation to give account and accept responsibility   | E                       |                     | •                   |
| Experience of managing school finances effectively, understanding their contribution to school development and student outcomes   | D                       |                     | •                   |
| Able to assimilate and manage financial and other data to achieve sound financial decision-making   | D                       |                     | •                   |
| <b>Personal qualities/ethics and professional conduct</b>   |                         |                     |                     |
| Passion for education, coupled with ability and enthusiasm to see every child fulfil their potential  | E                       |                     | •                   |
| Excellent communication skills, including written communication   | E                       | •                   | •                   |
| Visible and approachable, empathetic and enjoys engaging and inspiring students and others  | E                       |                     | •                   |
| Adaptable leadership style, 'hands on' when required, balanced with knowing when and how to delegate effectively  | E                       |                     | •                   |
| Significant capacity for sustained hard work with energy and enthusiasm   | E                       |                     | •                   |
| Demonstrated ability to develop proactive and dynamic strategies that adapt to the evolving needs of the school population  | E                       |                     | •                   |
| Demonstrates consistently high standards of principled and professional conduct, both within and outside school, upholding the Seven Principles of Public Life at all times     | E                       |                     | •                   |
| Upholds fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs       | E                       |                     | •                   |

**Person Spec**  
Do you have what it takes?



# Rochford

Living and working in the local area

Rochford is a town and civil parish in the Rochford District in Essex, England, 3 miles (4.8 km) north of Southend-on-Sea, 43 miles (69 km) from London and 21 miles (34 km) from Chelmsford.

With 65 square miles filled with heritage, culture and unspoilt coastline, the Rochford district is a historical and picturesque place to explore.

Rochford District is located east of London, on a headland between the River Thames and River Crouch, and is bounded to the east by the North Sea. It is easily accessible by train in just 50 minutes direct from London Liverpool Street, and has links to the M25 via the A127.

London Southend Airport is predominantly based within the district, which has land boundaries with Southend, Basildon and Castle Point as well as marine boundaries with Maldon and Chelmsford. There are over twenty scheduled flight destinations within Europe available from London Southend Airport.

Rochford District is a diverse environment characterised by miles of unspoilt, attractive countryside and a rich heritage, including many iconic

and historical buildings, villages and quaint market towns.

Large areas of public open spaces are located close to the towns of Rayleigh, Hockley and Rochford in the west, within the Upper Roach Valley, including Hockley Woods and Cherry Orchard Jubilee Country Park. All of these provide a varied leisure offer of natural woodland walks, lakes and bridleways. Such open spaces provide accessible, quality recreational opportunities which are all family friendly.

The school is close to Southend-on-Sea, a resort city on the Thames Estuary in Essex, southeast England. The long Southend Pier is serviced by a small train and has a museum at its shore end. Nearby, Adventure Island is an amusement park with fairground rides and water slides. The Cliff Lift, a century-old funicular, clings to the hillside and offers coastal views and provides transport to the Cliffs Pavilion, Essex's number one live entertainment venue, with shows direct from London's West End.

There is a brand new housing development a five minute walk from the school. Bloor Homes Kings Hill Park is an exciting collection of new build 2, 3 and 4 bedroom homes.

There are a number of Ofsted rated 'Good' primary schools within walking distance of KES, including Holt Farm, Rochford, St Teresa's and Ashingdon.



# Benefits

Why you should work at KES

## Leadership Pay Scale L33 to L39

The final salary for the role will be based on the successful candidate's experience and the value they bring to our school.

The Governing Body is willing to consider a salary and future progression beyond the stated pay scale for the right candidate.

We offer excellent staff benefits, including a relocation package for the right candidate, to support their transition into the role.

Additionally, we offer a staff recognition scheme, an optional healthcare plan, and a generous teachers' pension.

KES is a school with strong leadership and management and one with a strong supportive staff community.

As a Single Academy Trust, you will have the freedom to lead the school without the constraints often found within larger Multi-Academy Trusts, allowing for greater flexibility and autonomy in decision-making.

You will be accountable to the school's Governing Body and will have the support of a skilled and committed team of senior leaders to help drive the school's progress.

We understand the importance of supporting staff's physical and mental wellbeing, which is why we offer access to the school's on-site swimming pool and gymnasium outside of school hours.

For those staff that drive, we provide free on-site parking in our secure car park, whilst for those that use alternative methods of transport such as cycling, we have a bike shelter.

The school day promotes a healthy work/life balance, with lessons ending at 14:10.

The school provides a comprehensive support programme, including a mentor/buddy system, Initial Teacher Training support for Early Career Teachers (ECTs) or those working towards Qualified Teacher Status (QTS/QTLS), twilight training sessions, and excellent professional development opportunities.



# How to Apply

The important bit

To apply for the position, you will need to submit a cover letter and fill out an application form.

To demonstrate how you meet the specific requirements of the role, we ask all candidates to submit a cover letter, no longer than two A4 pages and using a font size no smaller than 11pt, that provides a detailed response to the following questions:

1. What skills, leadership qualities and personal attributes have you developed that would make you suitable to be the next Headteacher of KES?
2. What successful strategies have you implemented to improve outcomes for all students, including those with SEND, and what impact was seen?
3. What strategies have you used to inspire, manage, and empower staff while fostering increased ownership and accountability?

For each of the questions above, please provide specific examples that detail what actions you took and how you measured your success.

A candidate will only be considered for short-listing and move forward in the recruitment process if they meet the initial essential criteria under qualifications, knowledge and

experience. It is important to provide examples using the STAR Method (situation, task, action, result) relating to the person specification criteria.

In line with safer recruitment guidance, we normally request references after shortlisting. Please make sure your referees are aware of your application and are able to provide a swift response. Preferred referees are your last two employers, and you should provide their official organisation email address for us to contact. One referee will be your current Headteacher or Chair of Governors.

Please email your completed application form and cover letter to Andrea Atkins, HR Manager, at [recruitment@kes.essex.sch.uk](mailto:recruitment@kes.essex.sch.uk) by the closing date provided below.

The King Edmund School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment and undergo an enhanced DBS check as part of our Safer Recruitment & Selection Procedures.

**Closing date: Midday,  
Monday 3 March 2025.**

**Interview and assessment  
days: Wednesday 19  
March and Thursday 20  
March 2025.**



# Contact us

Let's talk...

We would be delighted to welcome you to KES before the closing date, giving you the chance to meet our staff and students, take a tour, and experience the school first-hand.

For more information about this exciting opportunity, assistance with your application, or to schedule a visit, please contact Andrea Atkins, HR Manager, using the contact details below.

We look forward to receiving your application and wish you the best of luck throughout the process.



01702 560904 (direct line)



[recruitment@kes.essex.sch.uk](mailto:recruitment@kes.essex.sch.uk)



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