



sapere aude – dare to be wise

HEADTEACHER

Applicant Information

WELCOME

Thank you for your interest in the position of Headteacher at The Tiffin Girls' School. We are delighted that you are considering joining a community with such a proud history, strong identity and enduring commitment to excellence.

The Tiffin Girls' School is widely recognised as one of the leading selective girls' schools in the country and is heavily oversubscribed. Our students achieve exceptional academic outcomes and flourish in an environment that is intellectually ambitious, inclusive and nurturing. We are proud to have been awarded Ofsted Outstanding in 2021, reflecting the strength of our teaching, the quality of our pastoral care and the depth of our ambition for every young person.

At the heart of The Tiffin Girls' School is our motto: *sapere aude* – *dare to be wise*. It is a call to live our values of Community, Love of Learning and Character with purpose and ambition, and it continues to inspire the way we work, learn and grow together. We strive to encourage our young people to contribute positively to the world around them. These values are lived daily by our students and staff, and they form an essential part of what makes Tiffin Girls' such a special place.

Our curriculum is broad, rich and highly aspirational. Alongside outstanding academic teaching, students benefit from extensive opportunities in sport, the creative and performing arts, leadership, enrichment and community action. Recent investments, including our state-of-the-art Sports Centre and the Rivermead Wing, have significantly enhanced the learning environment and demonstrate our commitment to continually improving our all-round provision.

Our staff are the school's greatest strength. Their professionalism, commitment and care ensure that The Tiffin Girls' School remains a place where students feel supported, challenged and inspired. Governors are deeply proud of the collaborative, forward-looking and values-driven professional culture that exists here.

We are now seeking an exceptional, visionary leader who will build on these strong foundations and guide the school into its next exciting chapter. While the Governing Board is fully committed to maintaining our distinctive culture and academic standards, we recognise that educational excellence demands continual evolution.

The mandate for the new Headteacher is to:

- Sustain excellence: Maintain our outstanding outcomes and nurture our unique, values-led environment.

- Lead strategic growth: Head the next phase of our digital and AI strategy and curriculum and assessment development to ensure our provision effectively prepares our students for the world of work.
- Enhance external partnerships: Improve our local and national presence, particularly strengthening our role in widening access and outreach that enriches our students' experience beyond the school gates.

The Governing Board is looking for a Headteacher who embodies our values, champions our ambition, and leads with integrity, warmth and clarity of purpose. This is an outstanding opportunity to lead a school with remarkable strengths, impressive outcomes, and a vibrant, cohesive community.

If what you read in this pack resonates with your own educational values and aspirations, and you are energised by the challenge of translating strong foundations into future improvement, we warmly encourage you to apply. We would be delighted to learn more about your vision and what you could bring to our school.

Sarah Beeching

Chair of Governors





OVERVIEW AND VISION

*Our community is vibrant,
curious, creative and inspires
positive change.*

We dare to be wise.

The Tiffin Girls' School is a selective state school and single academy trust, a vibrant and happy community where the students take centre stage. The school has a diverse and inclusive community whose ethos is evident from the moment you step inside the building. It prides itself on encouraging students to aspire to excellence in everything they

do, whether that be academic excellence, a passion and enthusiasm for the creative and performing arts, sporting prowess, or student leadership.

Central to achieving the school's vision are our core values:

- **Community:** celebrating our diverse and inclusive community, promoting a culture of giving and encouraging students to be active citizens in society;
- **Love of Learning:** inspiring students to be curious and to pursue their passions with freedom of intellect whilst being challenged to think creatively and critically; and
- **Character:** building resilience, confidence and independence with integrity and respect for others.

In October 2021, the school was inspected by Ofsted and judged to be 'Outstanding' across all categories.

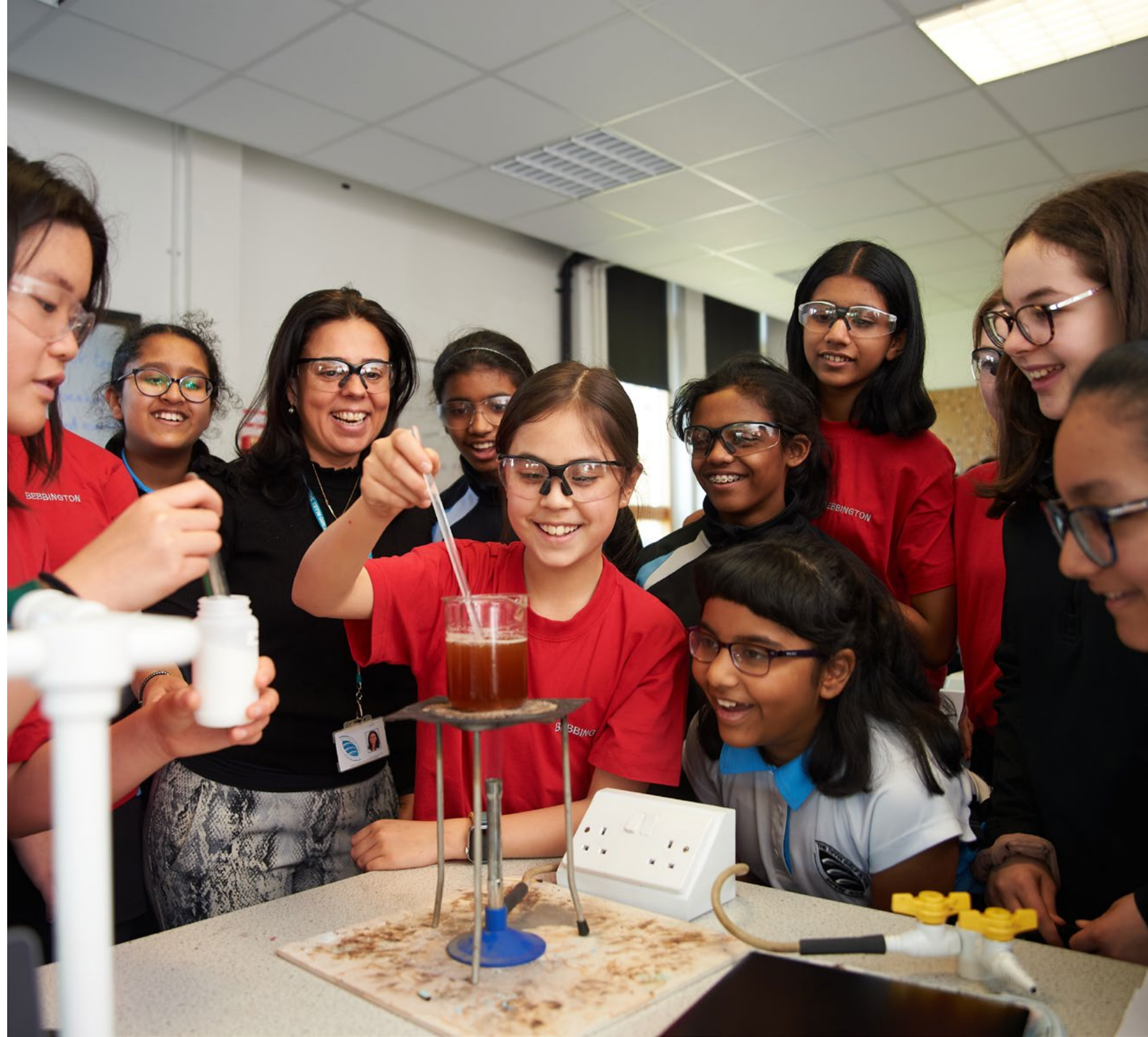
INTRODUCTION

The Tiffin Girls' School is located in spacious and attractive grounds in a pleasant residential area close to the River Thames and Richmond Park. There are modern premises which provide extensive facilities in all areas of the curriculum. Specialist teaching areas include 13 science laboratories, three art rooms, two drama studios, a Learning Resource Centre, a music suite, a new teaching block and a computer suite. Students bring their own Chromebook to school to ensure a seamless transition between home and school learning. There is a large assembly hall and a separate dining hall. Sports facilities include a new four-badminton-court Sports Centre, two gyms, a full-size astro turf pitch, and netball and tennis courts.

Our students achieve highly because they are incredibly motivated, hardworking and focused. It is, however, the caring and strong pastoral system, complemented by the development of strong friendship groups, which makes them feel happy and safe, allowing them to flourish throughout their time here. The school also benefits greatly from a very positive relationship with parents, working together in our common aim, which is to encourage and support the students.

The exceptional academic outcomes reflect both the students' hard work and the dedication of our teaching staff, making The Tiffin Girls' School one of the highest-performing state schools in the country.

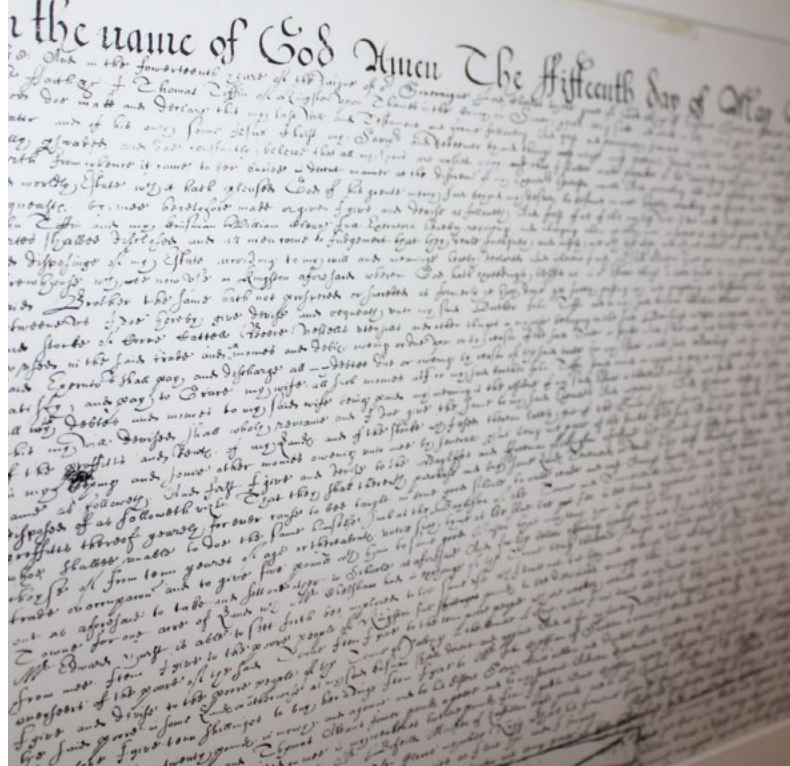
In Summer 2025, 95.9% of GCSE results were level 9–7, and 72.6% of A-Level results were A*–A.



HISTORY AND LOCATION

The Tiffin Schools were founded in 1880 in Kingston. The name comes from brothers Thomas and John Tiffin, who were local brewers. In their estate in the 1630s, they left a sum of £150 and hoped to sponsor a poorer boy through one of the local private schools. By the 1870s, their bequest had become the largest in the Royal Borough, and plans were drawn up for two new schools to be built, one for boys and one for girls, each taking 150 pupils. The Tiffin Girls' School opened on 20 January 1880.

The school is situated on the northernmost edge of the Royal Borough of Kingston upon Thames, with easy access to road and rail networks. Our proximity to London makes it possible for students of all ages to attend concerts, plays, theatre workshops, lectures, exhibitions, one-day conferences and international matches. The school makes good use of this facility, as trips and activities outside of school form an essential part of the students' educational experience.

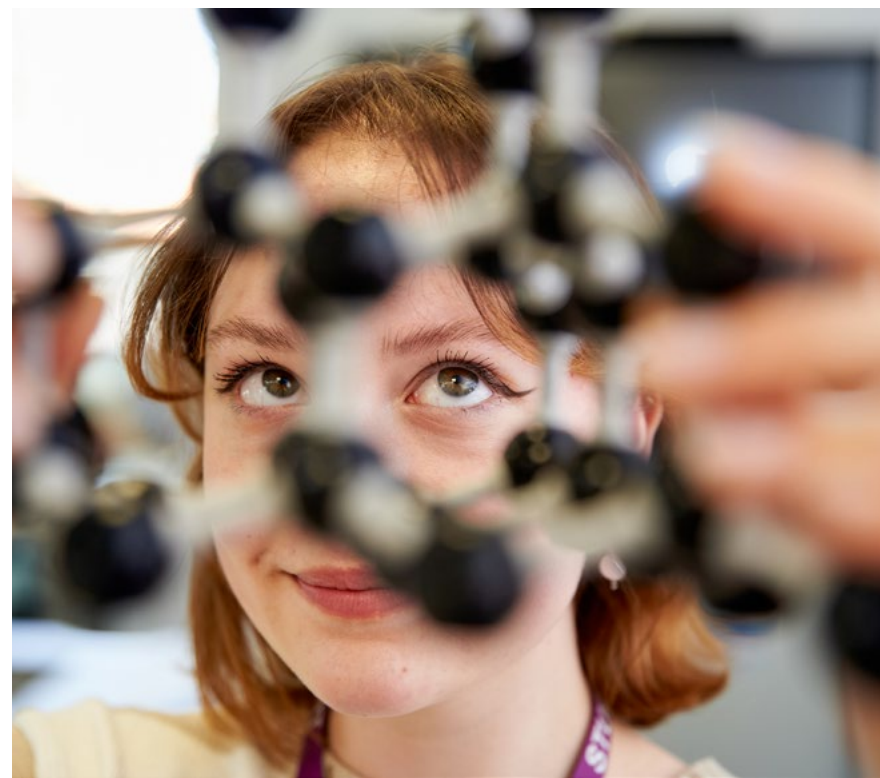


ADMISSIONS

The Tiffin Girls' School is a selective state school, currently home to 1,268 students. There are six forms per year in Years 7-11 and 180 students in each year group. Sixth Form year groups are slightly larger.

The school operates a two-stage testing process for admission to Year 7. The Determined Admissions Arrangements for 2026 entry are available to read [here](#). In recent years, the Governors changed the admissions criteria, promoting greater social responsibility by giving priority to those from disadvantaged backgrounds.

We anticipate continuing to be heavily oversubscribed each year, receiving a large number of applications from academically able students.



TEACHING AND LEARNING

The school is proud of its very able students and works hard to ensure lessons are intellectually stimulating and inclusive in providing challenging discussion and deep questioning.

The strong team of highly qualified staff has extensive and varied experience. Both teaching and non-teaching staff share a commitment to high standards of learning, discipline and care for the personal wellbeing of each student.

The school celebrates the diversity of its students and is fully committed to an ongoing review of its equality and diversity practices to ensure all members of the school community are fully accepted and equally valued.

In 2025, 77% of Year 13 students achieved their first choice of university/destination. Additionally, 57 students (almost a third of the confirmed cohort) secured places on 'early deadline' courses – Oxbridge, Medicine, Dentistry, and Vet Medicine; five students secured places at international universities, and two secured places on degree apprenticeships.

CURRICULUM

A broad and challenging curriculum sits alongside a stimulating and rewarding range of extracurricular activities, many of which are student-led, and these elements of school life combine to develop inquisitive, confident, dynamic and successful young people ready for their future lives as global citizens.

The school provides a wide range of subjects that meet the learning and destination choices of our highly able students. Lessons are taught in one-hour periods over a 25-period week. The school has recently upgraded its IT infrastructure and launched a Digital and AI Strategy. Through this, we aim to be bold in our ambition for the students in our care, seeking to adopt an approach that more closely mirrors the world of work, is innovative, reflects our global community and equips the students with the skills to thrive in the modern world.

Our school aims to create a dynamic and inclusive digital learning environment in which technology empowers students firstly to learn, then use, apply and create to enhance their learning and be better prepared for their digital future.





BEYOND THE CLASSROOM

There is an exceptional range of opportunities on offer, and students are encouraged (and expected) to participate during lunchtime or after school. There are over 75 clubs and societies offered by departments or individual staff, and many are organised by students.

We place great value on the role of extracurricular and co-curricular activities in developing students as rounded young adults.

We encourage every student to take part in at least one extracurricular club a year, as we believe this will help foster independence and resilience and enhance their physical, emotional, and social skills whilst leading healthy and active lifestyles.

We are committed to providing all students with the opportunity and support to undertake the Duke of Edinburgh's Award (DoE) scheme. The journey begins with the Bronze award, which the vast majority of our Year 9 students successfully complete. A significant number then progress to Silver and Gold awards.

We appreciate that school spirit, friendly competition, positive participation and charity fundraising are all important aspects of school life. This is embodied in our house system, bringing students in all year groups together to contribute to their house throughout the year.

Each house is run by two Sixth Form House Officers, and the house system gives every student the chance to engage with a healthy sense of competition through a range of sporting, creative and intellectual events in every term. The house system also provides a vehicle for major whole-school events such as Sports Day and the much-loved School Birthday, with all these events accruing points for the highly coveted Belitha Trophy, our annual house cup.

Sport

We offer recreational and competitive clubs in a variety of different sports at both lunchtime and after-school sessions. Our sports teams compete in hundreds of fixtures each year, competing against a range of schools.

As well as competing against other schools, many students will also represent the school at the Borough and County level in netball, badminton, volleyball, table tennis, football, hockey, tennis, athletics, rowing, cross country, dance, gymnastics, and cricket.

Music

As well as weekly classroom lessons, there are numerous orchestras, choirs, classical and contemporary ensembles that students are able to join and lead. These are supported by the Tiffin Girls' Music Society. The department also organises a programme of concert visits, including to the Royal Festival Hall, Covent Garden, St John's Smith Square and The Wigmore Hall.

Art

The Art department is dedicated to delivering a broad range of study that spans many creative disciplines for all Key Stages. We aim to improve students' overall abilities with verbal, visual and hands-on learning experiences. Our comprehensive art programme enhances cognitive development, social skills, self-esteem, and, most importantly, allows for self-expression in an environment that always welcomes personal opinions. In recent years, students' work has been selected to be exhibited at the Royal Academy of Arts – Young Artists' Summer Show.

Design Technology

The DT department is dedicated to cultivating critical and versatile thinkers who evolve into responsible designers and informed global citizens. Across all Key Stages, students develop crucial skills: research analysis, idea generation, idea development, planning, manufacturing and rigorous evaluation. Our project briefs are carefully designed to challenge students, encouraging responses informed by a deep understanding of historical, social, cultural, environmental and economic factors. Last year, a group of students reached the National Finals of the prestigious 'F1 in Schools' competition, notably as one of only two all-female teams. Our commitment to technical excellence and STEM continues through the Arkwright Scholarship Programme. This year, the school achieved the joint third-highest Arkwright Scholarships awarded across the country, with seven scholars.

Drama

The Drama department offers a range of co-curricular activities, including our two school productions. Each year in January, we produce a show which sees students across all year groups involved. We also produce a lower school production or showcase performances in the summer term, giving students in the lower years the opportunity to take on bigger roles and develop their skills. Both productions invite students to take on various roles within the theatre, from stage management, technical operations, actors, choreographers, and directors to costume designers.

Sixth Form

Students have many opportunities to enrich their educational and social experiences, and many participate in charity and not-for-profit enterprises. They compete at the national level in the Young Enterprise Company Programme and take part in Chemistry, Physics and Biology Olympiads, the Engineering Education Scheme, CanSat, IRIS research projects, UKMT, debating, Model United Nations and a wide range of other clubs and societies. Alongside this, the students are encouraged to conduct work experience to support their personal development and UCAS applications.





PASTORAL CARE

Pastoral care and wellbeing are central to our ethos at The Tiffin Girls' School. They are implicit in every aspect of school life, and all students follow a Personal, Social and Health Education (PSHE) programme. Strong pastoral support enables students to thrive and fully participate, which reflects our core values of Community, Love of Learning and Character. Parents are invited to meet form tutors and those who teach their children to discuss work, progress and general development.

We take an integrated approach to pastoral care, along with social and intellectual enrichment, which is provided through our tutorial and house system. In addition to specific lessons at Key Stage 3/4 and enrichment days, the PSHE programme runs during the weekly pastoral hour throughout the school year.

INCLUSION AND SEND

The school holds ambitious expectations for all students with special educational needs and disabilities who might need different approaches to their education. We effectively plan to meet their needs, working in partnership with parents, carers, and other professionals.

A STUDENT'S VIEW

Student leadership is actively encouraged, with a variety of roles that students in each year can apply for. Many Sixth Form students are school officers, prefects, subject associates and mentors for younger students in the school. Sixth Form students, for example, mentor and coach a large number of students in debating clubs covering all three Key Stages.

Hello! We are Eloïse and Yalana, and we are thrilled to be Head Girls this year. You will see us at school events such as the School Birthday or giving speeches at open days and celebration evenings. We also chair the School Council, where we draw from the students' amazing ideas to help make TTGS a vibrant, welcoming community that continues to celebrate a love of learning. We support not only staff and the Student Leadership team but also the whole school community.





GOVERNANCE

The Tiffin Girls' School is a single academy trust (company number 07538459) incorporated in February 2011 as a company limited by guarantee with no share capital and having charitable status.

All Governors sit on the Governing Board and are Directors of the Academy for the purposes of the Companies Act 2006 and Trustees for the purposes of charity legislation. The Governing Board sets the vision, ethos and strategic direction of the school and delegates the day-to-day management of the school to the Headteacher, aided in turn by the Senior Leadership Team. The Headteacher sits on the Governing Board as a Governor.

The Governing Board meets nine times per academic year and has five committees (admissions, pay and personnel, finance and contracts, audit and risk, and Headteacher performance review). Committees meet either once a term or twice a year. Each committee has terms of reference and delegated areas of responsibility approved annually by the Governing Board. The Headteacher is a member of the first three of the committees listed and attends the audit and risk committee in their capacity as Accounting Officer.

Members of the Academy Trust play a limited but crucial role in safeguarding academy trust governance. The Members meet twice a year and hold the Governing Board accountable through receiving key reports, such as the School Development Plan, and through approving the annual financial statements prior to publication on the school website. The Headteacher is not a Member but does attend the meetings in order to contribute to discussions and answer any questions.

OUR COMMUNITY

Our Staff

The strong team of highly qualified staff has extensive and varied experience. Both teaching and non-teaching staff share a commitment to high standards of learning, discipline and care for the personal wellbeing of each student. Good liaison is cultivated with local schools, community services, employers and universities.

Opportunities for professional development are essential, and care is taken to ensure all staff have access to training and new experiences through CPD based on needs identified through appraisal or for whole-school development. Where relevant, non-teaching staff are encouraged to join working parties; recent groups include Equality, Diversity and Inclusion, Digital & AI and Behaviour for Learning.

Staff wellbeing is a priority within the school, with initiatives implemented to support the positive and

inclusive working environment. The active staff association arranges social activities throughout the year.

Year after year, our Staff Wellbeing Survey highlights the same consistent strengths: exceptionally well-behaved students, supportive and approachable leadership, a culture of trust, and highly collaborative colleagues who make the school a genuinely rewarding place to teach. This positive and professional environment is reflected in the fact that over 82% of staff say they would recommend the school as a great place to work.

Support Tiffin Girls' School Company

Support Tiffin Girls' School Company is an independent registered charity that supports the school through receiving parental donations and claiming gift aid. It provides financial and other support to improve educational facilities and opportunities for students. This includes the Education Support Fund, which provides financial help to families for aspects of school life, general donations that fund capital projects, and teaching

and learning resources. The Headteacher is a trustee, as well as the Senior Deputy Head and three parents with expertise in charity governance and financial matters.

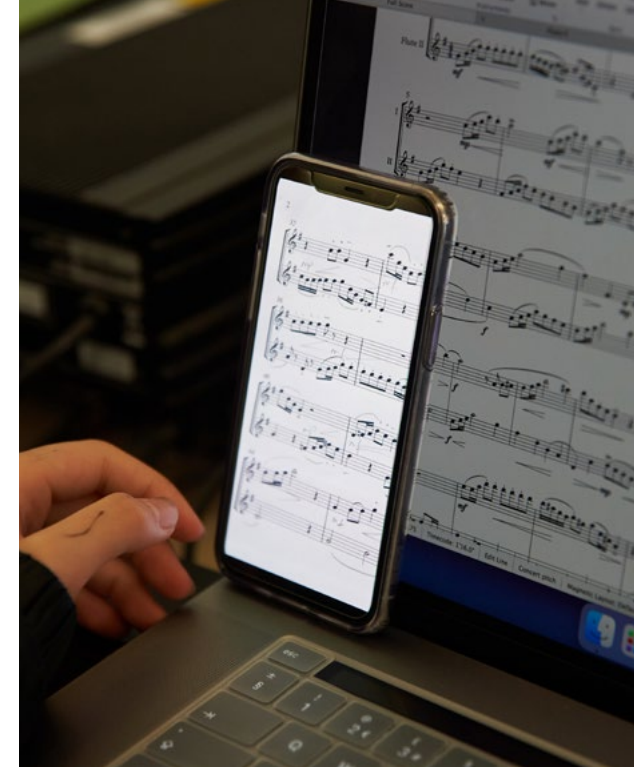
Parent Staff Association

There is a vibrant community of parents dedicated to organising enjoyable fundraising events, whose three core aims are:

- **Community and Belonging** – to cultivate a strong sense of community among parents;
- **Bridging and Activation** – to serve as a vital link between the school and the parents; and
- **Funding** – to support the students by providing additional resources not funded elsewhere.

Tiffin Girls' Music Society

The Tiffin Girls' Music Society is a registered, parent-led charity that proudly supports the provision of music at the school. They work closely with the Music department to provide a top-class musical education and an outstanding range of free co-curricular activities.





A CULTURE OF COLLABORATION

The Tiffin Girls' School has a long tradition of outreach, focusing on developing and coordinating strong links in the community. Students visit local primary schools to support reading, English, and Maths and to run a debating club.

The school has hosted and led various projects inviting students from a variety of local primary and secondary schools, including the Kingston and Richmond Primary Eco Conference and Secondary Eco Conference, the Medics Conference, the University Clinical Aptitude Test, a Dragons' Den project, a Faraday Challenge event, and a Royal Institution Science event, as well as hosting sports events.



ROLE DESCRIPTION

Inspiring Leadership with Purpose and Values

The Headteacher of The Tiffin Girls' School will be an exceptional values-led leader, committed to shaping a positive, inclusive, and transformative school environment where all students are empowered to achieve their fullest potential. Reporting directly to the Board of Governors, the Headteacher will play a central role in the development and delivery of the school's strategic vision, fostering a culture of excellence, respect, and high expectations.

Job Description

The Headteacher's primary responsibility is to provide dynamic and ethical leadership that drives student success, promotes a culture of growth and wellbeing, and leads the school community towards achieving its shared vision and values. This role is one of purpose, impact, and collective achievement, ensuring that all students thrive academically, socially, and emotionally.

The Headteacher will:

- Inspire, motivate, and lead staff, students, and the wider community in achieving high academic standards and a holistic approach to education.
- Ensure the development of an inclusive, nurturing environment where every student, regardless of background, feels valued, included and supported.
- Provide strategic direction, enabling the school to stay true to its values while embracing innovation and continuous improvement.

Key Responsibilities

Shaping the School's Vision and Culture

- Articulate, champion and embed the school's vision, ensuring it reflects the core values of integrity, respect, and inclusivity and is embraced by the whole school community.
- Lead by example in cultivating a school culture that fosters respect, ambition, resilience, and personal growth, where students feel empowered to lead and succeed.
- Foster a learning environment that prioritises pedagogical excellence alongside collaboration, creativity, and critical thinking while maintaining a strong focus on staff and student wellbeing and personal development.

Strategic Leadership and Direction

- Collaborate with the Governing Board, staff, students, and external stakeholders to set clear strategic priorities that reflect the evolving needs of the school community and wider society.
- Drive the development of a forward-thinking and adaptable educational framework that responds to national and local priorities.
- Inspire the Senior Leadership Team to drive whole-school improvement, ensuring continuous progress against data-informed, ambitious academic and personal development goals.
- Lead the school's ongoing commitment to a cohesive, values-driven curriculum that upholds British values, promoting inclusivity, diversity, cultural literacy and global citizenship.
- Serve as the designated Accounting Officer for the school, in accordance with the requirements set out in the Academy Trust Handbook, overseeing budget planning, monitoring and reporting to ensure all financial activities remain within the approved budget.
- Oversee robust risk management, identifying new risks and the associated mitigations.





Leading Teaching and Learning Excellence

- Promote a culture of pedagogical excellence in teaching, ensuring the consistent delivery of high-quality, evidence-informed, inclusive, and challenging learning experiences across all subjects.
- Champion the professional growth of staff, promoting a collaborative learning-centred culture where teachers are continuously improving their practice and engaging in evidence-based professional development.
- Mandate and monitor a robust system of assessment, feedback, and progress tracking that enables every student to make outstanding progress and meet their potential.
- Embrace and lead the use and integration of new technologies and innovative teaching methods to enrich students' learning experiences and prepare them for a digital future.

Ensuring Student Wellbeing and Safeguarding

- Create a caring environment where all students feel safe, respected, and supported, prioritising proactive mental and emotional wellbeing alongside academic achievement.
- Establish a strong framework to promote exemplary behaviour, high expectations, mutual respect for diversity, and strong relationships among students and staff.
- Oversee statutory compliance and comprehensive safeguarding systems, ensuring the school is a place where every child can thrive and succeed.

Building and Sustaining Relationships

- Foster strong, transparent and authentic relationships with all staff, students, parents, and the local community, ensuring that everyone feels valued and has a voice in shaping the school's future.
- Act as the principal ambassador between the school and the wider community, engaging with the local authority, local businesses, the alumnae network, and other educational institutions to enhance learning and provide real-world opportunities for students.
- Cultivate mutually beneficial and sustainable partnerships with external agencies, ensuring the school plays a pivotal and responsible role in supporting the wider educational and social community.
- Amplify The Tiffin Girls' School's presence and influence, locally and nationally.

Accountability and Governance

- Ensure transparent and effective communication with the Governing Board, providing regular, data-driven updates on the school's progress and achievements, as well as areas for improvement.
- Lead by example, modelling and upholding the highest standards of professionalism and accountability in all aspects of school life.
- Support the Governing Board in fulfilling its statutory and strategic responsibilities, ensuring that all aspects of governance are aligned with the school's values and vision, including attendance at Governor Board and Committee meetings and Members' meetings.

- Lead the school's operational functions, driving continuous improvement commercially and strategically while ensuring full compliance with statutory duties. This includes responsibility for health and safety, risk management, and acting as Duty Holder for regulated areas such as asbestos, fire safety and other site-related compliance requirements.

Developing the School Environment

- Ensure the school's physical and learning environment supports and enhances the educational experience, creating spaces that are safe, stimulating, and conducive to both academic and personal growth.
- Oversee the effective and efficient allocation and stewardship of resources, ensuring that every financial, human, and physical resource is directed with maximum impact toward achieving the school's vision and values.

Leading Personal and Professional Growth

- Commit to your own personal and professional development, reflecting on practice and setting high standards for self-improvement.
- Lead by example in encouraging all staff to pursue continuous learning and leadership development opportunities and recognise and celebrate the achievements of all members of the school community.

PERSON SPECIFICATION

The Headteacher will demonstrate:

- **Inspirational Leadership:** A compelling vision and genuine passion for education, coupled with the ability to inspire, motivate, empower and lead a diverse community enabling others to succeed.
- **Visionary Thinking:** The capacity to think strategically, anticipate future challenges, and implement innovative solutions that challenge the status quo while remaining grounded in core values.
- **Empathy and Integrity:** A compassionate, decisive, fair, and genuine leader who fosters trust and mutual respect in all interactions.

- **Commitment to Inclusivity:** A dedication to ensuring equity of access and opportunity so that every student, regardless of background or ability, has access to the best possible education and thrives.
- **Continuous Improvement:** A strong drive for both personal and institutional growth, with a focus on creating lasting, positive change across the school.

This role offers an opportunity to lead a vibrant, forward-thinking school that is deeply committed to its students' success, wellbeing, and personal development. The Headteacher will shape the future of the school, ensuring it remains a centre of excellence, creativity, and values-led education.

This job description is a living document and may evolve to meet the needs of the school community and wider educational environment.





TERMS AND CONDITIONS

The salary for the role will fall within the Group 7 scale (Outer London) L30 – L39 £109,597 - £135,693 with Teachers Pension Scheme. The post will be offered subject to the necessary pre-employment checks, including medical fitness and enhanced DBS.

Safeguarding

In support of our safeguarding commitment, we undertake rigorous pre-employment, online searches and enhanced Disclosure and Barring Service (with Barred List) checks on appointment. The school complies with the DBS Code of Practice and with the statutory guidance, Keeping Children Safe in Education, as updated from time to time. We provide regular safeguarding training and expect staff to be aware of, understand and act in accordance with school policies. On appointment, staff will be asked to sign up to our E-Safety, Health & Safety, Data Protection and Secure Data Handling policies and to our various Safeguarding documents. In addition, on appointment, all staff are required to sign their agreement to comply with the school's Code of Conduct. If any of the above raise any queries when you are considering your application, please do not hesitate to contact Claire Russam, HR Director, on recruitment@tiffngirls.org.

Our safeguarding policy is available for you to read on our website.

APPLICATION PROCESS

The new Headteacher for The Tiffin Girls' School will be selected by a panel chaired by Sarah Beeching, Chair of Governors.

Visits to the school by interested applicants are warmly welcomed and encouraged. Please email Claire Russam, HR Director (c.russam@tiffingirls.org), to arrange.

Closing date: 9.00am on Monday 5 January 2026

Applications should be made electronically to recruitment@tiffingirls.org by completing the Headteacher Application Form: <https://www.tiffingirls.org/about-us/working-here/current-vacancies/>.

The process is as follows:

- All applications will be acknowledged by email within two working days. However, please note, the HR office is closed from midday on 19 December to 28 December inclusive. Therefore, email acknowledgements will be sent either prior to or after these dates. If you have not received an acknowledgement that your application has been received within two working days, please contact Claire Russam, c.russam@tiffingirls.org.

- All applicants will be informed of the outcome of the shortlisting process by Friday 9 January 2026.
- Shortlisted applicants will be invited to interview on Monday 19 January 2026. They will meet with the Chair of Governors, other Governors, staff and students. They will also complete assessments on this day.
- Final interviews, including a presentation, will take place on Tuesday 20 January 2026.

N.B. Safer recruitment checks will be made at all stages in the recruitment process.

Equal Opportunities

The school is an equal opportunities employer. We recruit, train and promote people because of their ability, the needs of the post and other relevant criteria. We encourage all employees to take advantage of the opportunities we provide for training and development. We treat all employees and people who apply to us equally. We will not consider your race, nationality, colour, ethnicity, heritage or national origin, age, sex, marital status, sexuality, beliefs or disability in any matters to do with employment. We regularly review our practices and procedures to make sure our equal opportunities policy is working, but we need more than this formal statement to make the policy work. We expect each of our employees to make their own contribution.

