



APPOINTMENT OF PRINCIPAL
APPLICATION PACK
APRIL 2024

Inspiring knowledgeable, enquiring and caring global citizens through excellence in education

WELCOME FROM THE CHAIR

Dear Applicant

Thank you for your interest in the post of Principal at Hockerill Anglo-European College. We hope this application pack and the information available on our website (hockerill.com) will give you a flavour of our unique and successful school and a real understanding of the role, and scope of this post. We would be delighted to show you around the College on 20 or 24 April – if you would like to visit the school personally.

Staff, governors and parents work in genuine partnership to provide an outstanding education for our students in a nurturing family environment, where all members of the school community are valued as individuals. We achieve excellent academic results and, just as important, provide a wide range of opportunities for all our students, enabling them to find their own particular strengths.

The challenge for the Governing Body now is to find the right person to lead our school. We are looking for someone who is passionate about education in its widest sense and who will share our values and commitment to maintaining a strong international ethos, whilst at the same time bringing a fresh perspective and developing their vision.

We look forward to hearing from you if you have the personal qualities we are looking for and the experience and ability to take up the baton, working with us to lead the College forward on the next stage of its journey.

Yours faithfully

John Stenhouse
Chair of Governors



Timeline	
Start Date	January or April 2025
Governors Open Morning	Saturday 20 April 0900-1200
	Wednesday 24 April 0900-1100
Closing Date	Wednesday 1 May at 0900
Shortlisting Date	Tuesday 7 May
Interview Dates	Monday 13 and Tuesday 14 May

WHAT ARE WE LOOKING FOR?

A visionary and international facing Principal who:

- is a strong, inspirational and approachable leader who makes staff and student wellbeing a top priority
- is an incisive and strategic thinker who is able to articulate a clear vision
- will build open supportive and collaborative relationships and be a visible leader for a thriving day and boarding community.
- will maintain and ensure a strong international ethos, sense of community and inclusivity
- can sustain and build upon Hockerill's high academic standards and maintain an innovative curriculum
- will focus on fulfilling each student's potential and is committed to raising achievement through partnerships with students, parents and other stakeholders
- is committed to the development of all staff, teaching and associate staff including their own personal CPD
- will respond positively to current and future challenges of the UK and international educational landscape
- is committed to developing Hockerill's wider national and international community and will promote internationalism, including through trips and exchanges.



WHAT WE CAN OFFER YOU

- The opportunity to underpin the educational vision and shape the future success of Hockerill within a global context.
- A prestigious and high performing day and boarding community with a unique offering of the International Baccalaureate (IB), Middle Years and Diploma programmes together with specialisms of Language and Music.
- An international ethos that attracts a vibrant and dynamic range of day and boarding students from the UK and overseas.
- An experienced, creative and talented team of staff.
- Dedicated governors who are engaged and determined to help you and the College succeed.
- A strong school and parent community with high aspirations and engagement.
- To be part of a successful principal/headteacher network within the Bishop's Stortford Educational Trust (BSET) comprising of an interesting mix of schools - independent, boarding, maintained, faith, secondary and primary, and which includes the BSET Teacher Training.
- An attractive salary package, inclusive of boarding allowance plus on-site accommodation set in beautiful grounds in Bishop's Stortford; the college is within 30 minutes of London and Cambridge and Stansted Airport are both close by.
- Access to a tailored CPD programme built around the successful individual which could include the Herts for Learning Leadership and Management programme, bespoke coaching and mentoring, NPQEL or similar depending on current experience.
- Access to further CPD gained from Headteacher updates and briefings across the county and CPD for staff in conjunction with the Bishop's Stortford Educational Trust (BSET).

TERMS OF APPOINTMENT

- The post offers a competitive salary, designed to reflect the College's ambitions and expectations for the education and boarding business as well as the experience of the successful candidate.
- A four bedroomed property is available as part of the package.

JOB DESCRIPTION AND PERSON SPECIFICATION

Overall responsibility for providing leadership for the College to secure its success and continuous improvement, ensuring high quality education and boarding provision for all its students and improved standards of teaching and learning in line with all statutory requirements.

Principal's role

The Principal is responsible to the Governing Body for the whole conduct of the College's affairs. The Governors attach the highest importance to the education and development of all the children entrusted by parents to their care, and place particular emphasis on their duty to safeguard. It will be the Principal's overall responsibility to ensure that these are delivered to the highest standard. The Principal's responsibilities also include the direction and assessment of the teaching and learning, the content and organisation of the curriculum, the appointment and development of all staff, and the development and management of the College, including its boarding provision and premises.

The Principal is supported by a strong senior leadership team.

The success of the College in recent years has arisen largely from continued improvement of the academic achievements and development of the boarding provision and, as a result, the College has been oversubscribed for a number of years. There is ambition to build on this success, and the Governing Body attaches the highest importance to continued improvement, seeing the Principal as the key player in achieving this. Responding to a changing boarding market will be a major focus for the new Principal.

The Principal will (save in exceptional circumstances) attend every meeting of the Full Governing Body and its committee meetings.

Specific responsibilities

- Articulating and implementing the College's vision.
- Providing strong, approachable and inspirational leadership for the College.

- Working to achieve the strategic priorities articulated by the Governing Board.
- Ensuring a strong international ethos and sense of community and inclusivity.
- Maintaining an academically rigorous and innovative curriculum and a strong commitment to the International Baccalaureate Programmes and bilingual humanities teaching.
- Sustaining and building upon Hockerill's strong academic standards and results, ensuring high and consistent standards of teaching and learning.
- Ensuring students' safety, wellbeing, progress and achievement; with all measures to safeguard students in place, including those related to safer recruitment.
- Maintaining a productive learning environment and ensuring high standards of behaviour and uniform.
- Ensuring the enhancement and commercial stability of the boarding provision.
- Ensuring that there is integration between day and boarding students in all parts of the College
- Maintaining oversight of all the College's financial dealings, planning, budgets and forecasts.
- Developing and sustaining open, supportive and collaborative staff relationships.
- Encouraging, monitoring, challenging and professionally developing staff, whilst not being afraid to tackle underperformance.
- Implementing and managing the College's admissions policy for both day and boarding students, including 'suitability for boarding' interviews and representing the College at admission appeal hearings.
- Overall responsibility for financial, premises, marketing and people related matters with a focus on best practice and excellence.
- Monitoring, evaluating and reviewing the effectiveness of College policies and enabling the Governing Body to meet their statutory responsibilities; keeping up to date with and meeting all legislative and regulatory requirements.
- Promoting the College and maintaining and developing strong relationships with a range of communities, including potential students, parents, Governors, the local community, BSET, the Local Authority, the International Baccalaureate (IB) and the Boarding Schools Association (BSA).
- Monitoring, evaluating, improving and embedding student achievement through data and other benchmarks; presenting College performance data, both orally and in writing to a wide ranging audience.

The appointment is subject to the current conditions of employment of Headteachers, contained in the Schools Teachers' Pay and Conditions document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation, including the Headteachers' standards as below and available at <https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>

Headteachers' standards

School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities

- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

Organisational management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties



PERSON SPECIFICATION

Governors are seeking to make a distinctive appointment of someone who shares their passion for the College and demonstrates the ambition and vision to build on Hockerill's success to date.

Given the particular character of the College, it is envisaged that candidates will have experience at a senior level in either the day or boarding sectors.

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they meet the first seven of the Qualifications, Knowledge and Experience and Professional Development sections shown below.

It is important to provide examples relating to the person specification criteria. Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement.

Criteria			
		Essential	Desirable
Qualifications, Knowledge and Experience			
QTS		•	
Degree or equivalent		•	
Commitment to and experience of working with secondary level students and staff		•	
Recent successful leadership as head, deputy headship or substantial experience within an equivalent senior leadership position in secondary education		•	
Has current training for Child Protection, preferably minimum level 2 Child Protection training or Designated Senior Leader training.		•	
Professional Development			
Evidence of recent leadership and management operational training and development		•	
Evidence of appropriate professional career development for the role of Headteacher or experience in a Headteacher role		•	
Has successfully undertaken safer recruitment training (if not, must be willing to undertake)			•

	Essential	Desirable
Leadership and Management Proven track record of success of senior leadership at secondary level. Experience of managing staff, including recruitment, induction and performance management, able to provide evidence of ability to delegate effectively and value contribution of members of a team. (Boarding experience would be advantageous but not essential).	•	
Safeguarding and Welfare Demonstrates an absolute commitment to safeguarding and able to show evidence of commitment to promoting health and safety and the welfare of students.	•	
Driving Improvement Evidence of driving improvement in an academic or pastoral context Including use of data and benchmarks to monitor and evaluate learning and teaching and personal development, and raise student and staff attainment.	•	
Curriculum - Experience of curriculum review, development and delivery. - Experience of the current national regulatory frameworks of academies, Ofsted requirements and the National Curriculum. Awareness of trends in education and curriculum in the UK. - Awareness and trends in education and curriculum overseas. - Understanding of, or willingness to explore, theory and practice of bilingual language teaching. - Experience and understanding of, or a strong commitment to, the International Baccalaureate programme.	• • •	• •
Financial Management Understanding of rigorous financial management through budgetary control and its contribution to the development of the college and student achievement. (Some experience of fundraising from a mixed range of sources would also be advantageous.)	•	
Stakeholders Experience of working with all stakeholders, including governors and school improvement partners		•

	Essential	Desirable
Skills and Personal Qualities		
Able to demonstrate that you are an incisive and strategic thinker who is able to develop and articulate a clear vision for the College – setting high standards in all aspects of your work	•	
Can show that you are able to lead by example, that you value the contributions of others and have the ability to manage change and evaluate its impact	•	
Is a strong communicator, with the ability to inspire and motivate others as well as having the skills to deal with sensitive issues or conflict	•	
Is able and willing to take decisions; demonstrate sound judgement and resilience under pressure	•	
Is flexible and creative, with an openness to new ideas, as well as a positive and energetic approach to work	•	
A commitment to raising achievement through partnership with students, parents and other stakeholders with a focus on fulfilling each student's potential	•	
A commitment to your own personal development and that of all staff	•	
A commitment to equality of opportunity, to race and gender equality and to social inclusion	•	

KEY FACTS AND STATISTICS

Type of School

Co-educational State Day and Boarding School

Age range

11-18 years

Year established

1978 (became Hockerill Anglo-European College in 1998)

Number of students

919 students (including 237 resident and 153 flexi boarders)

Sixth Form

International Baccalaureate is the sole course of study offered post 16

% SEND

19.26%

% Pupil Premium

5.55%

% FSM

3.26%

% EAL

5.66%

Ofsted and Performance Tables

<https://get-information-schools.service.gov.uk/Establishments/Establishment/Details/136482>

HOCKERILL ANGLO-EUROPEAN COLLEGE

Hockerill Anglo-European College is a co-educational 11-18 state day and boarding school, which became a single academy in February 2011. Hockerill is a thriving international community which is committed to engaging and motivating its students through high academic standards, innovation and diversity. This is reflected in a wide ranging and exciting provision including bilingual humanities teaching, well supported concerts and performances, and a diverse extra-curricular programme of overseas trips and exchanges.

Underpinning all of this is the College's mission "Inspiring knowledgeable, enquiring and caring global citizens through excellence in education", and the College is an environment in which the individuality of each of its students is valued, and where there is mutual respect between staff and students.

The College currently has 919 students, 237 of whom are resident boarders, and 153 are flexi boarders. As a 24-hour community, the College boasts a wealth of extra-curricular activities and an unstinting commitment to pastoral care. With a vibrant, international ethos, it attracts students from both the UK and overseas, and Hockerill actively promotes internationalism and the concept of the Global Citizen through its rich programme of overseas trips and exchanges in Europe, Africa and Asia.

The College combines a strong focus on innovation and forward thinking with an appreciation of much that is traditional, such as formal hall, Easter Celebration, Sports Award Event, Graduation and Prize Giving, Christmas Carol Service and a thriving Combined Cadet Force (CCF). Value is placed not only on realising students' academic potential, but also on developing the all-round person, and there is equal emphasis placed on excellent behaviour, kindness, manners, correct and smart uniform, as well as activities outside the classroom.

The College has an annual turnover of £11.6million and currently employs 210 staff, of whom 90 are teaching. A number of the staff body have international experience and are bilingual.

At the start of 2024, the College opened a new Sixth Form Centre, having recently completed both a new sports hall and science centre. The new Principal will oversee the next phase of the College's site development.

ACADEMIC MATTERS

The College is academically strong, both in terms of GCSE and International Baccalaureate (IB) Diploma results. The IB Diploma is the sole course of study offered post 16, the Middle Years Programme and GCSEs are followed in lower years. The College specialises in languages and music, and there is a historical and continuing commitment to immersive language provision (most students take two modern European or Oriental languages at GCSE) and bilingual humanities teaching. All language lessons are delivered entirely in the target language. The College has been consistently ranked in the top tier UK state comprehensive league tables for a number of years. It was ranked in the Top 10 Comprehensive Schools in The Sunday Times 2024 Schools Guide.

The students follow a broad and academic Curriculum. In addition to two Modern Foreign Languages students also study at least one humanity subject (which is often taught bilingually) alongside English, Mathematics and Sciences. Additionally, Hockerill offers PE, Economics, Japanese, Mandarin, Drama, Computer Science and Business Studies as well as a variety of Arts and Technology subjects to GCSE level. Adding Psychology; Social and Cultural Anthropology; Environmental Systems and Societies; Sports, Health and Exercise Science and Theatre at Diploma level.

To support the students in preparing for life after Hockerill, there is a Careers Programme for all age groups. The College has a full time Careers Advisor who oversees the University Admissions Co-ordination including support of the Oxbridge applications process. Typically around 75% of students moving on to university in the UK take up a place in a Russell Group institution and in 2023, 3% of students gained an Oxbridge place.

HISTORY

Hockerill has an interesting history, and was originally established in the early 1850s. It was a teacher training college until 1978 and maintains links with former trainees. It re-opened in 1980 as a co-educational boarding College and became grant maintained in 1994. It completed its transformation into Hockerill Anglo-European College in 1998; at the same time becoming one of the UK's first specialist Language Colleges and adopting the International Baccalaureate Diploma Programme as its sole course for Sixth Form study.

Hockerill Anglo-European College gained Academy status in February 2011.

THE SITE

Located in the centre of Bishop's Stortford in Hertfordshire, the College has a campus which ranges from Victorian to modern all surrounded by tranquil landscaping and many mature trees. There are five Boarding Houses, all of which are located on the campus. Additional facilities include a Sixth Form Centre, a Health Centre, a Chapel with a functioning organ, and a Refectory and Library. There is a separate Music Suite, with recording facilities, and a number of sports pitches including an all weather pitch. There has been investment in boarding and recreational facilities, and this continues to be a strategic priority for the Governing Board.

EXTRA-CURRICULAR ACTIVITIES

The Sports, Music and Extra-Curricular provision at Hockerill is extensive and underpins the College's philosophy of educating the whole person. Hockerill's musical provision is passionate and diverse, and its students can access tuition for a wide range of instruments. There are also a number of different ensembles and groups for communal music experience. These include a String Ensemble, Jazz Ensemble, Woodwind Ensemble and College Orchestra. Singers enjoy the Senior Choir, Junior Choir, Chapel Choir and College Choir. The students perform in a large number of musical events throughout the year and many student musicians aspire to join the prestigious College Big Band. In addition, there are a number of dramatic productions through the year.

Sports on offer at Hockerill include Hockey, Rugby, Football, Basketball, Netball, Golf, Cross Country, Cricket and Athletics, and for a relatively small College, Hockerill performs at a high standard, winning district competitions for Rugby, Hockey, Football and Netball.

Extra-curricular activities are varied and diverse and include additional sports clubs, debating and public speaking clubs, chess club, Eco club, Model United Nations and Amnesty International clubs, Duke of Edinburgh programmes and a well-established and highly respected Combined Cadet Force (CCF).

EXCHANGES AND TRIPS

Students are positively encouraged to participate in trips and exchanges abroad. By the end of Year 11 almost all students will have experienced College and family life in a different language and country and a number will have had several such experiences. Some students also have the opportunity for work experience and outreach work abroad. This year our students will visit, amongst other places, Germany, France, Belgium, Italy, Spain, Japan, Zimbabwe and Uganda, with multiple trips available to many of the European destinations.

Open Morning for Prospective
Candidates



ARRANGE A VISIT

We would welcome you to visit us on 20 or 24 April. If you would like to do so, please use this QR code.



HOW TO APPLY

Details of how to apply are available on our website www.hockerill.com/contact/vacancies

Application form

In order to complete the application form, you will be directed to the TES portal (CVs are not accepted). Please complete all aspects of the form fully. Include your full work history with no unexplained time gaps since leaving school education. Include all the training you have completed, particularly those in recent years which have helped to prepare you for headship.

Person specification and personal statement

When writing your response, it is really important you tailor this to address each of the requirements in the person specification. Ensure to evidence additional aspects such as training and qualifications together with your background and experience within the personal statement.

References

Please make sure your referees are aware of your application and that they are able to provide a swift turn around. Preferred referees are your last two employers, and you should provide their official organisational email address for us to contact. One referee must be your current or most recent Headteacher (or Chair of Governors if you are/were the Headteacher).

Important information

Pay Range	L36-L42 £112,774 – £130,448 (inclusive of boarding allowance)
Accommodation	A four bedroomed property on the College site is available as part of the package.
Start Date	January or April 2025
Closing Date	Wednesday 1 May at 9am
Shortlisting Date	Tuesday 7 May
Interview Dates	Monday 13 and Tuesday 14 May

Hockerill Anglo-European College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check, including the barred list, (for all adults living in the provided accommodation), as well as other pre-appointment checks outlined in Keeping Children Safe in Education.



Hockerill Anglo-European College
Dunmow Road, Bishop's Stortford, Hertfordshire CM23 5HX
+44 (0) 1279 658451 recruitment@hockerill.com www.hockerill.com