



Headteacher

Application Pack



Altwood
Church of England School



Altwood
Church of England School

Information for candidates

Altwood Church of England School

Headteacher September 2024

Group 6 Leadership Scale Points L29-35

"To offer an outstanding education for our students and prepare them for successful, independent lives in the 21st century."

John 10:10: 'I have come that you might have life and live it to the full'

"Altwood Church of England School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work."

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Dear Applicant

Thank you for taking the time to find out more about Altwood Church of England School and our Headteacher vacancy.

We seek a Headteacher who aligns with our vision and values. Who is dedicated to further developing our school community, which is centred around each student as an individual. Our vision emphasizes preparing students for life beyond Altwood, aspiring to deliver an outstanding education tailored for success in the 21st century.

We are pleased to have retained our “Good” judgement in our 2023 Ofsted inspection. Our P8 scores are consistently positive, and expectations are high. In recent years we have seen growth in student numbers, with a waiting list for year 7. We have a committed staff and retention is good. The vertical tutoring and house system are integral to our community ethos. As a governing board we value our school community because it reflects the diverse world our students will grow to be part of.

“The school is determined to provide an education that helps pupils to be confident, engaged and happy learners. Focusing on these areas has led to a distinct culture throughout the school.”

“Staff are proud to work at the school and are supportive of each other. They are committed to the school's vision in helping all pupils to succeed.”

Ofsted 2023

This is a unique opportunity to play a significant leadership role, not only in the school but in the development of the new Multi Academy Trust of which Altwood is one of the founding schools.

We look forward to working with the successful candidate to build on the many strengths of our school, to lead our community in the next phase of its development as we transition into the Agape Multi Academy Trust.

We hope you will find the information in this pack useful, and we look forward to hearing from you.

Yours faithfully

Jan McLucas

Chair of Governing/Trustee Board
Altwood Church of England School

Dear Applicant

Thank you for your interest in the role of Headteacher at Altwood Church of England School.

The Piggott School and Altwood Church of England School have worked closely together for many years. Together we are forming The Agape Multi-Academy Trust on 1st March 2024, after receiving approval from the RSD in October 2023.

Agape is pronounced with three syllables: 'Ah-ga-pay'. The term Agape refers to unconditional love. Christians believe this is the highest type of love, and it is the love that Jesus has for all of us. Agape involves feeling so much love for someone that you put them before yourself.

The Trust will have mixed articles, so that Church and non-Church schools will be able to join the MAT. Two additional schools are consulting in January 2024 on joining the Trust after formation.

Discussions are also being held with other schools interested in joining The Trust. The Agape Trust's strategic plan is to grow to be five schools by September 2025 and to include several other primary and secondary schools over the coming years.

Our Vision

'A collaboration of schools which enhances the educational experiences and outcomes for children, maximizing the benefits of working together, whilst maintaining the individual culture and ethos of each individual school.'

The sharing of staff experience and skills across schools will lead to improved outcomes for students and professional development opportunities for staff at all levels. Staff will have an increased level of support through collaboration. This will develop a stronger synergy and connectedness across the schools in the MAT. School improvement strategies and expertise can be shared between schools. Strong collaboration with shared accountability will lead to better educational experiences, progress and attainment for pupils.

Staff in the MAT will benefit from the healthy working initiatives available in each school such as lap top computers for teaching staff, discounted BUPA healthcare, Electric Vehicle Salary Sacrifice Scheme, well-being weeks and well-being days.

School leaders and teachers will share resources and planning to spread experience and expertise. School leaders, teachers and other staff can be shared across more than one school, enabling schools to find different solutions to recruitment, retention and flexibility and to retain staff by providing new opportunities within the MAT group.

This is an exciting time for The Piggott School and Altwood Church of England School. I look forward to meeting with the shortlisted candidates for the headship at Altwood School.

If you have any questions in regard to the Trust please do contact me via Mrs Caroline Preston at: PrestonC@piggottschool.org

Yours faithfully

D J Gray

Executive Headteacher: The Piggott School

CEO Designate: The Agape Multi-Academy Trust

About Altwood Church of England School

Altwood Church of England School is a co-educational 11–18 comprehensive school serving a catchment area in and surrounding Maidenhead. We have a student capacity of 750 plus a Sixth Form, with 741 students currently on roll. The growing reputation of the school over the past decade means that intake continues to increase year on year. The school has a highly dedicated and committed staff of 44 teachers (including 6 SLT) and 62 support staff.

Our Mission

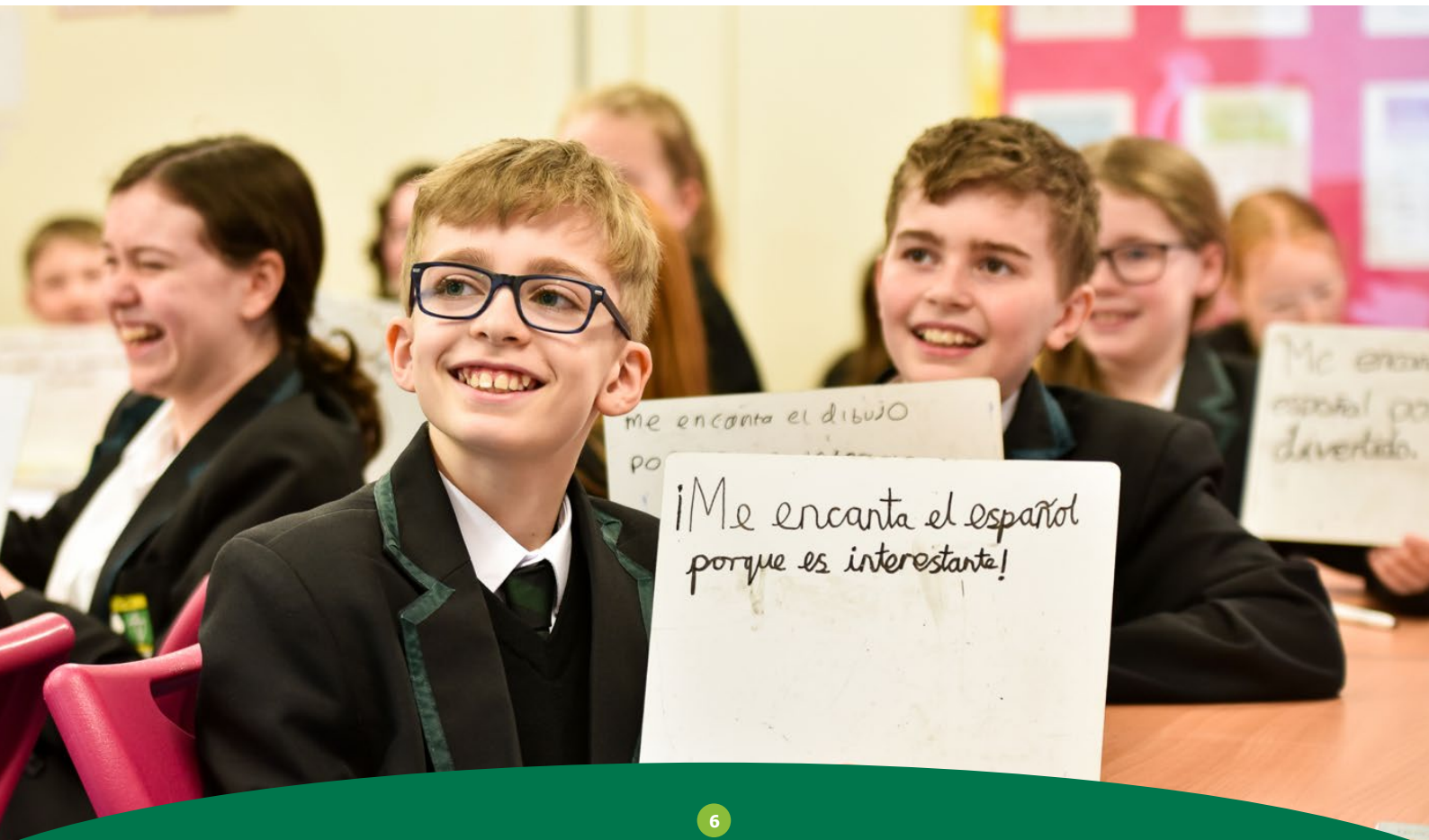
1. To be a high achieving academic community
2. To identify and develop the full potential of every member of our community and give them the skills and qualifications they need to achieve their ambition
3. Do this within the context of the culture and values of the Christian faith emphasising the strong moral and spiritual values shared with other faiths

Our Vision and Values

To offer an outstanding education for our students and prepare them for successful, independent lives in the 21st century.

John 10:10: 'I have come that you might have life and live it to the full'

As a Church of England school our key principles are built around the Gospel values, in particular truth and forgiveness.



Our Community

At our heart is a focus on every student as an individual. We are proud that we challenge and stimulate every person at our school in order that they flourish and do their best. We want our students to be curious, proud, determined, resilient, respectful and reflective learners. We want them to leave us well-placed to adapt to working life and the world beyond.

"In class, and around the school, pupils work diligently and behave well. They know that teachers want the very best for them. This helps pupils to achieve well, including pupils with special educational needs and/or disabilities.."

Ofsted September 2023

We adopt a whole school approach to SEND, which is integrated into mainstream teaching. We have an above average number of students with SEND, 13% of whom qualify for SEND Support. 7% of our pupils have EHC Plans.

Our staff are passionate and committed; they continually provide opportunities to help students develop and flourish, academically and personally. They all understand their part to play in the leadership of the school.

We have strong links in the local community outside of Altwood: with other schools, businesses, partners, charities and organisations. As an outward-looking school our students' learning is rich in its understanding of cultural and social diversity. Community programmes include a rough sleep to raise money for Guatemala Street Kids, Berkshire Careers Fair, the 'Me, Prison No Way' project and taking our Cookery Club to the senior lunch club at St Peter's Church.

Our Academic Achievements

KS4 GCSE 2023	KS5 A Level 2023
Progress 8: +0.17	A*-C: 57%
Attainment 8: 42.37	KS5 Vocational Courses 2023
	Distinction* - Merit: 92%



What our students say

"When I go to my tutor group, I can meet people who are more mature and wiser. It gives me an older point of view of life."

Student, Year 8

"Our school is special because it has a wide variety of enrichment activities such as school clubs and House competitions – there is something for everyone"

Student, Year 9

"Student voice is important, and our opinions are valued."

Student, Year 10

"Altwood is a small school, which means our teachers know us really well. They are very caring as are the other students."

Student, Year 7

"The staff motivate me, because when they are really passionate in what they are doing it makes it easier to learn and pay attention. It makes you feel more welcome."

Student, Year 11



Our Governance

We currently operate as an Academy Trust, registered as an exempt charity. The Trustees are also directors of the charitable company which is limited by guarantee. Within our community they are known as Governors and are listed on our website.

Our Strategic Priorities

The main strategic priorities for the year are detailed in our Improvement Plan and monitored throughout the year. The 2022-25 strategic priorities are:

- Deliver an appropriate and ambitious curriculum which is fit for all learners.
- Ensure the use of assessment, across all year groups and in all subjects is well embedded into teaching and learning. In turn this will lead to strong examination performance and progress.
- The school community has high expectations which support a safe, calm, orderly and positive culture where students can thrive in both their learning and wider development.
- Students make positive contributions to the community and are well prepared for their future.
- Ensure ambitious expectations are supported by a strong provision which leads to good or better outcomes.
- Deliver a financially secure future for the entire school community which adds value to the experiences of all stakeholders.

Headteacher qualities from a student perspective

We asked a focus group of students what qualities they would want in our new headteacher:



Headteacher Job Description

January 2024

Job Title: Headteacher

Hours: Full time

Reporting to: Trust Board and governors

Salary scale: Group 6 Leadership scale 29–35

Support with relocation expenses if necessary is available for the right candidate.

Core Purpose

- Ensure high quality education and care for all students leading to excellent academic outcomes, character development and an embedded culture of safeguarding.
- Establish a culture where excellence and leadership potential flourish resulting in high quality teaching and learning and strong succession planning.
- Provide strategic leadership for the school which ensures continuous improvement.
- Be responsible for the management and operational leadership of the school in the best interests of the students. Manage and be accountable for allocating financial resources appropriately, efficiently and effectively.

Core Attributes

- Excellent leadership skills, both strategic and operational, the ability to envision the future and inspire others.
- Operational Excellence, the ability to deliver complex and challenging projects
- High levels of energy and resilience, adaptable and responsive, able to manage change effectively.
- Compelling communication skills.
- Emotionally intelligent, able to understand and interact effectively with all stakeholders.

Statutory Requirements

The Headteacher's professional duties must be carried out in accordance with and subject to the statutory duties, professional responsibilities and ethical conduct as laid out in all applicable legislation including the following:

The Headteacher Standards (DfE, current version), including Section One: the Nolan Principles.

The School Teachers' Pay and Conditions Document.

Keeping Children Safe in Education (DfE, current version).

The Funding Agreement of the School and Academy Trust Handbook.

Academy Trust Scheme of Delegation.

Equality of Opportunity

Altwood Church of England School is committed to equal opportunities in employment, ensuring that the protected characteristics of the Equality Act 2010 are applied.

Accountabilities

A. Building a vision, creating the school culture and leading change

1. Be fully committed to comprehensive, non-selective and inclusive education, ensuring that the education and interests of our students are at the centre of everything we do at Altwood Church of England School.
2. Articulate and demonstrate clear values and moral purpose for the leadership of Altwood Church of England School providing vision, leadership and direction, which inspires and motivates all stakeholders, creating and maintaining a positive school culture.
3. Compellingly communicate the vision and purpose of Altwood Church of England School and set high expectations of academic progress, ensuring that learning and progress are at the heart of all strategic planning.
4. Work with the Trustees and the Governing Body, to develop and translate the vision and ethos of the school community into clear plans, which all stakeholders understand and apply.
5. Inspire students and staff to develop their full potential by setting a good example in their own practice and by encouraging a caring, positive and exciting learning environment.
6. Ensure high staff professionalism which creates a culture where students experience a positive and enriching school life giving them the skills and qualifications to achieve their ambition.
7. Accurate self-evaluation which leads to continuous and effective improvement.
8. Prepare, implement and monitor the School Improvement Plan in consultation with Governors and staff.
9. Maintain a wide knowledge and understanding of education and school systems locally, nationally and globally through own CPD.
10. Work with political and financial astuteness, applying local and national policy within a clear set of principles, centred on the vision for the school.

B. Leading teaching, curriculum and assessment

Teaching and learning excellence

1. Secure excellent teaching through evidence-informed and analytical understanding of how students learn.
2. Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn.
3. Implement and evaluate strategies which secure the highest standards of teaching and learning.
4. Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.

Curriculum

5. Establish effective curricular leadership, developing subject leaders with high levels of relevant

expertise with access to professional networks and communities.

6. Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum.
7. Embed an appropriately designed, balanced curriculum which is continually assessed against its impact on learning and progress, ensuring that assessment is fit for purpose.
8. Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.

Monitoring and evaluation

9. Monitor and evaluate standards of teaching and learning to celebrate excellence and challenge under-performance.
10. Use data and assessment tools to monitor students' progress and achievement, and challenge under-achievement.

Behaviour for learning

11. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding in school and in the wider community.
12. Ensure good order and high standards of behaviour amongst students and staff.
13. Establish and sustain high expectations of behaviour for all students, built upon relationships, rules, routines, values and virtues, which are understood clearly by all staff and students.
14. Embed and sustain effective systems for the management of student behaviour, for the enhancement of pastoral care.
15. Ensure high standards of student behaviour and courteous conduct in accordance with the school's behaviour policy.
16. Implement consistent, fair and respectful approaches to managing behaviour.
17. Ensure that adults within the school, model and teach the behaviour of a good citizen.

Inclusive learning

18. Ensure that all students and staff fulfil their potential by encouraging high expectations and appropriate interventions within the school.
19. Ensure the school holds high expectations for all SEND students and that the school fulfils the SEND Code of Practice.

C. Leading and managing staff

1. Be a role model with a consistent, visible presence across the school, foster positive, professional relationships with students, parents, school and trust staff, governors and directors, other professionals, and the wider community.
2. Lead a culture of achievement and high performance, maintaining ambitious standards for all students and holding staff to account for professional practice as well as conduct.
3. Build the wellbeing of staff into school planning, acknowledging the mental and emotional needs of staff at all levels, enabling them to operate effectively and feel a valued part of the school community.

Talent and professional development

4. Embed a professional development programme for all staff which meets the needs of the school and

its staff to improve their performance.

5. Identify emerging talents, coaching current and aspiring leaders, for succession planning.
6. Support teacher training at all levels and work with external partners to encourage individuals into the profession.
7. Lead and develop the school's Senior Leadership Team in order to build capacity, to delegate effectively and maintain sustainable and effective leadership.
8. Facilitate effective professional development for all staff and demonstrate commitment to your own professional development.
9. Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
10. 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.
11. 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.

Appraisal

12. Ensure school appraisal systems and processes are in place and effectively support, challenge and develop self and others.
13. Establish and implement rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.

D. Efficient and effective resource and organisational management

1. Lead the development, implementation and evaluation of school policies, systems and procedures, that enable the school to operate effectively and efficiently; are fit for purpose and uphold the principles of transparency, integrity and probity.
2. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources. Ensuring efficiency, effectiveness and probity in the use of public funds.
3. Oversee the preparation and implementation of the school budget in consultation with appropriate others, to ensure secure financial management of the school, including the management of change where necessary, to achieve this aim.
4. Determine an appropriate staffing structure for the school and ensure the effective and appropriate selection and appointment of teaching and support staff.
5. Maintain a staffing structure which enables effective and efficient practice. Deploy people and resources effectively to meet the school's strategic plan, financial context and with due attention paid to workload.
6. Ensure rigorous approaches to identifying, managing and mitigating risk maintaining an up-to-date risk register.
7. Be responsible to the Governing Body for health and safety and site management, ensuring the school

provides a safe environment for students, staff, and visitors.

E. Strengthening community and partnerships

1. Maintain an outward-facing school which works with other schools and organisations, to share and promote best practice and develop the sense of community at the school.
2. Sustain constructive relationships beyond the school, working in partnership with parents/carers and the local community to support and improve student achievement and well-being.
3. Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational, health and social outcomes for all students.
4. Ensure a seamless transition of students into Altwood Church of England School.
5. Maintain effective relationships with staff unions, associations and other staff representative organisations.

F. Safeguarding

1. Have overall responsibility and accountability for safeguarding and promoting the welfare of students. This includes securing compliance with all applicable statutory guidance.
2. Ensure that the school complies with any local safeguarding arrangements.
3. Ensure that safeguarding policies and procedures are compliant with the current version of Keeping Children Safe in Education (KCSIE, DfE) and the PREVENT duty, and are implemented by all staff.
4. Actively promote the safeguarding and wellbeing of students and staff whilst on the school site and when involved in school activities, requiring all staff and volunteers to share and demonstrate this commitment.

G. Governance and Accountability

1. Understand and welcome the role of effective governance, establish and sustain a professional working relationship with those responsible for governance.
2. Ensure that staff know and understand their professional responsibilities and are held to account.
3. Ensure the school operates effectively and efficiently within the required regulatory frameworks and meets all statutory duties.

Note: The post holder may be required to carry out other duties and responsibilities in keeping with the nature of this post as directed by, and agreed with, the Trustees and Governing Body commensurate with this role.

This job description is correct at the date of publication and may alter over time as the needs of the school change. The job description will be discussed as part of the school's appraisal policy and may be amended after discussion with the post holder. The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require a satisfactory Enhanced DBS clearance.

Person Specification

	EXPERTISE	ESSENTIAL/ DESIRABLE	EVIDENCE
	Qualifications /professional development/experience		
1	Educated to degree level.	E	A, C
2	Qualified teacher status.	E	A, C
3	Further qualification or higher degree.	D	A, C
4	NPQH/Recent relevant professional development.	D	A, C
5	Experience as a Headteacher/ Interim Headteacher/ Deputy Headteacher in a secondary school.	E	A, I, R
6	Experience of leadership in an Academy.	D	A, I, R
	Vision and core purpose		
7	Good ambassador for the school with clear values and moral purpose, who is able to communicate a clear and appropriate vision for the school's strategic development.	E	A, I, R
8	Ensure ambitious standards are set for all students that overcome disadvantage and advance equality, preparing students from all backgrounds for their next phase of education and life.	E	A, I, R
9	Able to see the 'big picture' of the school's vision and translate this into reality.	E	I
10	Commitment to advising and supporting Trustees and the school Governing Body to maintain the vision, ethos and values of the school.	E	I, R
	Proven track record		
11	Successful senior leadership and management experience in a school which has a sustained record of improvement.	E	A, R
12	Demonstrable experience of successfully leading and managing staff.	E	A, I, R
13	Strategic experience in planning staff development and a commitment to training, including staff recruitment/induction, rewarding staff and identifying emerging talent using coaching and other methods to professionally develop staff.	E	A, I, R
14	Evidence highly developed skills of robust staff appraisal and performance management, recognising high performance and tackling underperformance through to resolution.	E	I, R
15	Leading whole school improvements in a range of areas including teaching and learning to successfully increase student progress and outcomes.	E	A, I, R
16	Proven successful experience of systematic, rigorous school self-evaluation, combined with external evaluation, to inform school improvement planning to raise educational standards.	E	A, I, R
17	Experience of taking challenging and difficult decisions that will take the school forward.	E	I, R

	EXPERTISE	ESSENTIAL/ DESIRABLE	EVIDENCE
18	Experience of working with and advising a Governing Body and/or MAT Trustees in strategic school leadership, providing clear and transparent communication which enables Trustees and Governors to make informed decisions.	E	A, I, R
19	Experience of working with external agencies, employers, voluntary groups and other stakeholders.	E	A, I
20	Successful experience of positive behaviour management and of developing a student-focused, inclusive and effective learning environment.	E	A, I, R
21	Experience of 'outward facing' leadership, leading collaborative partnerships outside of school and working closely with external partners and stakeholders.	D	A, I, R
22	Experience of sharing best practice and innovative approaches to improving teaching and learning, ensuring teaching is underpinned by high levels of subject expertise.	E	A, I, R
	Skills		
23	Ability to build and maintain effective relationships with parents, carers, partners, governors and the community that enhance the education of all students and are rooted in mutual respect.	E	A, I, R
24	Ability and presence to develop leadership and teaching skills as well as influence, inspire, motivate and challenge others and manage change.	E	A, I, R
25	Understand how to lead a school to ensure that staff feel part of a cohesive body where consistently high standards are maintained throughout the school community.	E	A, I, R
26	Skilled in the use of a range of data sources to monitor and track individual and whole school performance, and their effective use in raising standards and addressing weaknesses to drive forward school improvement.	E	I, R
27	Knowledge and understanding of strategic financial planning and budgetary management in relation to school improvement and student achievement, balanced with efficiency and value for money.	E	A, I, R
28	The ability to set high and clear expectations and hold others to account for their performance and contributions to the school community.	E	A, I, R
29	Ability to establish effective curriculum leadership, developing subject leaders with high levels of relevant expertise and access to professional networks and communities.	E	A, I, R
30	Commitment to maintaining good communication channels with parents and carers; ensuring home/school links encourage support for students at home.	E	A, I, R

	EXPERTISE	ESSENTIAL/ DESIRABLE	EVIDENCE
	Personal qualities and professional attributes		
31	A commitment to the values of Altwood C of E School and the Trust.	E	A, I
32	A commitment to comprehensive, non-selective and inclusive education.	E	A, I
33	Astute and perceptive with sound judgement and decision-making skills, committed to innovation and continuous improvement, working collaboratively to improve outcomes for students.	E	A, I, R
34	An effective, articulate and approachable communicator, with strong interpersonal skills with a range of audiences, including all stakeholders.	E	I,
35	Be proactive, innovative and versatile, with a high level of drive, energy and enthusiasm necessary to lead and effectively manage the school.	E	I
36	Ability to prioritise, multi-task, time manage and delegate effectively with integrity; consistently leading by example.	E	A, I, R
37	Resilient and adaptable, having a positive approach to challenges and being able to work under pressure to cope with competing pressures and priorities.	E	I, R
38	Committed to building positive and effective relationships, based on trust and honesty with children, staff, parents, governors, other schools and the wider community.	E	A, I, R
39	Value the importance of staff well-being, and a work-life balance for all staff when planning the school's annual cycle and strategically plan for focused CPD for all staff.	E	I, R
40	Ability to draw on the richness and diversity within the school community to enhance learning opportunities.	D	A, I, R
41	Able to work with political insight and financial astuteness, in translating changes in local and national policies into viable solutions relevant to the school.	E	A, I, R
42	A commitment to understanding the Christian values our key principles are built on, in particular truth and forgiveness.	E	A, I, R
43	Effective user of ICT.	E	A, R

	EXPERTISE	ESSENTIAL/ DESIRABLE	EVIDENCE
	Knowledge and understanding		
44	National DFE policies and developments in secondary education.	E	I
45	Ofsted framework and associated publications.	E	I
46	ESFA Academy Trust Handbook and other relevant regulation relating to the leadership of a school including equal opportunities, race relations, disability/SEND, employment, health and safety and public relations.	D	I
47	The statutory requirements of KCSIE and the PREVENT duty together with experience of Child Protection, Safer Recruitment and Safeguarding procedures.	E	A, I, R
48	The Headteacher Standards 2020 and their value in self-awareness as well as in professionally developing other senior leaders.	D	I

Key: A = Application form /supporting statement C= Certificate I = Interview R = References

PLEASE NOTE: The shortlisting selection panel will use the Person Specification criteria above to shortlist. In your application, please demonstrate how you meet the criteria in order to be considered for interview.

How to apply

Pre-application visits

We welcome visits to Altwood Church of England School for a tour and informal conversation, prior to submitting your application. To arrange please contact the Headteacher's PA Mrs Nicola Walker:

Email: nwalker@altwoodschoo.co.uk

Tel: 01628 622 236

To apply

Please complete the Headteacher application form together with a supporting statement (no more than 1500 words) outlining your suitability for the role.

Your statement should outline how you satisfy the qualification and experience elements of the person specification. For candidates invited to interview, these responses will be explored further, together with the other elements of the person specification.

Curriculum Vitae's (CVs) will only be considered as part of the supporting documentation to a fully completed application form and supporting statement.

Your completed application form and supporting statement should be returned by email to the Headteacher's PA Mrs Nicola Walker E: nwalker@altwoodschoo.co.uk

All applications will be acknowledged.

References

References will be taken up for all shortlisted candidates prior to interview, in line with KCSIE 2023. It is the school's expectation that candidates submitting an application will have sought the consent of the referees named on the form.

Key Dates

Closing date for applications: 10am, Monday 5th February 2024

Shortlisting: 8th February 2024

Interview dates: Monday 26th February and Tuesday 27th February 2024

The interview panel will decide at the end of day 1 if further shortlisting is required before day 2.

Shortlisting

After the closing date, shortlisting will be conducted by a panel. You will be selected for an interview based on the contents of your application form and supporting statement, so please read the job description and person specification carefully before you complete your form.

The Trust reserves the right to research shortlisted candidates on social media platforms and the internet, and the recruitment panel may take this information into consideration during the recruitment process.

Right to work

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements
- Documentary proof of current name and address
- Birth certificate and where appropriate any documentation evidencing change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post

Please note that originals of the above are necessary, photocopies or certified copies are not sufficient.

Safeguarding and safer recruitment

Altwood Church of England School is committed to safeguarding and promoting the welfare of young people. We expect all staff to share this commitment. In order to ensure that we recruit successfully to this post, specific criteria must be met, particularly in relation to safeguarding.

This post is subject to:

- An enhanced DBS check
- Hard copy evidence of qualifications (e.g. degree, QTS)
- A fully completed application form, with any career gaps explained
- Two professional references covering the last five years of your career, including your present and/or most recent employer

Further application information

Please see more detailed information in headteacher application form part 2 of 2.

If you have any queries please contact the Headteacher's PA Mrs Nicola Walker:

Email: nwalker@altwoodschool.co.uk

Tel: 01628 622 236



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