



CLAVERHAM COMMUNITY COLLEGE

RECRUITMENT PACK



DEAR APPLICANT,

Thank you for your interest in the role of Principal at Claverham Community College. This is a unique and exciting opportunity to lead a thriving 11–16 comprehensive school at the heart of the historic town of Battle, surrounded by a rich rural catchment including Catsfield, Ninfield, Crowhurst, Sedlescombe, Westfield, and Netherfield. The vacancy follows the retirement of our current Principal after 18 years of distinguished service, and Governors are seeking a visionary and inspiring leader to build on the school's long-standing successes and strong community ethos.

Claverham is recognised as a high-performing, forward-looking school, proud of the achievements of its pupils and of the culture of mutual respect, ambition, and care that permeates the college. Our 2023 Ofsted inspection was highly affirming, noting that pupils are proud of their school, feel safe, and thrive in a nurturing, inclusive environment. Inspectors highlighted pupils' positive attitudes, resilience, and consideration for others, alongside the excellent relationships between staff and students that underpin a calm and purposeful learning atmosphere. The report also commended the effective communication, collaboration, and teamwork across the college, as well as the constructive partnership between senior leaders and the Governing Body. Evidence gathered during the inspection suggested that the school's current practice may merit an outstanding judgement, reflecting the strong strategic momentum and continuous improvement evident across the college.

The school's success is founded on a distinct ethos rooted in high expectations, hard work, traditional values, and respect for each individual. We are extremely proud of the achievements of our pupils over many years, and we firmly believe that their excellent academic outcomes, positive attitudes, and high personal standards do not arise by chance. They are the product of a strong and consistent ethos, dedicated staff, and a shared commitment to ensuring that every pupil is valued and encouraged to realise their full potential. We would therefore warmly welcome applications from candidates who share our passion for excellence and our determination to maintain and further enhance these high standards.

Claverham serves a diverse population and has an excellent track record of supporting all pupils to succeed, including those facing social or economic disadvantage. Our strong pastoral system, broad and ambitious curriculum, and exceptional facilities; including the recently redeveloped main school building, Battle Sports Centre, and Battle Day Nursery, create a vibrant and integrated learning environment for our students and the wider community.

The wider context of East Sussex further enriches the role. The county offers outstanding natural beauty, from the High Weald AONB to the picturesque Sussex Heritage Coast, excellent transport links to London and the south coast, and a strong tradition of educational collaboration and international engagement. For a Principal, the county provides a stimulating professional and personal environment, combining accessibility, culture, and community spirit.

At Claverham, we recognise that our staff are our most important resource. The incoming Principal will be entrusted with providing visionary leadership, supporting and inspiring colleagues, and ensuring that every member of the college community can flourish. This role offers the opportunity to shape the school's next chapter, strengthen its position within the community, and lead a talented, committed team in delivering excellence for every pupil.

We look forward to receiving your application. **The closing date is 13th April 2026, with interviews scheduled for the week commencing 27th April.**

We are offering the following visits to the school – Wednesday March 18th at 145pm, Monday 23rd March at 9.30am & Wednesday 25th March at 11.30am. If you would like to book onto one of these visits please contact Annette Baker, HR Manager on 01424 772155 or hrofficer@claverham.org. Completed applications should be returned to Annette Baker via email, hrofficer@claverham.org.

Thank you for considering this exciting opportunity to lead Claverham Community College, a school and community that is historic, distinctive, and forward-looking.

Yours faithfully,

Mrs M Whitehead
Chair of Governors



SCHOOL AND COMMUNITY: CLAVERHAM COMMUNITY COLLEGE

Claverham Community College is a popular 11–16 mixed comprehensive school serving the historic market town of Battle and drawing pupils from a wide rural catchment of surrounding villages, as well as the nearby coastal towns of Hastings and Bexhill. In April 2024, Ofsted confirmed that the college remains a ‘good’ school, noting that “the evidence gathered suggests that the inspection grade might be outstanding if a graded inspection were carried out now.” The college is firmly committed to maintaining high academic standards and to a clear philosophy that champions hard work, traditional values, exemplary behaviour, and the recognition of every student’s individual worth.

The college community is driven by five core values; Ambition, Integrity, Independence, Respect, and Resilience. These values, alongside the vision for students to be “individually successful, community-spirited and globally aware,” underpin the college’s ethos and its enduring “Success for All” mission.

Pastoral care is central to life at Claverham and is organised through five Houses—Caldbec, Montjoie, Oakwood, Santlache, and Telleham—each overseen by a dedicated Head of House and supported by non-teaching Assistant Heads of House. This strong House structure creates a genuine “small school” feel within a larger community, enabling House Tutors to build lasting relationships with pupils and their families over the full five years of secondary education.

Claverham is consistently one of the highest-performing schools in East Sussex, with academic outcomes that typically place it in the national upper quartile. A key strategic priority is the continued narrowing of the attainment gap for disadvantaged students, supported by robust systems for early identification, intervention, and specialist referral to ensure that every pupil is able to thrive.

The Key Stage 4 curriculum is broad and ambitious, placing a strong emphasis on both academic excellence and personal development. It offers a diverse range of subjects, including modern and classical languages, an extensive arts provision, and a variety of practical and vocational pathways.

Around 95% of Year 11 students progress successfully to local sixth forms and colleges. Although the overall ability profile on entry is broadly average, the college has a well-established reputation for achieving strong outcomes, meeting a wide range of educational needs through inclusive teaching and targeted support.

The college is set within 42 acres of attractive woodland and parkland, offering an outstanding learning environment. Facilities are of a high standard and have benefitted from significant recent investment, most notably the recently redeveloped main school building, opened in September 2023, providing modern, flexible teaching spaces equipped to support innovative learning.

The site is also home to Battle Sports Centre, a valued community facility that complements the college’s strong sporting culture. The centre includes a sports hall, fitness suite, outdoor pitches, and multi-use spaces, supporting both the physical education curriculum and a wide programme of extracurricular sport. Outside the school day, Battle Sports Centre plays an important role in community life, hosting clubs, activities, and events for people of all ages across the local area.

In addition, Battle Day Nursery, located on the college campus, provides high-quality early years provision for children aged from infancy to school entry. The nursery is well regarded for its nurturing environment and strong links with the wider college community, supporting families locally and contributing to a seamless educational journey from early years through to secondary education.

Together, the college, sports centre, and nursery form a vibrant and well-integrated campus that serves both students and the wider community, reinforcing Claverham Community College’s role as a cornerstone of education and enrichment in the Battle area.



THE CLAVERHAM COMMUNITY COLLEGE CATCHMENT AREA

Claverham Community College serves a distinctive and diverse catchment area centred on the historic town of Battle, home to approximately 6,700 residents, within the wider Rother and Hastings district population of over 90,000. Internationally recognised for the events of 1066, Battle holds a unique place in national history and continues to be a significant cultural and tourism centre, anchored by Battle Abbey and its surrounding historic landscape.

The college also draws pupils from a network of attractive villages and rural communities, including Catsfield, Ninfield, Crowhurst, Sedlescombe, Westfield, and Netherfield. These communities are characterised by strong local identity, close-knit relationships, and a blend of historic housing, newer developments, and agricultural land. Much of the catchment lies within, or on the edge of, the High Weald Area of Outstanding Natural Beauty, providing an exceptional natural setting and contributing to a strong sense of place and community pride.

In addition to those students who live within the traditional catchment area, a large number of students also attend the school who live within a wider area encompassing the North and West of Hastings and St. Leonards-on-Sea, together with the North of Bexhill-on-Sea.

While the area is often perceived as relatively affluent, Claverham serves a broad and diverse demographic. Pockets of social and economic disadvantage exist across both town and rural settings, with challenges including rural isolation, transport accessibility, and housing affordability. The college is highly attuned to these variations and works proactively with partner primary schools, local authorities, and external agencies to ensure equity of opportunity and strong outcomes for all students.

Battle itself benefits from a vibrant and distinctive high street, with a strong presence of independent retailers, cafés, and community events that reinforce a tangible sense of civic engagement and local pride. Excellent rail connections to London, Hastings, and the south coast make the area attractive to families and professionals alike, combining the advantages of rural living with regional and national connectivity.

For an incoming Headteacher, Claverham offers the opportunity to lead a highly regarded school at the heart of a committed, supportive, and engaged community, within a setting that is both historically significant and forward-looking.



WHY EAST SUSSEX

East Sussex is a county of exceptional diversity and character, stretching from the boundary with Brighton & Hove in the west, northwards beyond Crowborough, and eastwards to include the historic Cinque Ports of Hastings, Winchelsea, and Rye. It combines a varied coastline with a rich rural interior, encompassing seaside towns, market centres, and villages that together create a strong and distinctive regional identity.

The county is renowned for its outstanding natural environment. Large areas are designated as Areas of Outstanding Natural Beauty, including the South Downs National Park and the High Weald AONB. The dramatic Sussex Heritage Coast, running from Eastbourne to Seaford, takes in iconic landmarks such as Beachy Head and the Seven Sisters Country Park, offering unparalleled opportunities for outdoor learning, wellbeing, and recreation.

East Sussex is well served by a comprehensive transport network. Mainline rail services provide direct connections to London, while the south coast rail route links Lewes, Eastbourne, and Hastings, with branch lines to Seaford and Newhaven. Strategic road links connect London with both Hastings and Eastbourne. Gatwick Airport, the UK's second-largest international airport, lies approximately 30 miles from Lewes, and Newhaven Port provides regular ferry services to Dieppe, reinforcing the county's strong European links.

Housing costs reflect South East averages but remain more affordable than many areas closer to London, making East Sussex an attractive proposition for relocation. In many parts of the county, the cost of living and quality of life combine to offer excellent value for professionals moving from other regions.

The county's proximity to mainland Europe has long shaped its outward-looking approach. East Sussex County Council places strong emphasis on international engagement, particularly through education. Well-established school partnerships and exchange programmes, especially within Modern Foreign Languages, support a commitment to global awareness and enrich the educational experiences of young people.

For a Principal, East Sussex offers the chance to live and work in a county that combines natural beauty, strong connectivity, and a clear commitment to education, providing an outstanding professional and personal context in which to lead.



LEADERSHIP TEAM STRUCTURE

As of September 2026 the structure is expected to comprise:

- Principal
- 2 Deputy Principals
- Business Manager – The above together comprise the Senior Management Team
- 5 Assistant Principals with specific whole school responsibilities.
- Associate Assistant Principal – The above together comprise the Leadership Team
- 5 Heads of House
- Heads of individual departments as appropriate
- Separate managers for the Sports Centre and Nursery

CLAVERHAM COMMUNITY COLLEGE

Job Description: Principal

(Incorporating Battle Day Nursery and Battle Sports Centre)

Start Date	September 2026
Accountable to	The Governing Body
Salary Range	Leadership Scale L32 - L38
Contract Type	Permanent, Full-time

MAIN PURPOSE OF THE ROLE

The Principal will provide ambitious, ethical and strategic leadership for Claverham Community College. The postholder will be responsible for:

- Securing high-quality education, safeguarding and wellbeing for all learners with the aim of them becoming individually successful, community-spirited and globally aware.
- Ensuring the effective, compliant and financially sustainable operation of the wider campus, including Battle Day Nursery and Battle Sports Centre.

The Principal is the leader of the College community, holding clear accountability for educational outcomes, personal development and behaviour, whilst also ensuring strong governance, risk management, and community engagement across all provisions.

KEY RESPONSIBILITIES

1. Strategic Leadership and Ethos

- Provide visible, values-driven leadership grounded in the College's core values of Ambition, Integrity, Independence, Respect, and Resilience, ensuring alignment with national standards for headteachers and promoting a culture in which every student can be individually successful, community-minded, and globally aware.
- Work effectively with the Governing Body to support robust governance, strategic planning, statutory compliance and accountability.
- Lead evidence-informed self-evaluation and school improvement planning, ensuring continuous improvement against national standards and inspection frameworks.
- Provide strategic oversight and line management of the Nursery and Sports Centre Managers, ensuring alignment with the College's vision and statutory responsibilities.
- Ensure the effective recruitment and performance management of staff, promoting high expectations, continuous professional development and clear pathways for career progression.
- Create a shared vision and strategic plan that inspires all stakeholders and reflects the needs of the wider community.

2. Quality of Education

- Maintain a broad, ambitious curriculum that fosters independence and critical thinking, meeting the needs of all learners including those with SEND.
- Cultivate a culture of continuous professional development where teaching is inspirational and rigorous, driving high outcomes and ambition across all key stages.
- Promote consistently high-quality teaching and learning through effective performance management, professional development and a culture of reflective practice.
- Ensure effective assessment systems are in place to inform teaching, track progress and close gaps.
- Oversee the strategic direction of Early Years provision to ensure high-quality EYFS practice and strong transition into statutory education.

3. Inclusion and Community

- Lead an inclusive culture that promotes equality of opportunity, meets the needs of all learners, including those with SEND, and reduces disadvantage-related attainment gaps.
- Ensure high-quality provision for personal development, including character education, wellbeing, careers education and preparation for adult life.
- Act as the public representative of the College, building strong partnerships with parents, carers, community organisations, local authorities and external agencies.
- Promote staff wellbeing, workload sustainability and professional respect, recognising their central role in pupil outcomes.

4. Behaviour, Attendance, and Safeguarding

- Maintain a calm, orderly and supportive environment where positive behaviour and mutual respect are the norm, ensuring that students build the resilience required for modern life.
- Implement effective strategies to secure high levels of attendance and punctuality.
- Hold ultimate responsibility for safeguarding and child protection across the College, Nursery and Sports Centre, ensuring full compliance with statutory guidance including Keeping Children Safe in Education.
- Ensure safer recruitment practices and a strong safeguarding culture are embedded across all campus operations.

5. Operational and Financial Management

- Ensure effective financial management, value for money and long-term sustainability across all funding streams, including education, early years and commercial income.
- Oversee the safe, compliant and effective management of the estate, ensuring health and safety, risk management and accessibility requirements are met.
- Ensure robust systems for data protection, employment law, and regulatory compliance across all campus provisions.

PERSON SPECIFICATION

The following criteria will be used when assessing the suitability of applicants:

	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> • QTS. • Degree. 	<ul style="list-style-type: none"> • National Professional Qualification for Headship (NPQH) or equivalent. • Evidence of recent, relevant leadership development. • Training in safer recruitment and financial or business management. 	<ul style="list-style-type: none"> • Application form. • Letter of application. • Reference • Interview.
Experience	<ul style="list-style-type: none"> • Proven experience in developing a stimulating and innovative curriculum. • Experience of leading organisations through change or inspection. • Evidenced experience in leading behaviour systems and driving improvements in attendance. • Commitment to own continuous learning. • Experience of the application of best practice in safeguarding. • Successful experience of strategic leadership at a senior level in a secondary school, with demonstrable impact on standards, outcomes and school improvement. • Experience of leading teaching and learning, curriculum development and staff performance management. • Proven experience of working with governors and external accountability frameworks. • Experience of OFSTED inspections and pre- and post-inspection planning. 	<ul style="list-style-type: none"> • Headship experience. • Experience in a range of schools. • Experience of working collaboratively with other schools and organisations. • Experience of overseeing or working with Early Years provision. • Experience or strong aptitude in managing community or commercial facilities, such as sports centres or nurseries. 	<ul style="list-style-type: none"> • Application form. • Letter of application. • Reference • Interview.

	Essential	Desirable	Method of Assessment
Professional Knowledge and Understanding	<ul style="list-style-type: none"> • Secure and up-to-date knowledge of national inspection frameworks and statutory requirements. • Strong understanding of curriculum, assessment and inclusion across Key Stages 3 and 4, and the EYFS. • Comprehensive knowledge of safeguarding legislation and best practice across the 0–16 age range. • Understanding of effective financial, risk and resource management in an educational context. • Experience of budget planning and management at whole school or department levels. • Ability to interpret and implement new legislation, policies and directives. 	<ul style="list-style-type: none"> • Experience of strategically leading on school- focused issues, including budget planning, staffing and management. • Clear understanding of national and local developments. 	<ul style="list-style-type: none"> • Letter of application. • Reference. • Interview.
Professional Skills and abilities	<ul style="list-style-type: none"> • A very good, positive and enthusiastic teacher. • Committed to social justice, equality and diversity, and to maintaining good relationships with all stakeholders and the community. • Demonstrates highly effective communication and stakeholder engagement skills, building strong, trusting relationships with staff, students, parents, governors, and external partners to support shared vision and school improvement. • Prepared to hold others to account and be personally accountable. • Ability to inspire others with high -quality interpersonal skills and a reputation for integrity. • Understanding of the range of data available on school performance and how to use it to drive continuous improvement. 	<ul style="list-style-type: none"> • Ability to develop successful partnerships with parents, carers, families and enhance community links. • Understanding and experience of strategies to improve outcomes for all learners, including SEND and disadvantaged. • Knowledge of curriculum development to meet the needs of all pupils. 	<ul style="list-style-type: none"> • Letter of application. • Reference. • Interview.

	Essential	Desirable	Method of Assessment
Personal Attributes and Leadership Behaviours	<ul style="list-style-type: none"> • Ambition Demonstrates a relentless commitment to excellence, high expectations and continuous improvement for all learners and staff. • Integrity Acts with honesty, transparency and moral purpose, modelling ethical leadership and public accountability. • Independence Thinks strategically, exercises sound professional judgement and is confident in making complex decisions. • Respect Builds positive, trusting relationships and communicates effectively with a wide range of stakeholders. • Resilience Demonstrates emotional intelligence, optimism, adaptability and stamina to lead a complex organisation through challenge and change. 		<ul style="list-style-type: none"> • Reference. • Interview.

ETHICS AND PROFESSIONAL CONDUCT

As a leader of the school community, the Principal is expected to demonstrate consistently high standards of principled and professional conduct, upholding the Seven Principles of Public Life (Nolan Principles): Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, and Leadership.

SAFER RECRUITMENT

Claverham Community College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and governors to share this commitment. The successful candidate will be subject to enhanced Disclosure and Barring Service (DBS) checks, as well as verification of qualifications, employment history, and references, in line with statutory guidance on safer recruitment.

We are committed to creating a safe and supportive environment for all students, and our recruitment processes reflect our duty to ensure that those appointed are suitable to work with young people.

THE FOLLOWING GUIDANCE IS INTENDED TO HELP CANDIDATES IN COMPLETING THEIR APPLICATIONS:

Shortlisting is carried out by comparing the information provided by the application form and the letter of application against the person specification which is drawn up by the selection panel. A copy of the job description and person specification is enclosed with the pack.

The Form

It is imperative that the application form is completed in full and signed. Follow the instruction to use black ink or typescript as your form will be photocopied.

Please do not attach a previously prepared CV as an alternative. It is important that we are able to compare candidates' experience by drawing on the same range of information. Statements in support of an application will often need to be longer than the space provided on the form and these should be attached to the application on a separate sheet.

Do not include photocopies of open testimonials. We will always write to your current or previous employer for a professional judgement of your suitability for the post. If you have been employed in your present school for less than five years, the governing body may wish to seek further supporting information from your previous employer(s).

The Letter Of Application

In addition to the application form, you are expected to write a letter of application for this post which includes the extent to which your experience has prepared you for headship (No more than 2 sides of A4. Please do not write part of your letter on the application form).

When completing your application, it is important that you relate your skills, experience and abilities against the person specification, identifying against each criteria an example of your expertise. The shortlisting panel cannot guess or make assumptions.

Referees

We take up references on shortlisted candidates. Please give your current or most recent employer as one of your referees; as an applicant for a headteacher post, you should provide the name and address of your Director of Children's Services, together with a second referee who should be someone who knows your work in a recent establishment.

Qualifications

Please bring documentary evidence of your qualified teacher status and any other relevant qualifications. The selection panel will require to see the original certificates. If you are successful, a copy of the certificates will be placed on your school file.

Medical Details and Disclosure Barring Service

If you are successful in your application, you will be asked to complete further forms requesting confidential personal information in these areas. An offer of contract will be subject to satisfactory clearance.

Finally

It is our policy to offer feedback to unsuccessful shortlisted candidates after the interview process. We are also keen to receive feedback on our own procedures. In this way, we hope you will appreciate that we intend them to be as much a two way process as possible and that everyone will be able to gain something from the experience.



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