



AYLESFORD SCHOOL
WARWICK

APPLICANT INFORMATION PACK

HEADTEACHER





AYLESFORD SCHOOL
WARWICK

February 2025

Dear Applicant,

Thank you for your interest in the position of Headteacher of Aylesford School Warwick. Aylesford is a Single Academy Trust and Warwickshire's first all through school, providing education on a single site from 4 years to 18 years. It is situated in the heart of the community and our intent is to support the development of students from '*potential to reality*', regardless of their starting point.

The secondary phase of our School has been impacted over the last 18 months by some major capital works which has meant that a large proportion of our original buildings and facilities have had to be closed. During this time, we have received some significant capital support from the Department for Education which has allowed us to manage these works, alongside the day-to-day operations of a live school. This period has also seen the departure of our former Headteacher in October 2024, with a new Interim Headteacher currently in post. We have also benefitted from the opportunity to work collaboratively with other providers and are extremely grateful of the additional support that has been afforded to us. We recognise that in the future, the School may be better placed as part of a larger multi-academy trust: whilst this is a decision still to be made, we wish to be transparent about the possibility to any potential candidates.

As Headteacher, you will be at the forefront of driving our vision and values as described in the School Development Plan. The senior leadership team, staff and students are all very enthusiastic and are fully committed to achieving high standards of performance and successful outcomes. The Governors work closely with the Headteacher in supporting the strategy and making the best use of our resources to deliver a high standard of education for all.

We believe this is an exciting and challenging opportunity for a candidate with the professional knowledge and skills to lead the school to even greater success. We are looking for the successful candidate to be a confident leader with strategic vision and ambition, a good communicator with well-developed interpersonal and personnel management skills, committed to raising standards and providing inclusive education across all age groups.

We would encourage you to visit our welcoming school and facilities to see how your skills and expertise would enhance our teaching and learning experience for all of our students.

Please submit your application together with a covering letter, to Samantha Hughes, HR Manager at hughes.s@aylesfordschool.org.uk for the attention of the Chair of Governors.

The deadline for applications is 9am on Monday 24th February 2025.

Best wishes in your career,

Beth Parsons
CHAIR OF GOVERNORS

Ambition



Resilience



Kindness



Welcome to Aylesford School Warwick!

The School's origins go back to the late nineteenth century. It was moved from Leamington Spa to its present site in 1964 as a response to overcrowding and the need for modernising. It opened as a School for 400, mainly Warwick students. In time it became a six-form entry Comprehensive School, attracting students from a wider area. A large prestigious housing development near the School has increased numbers on roll from approximately 850 to 1,000+. We became an academy on 1st January 2012 as a result of our desire to become more independent and free to control our own destiny. The school, its staff and governors have been supportive and positive in moving to this new status.

From September 2015, we have incorporated a new Primary School Phase into our facilities and now operate as a 4-19 Academy.



Location

Warwick is a town of international reputation, famous for its Castle and historic connections. The School itself is on the attractive southwest side, adjacent to the green belt and within easy reach of Leamington Spa, Coventry and Stratford-upon-Avon. Junction 15 of the M40 is less than a mile away and the School is clearly visible on the left on the approach to the town.

School Organisation

There are approximately 1200 students on roll including a Sixth Form of around 70. The teaching staff numbers are 73 FTE. The Headteacher is aided by a Deputy Headteacher and a team of Assistant Headteachers and Directors who together form the Senior

Leadership Team. The teaching staff play an active and important part in decision-making processes within the School, largely through Middle Leaders Networks and staff meetings. Aylesford is open, honest and transparent in organisation, structure, ethos and culture.

Curriculum

The Primary Phase adopts a 'thematic' approach to teaching and learning, allowing for a broad and balanced curriculum. Class teachers plan termly units, demonstrating clear progression and opportunities to apply knowledge, skills and understanding across subjects.

In the Secondary Phase, teaching and learning in the first three years is based on a banding system, with two mixed ability bands in the majority of subjects. Groups are based largely on ability in English, Maths & Science in Years 7, 8 and 9. Foundation subjects are taught within the mixed ability bands. The curriculum at Key Stage 3 comprises:

English	Art
Mathematics	Music
Science	Drama
Religious Studies	Computing
Citizenship and Ethics	Modern Foreign Languages
PE	Design and Technology – Textiles
History	Food Technology
Geography	Pastoral Curriculum

During Year 9, there is an extensive 'options' programme in which parents also play an important part to assist students in making informed subject choices at 14+. There is a wide 'core' programme and a limited range of choice within the options system. The curriculum ensures that both breadth and balance are maintained for all until the end of Key Stage 4. In Years 10 and 11, students follow examination courses, mostly leading to GCSE. The Post-16 Phase generally points towards GCE 'A' Level and VCE Advanced courses (Business and PE). We also offer the EPQ award to Post-16 Students.





CPD

The School is committed to the on-going development of its staff. There is a weekly CPD Programme, currently on Monday twilight that keeps staff up to date on key issues and asks them to explore developments in some depth. We consider active involvement in the teaching and learning process to be the best form of training and support teachers in their role. The staff are the most important resource of any school and we seek to promote an atmosphere that allows them to do their job well.

Business and Industry Links

Aylesford School has developed excellent links with local employers. Members of the local industrial and business community are often in School to provide their advice and expertise.

Projects include:

Annual Day events focusing on History (Year 7), Citizenship (Year 9), International Day (Year 8); Year 11 Mock Interviews; Year 10 Careers talks/Enterprise Days; Work Experience for Year 12 on request (including Foreign WEX placements); Post-16 Industrial Conferences and UCAS preparation; Teacher Placements.

Extra-Curricular activities/visits

The School offers a full range of extra-curricular activities.

In the Primary Phase:

Sport	Music	Multi-sports	Football
Drama	Theatre visits	Dance	Eco-Club

In the Secondary Phase:

Sport	Music	Drama	Continental trips
Activity Weekends	Theatre visits		

Educational visits are a regular feature of the work in the majority of subjects and we place great value on residential visits that broaden horizons and help create an independent spirit!

Pastoral Care

There is no strict academic/pastoral divide. In the Primary Phase, The Director of Primary Education and Class Teachers have the responsibility for day-to-day management in social and educational matters including pupil progress. In the Secondary Phase, Heads of Year hold this responsibility. Classes/tutor groups are of mixed ability and a Personal, Social and Health Education programme is taught in all year groups.

School Council

In both the Primary and Secondary Phase, our School Councils consist of representatives from each year group. They regularly discuss all aspects of School life, make recommendations, and their views are often taken into account before decisions are made.

Aylesford Fund Raisers

There is a long-established and active fund raising committee which supports a number of School activities and which raises substantial sums of money for the School. Almost £5000 is raised each year by the combined efforts of students, parents and staff and the money raised is ploughed back into additional resources for the benefit of the students.

Capital Works Project

In August 2023, during the installation of a new fire alarm, contractors on site disturbed some asbestos debris that was present above fixed ceilings in the older part of the school buildings. Following further investigation and under the advice of experts, this led to an extensive asbestos removal programme which resulted in the closure of large parts of the school from September 2023 through to the present day. During this time, the school has worked closely with the DfE to secure temporary on site accommodation in the form of 22 temporary classrooms as well as working with other local schools to provide facilities for practical teaching e.g. food & technology rooms.



The school continues to work closely with the DfE who have provided us with an urgent capital support fund to carry out the remediation works and reinstatement programme.

In August 2024, the school signed a contract with Stepnell, the named Principal Contractor whose job it is to reinstate the buildings back to their operational facilities with an anticipated contractual end date of Autumn 2025. The asbestos strip out involved removing large portions of fixed furniture including science and technology facilities. We are excited to share the plans for the reinstatement of these, which will



provide our students with new modern teaching facilities. Stepnell are working alongside the school team to ensure that the construction work can take place alongside normal school operations with the key driver being to restore the buildings back to teachable facilities at the earliest possible opportunity. They are also a company focused on social value and have been keen, where possible, to support the school with any student and key stakeholder engagement. We recently collaborated with them to run a competition where our students were invited to design the Health & Safety posters that are displayed around Stepnell's hoarding panels on Shelley Avenue.

The Future

Aylesford is a thriving, energetic place to teach and learn. On the basis of demographic changes and planned housing development, the future of Aylesford School is assured. We look forward with excitement to the continuous challenges that will arise in the years ahead.





Key Information Sheet

Application process

Applicants must complete the application form and submit it to the school by no later than midday on the closing date of 9am on Monday 24th February 2025.

All applicants are strongly advised to read the job description and person specification for the post prior to submitting their application.

Application forms are available on the school website www.aylesfordschool.org.uk and should be submitted to Samantha Hughes, HR Manager.

Letter of application

Please include a covering letter with your application form. This should be addressed to Beth Parsons, Chair of Governors, and should be no more than one side of A4.

Selection process

Applications will be ranked against the person specification for the role. All shortlisted applicants will be subject to assessment tasks as per the person specification.

Shortlisted candidates

Applicants who have been shortlisted for the post will be notified early in the week commencing 3rd March 2025. We will provide further information relating to the selection process at this point. Please also be aware that references will be taken up from referees for all shortlisted candidates.

Interview date

Interviews will be held at Aylesford School on Tuesday 11th and Wednesday 12th March 2025.

School visits

We invite potential applicants who would like to visit the School to contact Samantha Hughes at hughes.s@aylesfordschool.org.uk

Wherever possible, tours will be conducted by the Deputy Headteacher, Anna Scopes. Tours will be conducted on:-

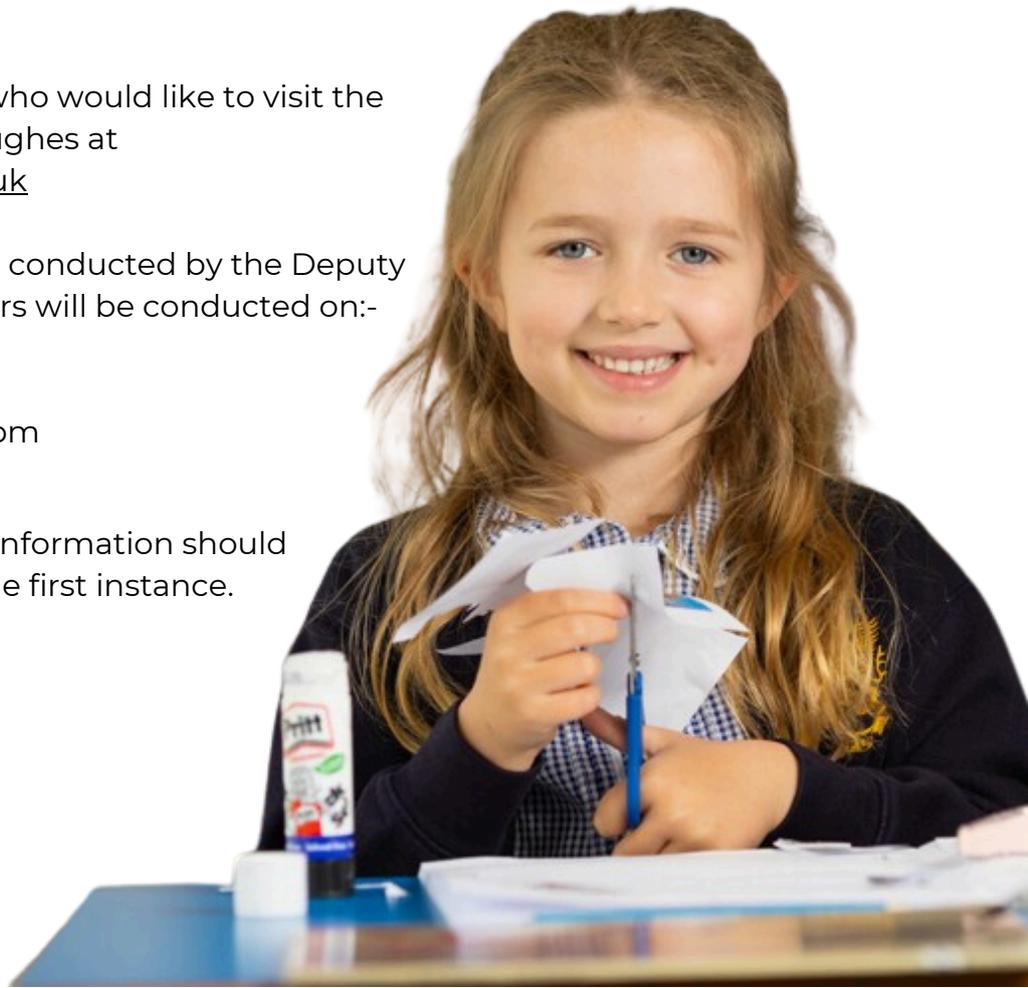
Friday 14 February at 11.20am

Tuesday 25 February at 2.15pm

Wednesday 26 February at 2.15pm

Further information

Applicants who require further information should contact Samantha Hughes in the first instance.





AYLESFORD SCHOOL
WARWICK

Job Description – Headteacher

Post: Headteacher
Grade/Scale: Leadership Scale L27-L32
Start date: 1st September 2025

The post holder is responsible to the Chair of Governors, Aylesford Academy Trust.

This job description may be amended at any time, following consultation with the post holder and will be reviewed annually. This job description should be read in conjunction with the contractual requirements and responsibilities of Headteachers set out in the School Teachers' Pay and Conditions Document.

Job Purpose and general responsibilities:

To provide effective, dynamic and inspirational leadership across both Primary and Secondary phases of Aylesford School.

To secure a culture that promotes excellence, quality and high expectations so that all members of the school community can fulfil true potential.

The Headteacher is a Trustee of Aylesford School and Sixth Form College and undertakes the role of Academy Accounting Officer. The Headteacher has overall responsibility to meet and where appropriate report, all regulatory requirements as defined by (but not limited to) Ofsted, HSE, HMRC, DfE, ESFA and any other relevant body commensurate with the statutory requirements of running a publicly funded Academy.

The post holder is required to consistently meet **The National Standards of Excellence for Headteachers**.

Specific Post Holder responsibilities: Strategic Direction

- Work with the Governing Body to develop and articulate a coherent vision.
- Ensure that all those involved with Aylesford understand the vision and are motivated and enabled to meet objectives that secure the educational success of the school.
- Ensure that effective teaching and learning are at the centre of strategic planning and resource management. This includes oversight of the co-ordination of an effective, inclusive and balanced through-school curriculum, evidenced through intent, implementation and impact.

Ambition



Resilience



Kindness

- Lead the creation, implementation and tracking of the strategic school development plan, underpinned by sound financial planning.
- Ensure that the school is outward facing and is in tune with both the needs of the local community and national educational developments.
- Provide comprehensive information and advice so that the Governing Body is enabled to despatch its obligations effectively.

Leadership and Culture

- Lead by example and demonstrate that the school is aspirational and values equally each member of the school community. Encourage staff, student and parent voice by ensuring mechanisms for feedback exist, and that concerns can be raised in the knowledge that they will be treated sensitively and effectively.
- Promote a harmonious learning culture which secures success through effective teaching, and successful learning. This includes:
 - effective partnerships with parents to enhance teaching and learning and the personal development of all pupils;
 - harmonious staff-student relations based on mutual respect and on working together to achieve a common aim;
 - positive working relationships with and between all staff and governors;
 - staying informed and aware of educational developments, national agendas and new legislation.
- Ensure policies and procedures relating to Safeguarding are in place, kept current and well-communicated, and that resources are allocated to staff to promote and safeguard the welfare of all children, young people and staff.
- Manage own workload and practice, and that of others to shape a working environment that places an importance on wellbeing and good work life balance.
- Encourage effective teamwork as well as independent working - plan, allocate and evaluate the work of both teams and individuals, ensuring clear delegation of tasks through distributed leadership.
- Personally engage constructively with external bodies, other schools and fellow professionals and encourage relevant staff to do the same.
- Role model the value of learning and continuous professional development.

Teaching and Learning

- Create and maintain a code of behaviour that secures excellent standards of teaching, effective learning and high standards of achievement.
- Encourage high standards of performance for all, challenge under performance and use effective strategies to support improvement. Monitor and review, in conjunction with SLT, all aspects of attainment and target achievement.
- Regularly review the pastoral system to ensure it can promote a culture of high expectation where all students are well supported, have positive attitudes to learning and can achieve success.
- Ensure that the needs of all vulnerable groups of students, including but not exclusively SEND and Disadvantaged (Pupil Premium) students, are carefully considered and catered for.



- Ensure the School conducts self-evaluation reviews and takes action to identify opportunities and mitigate risks.
- Encourage and enable staff to develop expertise and competency in their respective roles.
- Provide access to an impactful CPD programme.
- Make use of national and internal data to inform rigorous and effective monitoring, school self-evaluation and improvement planning to sustain and improve teaching, learning and achievement.

Operational Effectiveness

- Ensure effective and ethical management of school resources, and compliance with statutory responsibilities (including but not limited to: Health and Safety; Safeguarding; Diversity and Inclusion; Financial regulations; Employment Legislation; GDPR).
- Ensure the organisation structure provides for effective and efficient leadership and accountability systems, delivered with and through the Senior Leadership Team.
- Implement and sustain effective strategies and well understood procedures for staff induction, professional development, and target setting. Ensure performance management systems are effective and impactful, value excellent practice and contribute to individual and all-school continuous improvement.
- Establish priorities for expenditure and monitor the effectiveness of spending within financial regulations; monitor the use of resources to achieve value for money.
- Account for the School's performance to internal and external agencies by ensuring thorough analysis of performance data and appropriate recording (including but not limited to: Pupil Premium Report; Value for Money Statement; Academy Accounts Report; Literacy and Numeracy Catch-up Report)



Person Specification - Headteacher

Evidence	Essential	Desirable	Assessed
Qualifications	✓		App
Qualified Teacher Status.	✓		App
Good Honours Degree.	✓		App
Evidence of significant personal continuing professional development.	✓		App
Up-to-date training and knowledge of legislation for the protection of the whole school community.	✓		App
NPQH.		✓	App
Evidence of further training and accreditation at leadership level.		✓	App
Experience			
Substantial senior leadership experience with significant strategic responsibilities (3+ years).	✓		App
Track record of raising educational aspirations and standards.	✓		
Outstanding classroom practitioner, experience of leading and coaching others (teaching and support).	✓		App
Substantial experience of holding financial/budget responsibility.		✓	App
Substantial experience of curriculum development across several phases and/or in several contexts.		✓	App
Proven experience and understanding of school self-evaluation methods, improvement planning and links with the OFSTED process.	✓		
Strategic Vision and Direction			
Clear understanding of current educational and political issues and national agendas.	✓		Int
Evidence of an aspirational future-state vision combined with a strategic view on how to achieve this.	✓		App/Int
Evidence of contextual understanding of school priorities and challenges.	✓		Int
Evidence of ability to work effectively with Governing Body.		✓	Int
Operational Effectiveness			
Competent curriculum-led financial planner; deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.	✓		Int
Strong analytical skills and an ability to interpret both quantitative and qualitative data.	✓		Int
Development of effective systems, processes and working practices.	✓		App/Int
Ability to develop an effective, inclusive and balanced through-school curriculum.	✓		Int
Understanding of and commitment to SEND policy and legal requirements.	✓		Int
Understanding of and commitment to Safeguarding procedures.	✓		Int
Wider commercial experience.		✓	App/Int
Leadership and Culture			
Has the energy, drive, ambition and tenacity to take on a challenging role in a fast-moving educational climate.	✓		App/Int
Creates cultures with which staff are motivated to develop skills and subject knowledge, and to support each other.	✓		App/Int
Able to demonstrate clear values, high integrity and a strong moral purpose; holds self and others to account.	✓		App/Int
Evidence of building and maintaining strong relationships within school and the wider community, engendering a sense of trust and belonging.	✓		Int
Effective communicator with the ability to adapt style so that it is appropriate to audience. Demonstrates good oral, written and listening skills.	✓		Int
Is personally committed to the wellbeing of everyone in the organisation and committed to social justice and the equality of opportunity.	✓		Int
Works collaboratively with other schools, the community, external agencies and professional bodies; networks to share experience and gain expertise.	✓		Int
Evidence of ability and willingness to seek and leverage expertise from others.	✓		Int