

# Principal Candidate Pack



Tomlinscote  
School

# WELCOME FROM OUR CHAIR OF AQC



Dear Prospective Candidate,

Thank you for your interest in the position as Principal of Tomlinscote. We are delighted that you are considering leading our highly successful school rated 'Outstanding' by Ofsted in 2023.

Due to the forthcoming retirement of our current Principal, we are now looking to recruit a Principal who can take our school from outstanding to exceptional. Tomlinscote has always aimed for excellence in all aspects, whether it is the students' academic progression, building their character as young confident and kind individuals, perseverance to see things through when the students face challenges or being proud of belonging to a school where everyone is valued and has a positive influence on the wider community. Tomlinscote is a school where students are able to reach their potential and develop into successful adults. Our aim at Tomlinscote is very clear – we want to become one of the best schools in the country.

We are looking for an approachable, visionary, and enthusiastic leader. A person who holds significant expertise in ensuring the best possible outcomes for all groups of students and who is driven by a passion and commitment to motivate, support, and champion our young people and staff. Our new Principal will set a compelling strategic direction, continue to develop our culture of aspiration, achievement and excellence to ensure that all students receive the best education.

We are seeking a Principal who will embrace our values by striving to achieve excellence in education and guide the school confidently forward. An inspiring leader who can strengthen student progression, persevere to gain outstanding results through an enriched curriculum, and leading our school community with clarity, compassion, and purpose. In return our new Principal will be supported by our strong and ambitious Senior Leadership Team who hold the moral drive to ensure all pupils succeed and flourish at our exceptional school.

We hope the information provided encourages you to apply. However, there is no substitute for a personal visit to Tomlinscote and seeing our school during a normal working day. We therefore warmly welcome you to visits us.

Kind regards,

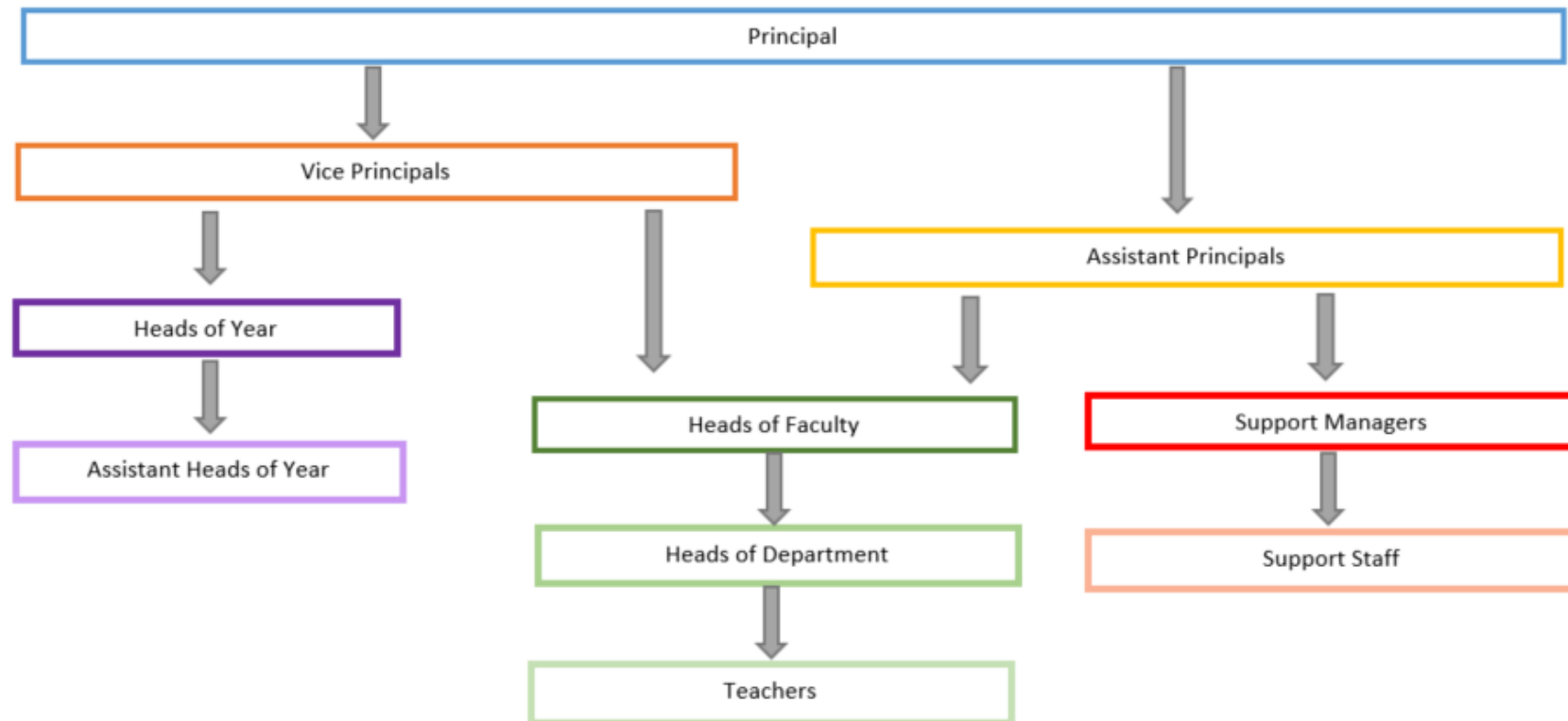
*Hedvig Moutsatsos*

**Chair of the Academy Quality Council  
Tomlinscote School**

## Management Structure

Tomlinscote students are supported by a combination of dedicated teachers, pastoral services and support staff (including specialist Trust wide CEIAG, HR and finance, IT and Estate teams), all of whom ensure that students can learn, enjoy and realise their full potential.

The workforce at the school currently sits at 205, including casual staff. This is broken down into 8 members of the senior leadership team, 87 teaching staff and 64 support staff members. Outside of the traditional curriculum department structure, there are additional areas of teaching and support including a Head of Year system, Advanced Practitioners in Mastery, and Safeguarding and SEND provisions.



# TOMLINCOTE VALUES

In the Summer Term 2019, our students, our parents, our staff, The Academy Quality Council and the Trust considered what a “Tomlinscote student should look like in 2023” and what core values are important for the school.

The Tomlinscote School vision is line with the Trust’s vision: To provide an outstanding education within a collaborative Multi Academy Trust, driving academic excellence and opportunity in our community.

Five Core Values stood out and these are now at the heart of everything we do at the school. These Core Values are:

1. **EXCELLENCE** – To aspire to excellence in everything. Students strive to go above and beyond what they think they are capable of.
2. **COMMUNITY** – To be proud to belong to a school where everyone is valued and has a positive influence on the wider community.
3. **PERSEVERANCE** – To have a growth mindset where students see things through even when it may be difficult. Students are determined and confident to take risks in order to challenge themselves.
4. **CHARACTER** – To develop a “strong sense of self” where students are confident of whom they are. Students show kindness, integrity and respect to other individuals.
5. **PROGRESSION** – To ensure that students have the skills and knowledge to progress successfully for further education, employment and the wider society.

The House system was developed in 2019 and each House represents one of these Values.

<b>EXCELLENCE</b> Hawking	<b>COMMUNITY</b> Attenborough	<b>PERSEVERANCE</b> Mandela	<b>CHARACTER</b> Pankhurst	<b>PROGRESSION</b> Rowling
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Our Year 7 students strive to achieve the “T5 Award”. They are required to demonstrate the 5 Core Values throughout the year by activities/actions inside or outside of school.

The Core Values are highlighted within the Year 7 Enrichment lesson and through our Year Group and House Assemblies. House points can also be linked to a specific Core Value as well.



# JOB DESCRIPTION

<b>Salary:</b>	Competitive salary & benefits (Group 7)
<b>Contract:</b>	Permanent
<b>Location:</b>	Frimley, Surrey
<b>Start Date:</b>	September 2026

## Purpose of the role

To strategically lead and develop Tomlinscote School, in line with Trust Vision and Values. To give every student the highest quality education and to ensure the highest possible standards of academic achievement, scholarship and personal development.

## The Principal will report to the Trust CEO

The responsibilities below do not form an exhaustive list, rather they reflect aspects of the college ethos, culture and priorities. The Principal's role and responsibilities are clearly outlined in the 2020 Headteacher Standards document which underpins best practice in these and other areas. The Trust intends that these standards are used to shape the way the Principal develops their own practice in the leadership of Tomlinscote School to continue and build on the splendid education it provides.



# JOB DESCRIPTION

## Key Accountabilities:

### Leadership

- Lead and inspire through the vision and values of the Trust.
  - Lead the academy leadership team and contribute to the Trust's Strategic Vision.
  - Lead a creative, responsive and effective learning environment which sets high expectations and challenging targets to ensure a continuous and consistent academy-wide focus on academic progress, scholarship and achievement.
  - To promote an academy ethos and culture which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
  - Ensuring collaboration and consideration of all stakeholders in the management of effective change and development.
  - Grow partnerships with parents and carers to support and improve student attendance, achievement and personal development.
  - Promote positive and productive relationships with staff, parents and all stakeholders and members of the wider community.
  - To represent and promote the school in the wider community, locally and nationally.
  - Create and promote positive strategies for challenging racial, religious and other prejudice and be committed to equality, diversity and inclusion.
  - Ensuring that innovation is at the forefront of thinking, developing, promoting and utilising research and evidence-based practices and approaches.
- Work collaboratively with other schools within the Trust, to build the community of academies; share and develop good educational strategies and practice, establishing an educational culture of 'open classrooms' as a basis for sharing best practice within and between academies.
  - Reporting on the school's performance to a range of audiences, including The Trust Board, governors, the Local Education Authority, the local community, Ofsted and others.
  - Welcome strong governance and work with the CEO and LGB to enable them to deliver their functions effectively.



# JOB DESCRIPTION

## Teaching and Learning

- Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design.
- Lead in the development of teaching and learning to secure excellent teaching across the school; act as a good role model to all staff within the school and reflect a high level of professional teaching standards.
- Ensure the curriculum provides a broad and balanced provision with the capacity for personalisation to the needs of each student within the Trust plans for alignment.
- Ensure the Trust system for assessment and collation of data is in place to evidence and inform progression.
- Monitor, evaluate and review classroom practice to embed improvement strategies and consistently and systematically raise the quality of teaching. Use the Trust Flow Learning Policy to challenge and develop staff.
- Ensure behavioural standards are upheld in the best interests of students whilst maintaining the highest standards of learning and establish rigorous, fair and transparent systems and measures for managing staff, including recruitment, induction, coaching & development, managing performance & attendance, communication, motivation and retention.

## People

- Motivate and support all staff to develop their own skills and subject knowledge, and to support each other; monitor, evaluate and review classroom practice, and analyse and interpret school data, to inform and manage improvement strategies.

- Ensure that staff roles and accountabilities are clearly defined and understood and hold staff to account for their professional conduct and practice in line with the Trust code of conduct.
- Provide a culture of professionalism, where respect is the foundation of all interactions and decision making.
- Distribute leadership throughout the school, forging teams of colleagues who have distinct roles and responsibilities and encouraging them to hold each other to account for their decision making.





# JOB DESCRIPTION

## People (continued)

- Recruit, retain and deploy staff appropriately; maintain effective strategies and procedures for staff induction and professional development.
- Ensure high quality training and professional development for all staff.
- Promote and ensure the effective development of staff, valuing each person's contribution and building a strong and cohesive staff community.
- Provide for the well-being and work life balance of all staff through the promotion of the Trust Flow Working Charter.

## Systems

- Ensure effective and robust systems are in place to secure the safeguarding of all students.
- Ensure that the academy's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity and that functions carried out by the academy are discharged with due regard to relevant statutory legislation, including that relating to health & safety, data protection and safeguarding.
- Maximise the potential of the academy site to provide stimulating learning environments and community facilities and develop a vision to further improve the premises through consultation with The Trust.
- Ensuring effective financial management of the school in conjunction with the Trust Finance Team.
- Engage with and promote the Trust specialisation programme.





# PERSON SPECIFICATION

	Essential	Highly Desirable
<b>PERSONAL QUALITIES</b>		
To have a high level of emotional resilience	•	
Have a 'can do' attitude and optimistic outlook	•	
To be an excellent communicator	•	
Ability to manage work life balance	•	
<b>QUALIFICATIONS AND EXPERIENCE</b>		
Qualified Teacher Status or Qualified Teacher Learning and Skills with degree level education or equivalent	•	
Proven recent senior leadership experience in a relevant sector school /academy	•	
Proven excellent and inspirational teaching relevant to sector	•	
Experience and understanding of managing people, budgets and facilities	•	
National Professional Qualification for Headship (or working towards this) or evidence of similar professional development		•
Masters level qualifications.		•
<b>LEADERSHIP AND MANAGEMENT SKILLS</b>		
An understanding that Outstanding is not a position, but a constant state of aspirational direction	•	
The ability to develop and communicate a clear vision for the future development of the school in consultation with The Trust Board and LGB.	•	
Track record of school improvement with ability to make and implement difficult decisions.	•	
The ability to keep up with developments in national and local educational agenda particularly in the areas of policy, curriculum and statutory/legal frameworks as well as Ofsted inspection criteria.	•	
The ability to lead, motivate and inspire others and manage people to work as individuals and as part of a team. To provide professional leadership, motivate all staff, set standards and engender initiative and a common purpose.	•	
To retain and recruit high-quality staff at all levels and manage their performance constructively, promoting excellence and effectively challenging underperformance, motivating colleagues and facilitating appropriate continuous professional development.	•	
The ability to initiate and manage change to meet the school's strategic objectives.	•	

# PERSON SPECIFICATION

	Essential	Highly Desirable
<b>LEADERSHIP AND MANAGEMENT SKILLS</b>		
The ability to lead the development, planning, monitoring and evaluation process.	•	
The ability to manage and plan strategically the use of financial and other resources to achieve the school's objectives.	•	
The ability to plan, prioritise and delegate responsibilities according to both the long term and day-to-day needs of the school, monitor their implementation and ensure feedback on their effectiveness.	•	
The ability to identify and evaluate data critical to the assessment of the school's performance and take appropriate action.	•	
The ability to create a school environment that promotes behaviours that support students' learning and social development.	•	
The ability to communicate effectively in writing and orally to a range of audiences.	•	
Expertise in best practice and procedures for the safeguarding of students and vulnerable adults.	•	
Experience of effectively dealing with complaints, resolving problems and reconciling conflicts.	•	
Evidence of commitment to recent personal professional development, and the ability to foster an environment in which all staff share best practice and individuals have opportunities to develop their own careers.	•	
Evidence of having effectively led significant change with clear intent, implementation and impact criteria.	•	
Evidence of instilling a strong sense of accountability in staff for the impact of their work on student outcomes.	•	
Experience of performance management to secure improvement in others through effective feedback and managing underperformance of staff to a satisfactory conclusion when required.	•	
To have a comprehensive and up-to-date understanding of national policy, curriculum developments, and statutory and legal frameworks within which schools operate, including the Ofsted Inspection framework.		•
<b>MANAGEMENT OF TEACHING AND LEARNING</b>		
Demonstrate a sound understanding of student development, learning and care for students.	•	
Demonstrate an understanding of the principles of excellence in teaching, learning, care and assessment, competently using digital platforms to provide continuous monitoring.	•	
Demonstrate a thorough understanding of the teaching skills required to achieve high standards and experience of raising student attainment and ensuring strong student progress.	•	

# PERSON SPECIFICATION

	Essential	Highly Desirable
<b>MANAGEMENT OF TEACHING AND LEARNING</b>		
Demonstrate an ability to monitor and evaluate the quality of teaching, learning, care and assessment with a demonstrable impact on improving students' outcomes.	•	
Demonstrate a very good knowledge and understanding of how to provide a broad and balanced education and the widest range of opportunities for all students to enable them to achieve their full potential.	•	
Ability to clearly evidence and communicate student progress and demonstrate outstanding provision in the intent, delivery and impact on both individual students and cohorts.	•	
<b>COLLABORATION</b>		
The ability to work in partnership with Governors, Trust, the Local Authority, other schools and agencies including Children's Services, Education Funding Agency and the DfE.	•	
The ability to work productively with local educational groups such as Surrey Phase Council and TFN to develop links with appropriate groups and consultants to manage both education, logistics and facilities.	•	
The ability to promote and work as part of the wider Trust leadership team supporting the Principal Board, wider leadership groups within the Trust and cross-academy collaboration initiatives.	•	
The ability to work in partnership with all families to involve them in the education of their students; promoting good staff and parent relationships. To involve all students in their education and learning.	•	
The ability to be accountable to the CEO and LGB for decisions taken affecting students, staff, premises, facilities, finances and the wider community.	•	
Undertake whole school self-evaluation and performance monitoring using all data available (including local and national standards) to rigorously analyse performance of staff and students, and to ensure facilities, finances and buildings are well-maintained.	•	
To hold an unwavering commitment to safeguarding students and ensuring all members of the community share that commitment.	•	
Experience of effectively dealing with external contractors and ability to effectively manage their services particularly those relating to transportation, catering and maintenance.		•
Experience of working within a Trust, Limited Company and/or serving on a Governing Body.		•





## How to Apply

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact Ross Laird at Academicis, our recruitment partner, on [rlaird@academicis.co.uk](mailto:rlaird@academicis.co.uk) or by phone on **07901 585959 / 01223 907979**

### **CLOSING DATE:**

Monday 2nd February 2026

### **SHORTLISTING:**

Tuesday 3rd February 2026

### **INTERVIEWS:**

Monday 9th and Tuesday 10th February 2026

*Tomlinscote is part of the Prospect Trust that is currently integrating with WMAT, another strong local Multi-Academy Trust. As such, in 2026 it will join a family of academies that includes several other successful secondary schools and a renowned local Sixth Form college.*



Tomlinscote  
School

Tomlinscote Way,  
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