

MORPETH SCHOOL



Assistant Headteacher Application Pack

Letter from the Headteacher	4
Information about the School	5
Why work at Morpeth?	8
Job Advertisement	9
Job Description	10
Selection Criteria	11
Supporting Statements	12
SLT Roles and Responsibilities	13
School Development Priorities	15





Dear Candidate,

Thank you for your enquiry about the vacancy for the post of **Assistant Headteacher** at Morpeth School. We are pleased that you are interested in finding out more about working here.

We hope that our school website www.morpethschool.org.uk will give you a strong sense of the school. You will find the Job Description/Selection Criteria in this pack and an Application Form with any other details on the website. In your application, we are particularly interested in knowing how you think your skills and experience will match Morpeth.

If you have any issues accessing the recruitment documentation, please do not hesitate to contact our HR Officer, Pedro Cedeno (recruitment@morpeth.towerhamlets.sch.uk).

Completed applications should be returned to this address by Friday 19th September 2025. Successful candidates will be contacted by telephone and invited for interview on Thursday 25th September.

Unfortunately, we are not able to contact unsuccessful applicants individually. If you have not heard from the School after 10 working days past the deadline, please assume you have not been shortlisted for interview.

Please note that as this post involves working with children, it is exempt from the Rehabilitation of Offenders Act 1974, which means that all convictions, cautions and bind-overs (including those regarded as 'spent' for other purposes) must be declared if you are invited to interview. Please see the application form for further details.

Yours sincerely,



John Pickett
Headteacher



Morpeth is an eight-form entry, mixed, 11-19 comprehensive school situated in Bethnal Green, Tower Hamlets and we are very much a community. Our values are longstanding; they encapsulate the way we work and the way the school feels, where learning is excellent, every child is known and included and relationships are positive.

We are proud of our diversity – we represent the wider Tower Hamlets community – and recognise that in order to make everyone feel included and valued, this requires ongoing and explicit consideration.

We prioritise the development of trust and understanding between pupils from different backgrounds; all members of staff – teaching and support – work together regularly throughout the year to develop our practice. As a result, visitors frequently comment on how friendly the school feels and the excellent relationships between staff and between pupils and staff. We are over-subscribed both for Year 7 and the sixth form, and have a very strong track record of recruitment and retention of teaching and support staff.

We have over 110 teaching staff, 35 Teaching Assistants, and 70 other support staff who share a strong belief in what our pupils can achieve. Our teachers are subject specialists, passionate about those subjects and keen to develop their knowledge and practice. We also place great importance on learning beyond the classroom. There is an extensive programme of extra-curricular experiences and over 100 lunchtime and after school activities offered weekly.



We are fortunate in that the entire school has been rebuilt or refurbished to a very high standard over recent years, and we have been able to invest heavily in learning resources for pupils. Schools across Tower Hamlets have a long tradition of working closely together and in recent years this has been facilitated and strengthened by the Tower Hamlets Education Partnership.

What makes us different?

Our KS4 curriculum structure

When we reviewed our KS4 curriculum in 2010 we decided that the traditional model that we offered didn't feel sufficiently flexible or tailored to our students both in terms of context and inclusion. It was 'one size fits all'. We wanted to continue to provide a rich and broad curriculum where the arts are valued alongside core academic subjects but also one that could recognise students' individual needs.

The model we have now is one that is innovative, ambitious, dynamic and responsive to students' needs. We typically offer 25 optional examined courses. Alongside core subjects, students choose two options each year in Years 9, 10 and 11, courses being one year in length, and having the equivalent time of one-day a week per course. Students will take exams at the end of the year. The majority of students will study the EBacc subjects with significantly higher than national numbers taking GCSEs in creative and expressive arts, and design technology.



Our inclusive approach

We support students by:

- focusing on both systems and practice - we recognise that we need strong systems to provide structure however, in a school that views high quality relationships as the key driver in all that we do we place an emphasis on supporting colleagues' practice;
- understanding that behaviour is a two-way language of communication;
- being compassionate - making decisions about behaviour based on the context of every child and situation;
- being data-led - using both qualitative and quantitative data helps us ask the right questions about behaviour and inclusion, in the same way as progress and attainment.

We recognise that in order to prioritise the development of positive relationships across the school, we have to build it into our structures. In September 2023, we moved to a vertical tutoring system where pupils meet three times a week in coaching circles made up of 13 pupils from Years 7 – 11.

We have 80 circles, led by coaches from across our teaching and support staff and organised into five houses. The circles and houses are fundamental to ensuring every child feels that they belong to our community.

What do we offer?

We know that to provide the best support for our pupils, we need to have staff who feel happy in their role, trusted and well-supported. Teaching staff are able to work from home for some of their PPA time, we take a positive approach to requests for flexible working, we create regular opportunities for all staff to mix socially through weekly staff circles, free staff breakfasts and our Staff Association who run events and trips throughout the year. Teachers have autonomy to plan lessons within departmental agreed curriculum plans and we have regular subject teach meets within departments and professional learning groups both with a focus on developing pedagogy.

We have never believed in performance-related pay, but do believe in the importance of continual professional development and in regular scheduled opportunities for staff to discuss and reflect upon their professional development across the school year. We support and encourage the full breadth of professional development opportunities – formal and informal - from external CPD, to supporting Masters level qualifications including study days and a contribution to costs, providing coaches for NPQ courses and to ongoing high-quality internal training opportunities.

“A supportive community for students and staff”

“A school with a human face, diversity is appreciated”

“High professional trust and autonomy”

“I feel respected and appreciated”

“Supportive colleagues and an opportunity to grow”

“Excellent facilities and amazing SEN provision”

“Relational practice”

“Sense of community felt within the school”

“We teach each other something every day”

“A school that thinks about all communities and promotes equality and inclusivity”

“There is always a smile waiting for you”





Position:	Assistant Headteacher
Salary:	Inner London Leadership Pay Range (L17 – 23)
Contract Type / Working Agreement:	Permanent
Required for:	January 2026
Closing date for all applications:	12:00pm, Friday 19 th September 2025
Interview date:	Thursday 25 th September 2025

An appointment as Assistant Headteacher is an opportunity to join a highly successful team: talented, committed staff, enthusiastic, friendly pupils and a community of supportive families and external partners within and beyond Tower Hamlets.

We believe that our success derives from our inclusive, pupil-centered focus; our commitment to the continuous review of curriculum and pedagogy; our focus on professional development; and a strong belief in the need to work within a set of values which underpins all that we do.

How to apply:

Completed applications should be returned to recruitment@morpeth.towerhamlets.sch.uk

For full details and application pack see the school website www.morpethschool.org.uk or our job page on TES: <https://www.tes.com/jobs/employer/-1042684>

We are committed to safeguarding our students. Successful candidates will be required to abide by the school's Safeguarding Children policy and undergo an enhanced DBS check. The School may conduct an online search as part of due diligence checks in the recruitment process.

Assistant Headteacher – Job Description

1. To undertake a range of leadership and management roles and responsibilities as agreed with the Headteacher.
2. To work collaboratively within the SLT to create, implement and review whole school policies and procedures.
3. To adopt a high profile amongst staff and pupils, promoting high expectations and achievements.
4. To represent and promote Morpeth School both internally through assemblies and meeting with families and visitors, and externally within the local community including other schools, the local authority and other agencies, as relevant.
5. To participate in, and lead, professional activities for staff.
6. To carry out all professional duties commensurate with this post as directed by the Headteacher.
7. To be a Coach to a group of pupils.

Assistant Headteacher – Selection Criteria

1. Qualified Teacher.
2. Evidence of successful teaching in an urban school, and the ability to share good practice that promotes effective learning.
3. Evidence of an understanding of how to create the conditions that promote pupils' academic and personal success.
4. Up-to-date knowledge and understanding of the current challenges and opportunities facing a fully inclusive school.
5. Evidence of the ability to lead and develop a team.
6. Evidence of successfully building trusting relationships with and among staff, students and parents.
7. Ability to successfully lead and manage initiatives.
8. Evidence of effective leadership of, and participation in, school self-evaluation.
9. Evidence of a creative and flexible approach to leadership in order to bring out the best in people.

Assistant Headteacher – Supporting Statements

We would like **TWO** supporting statements.

STATEMENT ONE

Please write a personal statement which addresses the Selection Criteria.

Please note that you may wish to combine selection criteria – do not feel that you need to produce separate sections/paragraphs.

Maximum 800 words

STATEMENT TWO

Please respond to the following question:

“What has led you to apply for this position at Morpeth School?”

Maximum 500 words

TES Applicants: We recommend that you send your completed Application Form and Personal Statements directly to our Recruitment inbox:

recruitment@morpeth.towerhamlets.sch.uk

SLT Roles and Responsibilities

	DH - 1	DH - 2	DH - 3	SBM
Strategic responsibilities	<i>'Positive Relationships'</i> Relationships and behaviour Attendance	<i>'Everyone's Included'</i> SEND Safeguarding Stakeholder engagement	<i>'Excellent Learning'</i> Curriculum Progress, Assessment and Reporting	Budget and Finance School site Administration HR procedures
Line management	Year 7 Lead Year 8 Lead Year 9 Lead Teacher at The House IER PE	Safeguarding team SENCO Art & Photography Computer Science Psychology Sociology & H&SC DofE coordinators	English Maths Science Media & Film Data manager	IT (including HPA) Facilities CRO Lunchtime supervisors
Additional responsibilities	Admissions Exclusions FAPs Off-site provision Y7 Induction	Exams Flexible Learning Trips / EVC Parental engagement Student voice	Timetable Choices	Health and Safety IT strategy Clerk to the Governing Body Medical needs
Meetings / Agendas	YPAR Year Leads Governors (att. on rotation)	Student Voice YPAR (att) Governors (att. on rotation)	Core HODs Assessment PLG?? Governors (att. on rotation)	Finance Committee
Publications	Updating website: - EBI policies Y1s LM handbook	Updating website: - Exams - Flexible Learning - SEND - Student Leadership	Updating website: - Curriculum Choices booklet Break duty and SLT rotas HoDs LM handbook	Calendar Website: compliance
Events	Governors' warnings Year 6 transition events Primary interviews	Parents' Evenings		Governors Meetings

	AHT - 1	AHT - 2	AHT - 3	AHT - 4
Strategic responsibilities	Coaching Circles Teaching & Learning (with KW)	Professional Learning Teaching & Learning (with BG)	Relationships and Behaviour (with AME) House ethos	Sixth Form Y7 and 11 recruitment
Line management	RS MFL ECF Team	History Music Drama Careers CPSHE Library (with CMC)	Geography DT Year 10 Lead Year 11 Lead EPQ House Leads	Economics & BIS Government & Politics Heads of Year Wessex staff BTEC Co-ordinator
Additional responsibilities	New staff ECF MYCDays Coaching staffing	Coaching Circles (with BG) Morpeth TV	House competitions	Wessex Supervised Study BTEC
Meetings / Agendas	ECF New staff		BLs / PST & 'Duty team' YPAR (att Years 10-11)	
Publications	Coaching calendar Assembly rota T&L publications New staff handbook ECT handbook	Updating website: - Careers RSHE	Duty rota Yearbook (with LEV)	Website: - Overview - Sixth Form Primary transfer booklet Prospectuses Sixth form bulletin
Events				Year 7 & 11 recruitment Post-18 days & 6 th form events

2025-2026

Morpeth School

- Learning is excellent
- Everyone is known and included
- Relationships are positive

As a school we are refining systems and developing practice to enhance the quality of learning, ensure everyone is known and included and reinforce a culture where positive relationships are at the heart of everything that we do.

Learning is excellent

- Further embed effective teaching strategies and adaptations to support the progress of all learners in all lessons
- A whole school approach to developing successful readers encompassing whole class strategies in lessons, intensive support in coaching circles and the further development of a reading culture within the wider school community
- Continue to develop pupils' oracy skills and confidence in every lesson and coaching circle to positively impact their learning and confidence in a range of social settings.

Positive relationships

- Continue to develop a whole school approach to relational practice and systems that is well understood and valued by pupils, families and staff
- Build on the existing school systems to increase levels of attendance.

Everyone is known and included

- Further develop the use of data and effective pedagogy to support excellent learning for SEND / LPA learners
- Develop, review and refine our systems for improving our community in consultation with students and families.