



# PRINCIPAL

CANDIDATE INFORMATION  
PACK



**Ofsted**  
Outstanding  
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Good  
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# Herne Bay High School

Bullockstone Road, Herne Bay, Kent CT6 7NS

principal@hernebayhigh.org

hernebayhigh.org

01227 361221

## Letter from our Chair of Governors

Dear Candidate,

Thank you for your interest in the role of Principal at Herne Bay High School.

As Chair of the Governing Body, I am delighted to invite you to consider joining our school at a truly important and exciting time in its journey. Herne Bay High School is a deeply inclusive and ambitious 11–18 school, proud to serve its community with a strong commitment to both academic excellence and the personal development of every young person.

What makes our school special is not only what we achieve, but how we achieve it. We are a community built on kindness, respect and dedication, where relationships matter and where every student is known, valued and supported to succeed. We believe wholeheartedly that every child, regardless of their background or starting point, deserves the very best education and the opportunity to thrive.

We are proud of our culture, one that combines high expectations with genuine care. Our staff are committed, our students are resilient and aspirational, and our community places great trust in the school. At the same time, we are ambitious for the future. We are looking for a Principal who shares our moral purpose, who will champion inclusive excellence, and who will lead with both clarity and compassion.

This role offers a rare opportunity to make a meaningful difference, to build on strong foundations, to shape the next phase of the school's development, and to serve a community that values education and partnership. We are seeking a leader who will embrace our ethos, inspire confidence, and ensure that every student continues to receive the high-quality education they deserve. The governing body have no current plans to take Herne Bay High School into a Multi Academy Trust.

If you are motivated by the belief that education can transform lives, and if you are committed to developing the whole child, academically, socially and personally, we would be delighted to receive your application.

I very much hope you will take the time to learn more about our school and consider becoming part of our future.

Yours sincerely,

*P. Gallantree*

**Mr Phil Gallantree**

Chair of the Governing Body

Herne Bay High School



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## Herne Bay High School

Thank you for your interest in the role of Principal at Herne Bay High School.

Herne Bay High School is a fully inclusive and ambitious 11–18 Single Academy Trust with nearly 1550 students and over 260 staff and is at the heart of its community. We are proud to serve the young people of Herne Bay and the surrounding areas, providing an education that is both academically rigorous and deeply rooted in care, support and opportunity for all.

Our school is built on the belief that every student matters and that every student can succeed. We are committed to ensuring that all young people, regardless of their starting point or background, are given the tools, confidence and experiences they need to thrive both in school and beyond.

### Our Values and Ethos

At the core of Herne Bay High School is a clear and shared ethos: to create a community where students feel safe, valued and inspired to achieve their very best.

We promote a culture founded on:

- **Respect and kindness**, where positive relationships underpin all aspects of school life
- **High expectations**, ensuring that every student is challenged and supported to achieve their full potential
- **Inclusivity**, where diversity is celebrated and all students are given equal opportunity to succeed
- **Responsibility**, encouraging students to take ownership of their learning and behaviour
- **Resilience and aspiration**, preparing students to face challenges with confidence and determination

Our approach is centred on developing the whole child. Academic success is important, but it sits alongside a strong focus on character development, wellbeing and personal growth.

### A Supportive and Aspirational Community

Herne Bay High School is a school where relationships matter. We place great importance on creating a calm, purposeful and supportive environment in which students can flourish.

We work in close partnership with families and the wider community, recognising that education is most successful when it is a shared endeavour. Students are encouraged to develop confidence, independence and a sense of belonging, enabling them to make a positive contribution to society.

### Our Educational Vision

We are committed to delivering a broad and balanced curriculum that meets the needs of all learners. Our curriculum is designed to:

- Inspire a love of learning
- Build strong knowledge and skills across all subjects
- Provide rich opportunities beyond the classroom
- Prepare students for the next stage of education, employment or training

We aim to equip our students not only with qualifications, but with the character, resilience and adaptability needed to succeed in an ever-changing world.



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## Looking Forward

Herne Bay High School is a school with a strong sense of purpose and a clear direction for the future. We are proud of what we have achieved, but equally ambitious about what lies ahead.

We are seeking a Principal who will embrace our values, build on our strengths and lead the school with clarity, compassion and ambition, ensuring that every student continues to receive the high-quality education they deserve.

## Why Work at Herne Bay High School

- Be part of a supportive, ambitious school committed to the core values of Kindness, Respect and Dedication
- Work in an environment where teaching and learning are prioritised and recognised as central to improving life chances
- Join a Single Academy Trust (SAT) that has a governing body that are committed to ensuring Herne Bay High School retains its sense of identity, values and collaborative individualism within the wider community
- Access a range of competitive staff benefits including Benenden private healthcare, on-site gym and parking, and a practical approach to workload management
- Benefit from high-quality professional development, including opportunities to undertake NPQs and develop leadership skills
- Join a school that values collaboration, innovation, and staff wellbeing
- Herne Bay High School is a central pillar in the collaborative partnerships with East Kent, Canterbury and the coastal schools, leading inter school development hubs and an active role in the primary Coastal Alliance (CACoT)

## Invitation to Candidates

This is a unique opportunity to lead a school that is deeply committed to its students, its staff and its community. If you share our belief in high expectations, inclusive practice and the importance of developing the whole child, we warmly welcome your application.



## Job Description

**Job Title:** Principal

**Accountable to:** Governing Body

### Core Purpose of the Role

The Principal is the lead professional in the school, responsible for providing values-driven, inclusive and strategic leadership that secures sustained school improvement, high-quality education for all, and strong community confidence. The Principal will demonstrate the Headteacher Standards & the Nolan principles of public life through a strong moral purpose, commitment to equity, and community-focused approach to leadership with a relational, human-centred leadership approach, ensuring that the school serves its full community and enables every student, regardless of background, to succeed.

### The Principal will:

- Lead a values culture rooted in kindness, respect and dedication, ensuring every student can succeed regardless of background
- Lead with integrity, emotional intelligence and moral purpose, modelling professional behaviours and values
- Champion inclusive practice, particularly for disadvantaged and vulnerable students
- Create and sustain a safe, inclusive and ambitious school culture rooted in kindness, respect and dedication, that promotes high expectations for all, students and staff.
- Promote staff wellbeing, professional respect and a culture of continuous improvement, developing a culture of positive relationships and relational practice, ensuring they feel valued and a strong sense of belonging, alongside students

### Strategic Leadership

- Develop and implement a clear, values-driven vision that reflects the school's context as a non-selective community school
- Deliver sustainable school improvement, with measurable impact on outcomes, ensuring strategic priorities are clearly communicated.
- Work collaboratively with external bodies to share best practice and contribute to wider improvement for children in the area.

### Quality of Education

- Promote a high-quality, inclusive curriculum that meets the needs of all learners, ensuring there is consistently strong teaching across all departments
- Ensure structured, research-informed pedagogy; consistent AFL and curriculum sequencing; adaptive teaching for SEND and disadvantaged learners.
- Ensure effective use of data, assessment and accountability systems to drive improvement and continue to establish robust systems for assessment, feedback and curriculum sequencing
- Promote high achievement and improve outcomes, closing the gaps, with a particular focus on attainment gaps for disadvantaged and vulnerable students
- Sustain exceptional Post-16 performance and help to further develop this excellent onward destination for young people within and beyond the school.
- Embed effective quality assurance and self-evaluation processes, to ensure strong outcomes across all key stages



## Leadership, Staff Development and Talent Management

- Develop a high-performing leadership team.
- Promote a culture of professional development, coaching and continuous improvement, ensuring all staff participate in coaching and QA cycles.
- Ensure leadership accountability is clear and rigorously applied, fostering a culture where staff feel valued, supported and accountable
- Identify and nurture talent and future leaders, supporting succession planning
- Ensure robust performance management, including support and challenge where required

## Culture, Ethos and Community

- Lead an outward-facing school that actively contributes to local collaboration and community cohesion
- Promote a strong school identity aligned to:
  - Lifelong learning
  - Personal responsibility
  - Community contribution
- Build and sustain strong partnerships with families, carers and the wider community, including stake holders, demonstrating a visible and approachable leadership presence
- Promote a school culture that values community contribution and social responsibility, to ensure students feel safe, included and supported

## Governance and Accountability

- Be accountable to the Governing Body for:
  - Educational outcomes
  - Financial performance
  - Safeguarding and statutory compliance
- Provide transparent reporting to enable effective governance and challenge
- Ensure rigorous self-evaluation and quality assurance systems, including performance management systems
- Use data effectively to demonstrate impact and inform decision-making, ensuring clear data-driven evaluation.
- Act as the accounting officer for the SAT and ensure it complies with all its statutory duties including upholding those set out in the school articles of association and financial handbook.

## Safeguarding and Compliance

- Ensure safeguarding is fully embedded in the culture and practice of the school
- Maintain a robust safeguarding system and framework in line with statutory requirements, to ensure compliance.
- Ensure all staff understand and fulfil their safeguarding responsibilities
- Maintain strong attendance and behaviour systems, promoting the welfare, safety and wellbeing of all students
- Ensure compliance with school policies and statutory/regulatory requirements

## System Leadership

- Act as an outward-facing system leader in the school, contributing to local and regional improvement within the wider education systems
- Work collaboratively with other schools and partners to share best practice and support system-wide improvement
- Develop partnerships with schools; external agencies; employers; post-16 providers, promoting cross-school partnerships and networks



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☎ 01227 361221

## Operational and Financial Leadership

- Manage staffing, budget and resources, securing sustainability and value for money
- Oversee staffing structures that support school improvement priorities, ensuring financial sustainability, viability and efficiency.

## Personal Leadership

The Principal will demonstrate:

- Integrity, resilience and emotional intelligence
- A strong commitment to equity, inclusion and social justice
- A relational, human-centred leadership style
- The ability to inspire trust and confidence across all stakeholders
- A deep commitment to community-focused education



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## Person Specification

Category	Essential Criteria	Desirable Criteria
<b>Qualifications &amp; Professional Development</b>	<ul style="list-style-type: none"><li>- Qualified Teacher Status (QTS)</li><li>- Degree or equivalent</li><li>- Evidence of sustained professional development in leadership and school improvement</li></ul>	<ul style="list-style-type: none"><li>- NPQH or equivalent</li><li>- Postgraduate qualification in education, leadership, or related field</li></ul>
<b>Leadership Experience</b>	<ul style="list-style-type: none"><li>- Significant senior leadership experience in a secondary setting</li><li>- Proven track record of whole-school improvement</li><li>- Experience in inclusion leadership</li><li>- Demonstrable impact on outcomes for disadvantaged/vulnerable students</li><li>- Experience of working with governing bodies</li><li>- Experience of improving teaching and learning quality</li><li>- Experience of staff performance management, including tackling underperformance</li></ul>	<ul style="list-style-type: none"><li>- Headteacher/Principal or Deputy experience in a large school</li><li>- System leadership or cross-school collaboration</li></ul>
<b>Strategic Leadership &amp; Vision</b>	<ul style="list-style-type: none"><li>- Ability to articulate a clear, values-driven vision</li><li>- Understanding of non-selective schooling within a selective context</li><li>- Commitment to serving the full community</li><li>- Experience of sustainable school improvement</li></ul>	<ul style="list-style-type: none"><li>- Experience shaping school identity in a selective/competitive landscape</li></ul>
<b>Inclusive &amp; Humanistic Leadership</b>	<ul style="list-style-type: none"><li>- Strong commitment to inclusive education</li><li>- Relational, human-centred leadership style</li><li>- Ability to build a values-led culture</li><li>- Sensitivity to complex local community dynamics</li></ul>	<ul style="list-style-type: none"><li>- Experience of trauma-informed or relational approaches</li></ul>
<b>Community &amp; Partnership Working</b>	<ul style="list-style-type: none"><li>- Commitment to outward-facing leadership</li><li>- Ability to build strong partnerships with families and stakeholders</li><li>- Experience of local collaboration</li><li>- Ability to represent the school publicly</li></ul>	<ul style="list-style-type: none"><li>- Experience of multi-agency work</li><li>- Evidence of strengthening community engagement</li></ul>
<b>Collaboration &amp; System Leadership</b>	<ul style="list-style-type: none"><li>- Collaborative mindset</li><li>- Experience of joint practice or school-to-school support</li><li>- Willingness to both lead and learn within networks</li></ul>	<ul style="list-style-type: none"><li>- Experience leading professional networks or cross-school initiatives</li></ul>
<b>Curriculum &amp; Outcomes</b>	<ul style="list-style-type: none"><li>- Understanding of inclusive curriculum design</li><li>- Commitment to high achievement for all</li><li>- Ability to balance high expectations with inclusivity</li><li>- Secure use of data and accountability measures</li><li>- Commitment to continually develop the outstanding inclusive and wellbeing structures.</li></ul>	<ul style="list-style-type: none"><li>- Experience narrowing attainment gaps in mixed-ability settings</li></ul>



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<b>Operational &amp; Organisational Leadership</b>	<ul style="list-style-type: none"><li>- Experience leading large, complex organisations</li><li>- Strong financial/resource management</li><li>- Ability to recruit and develop staff</li><li>- Strong organisational and communication skills</li></ul>	<ul style="list-style-type: none"><li>- Experience leading within a Single Academy or Multi Academy trust structure</li></ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"><li>- Integrity and moral purpose</li><li>- Resilience and emotional intelligence</li><li>- Approachable, visible leadership style</li><li>- Commitment to equity and social justice</li><li>- Ability to inspire trust across stakeholders</li></ul>	<ul style="list-style-type: none"><li>- Personal connection to community-focused education</li></ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"><li>- Strong commitment to safeguarding and welfare</li><li>- Clear understanding of statutory responsibilities</li><li>- Demonstrable experience of leading and sustaining a robust safeguarding culture across a whole school setting.</li></ul>	<ul style="list-style-type: none"><li>- DSL trained (or willing to undertake training immediately)</li></ul>



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## Key Dates

- Applications close: Monday 4<sup>th</sup> May 2026
- Shortlisting: Tuesday 5<sup>th</sup> May 2026
- Candidates informed: Wednesday 6<sup>th</sup> May 2026
- Interviews: Wednesday 13<sup>th</sup> May & Thursday 14<sup>th</sup> May

## Further information

To book a visit to the school please contact:

Jemma Lowry - HR Manager - [jemma.lowry@hernebayhigh.org](mailto:jemma.lowry@hernebayhigh.org)

[Please click here for our Ofsted Report](#)

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