

Vice Principal

For January 2026



#RoadToGreatTogether



Candidate Letter

Dear Colleague,

Thank you for your interest in the post of Vice Principal at Farnham Heath End School. This position has a start date of January 2026.

This is an exciting time to join our exceptional team of leaders, teachers and associate staff who collectively strive to provide our students with an outstanding educational experience in and out of the classroom, and who are fully committed to our school improvement journey to take the school from good to great. We all share our school values of friendship, courage, resilience and high moral standards and have the highest expectations and aspirations for our students and for each other.

In January 2025 Ofsted confirmed that we are a *'welcoming and happy school'*, which is *'ambitious for all pupils'*, who are *'polite and respectful with adults and each other. They behave well, both in lessons and in social time.'* We are very proud that we are a comprehensive school in the heart of the community that we serve, which chooses to send their children to us in large numbers. We seek to develop the whole child by providing the firmest of educational foundations which allows our students to believe in themselves, to achieve more than they thought possible, and which therefore allows them to access the multitude of opportunities open to them in education, apprenticeships and employment.

You will be joining a highly committed and cohesive staff body, many of whom have enjoyed a long career with us because of our warm community, our sharp focus on professional learning and because of the opportunities for development and career progression that exist at the school and within the Weydon Multi-Academy Trust.

You will bring energy, a great work ethic, a sense of humour and relevant experience that will enable you to have a positive and developmental impact on the students and staff at Farnham Heath End School. Should you be successful, you will have a remit that will allow you the opportunity to genuinely shape the future direction of our school, whilst also ensuring that you are fully prepared to take the next step in your career.

We know that committing to a role of this significance is a difficult decision and encourage you to come to visit the school and to meet members of the team in advance of making an application. Please contact Shana Lunn slunn@fhes.org.uk to arrange a visit.

If you decide to apply for this position please complete the application form which you will find on the TES advertisement or on our website www.fhes.org.uk. No CVs will be accepted, and we ask that you complete the statement of application within the form outlining:

- Your particular interest in **this** post at **this** school
- The experience, qualities and skills you would bring to this role, paying particular attention to the job description included in this pack
- Details of any relevant interests or activities

Your completed application form should be emailed to Shana Lunn slunn@fhes.org.uk by 9am on 29 September 2025. Interviews are scheduled for October 8 and 9 2025.

We are very grateful for your time and effort in putting together an application and very much look forward to meeting you.

Yours sincerely,



Stuart Maginnis, Principal



About Farnham Heath End School

Farnham Heath End School is a mixed secondary school for children aged 11 to 16. We are comprehensive community school with a strong and respectful ethos, underpinned by our values of **friendship, courage, resilience and high moral standards**.

Our 1100 students receive a broad and balanced curriculum which prepares them exceptionally well for the next step in their education. We run a 3-year KS3, after which students can opt for a range of new subjects including, Dance, Enterprise, Psychology, Photography and Statistics. Students are taught in their tutor group in Years 7-9 before moving to sets in the Core subjects in Year 10.

We deliver 6 lessons a day, and some subjects are taught in double lessons to allow greater depth of learning or more opportunity for completion of practical tasks. PSHCE is delivered in one lesson a week in tutor time.

We place great emphasis on each student being known and cared for and this begins each morning with tutor time, during which an extensive character curriculum is delivered, alongside competitive activities and an assembly each week. Our students come from the full range of starting points and we are aspirational for them all and tailor support in and out of the classroom for their needs.

We encourage full participation in our extensive range of extra-curricular activities and we excel in sporting, theatrical, debating and creative competition, both locally and nationally.

We are on a school improvement journey and aspire to provide a world class education for our students. We are a StepLab Hub School which ensures research informs all that we do. Our firm commitment to professional learning means that we finish early each Monday afternoon in order to facilitate collaborative training and development and that all staff have access to coaching, NPQ courses and MAT led support from the Subject Lead team.

You can find our very positive Ofsted report from January 2025 here:

<https://files.ofsted.gov.uk/v1/file/50268373>



About Weydon Multi Academy Trust

We are a member of the WMAT which currently comprises **thirteen schools**, six mainstream secondaries; Weydon, Farnham Heath End, Woolmer Hill, Rodborough, Frogmore and Eggar's academies, five special schools; The Ridgeway, The Abbey, The Park, Clifton Hill and Brooklands schools and two primary, Crondall and Beacon Hill.

WMAT is a local trust serving the communities of Southwest Surrey, North East Hampshire and North Sussex which is committed to providing an inspiring educational experience for all students which is beyond their expectations and therefore forms the foundation of a happy and fulfilled life.

During the last three years, the number of students in WMAT academies has increased by over 20%. All WMAT academies are now oversubscribed with over 6,000 students and 700 staff.

As a result of its success, the Trust has gained over £25 million of extra capital funding since its formation in 2017, the results of which can be seen in the investment in the excellent facilities at FHES.

There is significant collaboration between the schools, supported by Subject Leads in English, Maths, Science and MFL who lead training and development, including on the cross-MAT annual INSET day.

The Trust is committed to nurturing and developing talent and as a result colleagues have enjoyed long and fulfilling careers with WMAT such are the opportunities for development and progression across the schools.

You can find more about WMAT here: <https://www.weydonmat.co.uk/>



Job Description

Vice Principal : Standards, Performance and Outcomes

RESPONSIBLE TO:	The Principal
GRADE:	Leadership Spine 16-24
CONTRACT:	Permanent and full time

Core purpose:

To play a pivotal role in driving academic excellence, improving student achievement, and ensuring that systems are in place to secure high standards across all areas of school life. To embed exceptional training, development and coaching to fully exploit the talents of the staff body to support the school's journey from good to great.

Key responsibilities

Leadership and Management

- Make a substantial contribution to the realisation and implementation of the school's vision, values and mission
- Lead and contribute to the development of policies and practice, and the evaluation of all aspects of school life
- Support, develop and challenge senior and middle leaders, and teaching and associate staff colleagues across the school, to effectively undertake their roles through oversight of appraisal, professional learning and line management of key leaders and aspects of school life
- Encourage a culture of staff professionalism by building positive and respectful relationships across the school community
- Lead coaching, training and development for staff at all levels of experience across the school
- Be a highly visible leader, take the initiative, demonstrate a growth mindset and adopt a rigorous approach to all aspects of the work of the Senior Leadership Team
- Communicate promptly and effectively to a range of stakeholders, orally and in writing
- Engage readily with leaders in other schools to build mutually useful relationships, within the Weydon MAT and beyond
- Ensure the school is prepared for any form of external scrutiny, through contributions to the School Improvement Plan, the collation of appropriate evidence and analysis of the performance of students and staff.
- Be a role model of outstanding teaching



- Share with members of the Leadership Team the responsibility for the daily administration and good management of the school. This will include participation in lesson visits, gate, detentions and other duties, breaktime supervision and quality assurance activities.
- Deputise for the Principal in his absence

Progress and Outcomes

- Ensure a relentless focus on progress at all key stages by leading the strategic use of data at all levels of the school
- Ensure that there is a culture of high aspiration among all staff and a belief that all students in the school, regardless of their starting point can make at least good progress
- Develop ways in which students can engage with attainment, achievement and engagement data in a way which motivates and engages, builds resilience and encourages a growth mindset
- Develop ways to engage parents in the data related to their child's engagement, attainment and progress
- Ensure all staff and governors receive regular and relevant training which ensures that there is a secure understanding of data across all stakeholders

Teaching and Learning

- Regularly articulate a clear vision for excellent teaching and learning to all stakeholders in the school
- In collaboration with the Assistant Principal Teaching and Learning embed the principles of excellent teaching and learning – the FLOW cycle - in the practice of all teachers so that outcomes continue to improve for all cohorts of students across the school
- Ensure all Curriculum Leaders have exposure to as much pedagogy and practice as possible so that they can accurately evaluate the quality of teaching in their team, and can support their colleagues to achieve a consistently high standard of delivery in the classroom
- Ensure technology is used effectively to support innovative approaches to teaching and learning

Curriculum and Assessment

- In collaboration with the Assistant Principal Curriculum and Assessment, ensure there is a shared understanding of the intent and ambition of the curriculum by all staff, students and parents
- Determine the balance of the core curriculum at each Key Stage which will ensure students are able to develop the appropriate depth and breadth of skills and knowledge required to prepare them for future academic success
- In collaboration with the Assistant Principal Curriculum and Assessment, review the KS3 curriculum to ensure it is sufficiently rigorous and is underpinned by a sound and appropriate assessment plan
- Embed the critical skills of oracy, literacy and numeracy across the curriculum at each Key Stage



- Lead the development of a character curriculum which ensures students develop the learning behaviours and personal qualities necessary to be active, autonomous and successful learners and citizens

School operations

- Secure outstanding outcomes for students by ensuring that all school systems are fully exploited to ensure the smooth running of the school and to fully inform and optimise the responsiveness and strategic planning by all school leaders
- Lead the creation, coordination and communication of school calendars including whole school, parents' evenings, assessment, exams and reporting to ensure there is alignment and coherence and a manageable workload for all staff across the year
- Oversee the assignment of planned and unplanned cover
- Lead the quality assurance process for the key areas of the work of the school to ensure school leaders have absolute clarity about the school's strengths and areas for improvement
- Determine the planned response to informal evaluative, and formal quality assurance activities, to ensure that engagement with staff about their practice is frequent and meaningful, and that evidence is used robustly to underpin plans for improvement
- Ensure that senior and middle leaders are trained to expertly evaluate the quality of provision in their area of responsibility, so that they can formulate a precise plan of action to rapidly address areas for improvement



Person specification

	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Good honour's degree	✓	
DSL Training		✓
School leadership qualification		✓
Further education beyond first degree (eg. Masters)		✓
Experience and knowledge		
Positive impact as an Assistant or Deputy/Vice Headteacher/Principal and a range of responsibilities undertaken to date	✓	
Record of strong examination results achieved by students recently taught	✓	
Experience of regular liaison with parents and carers	✓	
Contemporary understanding of key educational issues and developments	✓	
Delivery of training, development and professional learning to colleagues	✓	
Line Manager/appraiser of teaching/associate staff	✓	
Clear understanding of the pedagogy that underpins high quality teaching and learning	✓	
Budgetary control and financial management		✓
Experience of strategic medium and long term planning in response to self-evaluation and quality assurance		✓
Understanding of how technology can support teaching and learning and other critical school functions		✓
Clear understanding of the barriers to learning faced by students in a comprehensive school setting	✓	



Person specification cont.../

Skills		
Ability to articulate a vision and to inspire others	✓	
Clear vision for what constitutes first class educational provision	✓	
Excellent organisational and communication skills	✓	
Precision and attention to detail	✓	
Ability to initiate and manage change which leads to school improvement	✓	
Ability to analyse and use data to identify targets for improvement and tangible actions for improvement	✓	
An ability to support and challenge colleagues to improve their performance	✓	
Personal attributes		
A passion for working with young people	✓	
A moral purpose to provide the best possible educational experience for every child which guides leadership actions	✓	
A team player but able to work on own initiative	✓	
Ambition for all students regardless of their starting point	✓	
A confident public speaker	✓	
A willingness to take responsibility for difficult decisions	✓	
A commitment to challenging prejudice, inequality and racism in order to create an inclusive and safe community for all	✓	
Loyalty, personal integrity and discretion leading to an ability to maintain confidentiality and to respond sensitively to the needs of others	✓	
Professional ambition and a commitment to continual professional learning and self-improvement	✓	
Flexibility, emotional intelligence, and enthusiasm	✓	