



Kingfisher
Schools Trust

Achieving Success Together



Stowmarket
High School

THE FUTURE · OUR BUSINESS



Headteacher Candidate Pack



An Introduction to Stowmarket High School

Stowmarket High School has just over 900 students currently, but growth in numbers locally is likely to see this rise further. We have close links with our partner primary schools and transition is a strength of the school, as well as its wider personal development provision, including a very wide range of trips and experiences and well-attended clubs.

The school was rebuilt on its existing footprint during the pandemic period and now provides a high standard of accommodation in one building, with classroom areas stemming from a bright central atrium.

The pre-existing 6th form block also remains and this is home to the school's Oasis provision, which provides a range of support for students, including access to key partners, including the Mental Health Support Team.

Whilst retaining 11-18 status, recruitment to 6th Form was paused in 2021 due to low enrolment. Students largely travel to Bury St Edmunds or to Ipswich for 6th form study.

The school is situated in extensive grounds and has the benefit of the town's leisure centre next door; the facilities are used by the school during the day. There are outline plans to further improve the facilities for health and wellbeing, to include upgrades to the school pitches and tracks, together with enhancement to the leisure centre and the local rugby club.

Stowmarket is a growing town which has attracted many families to relocate there, with good quality housing developments at more affordable prices. Links are very good, with the town on the A14, providing good access to Ipswich, Bury St Edmunds and Cambridge. There is also a main-line railway providing a direct link to London Liverpool Street in 90 minutes, with further direct links to Ipswich, Norwich and Peterborough.

The town has a proud agricultural heritage and many thriving food businesses; it is also home to The Food Museum. In recent years many businesses have also started up or relocated to Stowmarket, including manufacturing and technology companies.

Stowmarket is a fast-developing town; we are determined to provide a strong educational offer that will be another key factor in making this an attractive place to live and bring up a family.



Letter from our CEO

Dear Colleague

Thank you for your interest in the role of Headteacher at Stowmarket High School. We believe that this is a remarkable opportunity to lead a school with many strengths and enormous potential for further success.

I started as Chief Executive of Kingfisher Schools Trust in July last year – we recently changed our name to Kingfisher to mark an exciting new chapter and direction of travel. Our vision of ‘achieving success together’, guided by the values of opportunity, community and excellence, is one I hope you will be inspired by and wish to be a part of.

This is a chance to be a key leader not just of a school but as part of a trust determined to make a real difference to young people in this part of the world. I am already enjoying working with my new colleagues and the trust board as we develop collaborative working and shape our priorities. I come to this role from leading a cluster of five schools in Cambridge for United Learning, where I was also Principal of Parkside, an outstanding secondary school with very high rates of progress. My colleague Kate Coates is our Director of Education – Kate has been a schools adviser, headteacher and executive headteacher in several schools, predominantly in the primary sector. Together, we are committed to offering the new Headteacher of Stowmarket High School exceptional support.

Stowmarket High is a school brimming with potential. Our students respond brilliantly to challenge and want to do well. Our staff respond to clear leadership and a transparent approach to what is expected of them on the journey of school improvement. Our community is passionate about the prospects of its young people and restless to see its high school become an excellent school and a source of pride.

There is still too much inconsistency within the school, though important steps have already been taken to securing much better practices in teaching, learning and the management of behaviour. The school was judged to Require Improvement in January 2023 and at the time there was too generous a view of the school’s own effectiveness and the trust did not provide the appropriate challenge. The school benefits from an excellent new building but this moment of significant change for the school was frustrated as a fresh start as it coincided with the pandemic: now there is a great opportunity for the next Headteacher to create a clear vision and ethos that everyone in the community will buy into.

We have a school improvement board chaired by Susan Byles, a respected educationalist and former senior leader in a national academy trust. The board meets regularly and takes an active role in supporting senior leaders. As part of our improvement plan, we are also working with United Learning to strengthen practice in a range of curriculum subjects.

We are interested in speaking with candidates who will be dedicated to the young people in our school. Your ambition for the school and the ability to provide clear leadership that secures rapid improvement is more important than your particular career path to this point. You will though be a senior leader in schools with real credibility and a track record of success.

Outcomes are essential to life chances and the options available to our young people and we want to meet people at interview who can strengthen the academic ethos of the school and excellence in teaching. There are also important improvements to be made in the culture of the school, including behaviours in the broadest sense, integrated approaches to pastoral support, and working closely with parents and carers, particularly to support students with SEND. To achieve this, we want to find a headteacher who can lead the school with moral conviction, clear plans and messages and real presence in school and within the community.


The scope to make an impact in this role is fabulous. I hope that this opportunity excites you. I am excited to find a superb leader to take Stowmarket High School into its next phase. I hope that you will consider applying. I would be delighted to speak with you in more detail ahead of your application.

Yours Sincerely

Craig Morrison, CEO



There are four key dimensions to our new approach




Foundations and minimum expectations

No trust can meaningfully make progress without a core of practices all schools and leaders can commit to. At Kingfisher, these foundations will begin with minimum expectations for high quality teaching and learning and an ambitious curriculum, leading to improved outcomes for children and young people.

An annual cycle of stakeholder surveys will test whether we are meeting the needs of young people, parents and our staff and inform our plans.

In October 2023 we held a trust conference to launch our Principles for Teaching and Learning and to begin our collaboration across the trust. Teaching for literacy was identified as a key issue to pursue, especially at secondary level.



Cycle of continuous improvement

Each term there will be a cycle of review and support. Senior leaders in each academy will meet with the Headteacher, trust leaders and the Chair of the academy council to explore key issues. This meeting will inform a bespoke agenda for a follow-up in-depth school support day, the results of which must move the school forward.

We will differentiate the level of support required and have already formed school improvement boards where more rapid progress is needed.

Working in partnership


Partnerships add capacity and perspective to our work. We know that collaboration is an intrinsic part of the trust system and this support is especially important to us as our own team begins to grow. We will work with three types of trust partners:

National/system MATs – to draw on significant capacity and learn from best practice in the wider system, e.g. United Learning

Local MAT partners – to collaborate on trust reviews and mutually beneficial projects, e.g. Gippswyk Community Educational Trust, Enrich Learning Trust

Specialist MATs – to offer expertise in specific areas of school improvement, e.g. Olive Academies

Networking will challenge leaders to see best practice through programmes such as Challenge Partners.



Capacity and leadership development

We have made a significant and swift investment in our capacity for school improvement by securing a full time Director of Education with a strong track record to assist the CEO and then build an excellent team.

Sustainable improvement is crucial and we will therefore focus upon leadership development activity, including the new NPQs.



Our Values

Our values drive what we do; they explain what is important to us.
Our vision captures our ambitions for the future and what we are all working towards.

Our core values We believe in:	Our vision
Opportunity	We are ambitious for every child in our trust schools and we are dedicated to success for all. The decisions we make as a trust and the way we work is built upon what is right for the young people in our care.
Community	Each school will be a distinctive community that builds confidence in young people. Pupils will grow as individuals, work together and develop an understanding of the world around them.
Excellence	Every child will thrive in a strong school. Expert teachers, supported by strong leaders, bring to life a curriculum that gives pupils the knowledge and skills to succeed.

Our Schools



Kingfisher Schools Trust
Prospect House, Loddon Business Park
Little Money Road, Loddon
Norfolk
NR14 6JD



Sir John Leman High School & Sixth Form
Ringsfield Road
Beccles
Suffolk
NR34 9PG



Roman Hill Primary School
Avondale Road
Lowestoft
Suffolk
NR32 2NX



Stowmarket High School
Onehouse Road
Stowmarket
Suffolk
IP14 1QR



Alde Valley Academy
Seaward Avenue
Leiston
Suffolk
IP16 4BG



Northgate Primary School
Northgate Street
Great Yarmouth
Norfolk
NR30 1BP



Southtown Primary School
Tamworth Lane
Southtown, Great Yarmouth
Norfolk
NR31 0HJ



Snape Primary School
Church Road
Snape
Suffolk
IP17 1QG



Job Description

Job title:	Headteacher	Location:	Stowmarket
Salary:	L30 - L35	Responsible to:	CEO

Core Purpose

The Headteacher will lead and inspire excellence throughout the school. They will work with all staff to ensure success for all pupils at every stage of their education and provide them with the skills and confidence in their future life and work.

As a senior leader within the trust, the Headteacher, together with the Local Governing Body (LGB), will be responsible for establishing and implementing the vision and direction for all pupils throughout the school. In leading the school, the Headteacher will ensure that the trust's ethos and values are deeply embedded and visible, securing the best opportunities and being ambitious for both staff and pupils.

Key Areas of Responsibility

Educational Leadership and Management

- Ensuring excellent academic outcomes in all key stages;
- Developing outstanding teaching and learning for all pupils;
- Embedding an aspirational and innovative culture of learning;
- Implementing a rigorous system of monitoring to evaluate the work of the school;
- Securing and maintaining high standards across the whole school;
- Embedding a fulfilling and enriching curriculum for all children;
- Setting and achieving aspirational targets for all pupils that ensure rapid progress in line with performance as an outstanding school;
- Developing knowledge of outstanding educational practice within the staff;
- Ensuring the welfare and safety of all pupils from all groups, including their safeguarding.



Job Description Continued

Strategic Leadership and Management

- Defining and delivering the vision and objectives of the school and the School Strategic Plan as agreed with the LGB and trust leaders;
- Leading the school in partnership with the LGB and trust senior leaders;
- Developing and implementing a robust strategic plan that directs rapid school improvement against agreed milestones;
- Developing and maintaining the values of the trust within the school; .

People Leadership and Management

- Leading on all staffing issues, including the appointment and development of staff;
- Ensuring a culture of working together to achieve high standards throughout the school;
- Promoting staff well-being as expressed in our Staff and Leadership Charters
- Acting on feedback to improve the culture and practices of the school, especially through the response to our annual surveys;
- Managing performance and ensuring that staff receive appropriate support in order to achieve excellence;
- Leading reflective practice and inspirational professional development that enables all members of staff to flourish;
- Promoting equality and fairness for all staff;
- Taking responsibility for one's own professional development as the Headteacher.



Job Description Continued

Financial and Business Management

- Working closely with the trust to ensure budgets are set and managed within guidelines agreed with the trust;
- Monitoring actual spending against budget;
- Monitoring and evaluating the impact of funding to support the progress and achievement of priority groups including those with special educational needs and/or disabilities, or those eligible for pupil premium funding;
- Implementing key trust policies and strategies (e.g. in relation to Compliance, Finance, HR and Technology);
- Ensuring that efficient administrative systems are implemented and managed;
- Managing and utilising the site and facilities to their full value to the school, the trust and the community;
- Ensuring that health and safety and safeguarding policies are fully implemented and managed.

Links with Community and Business

- Developing strong and effective partnerships with parents;
- Developing a thriving sense of school community to include present and past pupils and parents;
- Creating proactive, entrepreneurial and effective links with the wider community;
- Making a strategic contribution to the development of the trust;
- Developing strong and effective partnerships with local partner schools, colleges and universities;
- Ensuring that the school contributes to trust initiatives

Person Specification



	Criteria	Essential	Desirable
Education & Training	Right to work in the UK	•	
	Degree educated	•	
	Qualified teacher status	•	
	Relevant, up to date and recent continuing professional development	•	
	National professional qualification(s)		•
Experience	Significant relevant and successful experience across the secondary age range	•	
	Effective management and leadership of whole school initiatives	•	
	Evidence of achieving the highest standards of attainment and progress	•	
	Experience of initiating, shaping and leading change, through the successful implementation of strategies to improve aspects of educational provision	•	
	Evidence of promoting collaborative working across a network of schools, such as a MAT setting, developing strong partnerships with colleagues and furthering the organisation's development		•
	Effective management of change	•	
	Effective line management of school staff	•	
	Confidence of taking full responsibility for an emerging situation	•	
	Experience of working effectively with governors		•
	Experience of working effectively in other school settings / phases		•
	Experience of working successfully across a range of key stages within the school	•	
	Chairing and leading formal meetings		•
Line managing senior leaders		•	
Knowledge, Aptitudes and Abilities	Excellent knowledge of National Curriculum and on-going educational developments	•	
	Ability to drive forward the agenda of high standards across the school	•	
	Overcoming barriers to learning for pupils	•	
	Knowledge and understanding of current curriculum developments and their implications, including awareness of all statutory requirements.	•	
	Excellent strategies for discipline	•	
	Ability to promote positive behaviour for learning and ensure that effective programmes for student behaviour, guidance, support and welfare are in place	•	
	An outstanding classroom practitioner with awareness of effective teaching methods and how to drive improvements in teaching and learning	•	

Person Specification



	Criteria	Essential	Desirable
Knowledge, Aptitudes and Abilities Continued	Ability to think and act strategically	●	
	Ensure all operational matters and day to day issues are dealt with efficiently	●	
	Excellent literacy skills	●	
	Ability to work on the production and analysis of statistical evidence to discern trends and monitor standards pertinent to specific responsibilities	●	
	Ability to work flexibly and adapt to the changing needs of the school	●	
	Evidence of outstanding curriculum implementation	●	
	A strong commitment to raising standards of attainment with a knowledge of appropriate strategies	●	
	Flexible in approach and willing to learn and develop new skills	●	
	Ability to lead by example and be an exemplary, professional role model for all staff	●	
	Detailed understanding of staff wellbeing priorities and how to translate this to on the ground practice	●	
	A commitment to equal opportunities throughout the school	●	
	Sound knowledge of all school policies, including HR and staffing policies	●	
Beliefs, Attitudes and Personal Qualities	The ambition, drive and determination to develop the school	●	
	Exceptional leadership skills, including the capacity to motivate, inspire and develop effective teams across the school	●	
	An unwavering commitment to upholding the highest standards of professionalism, and the dedication, resilience and adaptivity to navigate the challenges of the role	●	
	The intellect, energy and imagination to create a climate of innovation that is at the forefront of educational practice	●	
	The ability to remain calm and methodical under pressure, prioritising effectively and consistently making informed decisions	●	
	Commitment to promoting pedagogical awareness and the use of evidence-based research to raise educational standards	●	
	An excellent communicator, capable of inspiring and engaging all stakeholder groups including students, parents/carers, staff, governors and the wider community	●	
	The capacity to be critically reflective and evaluative in order to accurately identify strengths and priorities for development	●	
	Highly competent presentation, public speaking and written communication skills	●	
	Commitment to providing a safe and positive environment for all learners, in which safeguarding is prioritised at all levels	●	
The desire to embrace, uphold and promote the core purpose, commitment and values of the trust	●		



How to Apply

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact Will Bridge at Academicis, our recruitment partner, on **wbridge@academicis.co.uk** or by phone on **07825 346535 / 01223 907979**

To apply please use the link below

www.mynewterm.com

Closing date:

27th February 2024

Shortlisting:

29th February 2024

Interviews:

6th and 7th March 2024

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