



# Kings Langley School



## Application Pack Assistant Headteacher



[www.kls.herts.sch.uk](http://www.kls.herts.sch.uk)



*School of*  
**CHARACTER**

Dear Candidate,

A warm welcome and thank you for taking the time to express your interest in the role of Principal Assistant Headteacher at Kings Langley School.

Kings Langley School is a popular and heavily oversubscribed school. Our motto, "Unlocking Potential for Life", represents the education that students will receive at Kings Langley School. We believe that education is an empowering force, that it possesses the capacity to equip the students with the knowledge and skills that future proof them for their life ahead. We want to ensure the education opens doors, gives experiences and encourages the students to think big about their life ahead.

This is an exciting time to join our school and make your impression as we continue to grow and build on our successes. If you want to provide outstanding learning opportunities for students within a forward-thinking, hardworking school community, we would like to hear from you.

The school is determinedly committed to the development of "strong character" in order to provide our students with the skills and moral fortitude to "make the right choices".

*"It was clear it is the core mission of the school to do its part to develop values in its pupils that will help them flourish – and teachers and pupils were both able to link the development of character to moral development and wider societal flourishing."*

Dr Tom Harrison

The extract above is written by Dr Tom Harrison from the University of Birmingham and forms part of his evaluation which awarded the school (the first in the UK) the award of National Character Kitemark Plus. We are justifiably proud of our unique ethos and culture which attracts both national and international recognition. As a school we are determined to ensure that this focus on the development of the whole child and strong character is matched with the highest possible academic standards as we look forward with excitement to further success under the direction of a committed and talented new Principal Assistant Headteacher.

The information included in this pack will give you an insight into our school; the high aspirations we have for our students and the excellent support and opportunities given to Kings Langley staff.

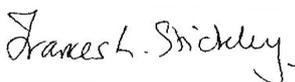
Please view the school website and school prospectus. <https://www.kls.herts.sch.uk/>  
<https://www.kls.herts.sch.uk/about-us/>

We welcome pre booked visits from prospective candidates prior to any application; please see contact details within this pack about arranging .

Kind regards



David Fisher  
Headteacher



Frances Stickley  
Chair of Governors



School of  
CHARACTER



Artsmark  
Platinum Award  
Awarded by Arts  
Council England

## Application form

Using the standard application form provided (CVs are not accepted) please complete all aspects of the form fully. Include your full work history with no gaps since leaving school education. Include all the professional development you have completed, particularly those in recent years which have helped to prepare you for becoming a Senior Leader.

## Personal specification and Personal Statement

When writing your responses it is really important you address each of the requirements in the person specification.

Ensure to evidence additional aspects such as training, qualifications together with your background and experience with the person statement.

## Letter of application

As part of your application pack we would like you to describe in no more than 1000 words evidence of the impact you have had as a middle or senior leader on educational standards and provision over the past 3 years.

## References

Please make sure your referees are aware of your application and that they are able to provide a swift turn around. Preferred referees are your last two employers and you should provide their official organisational email address for us to contact. One referee is likely to be your current or most recent Headteacher or Chair of Governors.

## Safeguarding

Kings Langley School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check, including the barred list, as well as other pre-appointment checks outlined in Keeping Children Safe in Education.

## Important Information

### Visits to the School

To arrange an informal visit to the school during term time, please contact Shurle Woodhouse, SLT's PA, at [woodhouses@kls.herts.sch.uk](mailto:woodhouses@kls.herts.sch.uk)  
Tel: 01923 264504 ext. 745 . If you would like to visit the school during the Easter Holiday this can be arranged for Monday 30th March to Thursday 2nd April if you contact the school before 11am on Friday

### School Website

[www.kls.herts.sch.uk](http://www.kls.herts.sch.uk)

### Submission

Shurle Woodhouse email: [woodhouses@kls.herts.sch.uk](mailto:woodhouses@kls.herts.sch.uk)

## Person Specification

The Governors are looking for an exceptional leader to play their part in driving and shaping the future of Kings Langley School. Our person specification is underpinned by our educational philosophy.

Personal Qualities	<ul style="list-style-type: none"> <li>• A passion for helping young people develop and learn</li> <li>• Integrity in relation to their own and the school's practice</li> <li>• Decisive, consistent and focused on solutions</li> <li>• Dedication to school improvement</li> <li>• A positive, professional role model for staff and students</li> <li>• An effective self-manager who can prioritise and adapt as required</li> <li>• Self-reliant and independent worker</li> <li>• Someone with high expectations of themselves and others</li> <li>• An ability to complete tasks to a high standard</li> <li>• Enthusiastic and hard-working</li> <li>• Resilience and perseverance</li> <li>• Reflective and self-evaluative – individually and within the context of team</li> <li>• Energy, drive and a sense of purpose</li> <li>• Flexible and adaptable to suit the school's needs</li> <li>• Creative and innovative</li> <li>• A good communicator</li> </ul>
Professional and Leadership Skills	<ul style="list-style-type: none"> <li>• The ability to inspire and motivate others – both staff and students</li> <li>• Outstanding presentation and communication skills</li> <li>• The ability to think and act strategically</li> <li>• Highly tuned ability to analyse and use information to drive school improvement</li> <li>• Excellent problem solving</li> <li>• Outstanding classroom practitioner</li> <li>• Clear vision for raising standards</li> <li>• To lead by example and provide support and challenge to others</li> <li>• Well-developed sense of school advocacy</li> </ul>
Knowledge and Experience	<ul style="list-style-type: none"> <li>• Successful and proven track record of innovation and leading change with a demonstrable impact on school improvement</li> <li>• Understanding of key educational issues/change and experience of managing their impact</li> <li>• Working with others including parents, Governors and (where appropriate) external agencies</li> <li>• Successful line management of key areas of responsibility and holding others to account</li> <li>• Graduate and Qualified Teacher Status</li> <li>• Evidence of continued professional development at middle leadership level</li> </ul>

Obviously, the attribute table is not exhaustive. We are looking for the right person who will work incredibly hard and have the drive to help shape the future of Kings Langley School.

## The Kings Langley School: Job Description

<b>Title of Post</b>	Assistant Headteacher—Teaching and Learning
<b>Grade (including allowances)</b>	<b>L12 – L16</b>
<b>Reporting to:</b>	Deputy Headteacher
<b>Date</b>	September 2026

Kings Langley School is a national lead school in the development of Character Education. The formation of strong character is at the heart of our curriculum and is a central foundation of our defined school culture and ethos. Consequently, all colleagues are expected to contribute positively to character formation, understanding that behaviours are both taught and modelled.

Maintain an up to date knowledge of relevant safeguarding legislation and guidance in relation to working with and the protection of children and young people. The post holder is responsible for ensuring that the school's child protection policy is adhered to and concerns are raised in accordance with this policy.

The duties outlined in this job description reflect and develop those covered by the latest School Teachers' Pay and Conditions Document which is available from the Headteacher or alternatively can be found online on the "DfE" - Department for Education website. This job description may be modified by the Headteacher, with your agreement, to reflect or anticipate changes which are commensurate with the salary and job title.

### Core Purpose

All members of the Senior Leadership Team (SLT) share responsibility for providing leadership and strategic direction with regard to school culture, vision and policies. This includes, but is not limited to: student achievement; maintenance of good behaviour and discipline; support and challenge of colleagues; having and demanding high standards; encouragement and support for school activities; and both maintaining and promoting the outstanding reputation of the school. There is a shared senior team responsibility for whole school planning, monitoring, review and evaluation.

**Please note that this job description is only indicative of the core responsibilities of an Assistant Headteacher. The specific roles and professional activities of the post will be determined on appointment and take account of the successful candidate's strengths and areas of expertise linked with Teaching & Learning.**

### Duties Specific to the Post holder

**Strategic Leadership under the direction of the Headteacher (please refer to the relevant section in the appraisal documentation covering expected *standards* in school leadership)**

- Work within the leadership team to help develop our educational vision and strategic direction and ensure this vision is clearly articulated, shared, understood and acted upon effectively by all.
- Act as a key driver of development and change.
- Take a lead role in developing and implementing a number of whole school improvement areas.
- Lead and inspire others to make an impact on the educational progress of all students.
- Act as a role model to promote the school's ethos and vision both within school and to our wider community.
- Motivate and work with others to create a shared, high-expectation culture and positive climate.

- Ensure creativity, innovation and other transformational activities raise standards across the school.
- Communicate well with all stakeholders to secure the success of new initiatives.
- Establish and sustain high-quality teaching across subjects and phases, based on evidence.
- Ensure the teaching of a broad, structured and coherent curriculum.
- Establish curriculum leadership, including Subject leaders with the relevant expertise and access to professional networks and communities.
- Use valid, reliable and proportionate approaches to assessing students' knowledge and understanding of the curriculum.
- To interpret and analyse data to inform the strategies to be deployed to improve student outcomes.
- Promote a culture and practice that enables all students to access the curriculum.

**Strategic Management** (please refer to the relevant section in the appraisal documentation covering expected *standards* in school leadership and management)

- To lead the development of key areas of the whole school curriculum and improvement in student standards.
- Establish and oversee systems, processes and policies so the school can operate effectively.
- Line manage middle leaders, including carrying out appraisals and holding staff to account for their performance.
- Ensure staff have access to appropriate, high-standard professional development opportunities.
- Keep up to date with developments in education.
- Produce and implement clear evidence-based improvement plans and policies for the development of the school.
- Ensure open and collaborative approaches are embraced to develop effective communication and teamwork.
- Develop and promote policies and procedures that ensure the school's distinctive ethos and aims are reflected in our practice.
- Deputise for other members of the senior leadership team and assist other members of the school's wider leadership group as appropriate.
- Undertake specific, significant roles in the leadership and management of the school.

**Generic Responsibilities**

**Teaching and Learning**

- Carry out teaching duties in accordance with the school's programmes of study and the defined National Curriculum. To plan and deliver lessons and other learning activities in accordance with the school's Teaching and Learning Policy and repertoires, adhering to all associated policies and procedures.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area. Liaise with other colleagues to deliver units of work in a collaborative way and contribute to the production and preparation of schemes of work (this contribution reflecting the post holder's level of responsibility).
- Work closely with teaching and other support assistants in delivering "personalised learning" whenever reasonably possible.

- Familiarise yourself with students and their needs, adapting teaching and learning and behaviour strategies appropriately for each student.
- Set targets for student attainment levels (using prior data provided).
- Set work for students absent from lessons in line with the school's behaviour and teaching policies.
- Work within the code of practice relating to special educational needs.
- Guiding students to reflect on the progress they have made and their emerging needs, demonstrating knowledge and understanding of how students learn and how this affects teaching.
- Encouraging students to take a responsible and conscientious attitude to their own work and study.
- Within the framework, work towards or maintain the teaching standards applicable.
- To have regard for the health and safety of students at all times and adhere to the School's Health and Safety policy.

### Assessment and Recording

- Maintain a "teacher planner" electronic database or subject wide assessment recording, as prescribed in the school's policy, including the recording of attainment and effort marks, homework set, student attendance and lesson plans.
- Mark and return work (using the school's marking and assessment policy). Marking should include feedback for improvement and progress for each student.
- Provide assessment reports when periodically required within the school's assessment cycle and additional "round robin" reports when specifically requested.
- To provide appropriate and timely intervention in lessons to enable all students to make good progress.
- To ensure that suitably differentiated material and learning pathways are provided to challenge all students, regardless of their ability.
- Liaise with parents on students' progress as outlined in the school's Communication Policy and Procedures.

### Professional Standards

- Support the aims and ethos of the school as defined in the staff handbook and school prospectus and in particular, model and lead the School's defined character programme. Understand that individual performance and behaviour can have a positive or negative effect on the well-being or professional impact of all colleagues.
- Set a good example in terms of professional dress and appearance, punctuality and attendance, adhering fully to the school's published code of conduct.
- Uphold the school's behaviour policy, uniform regulations and code of conduct in a consistent, firm and non-confrontational manner.
- Maintain a purposeful and calm atmosphere in the classroom and other learning areas and *consistently* apply the school's prescribed sanctions and recognition procedures.
- To carry out suitable evaluation and analysis of examination results and performance at the beginning of the academic year and provide a suitable summative report indicating achievements and corrective actions which might subsequently follow.

- Take responsibility for personal development and progression making full use of the school's professional development opportunities and training.
- Ensure consistent application of all school policies and in particular, those relating to teaching and learning (for example, "meet and greet" at the beginning of each lesson and "quick start" activities – refer to the separate Teaching Repertoire Documentation for further detail and examples).
- Attend team and staff meetings as appropriate, contributing actively whenever possible.
- To attend all supervision duties punctually and to ensure that such duties are carried out in an active manner but also remaining personable and positive.
- Ensure an environment of open-mindedness, fairness and harmony and to visibly acknowledge and recognise the contributions of others.
- Although the school does not "direct teachers up to 1265 hours", it is expected that each teacher will contribute reasonably to a range of additional tasks outside of the classroom. These tasks might include additional meetings with parents, organisation and delivery of intervention strategies such as targeted revision sessions and support of other school initiatives or projects, for example, making a positive contribution to the wider life and ethos of the school by promoting and supporting students involved in extracurricular activities, e.g. clubs, trips and visits.
- To carry out duties and responsibilities commensurate with the post necessary for the smooth running of the school as required by the Headteacher.
- The school always seeks to ensure reasonable parity across subject areas. For example, it is expected that Physical Education teachers will take a reasonable range of team practice



## Living and Working in the Area

Kings Langley is a large village equidistant between the towns of Hemel Hempstead and Watford to the north and south.

The school was established in 1959 to be the secondary school for the villages of South West Hertfordshire, so the surrounding landscape is of woodland and farmland with country lanes.

There is a real sense of the village being on the rural-urban fringe, with the M25 to the south, the A41 hidden in a cutting to the west and the intercity railway line and the Grand Union Canal running to the east of the village, along the valley of the River Gade.

The village railway station is served by London Northwestern trains into London Euston, a journey of 27 minutes. Indeed lots of people are able to locate Kings Langley as the place where the train whizzes past the former Ovaltine factory, now converted to apartments.

The school itself is above the village, on the high land next to Kings Langley common, where the cricket club is located. Kings Langley gained its name from the royal manor of the 13th century established on the top of the hill for hunting and a retreat from London. A site of clean air and open space, attributes that are still true today.

Culturally, the local towns of Hemel Hempstead, Watford, Tring and Aylesbury all have theatres which receive travelling productions and produce their own shows. Tring and Berkhamsted are market towns with independent shops, cafes and restaurants, attributes that are also true of the historic city of St Albans to the east. Watford and Hemel Hempstead have larger shopping centres to meet every day and occasional shopping requirements.

There are also local traditions that bring a rhythm to the year, with the village carnival on the common in June, the summer festival of the arts in Watford in July and August, the fireworks display in Chipperfield in November, and the lights-switch on before Christmas in Kings Langley. The school has links with the Kings Langley Players, an amateur theatre group. The jazz band perform at the carnival and the lights switch on each year.

With the Chilterns area of outstanding beauty on our doorstep, the school is well located for staff to relax in splendid landscape at the weekends.

There are a multitude of walking, running and cycling clubs to join locally and provide a sense of home and wider community beyond school.

*I breathed a sigh of relief when I got the job at Kings Langley School, a chance to teach with a view of fields and trees. Close enough to enjoy the cultural wealth of London but far enough away that each of the villages have their own identity, I have enjoyed exploring the area and making new friends locally. – Teacher at KLS.*

## What is it like to work at Kings Langley School?

Kings Langley School provides a well resourced, exciting environment for staff. We have well established, detailed schemes of work and a wide range of teaching resources for all courses. All teaching staff are issued with a Laptop and we use Microsoft throughout the school. Our systems provide flexible working and a truly collaborative culture. Our staff testimonials below give a flavour of what it is like to work at a truly inclusive school:

### Sabra –

I first stepped into Kings Langley School 16 years ago as a PGCE trainee teacher with no teaching experience or background of working with children. All I had was a love of my subject, colleagues who saw and nurtured my potential and a wonderful team around me- in the last 16 years none of that has changed. My success in this progressive journey has been down to the ample opportunities provided by the school, for me to develop as a teacher, mentor and leader. There have always been highly experienced individuals around me who have allowed me to both discover and further unlock my potential.

Working at Kings Langley School has allowed me to be who I am, to progress up the career ladder regularly, to develop my practice and enhance my subject knowledge. There are times I have felt that I should move on, seeing friends and colleagues move two to three different schools when I haven't even moved once has made me question my path but then again Kings Langley School has become like a second family to me. The pupils are kind and thoughtful and even thank you for taking the register! Where else could I get that? The students are fabulous, hard-working young people, who thrive in the safe environment that the school and staff provide.

### Andy -

I have worked at Kings Langley School for the last four years as an English teacher. I also have the responsibility of leading the Year 7 Pastoral Team and a Head of Year.

I have worked in many local schools, but Kings Langley has always felt special, and I know that it will always have a part of my heart: the students here are lovely, and the school has a real family feel to it, with many siblings joining each year. As school we have a range of significant events during the academic year - whether it be a charity walk, or a quiz night, or an external trip to the theatre - which also adds to this 'family' feel, and the staff here are a close knit bunch, with everyone supporting each other - it is not surprising that many people become life long friends.

In terms of teaching, there is significant professional development support and opportunities, designed to help you in a particular area that you want to develop. For example, I have always valued my academic subject knowledge and so the school has paid for me to undertake a part-time 16-week university module course on Shakespeare, which I enjoyed immensely and was able to utilise as a tool to further challenge and stretch my own GCSE classes.

Like everything in life, you get out what you put in - if you are hard-working, dedicated to helping your students flourish and achieve their potential, and willing to work collaboratively as a team player, then Kings Langley School is definitely the place to be.

## Working at Kings Langley School

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### Staff Development

Currently there are 69 (66.8 FTE) teaching staff and 51 (35.0 FTE) support staff working at the school. Particular attention is paid to staff development and staff participation. There is a comprehensive in-house training programme for all staff and we also support colleagues in attending numerous external events including Herts for Learning's comprehensive programme of training courses. These include induction conferences for ECT's, to help deal with the challenges of the first years; training for leaders on how to prepare for the new curriculum; and everything in between, including subject-specific training.

Each year all staff have an opportunity to review their work and set objectives at an appraisal meeting. There is a robust system of pay progression in place for teaching and support staff.

The school has a strong partnership with the University of Hertfordshire. We participate in its ITT programme and as a lead school have appointed teachers through School direct (salaried and non-salaried) routes. The school frequently hosts work experience visits for those interested in a career in teaching.



### Facilities

Kings Langley School was re-developed under the Priority School Building Programme and we took delivery of a totally brand new school building in September 2016. The school has excellent teaching facilities with each learning area having its own suite of rooms with state of the art technology to support students' learning and enrichment activities.

