



Headteacher Recruitment Information March / April 2026

Page 2 – 3:	A letter of introduction and welcome from David Barton – Chair of Trustees
Page 4:	Useful links
Page 5 – 7:	Headteacher Job Description
Page 8 – 11:	Headteacher Person Specification





A letter of introduction and welcome from David Barton, Chair of Trustees

Thank you for showing an interest in the role of Headteacher at Wadebridge School.

The appointment of a new headteacher to a school is an exciting and tremendously important event – for trustees, it is important to appoint the person who we believe will best lead our school forward and embrace the values and vision that we have for our school. For you, it is important that you are confident that your core educational values and beliefs can flourish and that you can develop professionally as a leader at Wadebridge School.

The trustees are a diverse and active board. Some trustees have been associated with the governance at Wadebridge for many years, others have only recently joined the board, including four recently elected parent representatives. Some trustees have secondary education experience, others work in primary schools and a majority have occupational and community experience outside of education. All are dedicated to the school and everyone associated with it – we want everyone to be able to thrive and flourish. For my own part, I have been a trustee for nine years and Chair of Trustees for three years, and my own background is a lifetime working in secondary education. My family and I have lived in Wadebridge for thirty years having moved to Cornwall from Birmingham – our three boys (now in their twenties and thirties) all attended Wadebridge School.

We underpin our governance by two simple questions: Are we doing the right things? and, Are we doing them well? Trustees absolutely understand that their role is a strategic role; we do not stray into the operational field – or if we occasionally do (and, I am the worst culprit), we expect the headteacher to remind us quickly! We are constantly scanning the educational and political landscape nationally and locally to ensure that we are properly and securely positioning the school in order that the headteacher with senior leadership colleagues (SLT) are able to achieve the best possible outcomes for our students and subsequent cohorts. Wadebridge School is totally committed to educating the whole child. Achieving the very best examination outcomes is, of course, critically important for every individual student. Yet, if we are educating and supporting our children to take their place and to flourish as young adults in society when they leave school then there is so, so much more that we must also do.

I have very deliberately used the word ‘flourish’ three times in this letter so far. Our aim is that the school and the people within it can flourish at both an individual and a community level. The board is very clear that in order to educate young people and enable them to flourish, we must ensure that our adults in school, our staff are able to flourish, too. Strong interpersonal relationships are at the heart of our school’s ethos, and our CARE values articulate how we look to put our vision into practice on a day-to-day basis. As the newly appointed headteacher, you will be instrumental in continuing to shape our vision with us, and in ensuring that staff, student and parent views are fully embedded within our work.

Wadebridge School is a single academy trust (SAT). Cornwall is a local authority in which over 85% of both primary and secondary schools are academies, significantly higher than many other parts of the country with the majority in multi academy trusts. As you would expect, trustees do not put their heads in the sand and ignore the MAT developments going on across the county and the region, nor are we deaf to the varying political pronouncements at a national level in relation to school structures. Both trustees and senior leaders are very clear that for a whole host of reasons that we can discuss with you at interview, remaining as a strong, single academy trust is the right thing to do for our school and our students in the current environment – we focus very much, therefore, on endeavouring to ‘do it well’! We work collaboratively with a number of other secondary schools both in Cornwall and further afield, many of whom are in multi academy trusts. As our newly appointed school leader we will encourage you to continue to strengthen those



relationships and forge new ones – we will support you fully in making sure that we are indeed ‘doing things well’, and we cannot do that if we work in isolation. It would, however, be foolish and irresponsible to suggest to you that being a SAT forever will necessarily be desirable or, indeed, possible; however carefully and intelligently we scan the landscape, none of us can second guess everything that may come down the road in the future.

I hope that after reading this introductory letter you will feel encouraged to delve more deeply into our school and apply for the post. We have deliberately not put together a glossy package of specially made videos but instead are providing you with some signposted links, and we also want you to explore our website and for you to see the work that we are doing across the school and the community. We want you to come to meet us with questions and areas that you identify as being ripe for development, whether that be through interrogation of our academic data, our inspection reports (most recently, April 2025) or our wider school provision. There is much that is very good about Wadebridge School and some of our work is superb. As our new headteacher you can be confident that you are taking up the leadership of a strong academy trust. You will be supported by an excellent senior leadership team, including two experienced deputies who have recently been acting up as co-headteachers and successfully navigating the school through a period of uncertainty whilst the substantive headteacher has been absent from school. You will be leading a school that is fully staffed with specialist teachers, the trust is extremely sound financially with healthy reserves, and you will benefit from an informed and passionate trust board. But, there are, as in any school, aspects of our provision where there is much work still to be done. You may be an experienced head already, or your leadership experience so far may have been at senior level within a maintained or foundation trust school, or single academy trust. You may be working across a number of schools within a multi academy trust or with a Local Authority. Whatever your current role, if you believe that we are the right school for you and that you can be successful in taking Wadebridge School forward, then please apply.

In order to support your application, I welcome any informal contact from you at any stage of the application process – do not hesitate to email me. Also, if you would like to visit the school, please do not hesitate to contact the Office Manager/Head’s PA, Jennie Brown. Please note, if you would like to contact the school and/or visit the school during the Easter holidays please contact Chris Wilson – Business Manager.

Contact details are below.

I look forward to receiving your application.

With best wishes,

David Barton

Contact details:

David Barton, Chair of Trustees: dbarton@wadebridge.cornwall.sch.uk

Jennie Brown, Office Manager/Head’s PA: jbrown@wadebridge.cornwall.sch.uk or, phone 01208 893904

Chris Wilson, Business Manager: cwilson@wadebridge.cornwall.sch.uk or, phone 01208 893911



Links to pages on our website to get you started:

[School Performance Information - Wadebridge School, Cornwall](#)

[Final Accounts 2024-25 Signed.pdf](#) - this document includes the annual trustees report that gives an overview of the school's current priorities and objectives, as well as the financial information you would expect.

[Care Values - Wadebridge School, Cornwall](#)

[Being a Wadebridge School Trustee](#) – the information given to all parents that expressed an interest in becoming a member of the trust board in Spring 2025. Again, this includes a variety of general information about the school, its geographical context and how we operate as a trust board and our committees.

[Mental Health and Wellbeing - Wadebridge School, Cornwall](#)



Headteacher – Wadebridge School Job Description

Job Purpose

The purpose of the post of the headteacher is to advance education for public benefit by preparing all students for the opportunities, responsibilities and experiences of later life.

The headteacher will:

- provide vision, direction and leadership for the school
- inspire, support, motivate and lead colleagues in raising progress and attainment and in developing each child as a whole
- lead the shaping of new developments in teaching and learning at whole school level
- have an unrelenting focus on the wellbeing of staff and students
- support and develop the partnership with parents and carers, and the wider community

Job Details

Job Title:	Headteacher
Hours:	Full time
Salary Scale:	Seven-point range to be determined (dependent upon experience) within the Group 6 school range L21 -35
Accountable to:	Board of Trustees

Job Dimensions

Staff:	Leadership of all staff across the school
Students:	All students

Principal Accountabilities:

As headteacher at Wadebridge School, you are the leading professional and role model for the school and the wider community that the school serves. Your leadership is a significant factor in ensuring high quality teaching and achievement in school and in the development of a safe and caring culture in which all students and staff can flourish and thrive. The bullet points below outline some of the key, specific areas in which you will make a difference to the benefit of all.

Strategic Direction, Ethos & Values

- Be responsible for the strategic leadership of the school
- Work in partnership with the trustees and senior leaders to implement and develop the school's vision through a strategic plan which meets the needs of students and the school community
- Maintain and further develop a school culture that places effective, caring and respectful relationships at the heart and ensures a safe, orderly and inclusive environment
- Live the values and ethos of the school every day, and inspire others to do the same
- Build an organisation which reflects the school's values and enables the systems and processes to work effectively in line with legal requirements
- Drive continuous improvement in the quality of education that the school provides
- Ensure that strategic planning takes account of the diversity, values and experience of the school and the community
- Ensure that systems and processes are well considered, efficient and fit for purpose in order to uphold transparency, integrity and probity
- Ensure the protection and safety of students and staff through effective approaches to safeguarding
- Safeguard and protect all children in collaboration with other agencies, as appropriate
- Be the most senior point of contact for parents who have concerns about the school's effectiveness



Accountability

- Cultivate a positive school culture and climate that promotes high levels of trust, high autonomy, high challenge, and high accountability throughout the school
- Maintain a high profile on the school site and act as an ambassador for the school at all times
- Ensure that all staff and students recognise their accountability to the school
- Maintain and further grow a culture which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Support all staff to carry out their duties and to ensure that all staff and students are comfortable in sharing any concerns that they have with the relevant senior leader (eg, health & safety and safeguarding)
- Develop and maintain rigorous systems to ensure the quality of educational provision
- Develop and maintain appropriate delegation of responsibility and successfully hold colleagues to account
- Demonstrate and articulate high expectations and set stretching targets for the whole school community
- Ensure a consistent and continuous school-wide focus on students' achievement where all teachers take responsibility for using data and benchmarks to monitor progress in every child's learning
- Challenge underperformance at all levels with effective and supportive, corrective action
- Implement strategies that secure high standards of behaviour and attendance

Leadership & Management

- Always act in a manner that is consistent with the [Headteachers' Standards 2020 - gov.uk \(www.gov.uk\)](http://www.gov.uk) and the [Nolan] Seven Principles of Public Life [The Seven Principles of Public Life - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- To fully implement and support the whole school aims, objectives and policy decisions, contributing to their implementation and review
- To lead collaboratively the work of the Senior Leadership Team in order to drive forward whole school improvement and rigorous self-evaluation
- Produce and implement clear, evidence-informed improvement plans and policies for the development of the school
- To identify strategies for raising the attainment of all students, and work towards those identified and agreed goals through the leadership of programmes or systems that enable challenging targets to be achieved
- To identify strategies for achieving the highest standards of teaching and learning, evaluating the quality of teaching, student achievement and setting targets for improvement
- Deploy the school's financial and human resources efficiently to achieve the school's educational goals and priorities
- Manage and organise the school environment effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- To continually model and exemplify the highest standards and expectations of all; being a presence around the school, including break and lunchtime, and contributing to the day-to-day behaviour management of students, liaising with Key Stage teams, other staff, and parents
- Create and maintain an effective three-way partnership with students, parents and carers to support and improve students' achievement and personal development
- To demonstrate a commitment to equality of opportunity for all members of the school community
- Manage own workload and that of others to promote an appropriate work/life balance

Teaching and Learning

- Ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning
- Ensure that a passion for learning is at the centre of strategic planning and resource management



- Ensure that high quality professional development supports all staff with a blend of in house provision and externally provided opportunities
- Enable staff to become reflective practitioners, supporting their wellbeing and their continuing professional development
- Ensure that the school provides a broad and balanced curriculum which is diverse and flexible, is supported by high quality teaching and is appropriate for all students
- Determine, organise, and implement an effective assessment framework
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students
- Encourage a wide range of extra-curricular activities
- Ensure that the pastoral system is effective so that all students can gain the maximum benefits for school life and the curriculum
- Ensure that behaviour management is robust and effective so that teachers can teach, and learners can learn.
- Monitor teaching and learning to ensure that high quality is maintained, and action is taken to bring about improvement where needed
- Involve students in decision making and have structures in place which ensure that students can contribute to their environment and support their fellow students
- Build a collaborative learning culture within the school, and actively engage with other schools in Cornwall and beyond to build effective self-improvement and enable enhanced learning opportunities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Ensure that the range, quality and use of all available resources improve the quality of education for all students and provide value for money

Resources

- Lead and manage the effective use of financial, physical and human resources to meet the needs of the school both short and long term, including effective staff recruitment and retention and value for money
- Ensure that organisational structures and processes support the achievement and development of the school's vision
- Provide opportunities for staff to develop their professional skills as an aid to improving performance and student achievement
- Promote equality of opportunity for staff and students and value the diversity of the school and its community

Stakeholders and Community

- Inspire students and staff to achieve the best they can by setting a good example in their own practice and by encouraging a caring, positive and exciting learning environment
- Encourage the engagement of the wider school community and maintain and enhance the reputation and standing of the school
- Nurture and strengthen relationships with local primary schools and post 16 providers to facilitate smooth transitions for our students
- Ensure that all stakeholders receive clear, detailed, and accurate information about the school through a variety of reports and presentations

Headteacher – Wadebridge School



Person Specification

Person Specification

The person specification is a description of our 'ideal candidate' for this role. Your application form, supporting letter and professional references will be matched against both the job description and person specification. The interview activities for shortlisted candidates will then allow you to demonstrate further the ways in which your experience and personal effectiveness make you the ideal appointment for our school community.

The specification sets out in Section A those elements that we deem to be essential or desirable in making our appointment. Section B lists the experiences, skills, and characteristics that we are looking for in our headteacher.

We are looking to appoint our headteacher for a start date of September 2026 or sooner depending upon the successful candidates current contractual obligations.

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**SECTION A**

Qualifications and CPD	Qualified Teacher Status and first degree or equivalent	Essential
	Record of personal commitment to your own CPD relevant to headship	Essential
	NPQH and/or Higher Degree relevant to Headship	Desirable
Experience / Knowledge and Skills	Successful track record of recent/ current leadership in an 11-16 setting(s)	Essential
	Clearly articulated core values and educational principles	Essential
	Strong teaching ability backed up by good and outstanding outcomes	Essential
	Minimum 3 years of leadership experience with significant impact	Essential
	Understanding of what it means to 'develop a culture'	Essential
	Strong self-awareness and robust self-evaluation	Essential
	Successful leadership of whole school change	Essential
	Engaging positively with different stakeholders	Essential
	High expectations which motivate and challenge students and staff	Essential
	Ability to build a cohesive team and to 'take people with you'	Essential
	Strong analytical and strategic thinking skills within a school, local and national context	Essential
	Simplify complex issues so that messaging is clear and unambiguous	Essential
	Thorough knowledge and understanding of current curriculum developments and how students learn	Essential
	Ensure a safe culture for staff and students	Essential
	Ensure strong and clear structures for managing behaviour which enables all students to achieve	Essential
	Hold others to account for high standards and address underperformance	Essential
	Empower colleagues so they experience real, significant personal growth	Essential
	Develop staff to become better leaders	Essential
	Experience of budgetary planning and the responsibilities of an Accounting Officer	Desirable
	Working closely with trustees and school governance	Desirable
Sensitively resolve conflict	Essential	

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SECTION B

Personal Effectiveness	Stable and supportive with stamina, energy, drive and confidence
	Capacity and desire for continued personal development
	Sound and consistent judgement with integrity
	Excellent communication skills
	Strong moral purpose for drive and improvement
	High emotional intelligence
	Kindness
	Humility
	Motivated, enthusiastic, and flexible with an ability to adapt and respond to circumstances
	Excellent interpersonal skills and presence
	Build trust with staff, students and all stakeholders
	Ability to give, receive and act on feedback
	Strong attention to detail
	Ability to work under pressure
Commitment to the full life of the school	
Strategic Direction , Ethos and Values	Ability to lead school improvement and map progress
	A commitment to strong interpersonal relationships throughout the school that are caring and respectful
	A clear and compelling vision for a high quality learning environment in Cornwall in 2024 and beyond
Leadership and Management	High level understanding of organisational structures and systems
	Appropriate delegation, monitoring and enforcement of accountability
	Able to lead and maintain high morale, address problems and resolve conflict
Accountability	Understanding and observance of the Headteacher Standards and the [Nolan] Seven Principles of Public Life
	Able to exercise good judgement and to take proportionate action in response to wide and varied issues
	Approachable with a commitment to high achievement and equity of opportunity
	Able to ensure appropriate levels of accountability throughout the organisation and to successfully hold colleagues to account
Teaching and Learning	Depth of knowledge of leading a successful school curriculum and sound experience of curriculum delivery, monitoring and assessment with proven success
	The ability to analyse complex curriculum issues and develop effective and creative responses



Resources	Ability to analyse complex issues relating to finance and resources including staff and to develop effective and creative responses
	Ability to exercise sound and proportionate judgement in dealing with staff and to be able to handle difficult situations
Stakeholders and Community	Effective communication with pupils, parents and carers, staff and Trustees and other stakeholders in the local community
	Able to establish and maintain effective links with the community
	Willingness to work effectively with an active and supportive Board of Trustees to develop and improve the school