

St Gregory's

CATHOLIC SCHOOL



Assistant Headteacher – Behaviour & Safeguarding

APPLICATION PACK

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Kent
Catholic
Schools'
Partnership



'Academies in Christ'
Part of the Archdiocese of Southwark

Every child is known and loved

Letter from the Headteacher

Dear Prospective Candidate

Thank you for your interest in this exciting opportunity to join St Gregory's Catholic School at a pivotal and energising moment in our journey.

St Gregory's is a school with bold ambition and a clear moral purpose. Rooted in the Gospel and inspired by our patron, St Gregory the Great, our vision is simple yet profound: every child is known, loved and called to greatness. We believe deeply in the dignity of every young person and in the transformative power of education to shape lives of purpose, service and excellence.

Over recent years, we have raised expectations, restored high standards and strengthened our culture. We are now building something exceptional: a Christ-centred school characterised by compassionate ambition, a place where warmth and care sit alongside challenge, scholarship and joy. We are determined to become a nationally recognised model of what a non-selective Catholic school can achieve.

At St Gregory's, we form young people of integrity, empathy and vigour. We expect our students to think deeply, act responsibly and strive for excellence in all they do - academically, creatively, spiritually and competitively. In return, we provide a rich curriculum, diverse opportunities and a culture of belonging where every student is supported to flourish and discover their vocation.

We place exceptional value on relationships. To truly know each child is not a slogan, but a daily commitment. Clear expectations, strong routines and a calm, purposeful environment allow students to be themselves with confidence, to take responsibility for their actions, and to grow into resilient, reflective and compassionate young adults.

Our Catholic life is at the heart of the school. Prayer, reflection and collective worship shape the rhythm of each day, offering space for encounter, meaning and formation for all members of our community, whatever their personal faith background. We are proud to be a Catholic school that is inclusive, outward-looking and deeply human in its mission.

By joining St Gregory's, you will become part of a professional, committed and forward-thinking team who believe passionately in education as a vocation. We invest in our staff, value professional growth and welcome colleagues who are excited by challenge, inspired by young people and aligned with our vision for greatness.

We would be delighted to explore how your skills, energy and values could contribute to the next chapter of St Gregory's, a school where you can inspire and be inspired, and where your work will truly matter.

Thank you for considering St Gregory's Catholic School.

Yours sincerely,

Mike Wilson
Headteacher



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About St Gregory's Catholic School



St Gregory's Catholic School is a Catholic secondary school and part of the Kent Catholic Schools' Partnership (KCSP). KCSP is a multi-academy trust (MAT) established by the Archdiocese of Southwark for Catholic education across Kent and it currently comprises 28 academies of which 23 are primary schools and five are secondary schools.

A seven-form entry secondary school located in Tunbridge Wells, St Gregory's is a popular destination for pupils from its Catholic partner primary schools in Tunbridge Wells, Tonbridge and Sevenoaks. As an inclusive academy, its dedicated staff, helpers and governance committee members work hard to ensure that every student is supported and challenged to be their very best. Each individual is encouraged to grow spiritually and intellectually, so that unique and positive contributions can be made to society and the world.

In its most recent denominational inspection in June 2024, St Gregory's was judged as 'Outstanding' for Catholic Life and Mission and 'Good' for both Religious Education and Collective Worship and, in its latest Ofsted inspection in October 2024, the school was judged as 'Good' in all areas. At the heart of the report is recognition of the school's mission to ensure that 'every child is known and loved' inspectors highlighted a "warm and welcoming environment", where students feel valued, supported and able to thrive.

Every child is known and loved

School vision and values

Our Vision

We provide every student in our care with a world-class Catholic education, welcoming them into our inclusive and caring community in which **every child is known and loved.**

We teach students to understand their own unique value and dignity, so they may recognise and realise their God-given potential and, inspired by the life of St Gregory, we empower them to approach the opportunities of their education with vigour. We aim for our students to adopt the role of servant leaders, acting with empathy and integrity to make unique and positive contributions to society and the world.

St Gregory's ALIVE values:

Ambition

Rooted firmly in Catholic teachings, we aim to nurture and guide our students to fulfil their God-given potential so they may achieve success. We support this by providing extensive opportunities in our students' education that include academic, co-curricular, personal and relationship guidance, as well as providing strong role models and teaching moral and ethical values.

Leadership

We strive to be a community of servant leaders, where individuals gain a clear sense of self and purpose, knowing their values and using these to guide how they enrich the community in which they belong.

Integrity

We teach our students to value honesty and have strong moral principles, using their discernment to govern their actions and take responsibility for their choices.

Vigour

Inspired by the life of St Gregory, we empower our students to work with vigour, so they approach all activities and opportunities with effort, energy and enthusiasm.

Empathy

We aim for our students to understand and value the feelings of others and for them to know they are loved and celebrated irrespective of their differences. We also give them the confidence to celebrate their own differences.

Every child is known and loved

School intent statement

Our school is a community centred on the Catholic ethos that strives for excellence, and teaches students the knowledge, skills and attributes they require to be effective 'life-long learners'. Students are happy and fulfilled, because they are nurtured in an environment where they are cared for, known and loved, and encouraged to be unique individuals. We pride ourselves on educating students academically, morally and spiritually, to go out into the world as socially responsible and successful individuals who have a strong sense of how they will use their skills and talents to make the world a better place. We do this by providing a curriculum rich in knowledge and skills, focused on strong relationships which encourage shared values and mutual respect.

At St Gregory's we develop young people who think deeply, are knowledgeable and are informed because they understand how to learn and the value of learning. Students make and articulate informed judgements, hold discussions and show compassion and empathy that enables them to make considered decisions and partake fully in wider society. St Gregory's underpins the Kent Catholic Schools' Partnership vision of a rich, child-centred curriculum that fosters a love of learning.

Our ambitious curriculum carefully sequences learning, so that students learn and apply knowledge and skills which are enhanced further with an exciting diversity of enrichment activities. We strive to provide world-class opportunities for our students, and seek to develop the 'whole person'. Our carefully considered curriculum is well planned, well-structured and thoughtfully sequenced, so that long term learning builds. Memory is fundamental and is developed by students thinking hard to retrieve knowledge, spacing concepts and skills in each subject, and interleaving them throughout the curriculum.

With Christ's love at the centre of all that we do, our curriculum aims to develop young people who:

- Are happy and feel fulfilled
- Are curious, enjoy learning and have high expectations for themselves and are ambitious for their futures
- Act as positive role models, guiding others by example
- Can make and articulate informed decisions and take responsibility for themselves
- Approach activities with effort and commitment, showing resilience and perseverance
- Demonstrate respect, compassion and empathy towards the beliefs and values of others

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Role description

The Role:

We wish to appoint an inspirational and highly motivated **Assistant Headteacher – Behaviour & Safeguarding** to join our senior leadership team and play a pivotal role in shaping a positive, inclusive and high-performing school culture. The successful candidate will provide strategic leadership of behaviour, pastoral systems and safeguarding, ensuring the highest standards of conduct, welfare and child protection across the school. As the Designated Safeguarding Lead (DSL), they will take overall responsibility for safeguarding and child protection, working closely with staff, external agencies and families to support vulnerable pupils and promote strong educational outcomes. The role also includes leading and developing pastoral teams, embedding consistent behaviour systems, driving staff training and fostering a culture rooted in dignity, respect and the school's Catholic ethos. The ideal candidate will be an experienced and resilient leader with excellent interpersonal skills, a strong moral purpose and a commitment to ensuring every student feels safe, supported and able to succeed.

Benefits of working at St Gregory's Catholic School

- A supportive and caring working environment for staff and students
- Training opportunities are provided for all staff
- Participation in overseas and UK school residential trips.
- Access to Kent Rewards which offers a range of local and national discounts in shops and health clubs, as well as discounts on travel, insurance and Kent Adult Education courses.
- Flu vaccination reimbursement.
- Eye test subsidy.
- Employee Assistance Programme which offers confidential, practical and emotional support including financial guidance, legal enquiries, counselling, and additional support services.
- State of the art Fitness Suite for staff to use free of charge.
- Chapel with opportunities for collective prayer and reflection, welcoming to those of all faiths and none and the opportunity for support from our Chaplain.



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Job description

Job Title:	Assistant Headteacher – Behaviour & Safeguarding
Salary Grade:	L12 - L16
Responsible to:	Deputy Headteacher
Line Managing:	Pastoral Teams

Introduction

St Gregory's Catholic School is a Catholic secondary academy and part of the Kent Catholic Schools' Partnership (KCSP), a multi-academy trust (MAT) established by the Archdiocese of Southwark for Catholic education across Kent. The school has been designated as a school with a religious character. It is part of the Catholic Church and is to be conducted as a Catholic school in accordance with canon law, the teachings of the Roman Catholic Church and the trust deed of the Diocese of Southwark. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ. The role of Assistant Headteacher therefore requires a person who can show by example and from experience that he or she will work with the headteacher to ensure that the school is distinctively Catholic in all its aspects.

In carrying out his/her duties the Assistant Headteacher shall consult with the Headteacher and Headteacher, the Local Governance Committee, KCSP Executive Team, the staff of the school, the parents of its pupils, the parish(es) served by the school and key leadership contacts at St Gregory's Catholic School.

This job description is based on the key areas identified in the [Headteachers' standards 2020](#) published by the Department for Education (2020). It recognises the role of the Assistant Headteacher in sharing responsibility for the leadership of the school.

The core purpose of the Assistant Headteacher is to assist the Headteacher and Headteacher to set and implement the strategic direction of the school and to provide professional leadership and management to drive achievement of high standards in all areas of the school's work, particularly in ensuring the provision of sustainable outstanding education through the preservation and development of its Catholic character.

The school's objectives relate to the provision of Catholic education and the school is part of the Catholic Church and, as such, is to be conducted as a Catholic school in accordance with canon law, the teachings of the Catholic Church and the trust deed of the Archdiocese of Southwark. **Therefore, the postholder must be able to show, by example and from experience, that he or she will ensure that the school is distinctively Catholic in all aspects.**

Job description

Ethics and Professional Conduct

Academy Senior Leaders, including this post of Assistant Headteacher, are expected to uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Assistant Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Assistant Headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, Assistant Headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Job description

Specialist Responsibilities:

Behaviour, Attitudes and Pastoral Leadership	
Strategic Design and Implementation	<ul style="list-style-type: none"> Lead the design, implementation and evaluation of a coherent whole-school behaviour and pastoral strategy from transition into the school through to pupils' departure Ensure clear, fair and consistent expectations for behaviour, conduct and uniform, rooted in dignity, respect and compassion Embed the school's expectations of being ready, respectful and safe across all aspects of school life
Sanctions, Support and Reintegration	<ul style="list-style-type: none"> Oversee the consistent application of the school's behaviour policy, including sanctions and restorative approaches Lead systems for reintegration following suspension or absence Ensure effective support for vulnerable pupils and those at risk of exclusion
Rewards and Recognition	<ul style="list-style-type: none"> Lead the school's rewards and recognition systems to celebrate positive behaviour, effort, leadership and service
Staff Training and Quality Assurance	<ul style="list-style-type: none"> Lead professional development for teaching and support staff on: <ul style="list-style-type: none"> Consistent use of behaviour systems Trauma-informed and inclusive practice De-escalation and restorative conversations Quality assure pastoral practice across Heads of Year, tutors and support staff

Safeguarding – Lead Designated Safeguarding Lead (DSL)	
Lead DSL	<ul style="list-style-type: none"> Take lead responsibility for safeguarding and child protection across the school (including online safety and understanding the filtering and monitoring systems in place). Take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children. Advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police. Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.
Managing Referrals	<ul style="list-style-type: none"> Refer cases of suspected abuse and neglect to the local authority children's social care Support staff who make referrals to the local authority children's social care Refer cases to the Channel programme where there is a radicalisation concern Support staff who make referrals to the Channel programme Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child Refer cases to the police where a crime may have been committed
Working with staff and other agencies	<ul style="list-style-type: none"> Act as a point of contact with the safeguarding partners Inform the Headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances Work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by: <ul style="list-style-type: none"> Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort Supporting teaching staff to provide additional academic support and/or reasonable adjustments to help these children reach their potential

Job description

	Managing the child protection file	<ul style="list-style-type: none"> • Ensure child protection files are kept up to date • Keep information confidential and store it securely • Make sure records include: <ul style="list-style-type: none"> ○ A clear and comprehensive summary of the concern ○ Details of how the concern was followed up and resolved ○ A note of any action taken, decisions reached and the outcome • Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE) <ul style="list-style-type: none"> • Where children leave the school (including in-year transfers): <ul style="list-style-type: none"> ○ Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE ○ Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help it put appropriate support in place
	Culture, Climate, Awareness and Training	<p>Establish a highly effective and positive culture and climate of safeguarding and child protection by:</p> <ul style="list-style-type: none"> • Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them • Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication • Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff • Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly • Ensure the child protection policy is available publicly and parents and carers are aware that referrals about suspected abuse or neglect may be made and the role of the school in this • Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements • Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing • Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C • Undertake Prevent awareness training • Refresh knowledge and skills at regular intervals and at least annually
	Providing support to staff	<ul style="list-style-type: none"> • Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters • Deliver (or facilitate) appropriate safeguarding and child protection training, including online safety, and staff responsibilities in relation to filtering and monitoring • Support staff during the referrals process • Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
	Holding and sharing information	<ul style="list-style-type: none"> • Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners • Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) • Keep detailed, accurate, secure written records of concerns and referrals
	Filtering and monitoring	<ul style="list-style-type: none"> • Understand the filtering and monitoring systems and processes in place in the school, including how to manage them effectively and escalate concerns when identified • Make sure that the filtering and monitoring systems and processes block harmful and inappropriate content without unreasonably impacting teaching and learning • Review filtering and monitoring provision at least annually
	Analysis & Evaluation	<ul style="list-style-type: none"> • Record and interpret statistics to be reported in the Headteacher's report and take appropriate action to improve.

Job description

Student Leadership and Stakeholder Voice	
Student Leadership	<ul style="list-style-type: none"> Lead the school's student leadership structures, ensuring they are authentic, representative and impactful Develop pupils as leaders who embody the school's Catholic values
Stakeholder Voice	<ul style="list-style-type: none"> Establish and facilitate stakeholder voice through: <ul style="list-style-type: none"> Student focus groups Parent and pupil surveys Targeted consultation with underrepresented or vulnerable groups Ensure stakeholder feedback informs policy and school improvement

General Senior Leadership Responsibilities:

Catholic Ethos	
Leading by Example	<p>Act as a role model for students and staff in the respect and traditions of the Catholic faith by:</p> <ul style="list-style-type: none"> leading prayer at appropriate times linking messages to the Gospel where appropriate championing the gospel values maintain an up-to-date understanding of the requirements of Catholic Education support the work needed to secure Outstanding denominational inspection outcomes (particularly in Catholic Life and Collective Worship)
Collective Worship	Assist in the planning and running of liturgical services, Masses and other collective worship opportunities such as assemblies.
Catholic Life	Work with the SLT to ensure the school continues to develop the opportunities and rich experiences that students and staff have to celebrate our Catholic Life.

Duties	
Morning, Break, Lunch and After School	Support and supervise duties required at various points in the day in conjunction with other colleagues and SLT on rota.

Line Management	
Meetings	Provide routine, regular challenge and support for subject leaders (assigned to you annually) in the form of line management meetings and ensure all associated paperwork is completed
Curriculum Planning & Sequencing	Hold subject leaders to account for curriculum planning and sequencing, ensuring there is routine evaluation of: <ul style="list-style-type: none"> the curriculum intent sequence of teaching knowledge organisers
Quality of Teaching	With Subject Leaders monitor the quality of Teaching in their subject area and support any necessary CPD or intervention.
Personnel matters	Liaise with the subject leaders to maintain optimum staffing arrangements, escalating serious concerns as necessary to the Headteacher and Headteacher. Ensure that subject leaders set a collaborative and positive staff culture within their departments, intervening appropriately where there are issues with this.
Progress of students	Ensure Subject Leaders provide and analyse data derived from formative and summative assessments conducted within the subject area and take appropriate action to improve outcomes.
Departmental Improvement	Approve Departmental Improvement Plans to ensure they are ambitious, but realistic and that ensure the actions are implemented and lead to improvement.

Policies & Procedures	
Policy Review & Management	Engage with assigned policies and ensure they are shared with staff, reviewed in line with their review cycle and prepared for consideration by the Local Governance Committee (LGC) and Executive Governing Committee (EGC).
Staff Handbook and associated procedures	Lead on assigned areas of the staff handbook and ensure this is kept updated and appropriately shared with all staff.
School Website	Lead on updating and evaluating the quality of assigned pages within the school website, ensuring they provide quality, clear content for all stakeholders.

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Job description

Behaviour Management

Quality Assurance Rota	As agreed with the Headteacher, undertake routine patrols of the site to provide behaviour support for all teaching staff
General behaviour management	Uphold the behaviour policy of the school, ensuring that policies and procedures are consistently applied and demonstrating extremely high expectations of the conduct and uniform of all students. There may be occasions that require intensive investigation and correspondence with pastoral teams in order to resolve serious incidents.

Event Coordination

School Calendar	Ensure events (assigned to you or your line management area annually) are appropriately calendared in good time at key planning meetings.
Planning	Plan events (assigned to you or your line management area annually) in good time and ensure all stakeholders are aware of details and requirements necessary to make the event successful.
Evaluation	Routinely evaluate events (assigned to you or your line management area annually) to continually improve these for future dates.
Marketing & Publicity	Provide a brief report including photographs/video (where appropriate for inclusion in any marketing and publicity for the school.

Contribution to meetings

Preparation	Be appropriately prepared for any senior leadership meetings, liaising with the Headteacher about requirements and timing of any presentation or discussion.
Timekeeping	Work with the rest of the SLT to follow the prescribed times of agenda items in order to facilitate the smooth operation of all SLT meetings.
Protocol	Work with the SLT to ensure that protocol required to ensure meetings run smoothly and professionally. (It is very important that each member of SLT invites and provides challenge in a respectful way.)

Planning and Evaluation

Individual Action Plans	Prepare appropriate Individual Action Plans for items in the School Improvement Plan and ensure these are used to drive the required improvements.
Headteacher's Report	Report on assigned areas in the Headteacher's Report as required by the Headteacher.
Self-Evaluation	Assist in systematic evaluation of the school's performance, taking the lead in specialist responsibility areas.

Innovation

Research	Undertake research into best practice in school leadership nationally and internationally, sharing interesting developments and findings with the SLT.
Developing systems	Jointly review school systems with SLT to seek new and more effective and efficient ways to provide world class education to our pupils.



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Job description

Ongoing CPD and Commitment to High-Quality Teaching

CPD	All senior leaders will be committed to life-long learning and will model an enthusiasm for continual professional development which inspires others. They will be committed to improving their own performance, effectiveness and efficiency.
Teaching	Teaching must remain a fundamental priority and wider responsibilities of senior leadership should not detract from the quality of teaching. It is an expectation that senior leaders act as role models of excellent classroom practice and inspire other teachers with their commitment to this.
Use of IT and Software Systems	Maintain up-to-date knowledge of ICT tools and systems and skills to ensure efficiency.

Collaboration and Networking

Networking	Develop a network of colleagues across the Trust and more widely to share resources and ideas.
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Resource Management and Financial Awareness

Budget management	Manage resources and budgets appropriately and hold those you line manage to account for the same. Be aware of the implications on whole-school finances.
Value for Money	In all financial decisions, be mindful of the need to use funds in a way that delivers maximum value for money.

Other Duties and Responsibilities

This job description outlines the main duties and level of responsibility of the post for the time being. It is not a comprehensive or exclusive list and it cannot anticipate future service demands. There is a clear expectation of the post holder that they will make a positive contribution to enhancing and adapting services.

Job descriptions will be reviewed, in consultation with the post holder, at least annually or whenever there may be a significant change to the role of the job holder.



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Person specification

	Criteria	Essential / Desirable
Faith Commitment	Understanding of the distinctive nature of a faith school	D
	A practising Catholic	D
Qualifications	Graduate qualification in the Subject or equivalent	E
	Qualified Teacher Status	E
	Experience of teaching the subject to G.C.S.E level and the ability to teach to A level	E
Leadership & Management Experience	Significant experience as a middle or senior leader in a secondary school	E
	Proven track record of improving outcomes and raising standards	E
	Experience of effectively line managing middle leaders, including performance management, coaching and professional development	E
	Experience of leading whole-school initiatives and managing change successfully	E
	Ability to use data intelligently to inform strategic planning and drive improvement	E
Teaching & Learning	Outstanding classroom practitioner with a strong understanding of effective pedagogy	E
	Experience of monitoring, evaluating and improving the quality of teaching and learning	E
	Ability to support and challenge staff to achieve consistently high standards	E
Safeguarding & Behaviour	Strong commitment to safeguarding and promoting the welfare of children	E
	Experience of implementing effective behaviour management systems	E
	Sound understanding of statutory safeguarding responsibilities and Keeping Children Safe in Education	E
Skills, Qualities & Abilities	Excellent communication skills (written and verbal)	E
	Ability to build strong relationships with staff, students, parents and external stakeholders	E
	Experience of working collaboratively as part of a senior leadership team	E
	Ability to influence, challenge and inspire others	E
	High levels of integrity, professionalism and emotional intelligence	E
	Visible, approachable and values-driven leader	E
	Commitment to high expectations and continuous improvement	E
	Ability to remain calm under pressure and make sound judgements	E
	Strong organisational skills and attention to detail	E
	Highly competent in ICT for leadership and school improvement, including MIS and data systems, digital tools, and appropriate use of AI to support efficiency and decision-making in line with UK GDPR.	E

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Application process

You are welcome to contact HR at HR@sgschool.org.uk if you would like to visit the school before submitting an application.

For ease of applying, we are happy to accept applications directly via Kent-teach using [CLICK HERE](#)

Should you be shortlisted for interview, additional information may be requested at that time.

Closing date for applications: 30 April 2026 at 09:00 am

Start date: 1 September 2026

All applicants need to have the Right to Work in the UK to be considered for this role. This vacancy may close on or before the specified closing date depending on the volume of suitable applicants. If you are unsuccessful, we will contact you accordingly

Safer Recruitment

St Gregory's is committed to safeguarding and promoting the welfare of children and this position is subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. We are an equal opportunities employer.

Candidates will be subject to an online search if shortlisted. The search will not form part of the shortlisting process itself and shortlisted candidates will have the chance to address any issues of concern that come up during the search at interview.



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