



# Strathmore School



## HEADTEACHER RECRUITMENT PACK

Start date: September 2025

Salary Range L25-L29 (Outer London)

Part of The Auriga Academy Trust

**THE Auriga**   
**Academy TRUST**

# Welcome from the CEO

## Thank you for your interest in the role of Headteacher at Strathmore School.

I am delighted that you are considering joining The Auriga Academy Trust and leading one of our exceptional schools. This is an exciting opportunity to make a real difference in the lives of our pupils, their families, our staff and the wider community.

We are a small special school Trust based in Richmond Upon Thames. Our small size means that our three schools collaborate very closely, knowing that together we can offer more to our pupils. As a Trust we are committed to supporting, encouraging and promoting our staff to be the very best they can be by investing heavily in professional development. And that includes our Heads. You will be enabled to develop and make a difference across our schools: part of your role will be to support your fellow heads to succeed and improve their schools, as theirs is to support you.

As well as working closely with the Headteachers in our other Academies and with our in-house Therapy team, you will have the opportunity to play a key role in the local community. There are very active Headteacher forums to participate in and benefit from, and our schools actively support our colleagues in mainstream schools across the borough, not just those that we are co-located with, providing leadership development opportunities for teachers. You will engage with the different community stakeholders for the benefit of the pupils and their families. Alongside our professional support, you will take advantage of the benefits available in our *Auriga Thrive* package including Employee Assistance, Bike Scheme, retail discount and cashback with selected retailers.

Leading a school is always a challenge and Strathmore's unique circumstances means leading here requires someone with a particular set of skills.

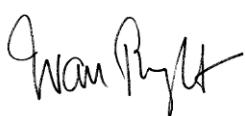
Spread over four different sites, none is identical to another. So, you will need to be an excellent and inspirational communicator to lead and support your vibrant and ambitious leadership team in order to share expertise and drive innovation to continue the school's vision for the pupils: to enable them to play an active part in their communities. You will need to be able to achieve high standards for all individuals, consistently across all four sites.

We need someone who is passionate about working in a special school, someone committed to developing their staff as well as themselves.



I strongly urge you to visit and conversations with myself are expected. Please contact me via email [ipryce@aurigaacademytrust.org.uk](mailto:ipryce@aurigaacademytrust.org.uk) or phone 020 3146 1441. The current Headteacher is also available to answer any questions: [info@strathmore.org.uk](mailto:info@strathmore.org.uk) or phone 020 8948 0047

Thank you again for your interest in this role. We look forward to receiving your application and learning more about what you can bring to our Trust and to Strathmore School.



Ivan Pryce  
C.E.O. Auriga Academy Trust



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# Chair of Trustee's Introduction



## **It is my privilege to be the Chair of Trust Board at The Auriga Academy Trust.**

Having just joined the Trust myself, understanding its history and importance to the local community has been central to my appreciation of the significant impact our schools make to young people in Richmond and Kingston.

The Trust was formed in 2016 by the two special schools in Richmond Upon Thames, Clarendon School and Strathmore School, to meet the increased need for special schools' places in the area. They came together to facilitate the opening in 2019 of a new free school, Capella House School, the third school in our Trust.

The Trust's aims have not changed - to offer an outstanding provision for all children with special educational needs, challenging and preparing them for the next steps in their learning and aspiring for all our learners to be active contributors within their communities.

Each of our schools has a unique character which reflects the different needs of children and young people who attend them. As three all-through schools (primary and secondary) and being co-located with mainstream provision, the spirit of collaboration is at the heart of what we do.

We work closely with our therapy services (Speech and Language and Occupational Therapy) and also explore ways of working with different agencies and organisations to ensure we deliver the very best for our young people and families. We are also keen to share our expertise more widely through our Outreach programme.

By joining the Auriga Academy Trust and providing inspiring leadership, you will benefit from a committed, mutually supportive team, both within your school and across the Trust, sharing best practice, resources and benefitting from economies of scale.

I am looking forward to meeting you soon.

A black ink handwritten signature, appearing to read 'Jonathan Pallas', written on a white rectangular background.

Jonathan Pallas  
Chair of Trustees

# Chair of Governors welcome

Dear Applicant,

**On behalf of the Local Governing Body, I am delighted to welcome you and thank you for your interest in the Headteacher role at Strathmore School.**



As governors, we are deeply committed to ensuring that the school continues to provide the very best education, care, and opportunities for our pupils, and we are excited to be part of the process of appointing a leader who shares this vision.

Strathmore is a unique and inspiring school, and our strapline is "Individual, Inclusive, Independent": each pupil is an individual, all pupils are included with their mainstream peers, and all pupils are supported to become as independent as possible. Our pupils deserve the highest quality of teaching, support, and leadership to enable them to reach their full potential. The role of Headteacher is a pivotal one, and we are looking for a leader who is passionate about special education, committed to developing a strong, motivated team, and able to build on the school's existing strengths while driving future improvement.

The Local Governing Body works closely with the Headteacher and the wider school community to support and challenge the school in achieving its aims. Our focus is on the day-to-day experience of pupils in our school: how much they enjoy coming to school, how well they learn, how well they are supported to develop their personal social and emotional skills so that they can play an active part in their communities.

We are proud of the close collaboration between Strathmore and the other schools in The Auriga Academy Trust, and between the Trust Board and Local Governing Body. We see this as a real strength in providing opportunities for staff development, shared expertise, and innovation in special education.

We hope that as you explore this opportunity, you will see the passion, dedication, and warmth that define Strathmore School. We strongly encourage you to visit and experience the school in action - you will see first-hand the incredible work of our staff and the enthusiasm and engagement of our pupils.

Please do watch our video ["A Day in the Life of a Primary Strathmore Learner"](#)

In making this appointment, we are eager to find a Headteacher who will complete our very positive progress towards being an outstanding exemplar in this vital specialist area of education.

If you believe you have the skills, vision, and dedication to lead Strathmore School into its next phase, we would be delighted to receive your application. We look forward to learning more about you and how you can contribute to our wonderful school community.

With best wishes,

A handwritten signature in black ink, appearing to read 'Jayne Curzon'.

Jayne Curzon

Chair of Governors



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# About Strathmore School

Strathmore is a happy, thriving, oversubscribed, unique and growing special academy for children and young people aged 4 -19 with severe and complex learning difficulties including those with an additional diagnosis of autism and/or physical/sensory disabilities and impairments.

We are a forward-thinking school committed to investigating and providing learners with the most relevant, research informed and innovative teaching approaches, learning opportunities and resources that we can.

We have four sites within the borough of Richmond upon Thames, all self-contained and co-located with inclusive minded mainstream schools. Our Twickenham, Ham and Petersham campuses opened in new buildings 7 years ago, giving us excellent purpose-built facilities. Further expansion in Hampton is planned, to ensure that we can meet the increasing need for specialist places locally. Our latest base, Astra Class at Darell Primary, opened in September 2022

[More information about each campus can be found on our website](#)

Our 'small schools' and small class sizes ensure that all learners benefit from a consistent and supportive approach from all staff, including therapists, and are given every opportunity to thrive and develop as individuals. Our constant focus is always on what will make the biggest impact for the individual learner.

We are committed to supporting all of our pupils to achieve and enjoy and be stimulated and challenged to fulfil their potential. Our highly qualified and dedicated staff have high expectations of our pupils, and we all have the highest expectations of ourselves.

## **Ethos & Vision: Individual, Inclusive, Independent**

At Strathmore we are dedicated to preparing and challenging every learner to become an active contributor to their community by:

- Promoting communication
- Engaging families
- Championing independence

We achieve this through:

- Inspirational teaching
- Integrated therapy
- Bespoke curriculum
- Maximised inclusion opportunities



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# Notes to Applicants

A conversation with our CEO is expected prior to application submission. Please contact him via email [ipryce@aurigaacademytrust.org.uk](mailto:ipryce@aurigaacademytrust.org.uk) or phone on 020 3146 1441.

Please submit your application form via [MyNewTerm](#).

**Application deadline: 9am Monday 24<sup>th</sup> March 2025**

**Supporting Statement:** To assist you in structuring your supporting statement, we have identified specific headings below. These reflect the core aspects of the role. Please address each section clearly and concisely, providing examples where relevant. This will help us evaluate your suitability for the role and streamline the shortlisting process.

*A full set of expectations are laid out in the attached Person Specification. Elements not included below will be sought at interview or via references.*

## **1. Leadership in Special Education**

*Explain your leadership experience within a special school or SEND setting, highlighting your contributions to strategic development and impact on pupil outcomes.*

## **2. Curriculum Expertise and Meeting Pupil Needs**

*Describe your understanding of the whole curriculum for pupils aged 4-19 with Severe and Profound Learning Difficulties, complex needs, and autism. Share examples of how you have shaped or implemented a curriculum to meet diverse needs.*

## **3. Safeguarding and SEND Code of Practice**

*Describe how you demonstrate a commitment to safeguarding children. Outline your knowledge and experience of safeguarding and of the SEND Code of Practice. Include how you've ensured compliance with legal and ethical responsibilities.*

## **4. Managing Staff Performance and Professional Development**

*Provide examples of how you've demanded ambitious standards for all, demonstrating an ability to overcome disadvantage and advance equality, providing support and challenge whilst instilling a strong sense of accountability in staff for the impact of their work on outcomes and holding them to account for their professional conduct and practice*

## **5. Hosting Ofsted Inspections and Driving School Improvement**

*Share your experience of hosting an Ofsted inspection as part of SLT, and outline how your leadership has contributed to sustained school improvement.*

## **6. Financial Planning and Resource Management**

*Explain your experience of financial planning, efficient resource management, and achieving best value for money in a school setting.*

## **7. Leading Change and Building Resilience**

*Describe a time when you successfully led change in a challenging situation, resolved conflicts, and demonstrated personal resilience in leadership. Include how you demonstrated a creative and innovative problem-solving approach and developed effective relationships with fellow professionals and colleagues in other services*

### **Additional Notes for Applicants**

- Please keep your supporting statement to a maximum of 2000 words.
- Address each heading in the order listed, ensuring clarity and relevance.
- Provide specific examples from your experience to support your statements.

We look forward to receiving your application and learning more about your skills and experience.

### **Shortlisting: Thursday 27<sup>th</sup> March 2025**

*Successful candidates will be invited by 9am on Friday 28<sup>th</sup> March 2025 via email.*

### **Interviews will be held on Wednesday 23<sup>rd</sup> and Thursday 24<sup>th</sup> April 2025**

If you require any assistance during the recruitment process, please contact HR on 020 3146 1441 ext 201/236 or email

[hr@aurigaacademytrust.org.uk](mailto:hr@aurigaacademytrust.org.uk)

# Headteacher Job Description

<b>Pay Scale:</b>	Leadership Scale, range L25 - L29 (Outer London)
<b>Contract:</b>	Full-Time, Permanent
<b>Accountable to:</b>	CEO, the Auriga Trust and Local Governing Body
<b>Locations:</b>	St Richard Reynolds Campus: Station Road, Twickenham, TW1 4DQ Russell Campus: Petersham Road, Richmond, TW10 7AH Grey Court Campus: Ham Street, Richmond, TW10 7HN

[More information about each campus can be found on our website](#)

## Core Purpose of the Job

At The Auriga Academy Trust we are committed to creating an inclusive environment where every pupil, staff member, and stakeholder is valued, respected, and empowered to thrive. We actively promote equality, celebrate diversity, and challenge all forms of discrimination and inequality.

We expect all members of our school community, including our leadership teams, to uphold these values in their daily practice. Headteachers will be role models for inclusive leadership, fostering a culture where difference is embraced, barriers to learning and participation are removed, and everyone has the opportunity to succeed.

### The Head of Strathmore School will:

- provide inspiring professional leadership and be responsible for the day-to-day efficient management of all parts of Strathmore School, delegating to the Deputy Head/Assistant Headteachers as appropriate, thus ensuring a high-quality education for all the pupils on roll.
- act as the public face and a main advocate of the school, representing effectively its interests and those of the learners.
- in collaboration with the CEO, have responsibility for ensuring the highest possible standards of education through the delivery of a personalised and highly effective curriculum, the promotion of effective teaching and learning, the provision of outstanding care and support for learners, and a rich extra-curricular programme all of which reflect the school's development priorities.
- support the CEO, Auriga Academy Trust and Local Governing Body to develop outstanding provision at Strathmore School and build on the existing successes of the school and the Trust.
- ensure that effective strategies, systems and support are in place to ensure the safeguarding of children and young people in the school.
- address and meet the Headteacher Standards 2020.

### **Liaison with:**

The post-holder will be expected to:

- network, liaise and collaborate with the other Head Teachers and Heads of School, AAT staff, Teaching and Associate staff, External and Community Agencies, Pupils, Parents and Governors to ensure a consistency of approach regarding standards, support, transition and high-quality learning and teaching.
- carry out their professional duties in accordance with and subject to the 'Conditions of Appointment of Head Teachers' set out in the School Teachers Pay and Conditions Document (published annually). These are over-riding requirements which cannot be amended.

# Key Responsibilities

## Strategy and Direction

- support the CEO, Trustees and Governors in ensuring the vision of the Auriga Academy Trust that celebrates the rich and diverse communities served by the school, is clearly articulated, shared, understood and acted upon effectively by all stakeholders.
- working with the CEO and Auriga Academy Trust partners to create and sustain the trust-wide ethos whilst developing and celebrating the individual identity of Strathmore School
- in partnership with the CEO, develop a 3-year strategic plan and annual School Development Plan for Strathmore School, taking into account the vision of the Trust, local, regional and national priorities and ensuring sustained school improvement.
- in partnership with the CEO, oversee the development and implementation of a marketing strategy to ensure that Strathmore School remains known, valued and understood within the parental and wider SEND community.
- undertake any relevant professional duties delegated by the CEO

## Leading Learning and Teaching

- the Headteacher leads a learning community. They will lead the school community in promoting positive attitudes to learning amongst learners and staff and search for excellence in all practice
- establish very high expectations of pupil achievement and ensure that these expectations are met, effectively using a broad range of assessment methods to monitor the progress of every learner.
- in partnership with the CEO and other Heads, develop the effective use of moderation both internally and with external partners to ensure that judgements are robust.
- ensure a diverse and inclusive curriculum is in place which (while following statutory guidance) is responsive to the needs and aspirations of individual pupils.
- work in partnership with individual Therapists to ensure that the provision of therapy (particularly Speech, Language and Communication Therapy and Occupational Therapy) is effective in meeting the needs of all pupils.
- monitor, implement, evaluate and review policies which ensure outstanding practice and which are understood and implemented by all stakeholders.
- assess, monitor, evaluate and report on the quality of planning, teaching and of learning outcomes, promoting improvement strategies as necessary.
- ensure that learning is at the centre of strategic planning and resource management.
- where required undertake a teaching commitment

## **Staff Management and Development**

- act as a mentor and line manager to the Deputy Headteacher, Assistant Headteachers and other senior staff, supporting them in their roles through the provision of advice and guidance, developing their leadership skills and addressing succession planning
- coach, mentor and motivate staff to build constructive working relationships, a culture of commitment and aspiration and an expectation of high standards
- work with the CEO and Leadership team to recruit and retain a high-quality staff team.
- ensure the rigorous and effective implementation of the Trust's systems of quality assurance, appraisal and professional development, including challenging underperformance and staff absence where necessary.

## **Managing The Organisation**

- fulfil all statutory duties, in relation to the curriculum, safeguarding and child protection, ensuring compliance with all relevant legislation.
- ensure the effective deployment of staff and resources across sites
- support consistent approaches to maintaining and improving levels of good behaviour.
- assist the CEO & FD in ensuring budgets are effectively managed and that the school delivers value for money, monitoring its effectiveness and ensuring compliance with regulations.
- manage organisational change effectively.
- be responsible for improvement of the school – ensuring action plans are in place and monitored vigorously.
- read and assess consultations for places at the relevant campus, liaising with colleagues within school, (including health professionals and EP), Trust schools, LA and any other professional in order to knowledgably prepare an appropriate response.
- ensure all pupil documentation, including EHCP annual reports, reviews and plans are of a high quality, are consistent with Trust expectations and meet statutory frameworks
- ensure a consistent approach to maintaining and improving levels of attendance.
- ensure the day-to-day management structures, systems and processes work effectively in line with key priorities.
- work collaboratively with the CEO, Leadership Teams and middle managers to ensure school improvement is sustained and to deliver quality outcomes for pupils.
- ensure safe working practices are adopted by staff.

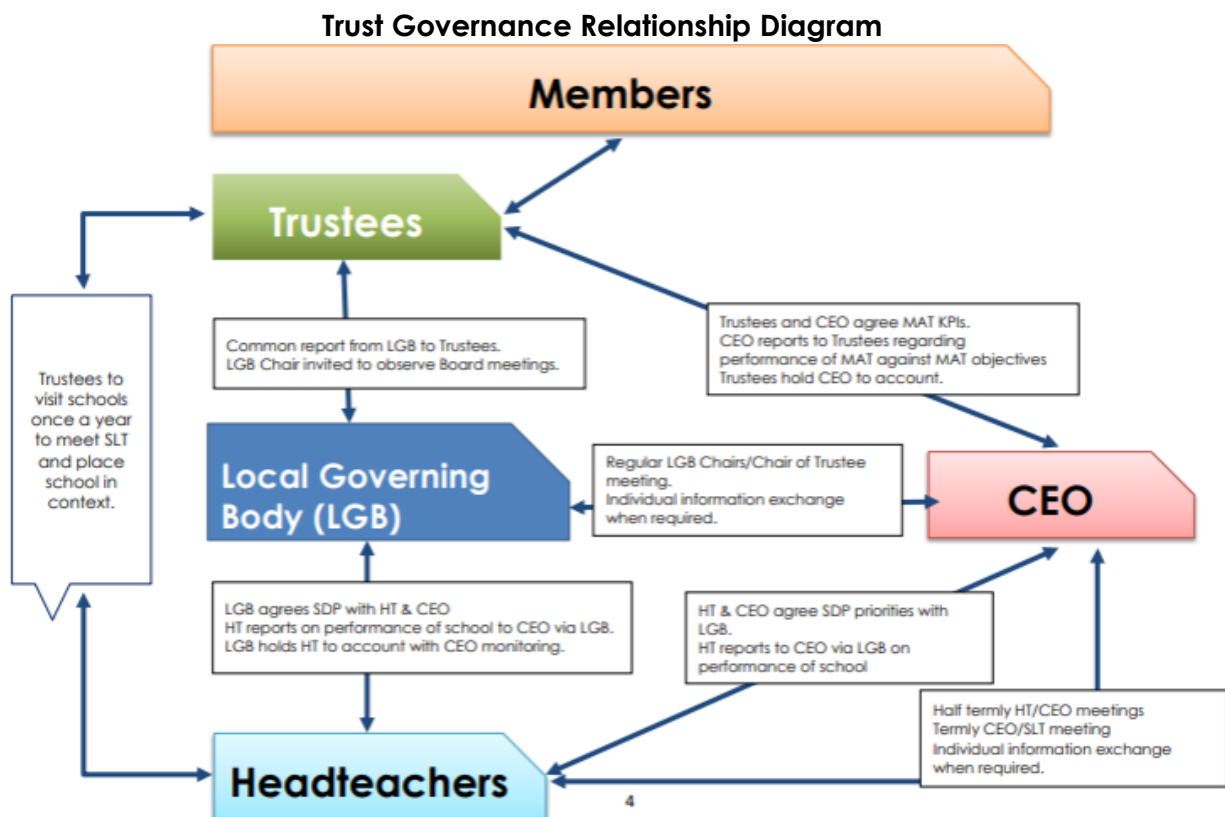
## Accountability

- be accountable to the CEO for the clearly defined and agreed responsibilities/ accountabilities relating to the day-to-day leadership and management of the school as delegated by the CEO.
- play a key role in designing and maintaining a self-evaluation framework which clearly identifies strengths and areas for development, in order to inform the school improvement agenda and maintain high standards.
- ensure that all staff read, agree and sign the Trust Code of Conduct, and that individual staff's accountabilities to the Head of Strathmore School are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- present timely, coherent and accurate accounts of the school's performance to a range of audiences including the Auriga Academy Trust, Governors, parents and carers and the local community.

## Community

- collaborate effectively with other agencies and community organisations to provide for the academic, health, social, emotional, spiritual, moral and cultural well-being of children and their families.
- develop and maintain effective partnerships with other organisations, including those within the Trust, co-located schools, other local schools, Achieving for Children and other local authorities.
- promote and model good relationships with parents/carers which are based on partnership to support and improve children's achievement and promote parenting skills generally.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Headteacher will carry out. The post holder may be required to do other duties appropriate to the level of the role.



# Headteacher Person Specification

These are the Essential and Desirable professional skills, knowledge, experience and traits that will be looked for during the shortlisting and interview processes. They will be found in your application, supporting statement, at interview and via references.

<b>Qualifications &amp; Training</b>		
1.	Qualified to teach and right to work in the UK	E
2.	Further relevant professional or academic study within last 5 years	E
3.	Training in delivery of specific strategies that support pupils to learn at Strathmore, e.g. Word Aware, TEACCH, Sulp, SCERTS etc.	D
4.	Commitment to addressing own professional development at an appropriate level (e.g. NPQH, MEd);	E

<b>Experience, Knowledge &amp; Understanding</b>		
5.	Substantial (5 years+) and recent (within 2 years) experience of effective Leadership within a special school or SEND setting, e.g. SRP, AP.	E
6.	Experience of Leadership in an expanding school	D
7.	Experience of Leadership in a Multi Academy Trust	D
8.	Experience of hosting Ofsted inspection as member of a SLT	E
9.	Substantial (5 years+) and recent (within 2 years) experience of working with pupils with learning difficulties and autism, and a sound knowledge of expected child development	E
10.	Experience of working with non-verbal learners and those who use augmentative means of communication including Makaton	D
11.	A commitment to safeguarding children and sound understanding of the current editions of KCSiE and Working Together to Safeguard Children	E
	Experience as Designated Safeguarding Lead	D
12.	An understanding of the whole curriculum that meets the needs and aspirations of pupils aged 4-19 with Severe and Profound Learning Difficulties and complex needs including those with Autism.	E
13.	Experience supporting pupils with challenging behaviours, and knowledge of positive interventions and strategies to help pupils manage and prevent behaviours that disrupt learning;	E
14.	An understanding of and commitment to promoting the role played by parents in raising standards and the importance of working with parents and other members of the wider school community;	E
15.	Experience of following rigorous, fair and transparent procedures for managing the performance of all staff, including under-performance	E

16.	Evidence of planning and delivering appropriate CPD that has positively impacted on pupil outcomes and promoted professional research	E
17.	Understanding of the SEND Code of Practice including active contributions to annual review meetings, and the update of EHCPs	E
18.	Experience of leading and managing change effectively including resolving conflict and demonstrating personal resilience	E
19.	Training and experience in Coaching and Mentoring	D
20.	Experience of leading inclusive learning, collaborating with mainstream schools;	D
21.	Experience of developing effective relationships with fellow professionals and colleagues in other services to improve academic, health and social outcomes for all pupils	E

<b>Skills and Abilities</b>		
<i>Applicants will need to show their ability to....</i>		
22.	Inspire and lead by example, demonstrating positive relationships and attitudes with pupils, staff, parents, governors and/or Trustees and other partners to create and build effective teams	E
23.	Demonstrate excellent written and oral communication skills relevant to a range of audiences and including the effective use of technology	E
24.	Demonstrate a creative and innovative problem-solving approach, effectively focussing on finding solutions to issues	E
25.	By demanding ambitious standards for all, demonstrate an ability to overcome disadvantage and advance equality, providing support and challenge whilst instilling a strong sense of accountability in staff for the impact of their work on outcomes and holding them to account for their professional conduct and practice	E
26.	Evidence of effective financial planning, efficient use of resources and obtaining best value for money	E
27.	Demonstrate an understanding of the benefits of effective governance by enabling Governors and Trustees to fulfil their responsibilities, welcoming their involvement in school and providing information as requested, actively participating in Board and committee meetings and ensuring that the school is able to account for all aspects of performance	E
28.	Evidence of understanding robust self-evaluation processes (including analysing and interpreting a wide range of pupil/school performance data) that enable areas for improvement to be clearly identified.	E
29.	Experience of, as part of a SLT, developing, implementing, monitoring and reviewing an evidence-based School Development Plan that ensured rapid and sustained improvement and enabled Trust and/or school priorities and objectives to be met.	E