

# Advertisement - Assistant Headteacher

Salary Range: Leadership Spine 14 - 18 (£71,330 - £78,702)

**Appointment for January 2026**

We wish to appoint a dynamic Assistant Headteacher to join our Senior Leadership Team and help lead our fantastic school. Farlingaye has a well-established reputation in the county of Suffolk and in the community, situated in the picturesque town of Woodbridge, approximately 10 miles north of Ipswich. We are proud to be part of an exciting and developing local Trust, EAST.

**We would like to hear from you if:**

- You have leadership experience and the ability to challenge, inspire and motivate colleagues and our students
- You are an excellent communicator and able to work successfully with both internal and external stakeholders
- You have high standards and expectations of self and others, and are able to lead by example
- You are imaginative, innovative, resourceful and a decisive leader
- You can build and maintain trusting relationships with the key stakeholders including staff, parents, and students
- You share our passion for education, and can demonstrate a clear strategic vision
- You clearly demonstrate how you have improved the quality of education in your current setting

**In return we can offer you:**

- Enthusiastic and ambitious students who are keen to learn with proven high achievement and attainment
- A strong reputation locally and in the wider community
- A talented staff team that welcome new challenges and are committed to supporting colleagues and students
- A very wide range of exciting extra-curricular activities
- Opportunities to work in genuine collaboration with EAST and our partner schools
- A supportive community, and Local Governing Body
- A comprehensive induction programme
- Quality continuous professional development
- OFSTED Good, 2022
- Access to the staff Wellbeing 'Employee Assistance Programme' and benefits of working for Farlingaye and within EAST

Potential candidates are encouraged to visit the school, and will be warmly welcomed. Please contact Lauren Teeling, Headteacher's PA on hr@farlingaye.suffolk.sch.uk or 01394 385720 should you wish to visit the school or have any questions.

Applications should be submitted via our on-line recruitment site which can be found on our vacancies page:
https://www.farlingaye.suffolk.sch.uk/Vacancies-Staff/

**Closing date for applications:** Monday, 6th October 2025 at 9am
**Interview dates:** Thursday, 16th & Friday, 17th October 2025

Should you wish to discuss the job role in further details, please contact Peter Smith, Headteacher, on psmith@farlingaye.suffolk.sch.uk

We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

We are an equal opportunities employer welcoming applications from all sections of the community.

The post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process will be undertaken on successful applicants including an enhanced disclosure check.

# JOB INFORMATION

## ASSISTANT HEADTEACHER

**SALARY RANGE:**

*Leadership Spine L14 - L18 (£71,303 - £78,702)*

**REPORTS TO:**

*Headteacher*

**JOB LOCATION:**

*Farlingaye High School,*

*Ransom Road,*

*Woodbridge*



The role presents an exciting opportunity to help shape the future direction of our successful school. The culture at Farlingaye is already one where students want to learn and staff are wholly committed to excellence both inside the classroom and through the wider curriculum offer. The next steps for Farlingaye is to improve the outcomes of all students, reflecting the efforts of staff and ability of students to succeed at the highest level, and to ensure consistency in our application of standards across the school. We are seeking applications from dynamic and outstanding individuals who are keen to help build on our successes and to be part of a team leading Farlingaye forward. The successful candidate will have experience in whole school leadership; successful teaching experience in raising student achievement and experience of leading whole school strategic change. They will also be able to clearly demonstrate meaningful impact in their current role.

**Main areas of responsibility: Lead for Behaviour, Student Leadership and Engagement, Management of Premises, Technology Resources and ICT Provision**

**1. Strategic Lead for Behaviour**

As Assistant Headteacher you will play a pivotal role in shaping the culture and climate of the school. A clear, consistent and positive approach to behaviour is essential to creating a safe, calm environment where students can focus on learning and thrive. You will therefore lead on the development and implementation of Farlingaye's whole-school behaviour strategy, ensuring that high expectations are embedded and that staff, students and parents work together to uphold them.

This will include:

- Driving the consistent and effective use of sanctions and rewards to promote positive conduct and achievement
- Overseeing exclusion data, detention systems and wider behaviour structures to ensure they are fair, transparent and effective
- Upholding high standards of uniform and appearance as a visible sign of pride and belonging
- Leading preventative strategies on drugs, gangs and associated safeguarding risks to keep students safe
- Acting as SLT link for the Behaviour Team and providing effective line management and support to colleagues
- Monitoring and responding to bullying and discriminatory incidents, using data to inform practice and signpost early intervention
- Using reporting systems to analyse trends and patterns, identifying emerging issues and implementing timely responses
- Working proactively with parents and carers to build partnerships that give students the best chance of success

# Job Description

## 2. Student Leadership and Engagement

Giving students a genuine voice in shaping their school helps to build belonging, responsibility and aspiration. By leading on student leadership and engagement you will ensure that every young person feels heard and has opportunities to contribute positively to school life. You will champion student leadership and engagement across the school.

This will include:

- Leading the Student Council and year council provision, ensuring students have a meaningful input into school life and decision-making
- Designing and running surveys and other feedback mechanisms to gauge student views, using the findings to inform practice and provide meaningful feedback to students
- Promoting student leadership opportunities across all year groups, ensuring their voice is heard in key decisions and developments
- Monitoring participation in extra-curricular activities to ensure a broad and inclusive offer, and that all groups of students are represented and able to benefit
- Overseeing provision for Young Carers, ensuring their needs are recognised and supported, and line managing the member of staff with day-to-day oversight
- Providing line management and strategic oversight of the PSHE Lead, ensuring the curriculum and its delivery meet students' needs and reflect student voice
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- Co-ordinating Activities Week to enrich the wider student experience and offer opportunities beyond the classroom

## 3. Line Management of Premises, Technology Resources and ICT Provision

A well-run site and reliable technology are fundamental to creating the calm, safe and efficient environment in which excellent teaching and learning can flourish. In this role you will lead and co-ordinate the people and systems that make this possible.

You will ensure that our operational and technological infrastructure supports excellent teaching and learning.

This will include:

- Providing strategic leadership and line management for the Premises Lead, working with them to maintain a safe, welcoming and well-maintained environment that supports students and staff every day
- Overseeing the ICT network and hardware provision to ensure secure, reliable and future-proof systems for teaching, learning and administration
- Line managing technology resources across the school, ensuring they are used effectively and represent good value for money
- Managing operational aspects such as fire drills and school transport to maintain safety and efficiency
- Acting as the School's GDPR link, ensuring compliance with data protection legislation and promoting best practice across all areas of the school

# Job Description

## Wider responsibilities

As a member of the Senior Leadership Team, you will contribute to the wider strategic development of the school. Beyond your core areas of responsibility, you will play a full part in shaping Farlingaye's culture, standards and curriculum offer.

This will include:

- Line management of an identified faculty area, supporting curriculum development, quality assurance and the raising of standards within that faculty
- Leading or contributing to cross-school initiatives and projects agreed within the Senior Leadership Team, sharing expertise and driving improvement across the school
- Acting as an ambassador for Farlingaye and the Trust, modelling the values of both to staff, students, parents and external partners

Above all else, we want leaders who are visible, reflective and committed with a desire to make a difference to our school community. The Senior Team seek to embody the principles, attitudes and behaviours we want in Farlingaye and we are seeking an individual to join us and support a restless desire to improve.

## Expectations of all members of Leadership Team

All members of the Leadership Team are expected to make a full contribution to the performance of the team's regular duties, including through undertaking the following:

- Delivering assemblies
- Performing lunchtime and break time duties and supervision
- Leading a Bus Duty team
- Carrying out mobile patrols
- Supervising whole school detentions
- Delivering CPD
- Conducting tours of the school with prospective parents, students and teachers
- Attending consultation and information evenings
- Attending Leadership Team meetings before and after school

In addition, all members of the Leadership team will be expected to deal with problems as they emerge in the school day, supporting staff, parents and students as needed. They will also be expected to play a full role in supporting our numerous school events.

Job Descriptions are not exclusive or exhaustive and the nature of the position entails that the post holder will be required to undertake other duties of a similar level/nature. Tasks are not excluded from the post simply because they are not itemised. The nature of this post will require flexibility to meet the needs of the school. The post holder will be expected to adopt a flexible attitude to the duties and hours to meet deadlines and deliver key objectives.

# Person Specification

*Elements required to undertake the job are provided under specific headings. Each element is essential or desirable as indicated in the table below.*

How the evidence will be tested is indicated under the remaining columns.

**Commitment to the school's ethos is considered essential as is a sense of humour. Evidence of both of these will be sought during the recruitment process.**

| A: Training & Qualifications | Essential | Desirable | Application | Interview | References |
|---|---|---|---|---|---|
| Qualified Teacher Status | ● | | ● | | |
| Degree (or equivalent) | ● | | ● | | |
| Evidence of recent professional development | | ● | ● | | |
| Relevant Higher Degree or Post Graduate curriculum or management qualification | | ● | ● | | |

# Person Specification

## B: Experience of Teaching & Educational Leadership

| | Essential | Desirable | Application | Interview | References |
|---|---|---|---|---|---|
| Substantial experience in secondary education | ● | | ● | ● | ● |
| Understanding of different leadership & management roles | ● | | ● | ● | ● |
| Demonstrable experience of successfully leading school change | ● | | ● | ● | ● |
| Evidence of successful strategies used to raise student progression achievement & attainment | ● | | ● | ● | ● |
| Evidence of successfully operating at both strategic & operational levels | ● | | ● | ● | ● |

## C: Professional Knowledge & Understanding

| | | | | | |
|---|---|---|---|---|---|
| Knowledge of strategies to achieve effective learning, teaching & assessment including the use of ICT | ● | | ● | ● | ● |
| Knowledge of the use of data to drive change | ● | | ● | ● | |
| Knowledge of local & national policies, priorities & statutory frameworks particularly regarding behaviour | ● | | ● | ● | |
| Ability to use data to identify trends and weaknesses and to inform future planning and strategic decision making | ● | | ● | ● | |
| Up-to-date knowledge of current educational thinking and research | ● | | ● | ● | ● |

# Person Specification

## D: Personal Skills & Attributes

| | Essential | Desirable | Application | Interview | References |
|---|---|---|---|---|---|
| A commitment to equality and diversity | ● | | ● | ● | ● |
| Excellent oral and written communication & ICT skills | ● | | ● | ● | |
| High standards of integrity and a positive role model for students and staff | ● | | ● | ● | ● |
| An ability to analyse and interpret information to make informed decisions and exercise good judgement | ● | | ● | ● | |
| An ability to evaluate quality and implement actions that lead to improvement | ● | | ● | ● | ● |
| A range of leadership skills to develop productive relationships and high performing teamwork | ● | | ● | ● | ● |
| An ability to challenge and motivate others to create a forward-thinking organisation committed to school improvement | ● | | | ● | ● |
| Good self-management, to include time management, working under pressure and to deadlines | ● | | | ● | ● |
| An ability to influence key stakeholders, particularly families and the wider local community | ● | | ● | ● | ● |
| Stamina, resilience, reliability and integrity | ● | | ● | ● | ● |
| An understanding of the value of a successful work life balance for self and others | ● | | ● | ● | ● |
| A caring and supportive approach to those in the school community | ● | | ● | ● | ● |
| Commitment to safeguarding and inclusion | ● | | ● | ● | ● |