



Queensbridge  
STRONGER TOGETHER

# QUEENSBIDGE SCHOOL

## Headteacher Application Pack 2026

At Queensbridge, our mission is to equip all students with the character, skills and academic knowledge they require to live happy and fulfilled lives.



RESPECT



KINDNESS



RESILIENCE



ASPIRATION



LEADERSHIP

## Letter from Chair of Governors

Dear Applicant

### **Re: Appointment of a new Headteacher for Queensbridge School**

Thank you for your interest in the above-mentioned post. The governors at Queensbridge School are seeking to appoint an outstanding Headteacher for September 2026.

We are extremely proud of our school and we are looking for an inspiring leader who will build on the already positive and dynamic relationships with our students, their parents and carers, the staff, governors and the wider community.

Queensbridge School prides itself on being an innovation-led education community. The school is progressive in its curriculum development and attracts talented, enthusiastic and conscientious teachers and support staff. Staff well-being and professional development are high priorities as is a student-centred culture that focuses on giving each child the opportunity to fulfil their potential.

You will lead a strong team of committed senior and middle managers who energetically deliver the core values of the school. You will also be supported by a governing body who take their strategic role seriously and offer challenge when required, but rightly delegate the day-to-day operations of the school to the headteacher. Governors are proud of the school's academic standards as well as its supportive and caring ethos.

To the right candidate, this post will be an extremely rewarding experience, an opportunity to really make a difference and lead this successful and happy school into the next exciting phase of its development through the many changes that education is currently experiencing.

If you would like further information about the post or an informal discussion, please contact Nicola Daly, HR Officer, on 0121 464 5566 or email [recruitment@queensbridge.bham.sch.uk](mailto:recruitment@queensbridge.bham.sch.uk)

The closing date for applications is 2<sup>nd</sup> February 2026 at 9am. Selection Days are scheduled for 25<sup>th</sup> and 26<sup>th</sup> February 2026. Applicants are kindly requested to contact their referees so that references are received in advance of the interview dates.

Please complete an application form along with a letter (no more than 2 sides of A4, in font Arial point 11) that outlines how your knowledge, skills and experiences meet the requirements of the job description and person specification. Please give evidence of the positive impact that you have had in your recent posts and what you could offer our school. I look forward to receiving your completed application.

Yours sincerely



Mrs J Klaces  
**Chair of Governing Body**

# Our Mission

***At Queensbridge, our mission is to equip all students with the character, skills and academic knowledge they require to live happy and fulfilled lives.***

We develop the character of our students by providing them with a challenging learning environment. We do this to ensure that our students are resilient to the challenges they will grow to face. Our curriculum is designed not only to impart essential academic knowledge, but also to ensure our students have the skills in using this knowledge. These skills are not only explored in the classroom but also through our exciting and varied wider learning opportunities, through the activities and trips we offer.

We believe our results demonstrate the ability of our staff and our commitment to providing students with the strongest possible foundation as they move on to the next chapter of their lives.

Our mission is not just focussed on students. As a group of staff, we are committed to developing ourselves as individuals, to ensure we grow with the changing world so we can best serve our school and our community.

# Our Values



RESPECT

Our Queensbridge community is inclusive, accepting and open-minded. We value working alongside each other in harmony and understanding, caring about the feelings, wishes and rights of our whole school family. We prioritise equality and diversity in all that we say and do.



KINDNESS

Our Queensbridge community is friendly, loving and empathetic. We value treating each other with generosity, compassion and tolerance. We prioritise relationships, forgiveness and happiness.



RESILIENCE

Our Queensbridge community is determined, responsible and brave. We value perseverance, flexibility and independence. We prioritise hard work and doing the very best that we can, in all that we do.



ASPIRATION

Our Queensbridge community is courageous, curious and ambitious. We value growth, personal fulfilment and taking measured risks. We prioritise the development of self-belief, confidence and creativity.



LEADERSHIP

Our Queensbridge community is one that consistently encourages each other to shine. We value teamwork, participation and using initiative. We prioritise nurturing leadership at every level and ensuring that everyone can grow and reach their full potential.

**Headteacher**  
**September 2026**  
**L29-L35: £103,030 - £119,350**  
**Queensbridge School, Queensbridge Road, Moseley, Birmingham, B13 8QB,**  
**Tel: 0121 464 5566**

We are seeking to appoint an outstanding Headteacher who will share our determination to transform the life chances of our 915 students. Our school is oversubscribed as a result of our excellent reputation for both academic and pastoral care for all our students.

We are looking to appoint a Headteacher with considerable experience in a secondary education setting who will build on the already positive and dynamic relationships with our students, parents and carers, the staff, governors and the wider community. The inspiring candidate will know what outstanding provision and academic progress looks like. We want a dynamic leader who has a genuine desire to work openly, inclusively and collaboratively with other local primary and secondary schools.

This is an exciting opportunity for an experienced Headteacher, Head of School or Deputy Headteacher looking to take up their first Headship.

Interested candidates will:

- Provide inspirational, professional strategic leadership.
- Ensure high quality teaching and learning experiences for all our students.
- Build upon the very positive relationships within the school and with the wider community.
- Promote high standards of behaviour, mutual respect and inclusiveness.
- Be committed to supporting and inspiring every student to be the best they can be and by keeping this at the centre of our thinking.
- Be an excellent teacher with a proven commitment to inclusive schooling and a track record of academic excellence.
- Have substantial leadership experience having impacted on an aspect of whole-school improvement.
- Have a track record of leading and inspiring colleagues, students and parents and collaborating with stakeholders.
- Have an enthusiastic, creative and positive approach to all aspects of education.
- Have a deep understanding of and commitment to our vision and values.

#### **Application Process:**

Please enclose a letter (maximum 2 sides of A4, font Arial point 11) with your application form that highlights your suitability and preparation for this post including your personal educational philosophy and vision.

#### **Application Deadlines**

Please contact Nicola Daly, HR Officer on [recruitment@queensbridge.bham.sch.uk](mailto:recruitment@queensbridge.bham.sch.uk) or 0121 464 5566 for further information.

## **School Visits**

We would invite potential candidates to visit our school. We have scheduled opportunities for visits:

- Tuesday 13<sup>th</sup> January at 9.00am
- Friday 16<sup>th</sup> January at 9.00am
- Tuesday 20<sup>th</sup> January at 2.15pm
- Thursday 22<sup>nd</sup> January at 2.15pm

Please contact Nicola Daly to arrange a visit.

## **Safeguarding**

Potential applicants should ensure that they read our Safeguarding and Child Protection Policy and our Recruitment of Ex-Offenders Policy. These policies can be found at [Queensbridge School - Policies](#)

The School and all its staff are committed to safeguarding and promoting the welfare of the children. The successful candidate will be subject to necessary pre-employment checks, including: an enhanced DBS; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work. All applicants will be required to provide two suitable references.

An online search will also be carried out on shortlisted candidates as part of due diligence on all shortlisted candidates.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak English fluently is an essential requirement for this role.

# **JOB DESCRIPTION: HEADTEACHER**

## **SALARY SCALE: L29-L35**

### **JOB PURPOSE**

The Headteacher is accountable to the Governors for, and is expected to provide, the professional leadership, strategic direction and operational management for the school by promoting high standards in all aspects of the school's work and by building upon past achievement, to secure the school's continued success and improvement by ensuring high quality education for all its students so as to maximise their potential.

The Headteacher will:

- Develop, build and communicate a coherent vision of the school
- Inspire, challenge, motivate and empower all stakeholders, including parents and the wider community, to implement and carry forward the vision
- Monitor, evaluate and review all policies, set priorities and targets and take any necessary action required to ensure excellence of teaching and learning and the continuous development of students and staff
- Be accountable for the deployment of resources in accordance with regulations and the school's policies and the overarching need to obtain value for money.

The Headteacher will carry out their professional duties in accordance with the National Conditions of Employment for Headteachers in the School Teacher' Pay and Conditions Document and education, employment, health and safety and other relevant legislation affecting the conduct of the school.

### **KEY DUTIES**

#### **Vision and Ethos**

- Ensure that outstanding teaching and learning is the main objective of all members of the school community
- Maintain an aspirational culture where all students are challenged to achieve and to become involved in constantly looking to improve their own learning and to be conscious of the impact of their attitude and behaviours on the learning of others
- Ensure an atmosphere of respect for others, their cultures and traditions within a secure, broadly based secular ethos
- Promote and secure the school's continued evolution taking into account national and local policies and initiatives
- Ensure that student safety is paramount in all aspects of the school's activities and have priority in strategic planning and resource management
- Promote safeguarding and awareness of the rights and responsibilities of all towards others and themselves
- Promote the concept of inclusion across the whole school and ensure its rigorous application

#### **Leadership and Management**

##### **1. Staff**

- Lead, motivate, challenge, develop and support staff improvement so that outstanding teaching is a principal objective for everyone
- Lead and motivate all staff to have the highest expectation of every student and ensure that those expectations are met
- Maintain rigorous procedures for monitoring and evaluating staff performance, including appraisals, classroom visits and personal development plans

- Ensure that classroom management, in all its aspects, is of the highest standard to maximise teaching and learning opportunities for all students.
- Ensure all staff expect and enforce high standards of behaviour throughout the school at all times and to support them in enforcing those standards
- Recognise and value the importance of the contribution made and the part played by all staff in creating a vibrant school where everyone has a part to play in ensuring that the school maintains its excellence
- Through effective communication with all members of the school community, ensure high morale and that all staff are engaged with the school's key priorities and contribute to the development of whole school aims and objectives
- Be sensitive to staff personal and professional problems, be willing to address and resolve them and address conflict while maintaining morale

## **2. Student achievement and progress**

- Ensure a consistent and continuous school-wide emphasis and focus on student achievement, have challenging academic targets to promote high student expectations and constantly aim for excellence to maximise student potential
- Promote the social and cultural development of all students by providing opportunities for a broad range of experiences
- Ensure that there is a rigorous process of data collection for the monitoring of every student's progress to alert staff of under-achievement and provide a basis for resolving such issues
- Maintain and build upon strategies to secure high standards of behaviour, attendance, and citizenship allied to well-developed systems for pastoral care and student welfare
- Work collaboratively with other agencies to provide the intellectual, moral, cultural, physical and emotional wellbeing of students

## **3. Curriculum**

- Ensure a curriculum that is diverse and flexible that provides excellent personal experiences to students of all cultures, ethnic background and abilities
- Ensure that the curriculum provides the essential background of knowledge, skills and learning that enables students to progress to higher education, training and employment
- Have a deep understanding of assessment techniques and a commitment to using assessment as a tool for measuring achievement and as a foundation for performance improvement

## **4. Resource Management**

- Deploy the human resources efficiently and effectively to maximise the potential output available
- Provide for the continuous personal development of staff by providing opportunities to extend their experience by working in different environments
- Work with the School Business Manager and the Governors to identify needs and determine priorities for resource allocation including those on the School Improvement Plan, and to budget appropriately
- Have responsibility for the supervision and monitoring of the overall use of resources, and the effective administration of budgets by cost centres to ensure the probity of resource deployment and that value for money considerations are strictly applied.
- Ensure that school buildings and facilities are maintained at an appropriate standard and meet the needs of the curriculum, students and staff and that there is a standard of cleanliness and repair to be compliant with health and safety regulations
- Explore ways of deploying the expertise within the school as a potential source of income along with other funding possibilities

## **5. Accountability and Governance**

The Headteacher is accountable to the Governing Body for the management of the school within the context of policy determined by the Governors and the broader accountabilities to students, parents, carers and the local community and will, therefore:

- collect the data necessary to ensure a full understanding of the school on a day-to-day basis enabling management decisions to be made on an objective, factual basis
- work with the school community in the systematic and rigorous self-evaluation of the school and work closely with the Governors to ensure that the process informs priorities and decision making
- be able to provide information in an easy-to-read format so that Governors, parents and other interested parties gain a clear understanding of issues and can use it to identify appropriate responses
- report regularly to the Governing Body and its committees so that policy may be determined on a fully informed basis considering all possible factual information and national and local priorities and policies
- establish effective relationships and communication with parents, carers and community organisations and identify ways of canvassing their views
- work collaboratively and effectively with other educational institutions in the area and with other agencies including social care, mental health services, police as well as those of the Local Authority

## **6. Line Management**

- Responsible for the supervision of all staff employed in the school

## **Conditions of Employment**

The above responsibilities are in accordance with the School Teachers' Pay and Conditions Document in terms of duties and working time and are also subject to any local agreements and LA guidance on interpreting conditions of service

## **Review and Amendment**

This job description is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body or the Headteacher but only after full consultation between them. It will be signed if agreement is reached.

## **Complaints**

If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

## **Safeguarding**

The Governors are committed to safeguarding and promoting the welfare of children and young persons and the Headteacher must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate must provide an Enhanced Disclosure from the Disclosure and Barring Service.

## **PERSON SPECIFICATION**

**Job Title:** Headteacher

Queensbridge School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

### **Method of Assessment (M.O.A.)**

A = Application Form; I = Interview; P = Presentation

| CRITERIA  |   | Essential/<br>Desirable               | M.O.A.  |
|---|---|---------------------------------------|---|
| EDUCATION/<br>QUALIFICATIONS<br>NB: Full regard must be paid to overseas qualifications | First degree<br><br>Qualified teacher status<br><br>NPQH<br><br>Recent and relevant CPD<br><br>Further relevant study   | E<br><br>E<br><br>D<br><br>E<br><br>D | A<br><br>A<br><br>A<br><br>A<br><br>A                               |
| EXPERIENCE<br>(Relevant work and other experience)                                      | Career progression showing experience at different levels of senior leadership.<br><br>Successful track record as a senior leader in a large secondary school.<br><br>Record of teaching in ethnically and culturally diverse communities.<br><br>Record of impact on school improvement planning and implementation.<br><br>Successful track record of forging constructive relationships beyond the school, working in partnership with parents, carers and the local community   | E<br><br>D<br><br>D<br><br>E<br><br>E | A, I, P<br><br>A, I, P<br><br>A, I, P<br><br>A, I, P<br><br>A, I, P |
| SKILLS AND ABILITIES<br>Leadership and Management (staff)                               | Ability to set targets, inspire, motivate and challenge staff to achieve them and to have high expectations of their students.<br><br>A positive approach to equal opportunities and to the development of staff in the context of the schools' needs and their career aspirations.<br><br>Ability to sensitively resolve conflict, professional and personal problems.<br><br>Ability to implement structures and systems; delegate appropriately to secure effective curriculum delivery and accountability.<br><br>Commitment to student personal safety, academic | E<br><br>E<br><br>E<br><br>E<br><br>E | A, I, P<br><br>I, P<br><br>I, P<br><br>A, I, P<br><br>I, P          |

|  |   |   |         |         |
|--|---|---|---------|---------|
| Leadership and Management (students)   | <p>needs and achievement at the highest possible individual level.</p> <p>Inspire high student expectations while sensitive to individuals' backgrounds.</p> <p>Ability to analyse complex data and issues related to student attainment and progress and to develop effective strategies to resolve them.</p> <p>Demonstrate a high degree of understanding of the impact of systems and techniques for the monitoring of student performance, and a track record of deploying them into detailed plans with quantifiable targets.</p> | E | I, P    | A, I, P |
| Leadership and Management (curriculum) | <p>A record of management within an inclusive school delivering high standards and educational excellence.</p> <p>Have a deep knowledge and understanding of up-to-date curriculum issues and a record of curriculum delivery, monitoring and assessment.</p> <p>Ability to manage the development of the curriculum at different levels that extends individual students, taking into account their limitations while striving for excellence.</p>   | E | A, I, P | A, I, P |
| Resource Management                    | <p>Understand the need to monitor the proper use and management of resources and be able to identify risks and ways of mitigating them.</p> <p>Understand the principles of budget building and value for money have a commitment to balancing the budget annually.</p> <p>Knowledge of the statutory regulations controlling staffing, salary calculations and financial management.</p>   | E | I, P    | A, I, P |
| Working in Partnership                 | <p>Ability to understand the impact of strategic decisions on resource allocations and overall expenditure.</p> <p>Effective communication with staff, students, parents, carers, Governors, community organisations and external agencies.</p> <p>Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community</p>  | E | A, I, P | I, P    |

|                               |  |   |  |
|-------------------------------|--|---|--|
| Accountability and Governance | <p>Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support</p> <p>Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students</p> <p>Present information in a clear easy-to-read format, easy to understand so that pertinent questions can be asked by Governors, parents, carers and others.</p> <p>A track record of working closely with a Governing Body and its committees.</p>   | E | A, I, P<br>I, P<br>A, I<br>A, I                                      |
| Other                         | <p>A passion for teaching and learning and working with young people.</p> <p>Belief in a public service philosophy that education is a right and a service that should be available to all at no cost.</p> <p>A firm belief in the pursuit of academic excellence as a goal.</p> <p>Self-motivating and able to motivate, inspire and challenge others.</p> <p>Excellent interpersonal and communication skills.</p> <p>Self-aware with conviction for own vision and approach and able to carry others towards the same goals.</p> <p>Ability to think analytically, strategically and creatively.</p> <p>Confident, cheerful, optimistic, resilient personality with a good sense of humour.</p> | E | I, P<br>I, P<br>I, P<br>I, P<br>I, P<br>I, P<br>I, P<br>I, P<br>I, P |

## Facts and Statistics

|  |   |
|--|---|
| Type of school:  | Foundation School   |
| Age range:   | 11-16 years   |
| Location:  | Birmingham  |
| Number of students:                                      | 915   |
| Class details:   | 180 in each year group.<br>7 form entry, average form group 26      |
| Attendance rate:   | 2024/25 Attendance: 92.3%<br>Year to date 2024/25: 93.4%            |
| Number of teaching staff:                                | 62  |
| Number of support staff:                                 | 36  |
| Number of Additional Adults:                             | 14  |
| %age of students on Free School Meals:                   | 28.67%  |
| %age Pupil Premium                                       | 33.99%  |
| %age of students with SEN:                               | 26.99%  |
| %age of students with EHCP:                              | 2.51%   |
| %age of students with English as an Additional Language: | 37.49%  |
| % of LAC<br>% of PLAC:                                   | 1.53% (14)<br>2.8% (26)   |
| GCSE Performance:  | <b>2024</b><br>A8 = 48.5<br>4+En & Ma = 66.3%<br>5+ En & Ma = 46.1% |
| Ofsted   | Good (all categories) last inspected October 2023.                  |