



**The King's (The Cathedral) School**  
Peterborough



**HEADTEACHER**

A FAMILY ACHIEVING EXCELLENCE



**The King's (The Cathedral) School**  
Peterborough

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Pupils and students are exceptionally well mannered, polite and courteous.  
Their behaviour around the school is impeccable.



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## **WELCOME**

### **FROM THE CHAIR**

Dear Applicant,

Thank you for your interest in joining our outstanding school to take on the challenge of leading it to new heights. As a school family of pupils and students, staff, parents, governors and Cathedral foundation we are all extremely proud of The King's School, its long history and ongoing exceptional achievements. Any visitor to the school very quickly recognises the special atmosphere, the politeness of students and the encompassing air of a family environment dedicated to learning. The school fosters an environment that enables students of all abilities to thrive in a challenging and supportive setting. The atmosphere is relaxed and friendly, where personal success is encouraged, and every student is able to achieve their best possible outcomes. The pursuit of excellence and the deliverance of maximum commitment in all activities is embedded in the culture of King's. The same commitment and pursuit of excellence is present in our staff.

Rated as outstanding by Ofsted in March 2013 in the first inspection as an academy and by The National Society's Denominational Inspection in January 2018, we continue to strive to achieve more. The school has achieved exceptional examination results every year, being ranked as a top state school in national tables. Its record of long standing high academic achievement has twice been recognised by The Times Parent Power as the top-ranked state secondary school in East Anglia. However, academic achievement is not the sole manifestation of the learning experience at King's with our students being recognised for their maturity of attitude and behaviour and seeing themselves as custodians of a precious heritage of Christian education and school tradition. This positive air pervades the very atmosphere of the school and can be seen in the embedded habits and routines in worship, learning and conduct of the school community. Our extra-curricular programme provides opportunities in music, sport, drama and many other areas and we encourage all our students to take advantage of this exciting provision. The photographs in the application information pack offer an example of some of the rich and varied activities.



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The environment created and proactively maintained ensures that our students are hardworking, motivated, involved and above all happy. I invite you to explore our website to learn more about The King's School, its history, traditions and values and what makes it such an outstanding education establishment. We look forward to hearing from candidates who feel they have personal qualities, vision and drive to lead, develop and promote our already outstanding school.

Yours faithfully

Kevin S Palmer  
Chair of Trustees





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## **LETTER FROM HEAD GIRL AND HEAD BOY**

Dear Applicants,

Firstly, we would like to thank you for considering the position of Head Teacher at The King's (the Cathedral) School Peterborough.

The history of our school is important to both those that work or learn here and the general public. It is a vital part of the school and city that should remain to be celebrated, and as Head Teacher one of the challenges is keeping traditions alive and honouring the 100s of years of history whilst also integrating new ideas. Taking on this role within the school will undoubtedly provide you with challenges. However, we hope that you understand that in this case, the opportunities and experiences you will get in this role and what you will learn from it will far outweigh any negatives.

Our school is a diverse community where diligent students and dedicated staff work together to ensure everyone reaches their potential. Students are offered an unparalleled range of opportunities and the strong support network allows them to thrive both academically and personally during their time here.

At King's, you will find a wide variety of super-curricular activities including sports, music, drama, the School Council and the Student Commission alongside many more, so that everyone can find something to suit their interests. We pride ourselves in sporting excellence, with first teams in rugby, hockey, football, netball, cricket and rounders as well as other sports clubs and competitions. At King's, it is understood that school isn't just about the lessons - so much can be done outside the classroom. With a large number of teachers encouraging and supporting you along the way, students can go on to succeed in many different areas and enjoy a wide variety of activities.

An integral part of our school is the House System; there are 4 different houses and every term each one competes in inter-House activities, with points all going towards winning the House Cup at the end of the academic year. In the eyes of the students, the two most important days of the school year are Sports Day and House Music. Houses compete for a number of trophies and both students and staff take immense pride in their own House with tension often running high surrounding the events. Both of these events are run by students in the Sixth Form.

The Sixth Form at King's is very much involved in the rest of the school. They are role models for students from year 3 to year 11 and also form part of the support system at King's by having mentoring and pastoral roles.



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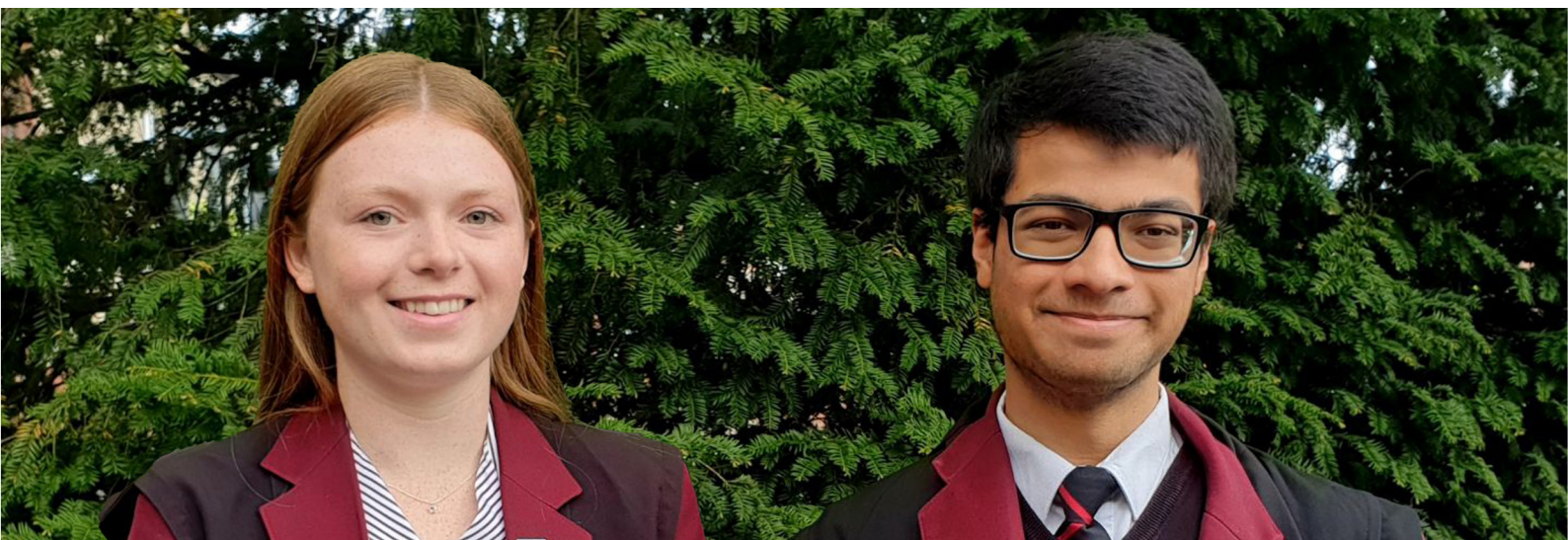
As mentioned before, they are also responsible for running major school wide events. House Music takes place during the first half term, which involves House Captains and other sixth formers working endlessly from Sports Day in July right up until the big night in October whilst also studying for their impending exams and applying to University. Students at this school are encouraged by staff to work hard and put all they can into whatever they are doing, and those who do so are rewarded with leadership roles in year 13. These roles include Head Girl and Head Boy and Deputy Heads, House Captains and Vice House Captains and, Senior/Pastoral/Charities Prefects. Students in these roles are well respected by both staff and students and have an active role and a voice within the school community.

At King's, the relationships between staff and students are unique and often long-lasting, with the environment of the school referred to as 'the King's School family'. We are encouraged to speak to staff about our concerns and share our ideas with them in a collaborative way. As Head Teacher, you will get to interact with many highly motivated and enthusiastic individuals who want to work alongside you to improve the life of our school. One of the best parts of being Head Girl and Boy is attending frequent meetings with the Head Teacher to discuss any new ideas from our School Council meetings and to help plan ways to improve students' experience whilst at school.

King's produces well-rounded and enthusiastic young people who are independent thinkers that go on to achieve many wonderful things. As Head Teacher at King's, you will undoubtedly learn as much from students as they expect to learn under your leadership and we hope that you will be able to continue the great success so far enjoyed by the school.

Kind regards,

Charlotte Bennett (Head Girl) and Dhruval Soni (Head Boy)





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## **HISTORY OF THE KING'S (THE CATHEDRAL) SCHOOL**

The King's School was founded in 1541 when King Henry VIII closed the great Benedictine Abbey of Peterborough during the Dissolution of the Monasteries and established Peterborough Cathedral. As part of that foundation a small school for boys was created to educate the Cathedral choristers. That original school was situated in what is known today as The Becket Chapel, in the Cathedral Precincts, and remained there until the 1880s. The close association of school and Cathedral Chapter are very much in evidence today.

The King's (The Cathedral) School is the direct successor of that school and moved to its present site on Park Road in 1885 as the Peterborough Grammar School, having outgrown its premises in the Precincts. The Park Road site with original Victorian Headmaster's House, classrooms, tower and chapel form an impressive frontage to the school. In the post war years the school was a boys' grammar school with over 70 boarders many of whom, maintaining the school's tradition, were Cathedral choristers.

1962 saw the addition of a new school hall, dining room and a Science building and in 1976, when becoming a Voluntary Aided Co-educational Church of England Comprehensive School, new blocks were added for Art, Drama, Music and Home Economics. Throughout this period of growth and development, the Dean and Chapter remained central to the Governing Body of the school. Technology and Maths blocks were added on site. In the 1990s the School, for a short time, became Grant Maintained and that period saw the end of boarding at the King's School with the former boarding house, Madeley House, becoming the Music department. As the school continued to expand a sports hall was added immediately opposite on Granville Street, on land acquired with funding from a former pupil benefactor.

Since 2000, the School has benefitted enormously from over £12m of capital investment, with new buildings constructed to house Humanities, Languages and the Sixth Form; refurbishment of the Victorian buildings and significant enhancement of the Science facilities.

In January 2011 The King's School became an Academy and a Junior Department was re-opened in September 2011 after a break of 65 years once again bringing the age range to 7-18, with all the Cathedral choristers educated at the King's School. The school now had over 1,100 pupils and a development of the main Hall in 2012 once again provided a central facility for the whole school to meet for assemblies.



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Since then the school has seen an extension to the Sports Hall and the opening of a Fitness Suite. A successful CIF bid enabled the school to replace the Victorian roof and a Wolfson bid funded the development of a specialist learning facility. A current capital development is underway to extend and refurbish the Pavilion at the sports field. These improvements ensure that The King's School continues to thrive under strong stewardship and governance. The continuous development of the school since 1541 to the present day reflects the changing needs for the provision of education through the centuries, none more so than the speed of change in recent decades. The site and facilities of the King's School offers pupils a thorough preparation for life in the twenty-first century and the school builds on its traditions and history to enrich the educational experience of its students and school community.

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## SCHOOL VALUES

The King's School (The Cathedral) is a partnership between students, staff, parents and Governors who seek to create within the school, and the community, an educational environment in which the strengths and potential of all are realised, the needs of individuals are respected, and high expectations are achieved. We seek to:

- Recognise and value the contribution of every member of the school community.
- Maintain the tradition of achievement and academic excellence to the best of each individual's ability.
- Foster a community in which good mutual communications are promoted and in which through excellent pastoral care, all students achieve self-esteem and an appreciation of others with a sense of responsibility for their environment.
- Provide a broad range of extra-curricular activities that give opportunities for all to develop individual interests and skills.
- Encourage a happy, well-motivated staff to work effectively and successfully through good leadership, efficient structures and provision of resources.

The basis for these values is the Christian ethos of the School:

'Many members, but one body, as it is with Christ' (1 Corinthians 12.12 )





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## **THE ROLE**

### **HEADTEACHER OF THE KING'S ( THE CATHEDRAL ) SCHOOL, PETERBOROUGH**

Every school is unique and, hopefully, to its community of students, staff and parents, the very best school possible. This is, undoubtedly, the belief of all at The King's (The Cathedral) School. If you have visited the school and read its history, values and achievements, you too will be forming the view that this really is an exceptional place in which to learn, grow and lead. The community of students, staff and parents guard its traditions and history from the wearing of academic gowns in the 6th form to the pattern of life around House competitions. Younger students aspire to the leadership roles of head students and prefects in which the 6th form serve the school. Staff value the deep commitment that students demonstrate towards their studies and the warm respect they show to staff who care for, support and inspire them. King's is a place where behaviour is conducive to productive learning and to the smooth running of an exceptionally motivated and happy school

All at King's live by the knowledge that they are a 'Family achieving Excellence'. The school's Christian values of love, honesty, kindness, forgiveness and hope drive the determination of leaders to organise provision to meet the increasingly diverse needs of the school population. Generosity of spirit and kindness mean that students celebrate each other's achievements and are ready to accept that resources should be directed where there is the greatest need. Senior students act as mentors to the younger years to encourage learning, resilience and problem solving. Staff comment on how new students are quickly 'embraced' by the ethos of King's and very quickly become members of the King's family. All at the school nurture a sense of belonging with opportunities to join sports teams, music or drama productions teaching students in practical ways how to work along side each other.

As with so many schools across the country, the experience of the last two years has placed a strain on many students and staff at King's. The new Headteacher will need to support the 'family' where many of its members have experienced emotional pressures. The school has a clearly developed approach to supporting good mental health and its commitment and expertise was recently recognised in a Wellbeing Award and in the Sunday Times Parent Power Guide to Schools which emphasised the importance which King's places upon well-being.

Whilst so many features of the role of Headteacher of King's will be extremely appealing to an experienced leader with a strong moral purpose, the position carries many challenges. The funding of schools in the region is very tight and the new Headteacher will need to demonstrate considerable financial acumen to meet the competing needs within the school. Additionally, the school serves students from age 7 to 18, from diverse backgrounds and from a very wide range of academic starting points. Therefore the new Headteacher will need to work with staff and governors to ensure that the curriculum provision is fully adapted to the needs of the 'family' which includes continuing to promote exceptional



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academic opportunities for its many gifted students and to supporting the growth and development of students with additional learning needs.

The Headship of The King's (The Cathedral) School has a very important additional ambassadorial aspect. The relationship between the school and Peterborough Cathedral is extremely important to both institutions but also to the city. It is expected that the new Headteacher will embrace the opportunity to support the work of the choir and will actively engage with organisations which nurture choral music.

The school is proud of its status as an Academy and it enjoys effective relationships with the education community around Peterborough, particularly in its provision with other schools of highly effective teacher training programmes. It values the autonomy of its current position, but, recognises that national policy may require that this is reviewed. The new Headteacher of King's would be fully engaged in considerations regarding multi Academy Status and the associated leadership structure.





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## KEY FACTS AND STATISTICS

- 1 Type of School**  
Publicly Funded Independent Academy
- 2 Date School Established**  
1541
- 3 Age Range**  
7 - 18
- 4 Number of Staff**  
147 in total including 73 teachers, 72 administration and support and 2 management
- 5 Denomination**  
Church of England
- 6 Co-educational or single sex**  
Co-educational
- 7 Number of students**  
1,218 (377 in Sixth Form)
- 8 Average Attendance (2018/2019)**  
95.7%
- 9 Percentage of students with Pupil premium**  
14%
- 10 Percentage of students with Free School Meals**  
7.4%
- 11 Percentage of students with SEN**  
4.5%





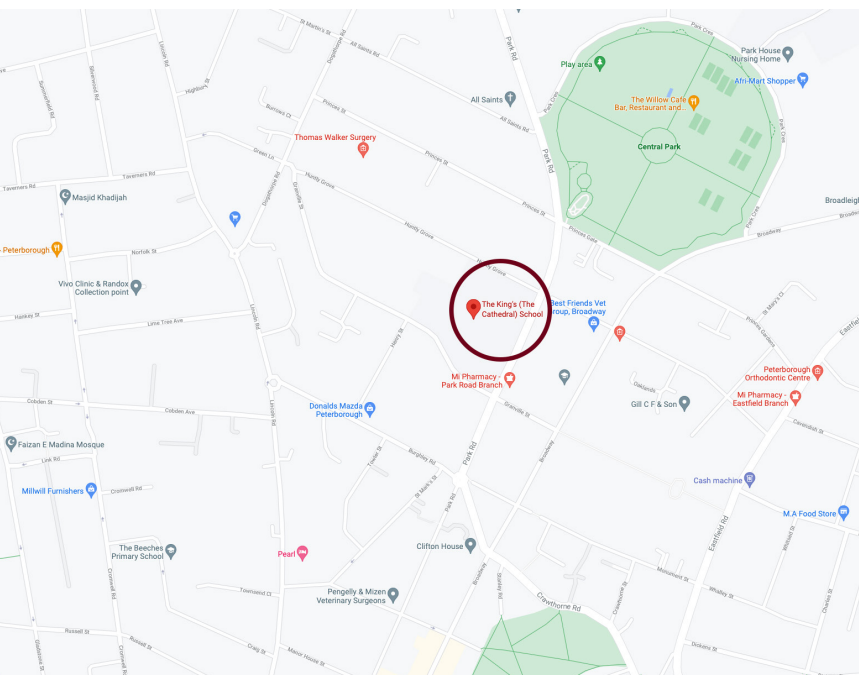
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## LIVING AND WORKING IN AND AROUND PETERBOROUGH

Peterborough is set in Cambridgeshire in the East of England with all the benefits of beautiful countryside, a thriving city culture and exceptional places to live. Peterborough itself is home to a glorious cathedral with magnificent Norman architecture and the oldest intact painted medieval ceiling in the country. Additionally there are many galleries and the museum along Priestgate which all combine to make the area both stimulating and enriching. The East of England Arena and three theatres ensure that there is a rich variety of live performance to suit all tastes. Although Peterborough has a population of over one hundred and eighty thousand, it preserves an abundance of green spaces including the Broadwalks Nature Reserve, Ferry Meadows and Nene Park which is home to a range of water sports.

Employment in Peterborough is thriving and diverse with large industrial, manufacturing and financial companies including Caterpillar, Whirlpool, Associated British Foods, BGL (the home of the Meerkat), Travelx Diligenta and Gusto having a significant presence in the City and surrounding area. The education sector will soon be enriched by the addition of ARU (Anglia Ruskin University) Peterborough, opening in September 2022 .

Peterborough's location in North West Cambridgeshire places it on the borders with Leicestershire, Northamptonshire, Lincolnshire and Rutland and only a short distance from Norfolk and access to the north Norfolk coast. The many surrounding areas, villages and towns such as Wansford, Barnack, Longthorpe, Werrington, Castor, Oundle and Stamford provide a variety of attractive areas in which to settle. It is served by some of the best commuter transport links in the country, to London (A1 and East Coast Main Line), Cambridge and Birmingham. Cycling in the city has been supported by the development of The green Wheel cycle routes, a network of 45 miles of continuous sustainable routes around the City.





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## **ROLE DESCRIPTION**

### **APPOINTMENT OF HEADTEACHER**

#### **THE KING'S (THE CATHEDRAL) SCHOOL PETERBOROUGH**

Title: Headteacher  
Responsible to: The Chair of Governors (Chair of Trust)  
Leadership scale: L 37 - L43

This role description reflects the Headteachers' Standards issued in October 2020  
These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers.

### **Core Purpose and responsibility**

The Headteacher's main role is to provide highly effective, professional leadership for the school which secures its continuing success and improvement, ensuring high quality education for all its students and excellent standards of learning, achievement and pastoral care. The Headteacher will be the principal ambassador for The King's (The Cathedral) School. The Headteacher will be the chief accounting officer.

### **Legal requirements**

The Headteacher is required to carry out all the statutory duties in the School Teachers' Pay and Conditions Document para 46.1 and 47.1 and 47.2, the contractual framework and the professional responsibilities outlined in sections 48 and 49 of the STP

### **1. School culture**

- Sustain the school's ethos, vision and strategic direction in partnership with the Governors and the school community ensuring that all are part of a 'family achieving excellence'.
- Create a culture where students experience a positive and enriching school life
- Uphold and deliver ambitious education standards which prepare students from all backgrounds for their next phase of education
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff expectation
- Promote and support the well-being of students and staff



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## **2. Leadership**

- Provide exceptional leadership to all teaching and support staff through outstanding communication and timely, insightful, decision making
- Develop highly effective delegated leadership throughout the school
- Hold SLT and TLR holders to account through clearly defined roles and responsibilities, challenging targets and objectives
- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness
- Identify a deputy or other suitable person to assume responsibility for the discharge of the Headteacher's role during any absence from school.
- Develop appropriate evidence-informed strategies for improvement as part of well targeted plans which are realistic, timely and appropriately sequenced
- Carefully monitor and evaluate the effectiveness of school improvement strategies h. Prepare and lead strategies to maximise success in Ofsted and SIAMs inspections

## **3. Teaching**

- Sustain high-quality, expert teaching across subjects and phases, built on evidence-informed understanding of effective teaching and how students learn
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- Ensure effective use is made of formative assessment

## **4. Curriculum and assessment**

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Ensure that all students are supported to achieve standards of literacy and numeracy that will enable them to enjoy the maximum success both at school and in later life
- Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum



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## **5. Behaviour**

- Establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood by all staff and students
- Ensure high standards of behaviour and courteous conduct in accordance with the school's behaviour policy which is understood by parents and carers
- Implement fair, consistent and respectful approaches to behaviour management
- Ensure that adults within the school model and teach the behaviour of a good citizen

## **6. Additional and special educational needs and disabilities**

- Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- Establish and sustain culture and practices and enable students to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate
- Ensure that the school fulfils its statutory duties with regard to the SEND code of practice

## **7. Professional development**

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- 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
- 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

## **8. Organisational management**

- Ensure the protection and safety of students and staff through effective approaches to safeguarding as part of the duty of care
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- Ensure staff are deployed and managed well with due attention to workload
- Establish and oversee systems, policies and processes that enable the school to operate effectively and efficiently
- Ensure rigorous approaches to identifying, managing and mitigating risk



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### **9. Continuous school improvement**

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, costed, appropriately sequenced and suited to the school's context
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

### **10. Ambassadorial Role and Working in partnership**

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- Commit the school to work successfully with other schools and organisations in a climate of mutual challenge and support
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve outcomes for all students
- Sustain and develop a highly effective working relationship with Peterborough Cathedral
- Liaise with the press and media, as appropriate

### **11. Governance and accountability**

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- Establish and sustain professional working relationships with those responsible for governance
- Ensure that staff know and understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

The above represents key priorities and accountabilities for the role of Headteacher and is not an exhaustive list. This Role Description is current at the date shown, but, in consultation with the successful applicant, may be changed should the Trust decide to develop in the future.



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## PERSON SPECIFICATION

Categories	Qualities/Competencies (all essential unless specified as Desirable - D)	Additional Evidence Requirements and where tested
Qualifications and Continuing Education	<ol style="list-style-type: none"> <li>1. Well qualified honours graduate</li> <li>2. Qualified teacher status as recognised by the DfE</li> <li>3. Evidence of continuing professional development or further study relevant to Headship [ including NPQH (D) and or Masters in Education Leadership (D) ]</li> <li>4. Completion of Designated Senior Person and Safer Recruitment Training or readiness to undertake such on taking up post</li> <li>5. Evidence of enhanced DBS</li> </ol>	<ol style="list-style-type: none"> <li>1 and 2 Professional and academic certificates</li> <li>3. Application form</li> <li>4. As above</li> <li>5. Evidence to be provided at Selection events</li> </ol>
Experience	<ol style="list-style-type: none"> <li>1. Substantial experience of highly effective teaching in the secondary phase, including 6th form.</li> <li>2. Experience of working in the primary phase. (D)</li> <li>3. Experience across more than one school (D)</li> <li>4. Recent proven ability to lead, motivate and manage highly effective teams as Headteacher or Deputy Headteacher</li> </ol>	<ol style="list-style-type: none"> <li>1. Application form and letter</li> <li>2. Application form and letter</li> <li>3. Application form and letter</li> <li>4. Letter and selection activities</li> </ol>



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Categories	Qualities/Competencies (all essential unless specified as Desirable - D)	Additional Evidence Requirements and where tested
Professional Competences	<ol style="list-style-type: none"> <li>1. Knowledge and understanding of current educational issues in the Key Stages of the secondary phase, including post 16 education. KS2 (D)</li> <li>2. Expertise in monitoring, assessing and improving classroom performance</li> <li>3. Effective and persuasive communicator both orally and in writing</li> <li>4. Ability to marshal, analyse and evaluate evidence and data</li> <li>5. Expertise in financial planning, budget management and financial forecasting</li> </ol>	<ol style="list-style-type: none"> <li>1. Application form, letter and selection processes</li> <li>2. Letter and selection activity</li> <li>3. Letter and selection processes</li> <li>4. Selection processes</li> <li>5. Letter and selection processes</li> </ol>





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<b>Categories</b>	<b>Qualities/Competencies (all essential unless specified as Desirable - D)</b>	<b>Additional Evidence Requirements and where tested</b>
Leadership and Management	<ol style="list-style-type: none"> <li>1. Proven track record of securing successful outcomes for learners through highly effective leadership and management</li> <li>2. Ability to build, support, lead and work with highly effective teams</li> <li>3. Strategic thinker with a vision that can be shared with students, governors, staff, parents, potential funders and wider stakeholders</li> <li>4. Innovative and with a clear understanding of educational opportunity and how to translate it into practical reality.</li> <li>5. Understanding of how excellent financial management and effective utilisation of resources benefit learners</li> <li>6. Promotion of high standards of personal conduct and high expectations</li> <li>7. Understanding of effective support structures to promote mental well-being for students and staff</li> <li>8. Ability to devise effective and efficient systems to embed a culture of continuous improvement through Performance Management</li> <li>9. Ability to drive transformational change</li> <li>10. Ability to forge effective positive relationships both within the school and the wider community including the Cathedral</li> <li>11. A vision for how Information Technology can enhance learning and creativity and a capacity to translate that vision into reality.</li> </ol>	<ol style="list-style-type: none"> <li>1. Letter and selection processes, references</li> <li>2. Reference and selection processes</li> <li>3. Letter and selection processes, references</li> <li>4. Letter and selection processes</li> <li>5. Reference, letter and selection processes</li> <li>6. Reference and selection activity</li> <li>7. Application form, letter and Selection processes</li> <li>8. Letter and selection processes, reference</li> <li>9. Letter, selection processes</li> <li>10. Letter, selection processes and reference</li> <li>11. Letter, selection activity</li> </ol>



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<b>Categories</b>	<b>Qualities/Competencies (all essential unless specified as Desirable - D)</b>	<b>Additional Evidence Requirements and where tested</b>
Professional and Personal Attributes	<ol style="list-style-type: none"> <li>1. High personal standards of integrity and probity</li> <li>2. Ability to create and communicate an exceptionally positive ethos building upon the core experience of a 'Family achieving Excellence'.</li> <li>3. Excellent interpersonal skills with both adults and young people</li> <li>4. Empathy for the needs of all students at The King's ( The Cathedral ) School</li> <li>5. Resilience, courage confidence</li> <li>6. Enthusiasm for the potential of schools to transform lives for the better</li> <li>7. A demonstrable commitment to the wider life of the school, including the Cathedral Choir</li> <li>8. A strong personal commitment to inclusion and diversity</li> <li>9. A strong commitment to personal development for all.</li> <li>10. A demonstrable commitment to the Christian faith</li> </ol>	<ol style="list-style-type: none"> <li>1. Letter, selection processes and references</li> <li>2. Letter, selection processes</li> <li>3. Selection processes and references</li> <li>4. Letter/application form, selection processes and references</li> <li>5. Selection processes and references</li> <li>6. Letter, selection processes and references</li> <li>7. Letter/ application form, selection processes</li> <li>8. Letter/application form, selection processes and references</li> <li>9. Letter/application form selection processes and references</li> <li>10. Letter/Application form and references</li> </ol>





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## **THE APPLICATION PROCESS**

The Recruitment Panel warmly welcome your interest in applying to become our new Headteacher and invite you to provide us with as much information as possible in accordance with the application process.

In addition to completing an application form you are requested to submit a letter in support of your application. Please complete all sections of the application form in full.

Your letter should be specific to The King's (The Cathedral) School.

Please address the following task:

Explain clearly how you meet the requirements of the Person Specification. In particular, please focus on how through your effective, empowering leadership you will work with the Governors, the Trust and staff to fully realise the school's vision as a 'Family achieving Excellence' in a time of change.

Your letter should not exceed 1000 words. Please address it to Mr Kevin Palmer, Chair of Governors and Chair of Trust and send it and your completed application form to Mrs Jo Baker (PA to the Recruitment and Appointment Committee at [baker.jm@kings.peterborough.sch.uk](mailto:baker.jm@kings.peterborough.sch.uk)). In addition your completed application, including your letter, should be copied to [katemabbott1@aol.com](mailto:katemabbott1@aol.com) of ASCL who is supporting the Governors in this recruitment process.

The deadline for applications is noon Monday 24th January 2022.

References will taken up shortly after shortlisting and prior to interview using the contact details you supply on your application form.

Shortlisting will take place on or around the 31st January and applicants will be informed shortly afterwards. The selection process and interviews will take place between the 8th and 10th February 2022.

REASONABLE RELOCATION EXPENSES MAY BE CONSIDERED, IF NECESSARY, FOR THE SUCCESSFUL CANDIDATE.



**The King's (The Cathedral) School**  
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Further information about The King's (The Cathedral) School can be found on the school website [www.kings.peterborough.sch.uk](http://www.kings.peterborough.sch.uk). In addition, candidates are encouraged to take an opportunity to visit the school prior to applying.

Please contact Mrs J Baker on 01733 751541 at the school to arrange your visit on Monday 10th or Friday 14th January 2022.

Mrs Kate Abbott of ASCL [katemabbott1@aol.com](mailto:katemabbott1@aol.com) will be providing professional support to the Selection Panel throughout the appointment process. If you would like to discuss this opportunity prior to applying please feel free to email or call her on 07496667385. Please copy her into any correspondence with the school.





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Park Road  
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