



Headteacher Application Pack

Learning Today, Leading Tomorrow



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Introduction from the Chief Executive Officer

Dear Applicant,

I want to give you a genuine sense of what this school is, what the Trust is becoming, and why I believe this is one of the most exciting headteacher opportunities in the south of England right now.

Trafalgar is a school I am enormously proud of. Since joining the Trust, the school has grown from around 500 pupils to well over 1,000 and is now consistently oversubscribed, not because of its inspection outcomes, though those are strong, but because of the reputation it has built in its community. In Portsmouth, reputations are built on word of mouth. Families choose this school because they know what it stands for and because they trust it with their children. That trust has been earned through years of principled, relational leadership and it is the most precious thing we have.



Walking around the school you will see a building that reflects that philosophy. Spaces have been adapted thoughtfully to meet the curriculum and the needs of students, to encourage collaboration and openness. This summer sees a significant investment in PE and sport facilities, the latest in a series of improvements that demonstrate the Trust's commitment to giving students the very best environment in which to learn and grow. You may also encounter our chickens, which began as eggs in an ARC lesson and are now very much part of the school community. They tell you something important about the kind of school this is.

What I am seeking in our next Headteacher is, above all, a person of integrity; someone who embodies the values, standards and ethos of Trafalgar School through their actions as much as their words. While strong operational and strategic leadership are important, it is the ability to inspire, build trust and lead by example that will have the greatest impact on our school community.

Equally important is a genuine commitment to collaboration. The successful candidate will not only lead Trafalgar School but will play a key role within Salterns Academy Trust, working alongside colleagues across all three schools to strengthen outcomes for every child. We are building a headteacher-led model of school improvement in which our school leaders share both expertise and responsibility for the success of the Trust as a whole.

This is more than an organisational structure; it is a culture of partnership, shared accountability and collective ambition that I care deeply about. The new Headteacher at Trafalgar will be expected to embrace this approach from the outset and become an active and valued partner in shaping the future of all our schools.

Our commitment to inclusion and relational practice is absolute. We have had no permanent exclusions across the Trust for eight to nine years. We adapt our practice to meet the needs of children, not the other way around. The right candidate for this role will share this commitment authentically, not as an approach adopted for interview purposes, but as a genuine expression of who they are as a leader.

If that is you, I would love to hear from you. I hope you will visit us before you apply, and I look forward to meeting you.

Nys Hardingham
Chief Executive Officer
Salterns Academy Trust

Welcome from the Chair of Governors

Dear Applicant,

Thank you for your interest in becoming Headteacher of Trafalgar School. On behalf of the Local Governing Body, I am delighted to welcome you to this application pack and to share with you why we believe this is such a compelling opportunity.

Trafalgar is a school that genuinely lives its values. As governors we see this not just in the data, though the data is striking, but in the daily life of the school and in the pride that staff and students take in being part of it. Attendance is above the local and national average. Suspensions are exceptionally rare. Staff retention is high, absence is low, and in a recent survey 98% of staff said they are proud to work at Trafalgar. These are not accidental outcomes. They are the result of a consistent, principled approach to leadership and culture that has been built carefully over time.

What makes Trafalgar distinctive is its commitment to relationships. This is a school where expectations are high and where there are clear structures and consequences in place, but where our considered response to difficulty is always to listen, understand and restore any harm done to our community. Staff feel trusted and supported with 95% saying that leaders are considerate about workload. Students feel known and valued and families feel that their children are genuinely cared for. As a governing body we are proud to oversee a school where all of this is true at the same time.

We are now seeking a headteacher who will build on these strong foundations, sustaining and deepening the culture that makes Trafalgar special while leading the school with ambition, integrity and care. We are looking for a leader who shares our values, who will be visible and present in the life of the school, and who will continue to place students and staff at the heart of every decision.

If that describes you, we very much look forward to receiving your application.

Claire Haque
Chair of Governors
Trafalgar School



Message from Students

Dear Applicant,

We are four students from Trafalgar School, and we wanted to share with you what makes our school such a special place to be.

The thing that comes up most when we talk about our school is community. We are all different but also similar, and it feels genuinely inclusive. When Florence joined in Year 7, she was a little nervous about the older students, but she quickly made friends with people from different year groups through vertical tutoring and community circles. That is what this school does: it brings people together. We love our tutor time, especially the circles where we talk about our weekends and current events. We just love talking, and here we are encouraged to do exactly that.

We are trusted to take on real responsibilities. As peer mediators and RISE mentors we work with younger students, help manage conflict and support those who find it hard to attend school regularly. We have learnt to speak to everyone and to build relationships with people we might not otherwise have known. One of our leaders once said that if you do not go home with your head hurting you have not worked hard enough. We understand what that means: this is a school that believes in high challenge and high support, and we feel both every day. We get badges and awards not just for academic achievement but for demonstrating the school's values, and that matters to us. Reward and praise are very visible here, and it gives us a drive to keep improving.

We feel proud of our school and proud to be part of it. We hope that reading this brochure gives you a sense of what makes Trafalgar special, and we look forward to welcoming you.

Lacey, Freya and Dillon, Year 9, and Florence, Year 7



About the School

Trafalgar School is a mixed secondary school for students aged 11 to 16, situated in Hilsea in the north of Portsmouth. It is part of Salterns Trust, a small multi-academy trust of three Portsmouth schools working in close collaboration on school improvement and professional development. Learning Today, Leading Tomorrow captures the school's dual commitment to high academic standards and the broader development of confident, well-rounded young people.

The school was judged Good by Ofsted in 2023, with inspectors noting that pupils thrive in a highly inclusive environment, that relationships between staff and students are highly positive. Personal development was judged as Outstanding. That last judgement matters: it reflects a school where inclusion is not a policy on a page but a daily reality, shaped by genuine care for every young person who walks through the door.

Trafalgar serves a diverse community. The school's five core values, Aspiration, Community, Inclusion, Resilience and Respect, were defined by students themselves and are linked to the articles of the United Nations Convention on the Rights of the Child through the school's commitment as a UNICEF Rights Respecting School, currently holding Silver award status. These values are lived every day. They underpin the relational and restorative approach that defines how staff and students work together, how behaviour is understood and managed, and how the school responds when young people need support most.

Pastoral care and the house system

Pastoral care at Trafalgar is built on a model of vertical tutoring, in which students from different year groups are placed together in small tutor groups within one of four houses: Britannia, Victory, Temeraire and Sovereign. Named after battleships in the battle of Trafalgar, they echo the school's Portsmouth setting and its proud naval heritage. Vertical tutoring encourages older students to support younger ones, builds relationships across year groups, and creates a strong sense of belonging and community within each house. It is a deliberate structural expression of the school's relational ethos.



**The personal development
of pupils is exceptional**

Ofsted, 2023

A distinctive approach to inclusion

Trafalgar's approach to inclusion is one of its most distinctive and celebrated features. The school operates three specialist centres, each serving a different area of need, working flexibly and collaboratively to ensure that every student is known, understood and appropriately supported.

The ARC supports students with autism and communication and interaction needs. Places in the ARC are allocated by Portsmouth Local Authority through the Inclusion Support Panel. The ethos of the ARC is firmly rooted in inclusion: students spend the vast majority of their time in mainstream lessons, and the centre serves as a broader resource for any student whose needs would benefit from its expertise. This provision was recently awarded the National Autistic Society's "Autism Accreditation Inclusion Award" which commented that: *Inclusion is the ethos of the school community and the relational model between staff, students and family revolve around this value.*

The Compass Centre provides emotional support for students with social, emotional and mental health needs. Staffed by specialist support staff, Compass offers a combination of pastoral care, therapeutic input and small group teaching, including vocational provision, supporting students at some of the most vulnerable points in their school journey.

The Lighthouse Centre supports students with learning, cognition and language needs, including specific and moderate learning difficulties, speech and language needs, and sensory or physical needs.

Together, these three centres represent a layered and thoughtful approach to inclusion that goes well beyond the statutory minimum. They are a significant reason why Ofsted described Trafalgar as a highly inclusive school where pupils thrive.

A rich and ambitious school life

Beyond the classroom, Trafalgar offers a wide range of enrichment and co-curricular opportunities. The school holds an Artsmark Gold Award in recognition of its commitment to arts education, and students participate in the Duke of Edinburgh's Award programme at bronze and silver levels. Student leadership is actively developed, with opportunities including prefects, heads of house and performing arts champions. The school co-leads the Solent Language Network, reflecting the Trust's strong commitment to modern foreign languages. A recent visit by Year 10 students to Cambridge University is just one example of the school's determination to raise aspirations and broaden horizons. All Year 10 students are supported to engage in a two-week work experience placement as part of the school's comprehensive careers education programme.



It has been a really good school for my son. He knew nobody when he started. He's now in Year 10 and has really taken it all in his stride. The staff deserve praise for supporting that.

Parent





About the Trust

Salterns Academy Trust is a small multi-academy trust serving the north of Portsmouth, with a clear and consistent mission: to provide an excellent and inclusive educational experience that prepares students for the world of tomorrow. The Trust brings together three schools with a combined roll of over 3,500 students, all located in the North Island area of the city and deeply rooted in the communities they serve.

The three schools are Trafalgar School, a secondary school for students aged 11 to 16; Admiral Lord Nelson School, a secondary school for students aged 11 to 16; and Mayfield School, an all-through school serving students from age 5 to 16. Together they offer a breadth and continuity of educational provision that reflects the Trust's commitment to inclusion, aspiration and community, the three values that underpin everything the Trust does.

Each school within the Trust also holds its own distinct set of values, reflecting its individual character and community. At Trafalgar these are Aspiration, Community, Inclusion, Resilience and Respect. Admiral Lord Nelson's values are Inclusivity, Wellbeing and High Expectations. Mayfield's are Ambition, Inclusion and Respect. This is a Trust that believes in a shared moral purpose and common approaches, while actively preserving the identity and character of each school it serves. All our work is underpinned by our shared commitment to the development of a relational and restorative culture across all aspects of school life.

How the Trust works

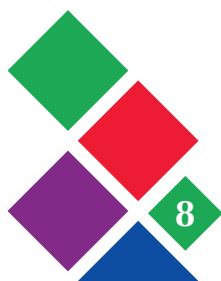
Salterns Trust operates a genuinely collaborative model of school improvement. Headteachers work together across the Trust, sharing expertise, professional challenge and collective responsibility for the quality of education in all three schools. The Trust actively seeks partnerships with other schools, trusts and organisations where these strengthen provision and extend the professional development and leadership opportunities available to staff. It works with HISP, the local teaching school hub, as a delivery partner for Early Career Teacher training and National Professional Qualifications, and maintains strong relationships with Portsmouth City Council, the University of Portsmouth and other local partners. The Trust is very proud of its work developing Relational and Restorative Practice, supported by its partnership with The Restorative Lab, with Trafalgar School sharing its expertise at regional and national levels over many years.

The Trust's approach to improvement is structured around five strategic priorities, each contributing to the overarching Trust Improvement Plan. These are high-quality inclusive education, with a focus on curriculum development and attainment improvement; finance and operations, including digital transformation and budget strategy; governance and leadership, encompassing governance renewal and stakeholder engagement; school improvement, through school strategies and partnerships; and people development, addressing HR solutions and staff wellbeing.

Why this matters for this appointment

The headteacher of Trafalgar School is not simply the leader of one school. They are a full and active partner in the Trust's collaborative model, contributing to improvement across all three schools and sharing accountability for the quality of education the Trust provides. This is a genuine expectation of the role, and one that the Trust takes seriously. In return, the new headteacher will join a trust that invests in its people, values collaboration over competition, and is ambitious for every young person in its care.

Nys Hardingham, CEO of Salterns Trust, brings significant experience and a clear sense of purpose to the leadership of the Trust. Under her leadership, the Trust has developed a distinctive identity: student-centred, inclusive, celebratory and aspirational. That identity is as evident in the Trust's partnerships and outward-facing work as it is in the daily life of its schools.



Vision and Values

Trafalgar School is built on a clear and deeply held conviction: that every young person belongs, is valued and is heard. That conviction finds its fullest expression in the school's commitment to relational practice, an approach that shapes not just how the school responds when things go wrong, but how it operates every day.

Relational practice at Trafalgar is centred on building and sustaining healthy relationships across the whole school community: between students and staff, between students themselves, and between the school and the families it serves. Where difficulties arise or harm occurs, the school's response is restorative rather than punitive, seeking to repair relationships and rebuild trust rather than simply sanction and move on. High challenge and high support sit alongside each other: everyone knows what is expected, and everyone receives the support they need to meet those expectations.

This approach is not a policy intervention or an add-on programme. It is the culture of the school, lived out in daily interactions and embedded in its structures.

Running through all of this, as a golden thread, is a commitment to peace education: the belief that learning to understand oneself, to listen to others and to resolve conflict without harm is not separate from academic life but central to it.

Community Circles

Every Monday and Friday, students meet in community circles during tutor time. Each circle brings together a member of staff and around ten students from different year groups, reinforcing the school's vertical tutoring model. These sessions build relationships and connection through community activities, discussion of current affairs and engagement with wider societal questions. They are a practical, regular expression of the school's belief that belonging is not something that just happens: it has to be created and sustained.

Restorative Ambassadors

Trafalgar trains students as restorative ambassadors, equipping them with the skills to support their peers, help with self-regulation and problem-solving, and repair relationships when they break down. This is student leadership in its most meaningful form: not ceremonial, but practical and relational.

What this means for the headteacher

The new headteacher will inherit a school with a genuinely distinctive culture. Relational practice is not something to be introduced or built from scratch: it is already embedded, understood and owned by students and staff alike. The task is to sustain, deepen and model it, and to ensure that it remains the foundation on which everything else, curriculum, behaviour, inclusion and professional development, is built.

Candidates who share this commitment, not as an adopted approach but as a genuine expression of their own leadership values, will find Trafalgar a deeply rewarding school to lead.



Aspiration



Community



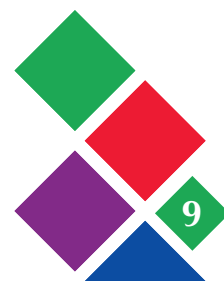
Inclusion



Resilience



Respect



Strategic Objectives

Trafalgar School's priorities for 2026/27 reflect a school that is ambitious, self-aware and deeply committed to the outcomes and wellbeing of every young person in its care. Rooted in the school's core values of Respect, Community, Resilience, Inclusion and Aspiration, and underpinned by its commitment to Relational and Restorative Practice, the school's improvement priorities set a clear direction for the year ahead.

The school's priorities for 2026/27 are:

- ◆ To strengthen a whole-school culture of inclusion through improved communication, emotional literacy and consistently embedded graduated practice.
- ◆ To ensure adaptive teaching is responsive to the needs of all students, particularly those with SEND, those who are disadvantaged and more vulnerable learners, so that all make consistently strong progress.
- ◆ To adapt and develop the school's bespoke, high quality and ambitious curriculum in line with national changes, preparing all students for success at Trafalgar and beyond.
- ◆ To embed a rigorous, forensic approach to data analysis across the school, enabling all staff to identify gaps, set ambitious targets and implement precise strategies to improve outcomes for every student.
- ◆ To ensure students are intrinsically motivated to succeed and are consistently recognised for their achievements, reflected in strong attendance and a strong sense of belonging.
- ◆ To develop a contextually driven personal development curriculum that is responsive and flexible to the needs of the school's growing community.
- ◆ To develop the Trafalgar Peace Project, which runs as a golden thread through the life of the school, strengthening relational culture, embedding peace education across the curriculum and promoting the continuous development of high impact pedagogy within a framework of strong wellbeing.



Great teaching transforms lives. Young people only get one chance at their education; we must make sure they get the very best one with us. Every lesson, every day counts.

Trafalgar School

Key Information

◆ Status	Secondary academy
◆ Location	Portsmouth
◆ Trust	Salterns Academy Trust
◆ Age range	11 to 16
◆ Number on Roll	1041
◆ Students with SEN Support	16.5%
◆ Students with EHCP	4.6%
◆ Students FSM6	38.7%
◆ Students with EAL	11.6%
◆ Gender	Mixed
◆ Autism Resource Centre	19 in 2025-26; 22 in 2026-27 (ARC)
◆ Last Ofsted inspection	June 2023
◆ Ofsted judgements	Quality of Education: Good Behaviour and Attitudes: Good Personal Development: Outstanding Leadership and Management: Good
◆ UNICEF Rights Respecting School	Silver Award
◆ Artsmark	Gold Award
◆ National Autistic Society	Autism Accreditation Inclusion Award Autism Accreditation in Mainstream Award
◆ Website	trafalgarschool.org.uk
◆ Address	London Road, Hilsea, Portsmouth, PO2 9RJ



Living and Working in Portsmouth

Portsmouth is England's only island city, situated on the south coast of Hampshire. It is a genuinely distinctive place to live and work, with a strong sense of local identity, a proud naval heritage and a diverse, engaged community.

Portsmouth as a place to teach

Portsmouth has a clear and collaborative approach to education. The Portsmouth Education Partnership brings together schools, the local authority and other partners around a shared commitment to improving outcomes for all children and young people across the city. The city actively supports teacher and leader recruitment, retention and professional development, and has developed a strong reputation as a place where careers are built and sustained.

A city with plenty to offer

Portsmouth's coastal setting is one of its most distinctive qualities. Southsea beach, the Solent and easy access to the Isle of Wight make it a city where the sea is genuinely part of daily life, whether for sailing, water sports or simply unwinding. The Historic Dockyard, home to HMS Victory and the Mary Rose, is one of the country's outstanding maritime attractions. The South Downs National Park is on the doorstep, and the New Forest is within easy reach. The city has a lively cultural scene, with Victorious Festival, independent music venues, galleries, theatres and a café and restaurant quarter in Southsea.

A practical place to live

Housing in Portsmouth is relatively affordable compared to much of the south east, and the city is well connected by road and rail. Direct trains to London take between 90 minutes and just over two hours, and four airports are within roughly an hour's drive. The city also has an international ferry port with routes to France, Spain and the Channel Islands.

For more information about living and working in Portsmouth visit www.teachportsmouth.co.uk



Job Description

Responsible to: Chief Executive Officer

Grade: Leadership scale, L28 to L35 (£104,059 to £123,528)

Disclosure: Enhanced

Core purpose

To provide professional leadership and management of Trafalgar School, upholding and demonstrating the Seven Principles of Public Life at all times.

To ensure the school places students at the heart of everything it does, helping them to thrive educationally, achieve their potential, and develop as confident and well-rounded individuals.

To lead the school as a full and active partner within Salterns Trust, contributing to the Trust's collaborative model of school improvement and sharing responsibility for the quality of education across the Trust community.

To achieve success, the Headteacher will:

- ◆ Model and sustain Trafalgar School's values and contribute actively to the shared values and ethos of Salterns Trust.
- ◆ Promote and take personal ownership of excellence in teaching, learning and curriculum, leading by example to ensure a continuous and consistent focus on students' achievement and holistic development.
- ◆ Champion the Trust's deeply held commitment to inclusion and relational practice, ensuring the school adapts its approaches to meet the needs of every child.
- ◆ Lead school improvement collaboratively as part of the Trust's headteacher-led model, sharing expertise and responsibility with colleagues across Salterns Trust.
- ◆ Engender the confidence of colleagues and develop high aspirations and commitment to the school's vision and values among all staff.
- ◆ Maintain an outward-facing role on behalf of the school and the Trust, building partnerships that strengthen provision and enrich opportunities for students and staff.
- ◆ Carry out the day-to-day management, organisation and administration of the school with rigour and efficiency.

Duties and responsibilities

School culture, strategic direction and shaping the future

- ◆ Establish and sustain the school's ethos and strategic direction in partnership with the Trust Board and through consultation with the school community.
- ◆ Uphold and embed the school's five core values of Aspiration, Community, Inclusion, Resilience, and Respect, which were defined by students and underpin every aspect of school life.
- ◆ Create a culture where students experience a positive and enriching school life.
- ◆ Uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life.
- ◆ Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- ◆ Ensure a culture of high staff professionalism.
- ◆ Work with the school community to translate the school's vision into agreed objectives and improvement plans which promote the best possible outcomes for students.
- ◆ Demonstrate the school's vision and values in everyday work and practice.
- ◆ Motivate and work with others to create a shared culture and positive, inclusive environment.
- ◆ Build a school culture and curriculum which take account of the richness and diversity of the school community.



Leading teaching and learning

- ◆ Ensure a consistent and continuous school-wide focus on high achievement for each individual student and monitor progress in every child's learning.
- ◆ Ensure that learning is at the centre of strategic planning and resource management.
- ◆ Establish and sustain high-quality, expert teaching across all subjects, built on an evidence-informed understanding of effective teaching and how students learn.
- ◆ Ensure teaching is underpinned by high levels of subject expertise, drawing on best practice within each subject discipline.
- ◆ Ensure effective use is made of formative assessment to support high quality adaptive practice.
- ◆ Ensure a culture and ethos of challenge and support where all students can achieve success and take responsibility for their own learning.
- ◆ Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students.

Curriculum and assessment

- ◆ Ensure a broad, coherent curriculum entitlement, in line with the National Curriculum, which clearly sets out the knowledge, skills and values to be taught.
- ◆ Ensure a range of educational pathways to meet the needs of all students.
- ◆ Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise and access to professional networks and communities.
- ◆ Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum.
- ◆ Ensure all students develop high levels of literacy and numeracy through the provision of evidence-informed approaches.



Amazing work done by the staff in the inclusion centre, my child is thriving in Year 7.

Parent



Behaviour

- ◆ Establish and sustain high expectations of behaviour for all students, built upon relationships and routines, which are understood clearly by all staff and students.
- ◆ Implement consistent, fair and respectful approaches to managing behaviour, underpinned by the Trust's commitment to relational and restorative practice.
- ◆ Ensure the school quickly forges and maintains strong relationships with students' families and carers.
- ◆ Ensure that adults within the school model and teach respectful, globally aware behaviour.

Inclusion, additional and special educational needs and disabilities

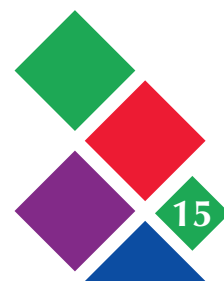
- ◆ Hold and promote ambitious expectations for all students, including those with additional needs, SEND, or who are vulnerable.
- ◆ Establish and sustain cultures and practices that enable all students to access the curriculum and learn effectively.
- ◆ Ensure the school works effectively in partnership with parents, carers and professionals to identify needs and provide appropriate support and adaptation.
- ◆ Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- ◆ Champion the Trust's commitment to relational and restorative practice, embedding this approach consistently within the school.

Professional development

- ◆ Ensure all 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 consistent with the relevant professional standards.
- ◆ 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.
- ◆ Work collaboratively with the Trust and with HISP, the Trust's teaching school hub partner, to maximise professional development and career pathway opportunities for all staff.

Managing the organisation

- ◆ 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, and identify, manage and mitigate risk rigorously, ensuring efficiency, effectiveness and probity, in line with the Trust's processes, practices and scheme of delegation.
- ◆ Ensure staff are deployed and managed well, with due attention to workload, to support the achievement of the school's vision and ambitions.
- ◆ Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently, taking account of national and local circumstances, policies and initiatives.
- ◆ Take day-to-day responsibility for health and safety within the school, ensuring compliance with relevant legislation and Trust policy.
- ◆ Produce and implement clear, evidence-based improvement plans and policies for the development of the school's resources.
- ◆ Promote cohesive team working among staff, and facilitate collaborative working between staff across Salterns Trust schools, building professional connections that benefit students and staff alike.
- ◆ Challenge underperformance at all levels, ensuring timely and effective intervention, support and follow-up.



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, 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.

Working in partnership - within the Trust

Salterns Trust is building a collaborative model of school improvement in which headteachers lead and share responsibility for improvement across the Trust. This is a defining feature of the Trust's culture and a genuine expectation of the Headteacher role.

- ◆ Play a full and active role in the Trust's collaborative school improvement model, sharing leadership responsibility for identified aspects of improvement with fellow headteachers.
- ◆ Contribute expertise and capacity generously to the wider Trust community, and draw on the expertise of colleagues in return.
- ◆ Engage positively with quality assurance processes within the Trust, including those provided by external commissioned partners.
- ◆ Work with the CEO and fellow headteachers to develop and sustain a strong, outward-facing Trust that actively seeks to commission specialist support where this will benefit students and staff.



Attending Trafalgar School is
like being part of a family.

Student

Working in partnership - beyond the Trust

- ◆ Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- ◆ Establish and maintain working relationships with fellow professionals and colleagues across other services to improve educational outcomes for all students.
- ◆ Enhance opportunities through partnerships with parents and carers, students, staff, the local and wider community, other schools, the local authority, voluntary organisations and other public bodies.

Governance and accountability

- ◆ Understand and welcome the role of effective governance, upholding the obligation to give account and accept responsibility.
- ◆ Establish and sustain a professional working relationship with trustees and governors, supporting the development of effective local governance arrangements for Trafalgar School.
- ◆ 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.

Self-evaluation of all the above will be carried out as a continual process.

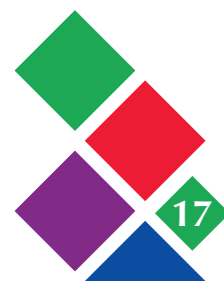
This job description sets out the key priorities and accountabilities for the role of Headteacher. It is not an exhaustive list, nor does it describe in detail all the duties required to be successful in the role. This job description may be reviewed in consultation with the successful applicant.

The postholder will carry out any other duties commensurate with the post, as required.

The postholder will at times have access to information of a confidential nature. The successful applicant must be aware of the need for discretion at all times.

The postholder will at all times carry out duties and responsibilities with due regard to Salterns Trust's commitment to equal opportunities and inclusion.

The postholder will be required to promote, monitor and maintain health, safety and security in the workplace in accordance with the Health & Safety at Work Act and all other applicable mandatory regulations.



Person Specification

Criteria		E	D	Assessed by
Qualifications				
1	Qualified Teacher Status	✓		A
2	An honours degree	✓		A
3	National Professional Qualification for Headship (NPQH), National Professional Qualification for Executive Leadership (NPQEL), or equivalent leadership qualification - achieved or in progress	✓		A
4	Evidence of sustained and appropriate professional development at senior leadership level in recent years	✓		A, L
5	Up-to-date safeguarding training in line with current statutory requirements	✓		A
Experience				
6	Recent and substantial experience as a headteacher, head of school or deputy headteacher in a secondary school setting, with the capacity and ambition to take on headship	✓		A, L, R, I
7	A demonstrable track record of securing and sustaining improvement in the quality of teaching, learning and curriculum, with strong outcomes for students across all groups	✓		L, I
8	Experience of leading, developing and holding to account a senior leadership team	✓		L, I
9	Experience of working in an inclusive school setting, with a track record of securing strong outcomes for students with SEND, complex needs and other vulnerabilities	✓		L, I
10	Experience of working collaboratively across schools or within a trust, contributing to shared improvement beyond your own institution	✓		L, I
11	Experience of strategic financial and resource management, ensuring efficiency and value for money		✓	I
12	Experience of working effectively with a governing body or trust board, supporting informed and effective governance	✓		L, I

Criteria		E	D	Assessed by
Knowledge and Understanding				
13	A secure and up-to-date understanding of the secondary curriculum, assessment, and current developments in educational policy and practice	✓		L, I
14	Knowledge and understanding of effective approaches to behaviour management, underpinned by relational and restorative principles	✓		L, I
15	Knowledge of the statutory and regulatory framework within which schools operate, including safeguarding, SEND, employment and health and safety	✓		I
16	The ability to analyse and interpret school performance data and other evidence to evaluate school effectiveness, set priorities and measure the impact of improvement strategies	✓		L, I
17	Awareness of the local and regional educational context, including the role of teaching school hubs, ITT, ECT and NPQ frameworks		✓	I



Criteria		E	D	Assessed by
Skills and Personal Qualities				
18	An authentic and deeply held commitment to inclusion and to the principles of relational and restorative practice	✓		L, I
19	Genuine commitment to working collaboratively as part of a trust community, contributing generously to shared improvement and sharing accountability for improvement beyond your own school	✓		L, I
20	Strong written and oral communication skills, with the ability to engage and inspire a wide range of audiences	✓		L, R, I
21	Strategic thinking combined with effective implementation: the ability to translate vision into clear plans and see them through	✓		L, I
22	Resilience, composure and sound judgement under pressure, with the ability to maintain perspective and sustain positive relationships in challenging circumstances	✓		R, I
23	High personal integrity and professional discretion; a role model for the standards and values of the school and trust	✓		R, I
24	Self-awareness and genuine openness to feedback and professional challenge. A genuine commitment to ongoing personal and professional development	✓		R, I
25	The ability to build trust quickly with students, staff, families and the wider community	✓		R, I
26	An unwavering commitment to child protection and the highest standards of safeguarding	✓		I

E = Essential D = Desirable

A = Application form L = Letter of application I = Interview and assessment R = References

How to Apply

Please apply by completing the Trust's application form, available via:

www.trafalgarschool.org.uk/working-at-trafalgar-school/vacancies

As part of your application, you are asked to submit a personal statement of no more than 1000 words, setting out clearly how your knowledge, skills and experience meet the criteria in the person specification. Applicants must complete all sections of the application form in full. Incomplete applications will not be considered for shortlisting. Completed application forms and personal statements should be submitted to Sam White at sam.white@ascl.org.uk

Sam White of ASCL's Leadership Appointment Service is providing professional support to the Trust throughout the selection and appointment process. Please copy him into any correspondence with the school. If you would like to find out more about this opportunity, please email sam.white@ascl.org.uk to arrange an informal conversation.

Key dates

◆	Deadline for applications	Midday on Monday 5 October 2026
◆	Shortlisted candidates notified by	Thursday 8 October 2026
◆	Interview days	Thursday 15 and Friday 16 October 2026

References will be taken up shortly after shortlisting.

Visiting the school

Candidates are warmly encouraged to visit Trafalgar School before applying. Visits will take place between 9 and 11am on 21, 23 and 28 September. To register your interest in attending a visit, please contact Robin Parr, Chief Operating Officer, at rparr@salterns.org

We welcome applications from candidates of all backgrounds, regardless of age, disability, gender, ethnicity or religion.

Salterns Academy Trust is committed to safeguarding and promoting the welfare of children and young people. The successful candidate will be required to undertake an Enhanced DBS check with barred lists. Online searches will be conducted as part of pre-employment checks.

