



Redbridge

Community School



ASPIRATION



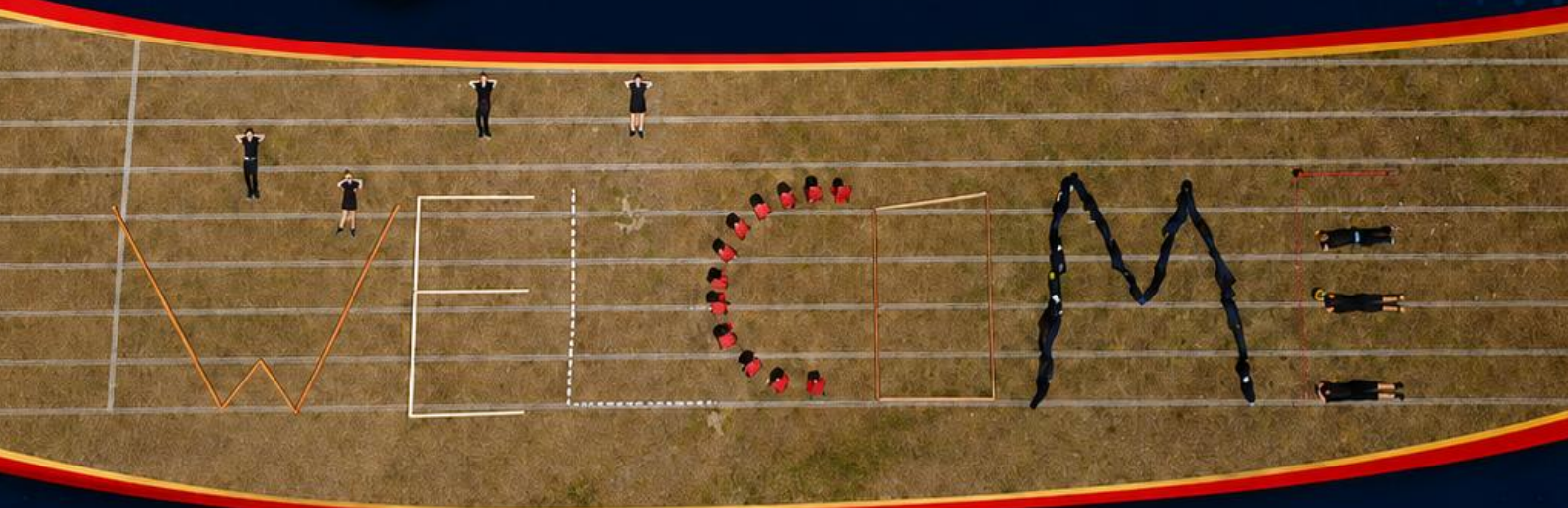
EXCELLENCE



RESPECT



OPPORTUNITY



HEADTEACHER PACK

CLOSING DATE: WEDNESDAY 24TH JUNE 2026 | **CLOSING TIME:** 12 NOON

INTERVIEW DATES: WEDNESDAY 8TH AND THURSDAY 9TH JULY 2026

School visits for prospective applicants are welcomed
by appointment arranged with [Sarah Morris \(smorris@redbridgeschool.co.uk\)](mailto:smorris@redbridgeschool.co.uk)



Email:

head@redbridgeschool.co.uk



Contact number:

02380771381



Website:

redbridgecommunityschool.com



CUCKMERE LANE, SOUTHAMPTON, SO16 9RJ

Are you our next Headteacher?

WELCOME

As an inspiring leader, you will be dedicated to bringing your expertise, personality and leadership experience to provide the highest quality education and care for our students, staff and wider community. You will embody our school values of:



You will need to be a passionate, resilient, determined leader and empower others to be equally driven for the benefit of our wonderful students who deserve the very best.

We are seeking a leader who will:

- Inspire a passion and thirst for enriching lifelong learning opportunities for all students
- Provide our community with the best life chances to thrive and achieve during, outside of and beyond Redbridge
- Give us the knowledge, skills and values for all to succeed
- Enable staff and students to make a positive impact within the community and the wider world
- Commit to raising standards and improving outcomes so that every student is able to achieve their full potential academically, socially and personally
- While the progress and achievements of Redbridge Community School evolve, we want our new Headteacher to continue to drive our vision and ensure success for each and every student
- Embody our school values
- Support our rich and diverse community
- Communicate effectively engaging our students and wider community and inspiring our staff team to be driven and determined to provide the best education for all.



If you are looking for an exciting new challenge to improve and develop our school with an amazing staff team then Redbridge Community School is the perfect school for you. To experience a flavour of our school, please see the website for further information and our social media pages or arrange a tour to learn more about us.

WELCOME FROM OUR CO-CHAIRS OF GOVERNORS

Dear Candidate,

Do you have what it takes to be the Headteacher of Redbridge Community School?

We have an exciting opportunity for a new Headteacher to join our school following the retirement of our previous Headteacher. We are seeking a dedicated and visionary leader with the drive and determination to continue our journey of improvement. We are immensely proud of the innovation and inclusive approach to our curriculum offer for all students. We firmly believe that everyone should feel they are able to be a positive contributor to the Redbridge family.

We are a PFI maintained school, with foundation status as a part of the Reach Co-Operative Trust across Southampton. We are looking to build strong working relationships with our Foundation Trust partners as well as our local community of schools.

The school's most recent Ofsted inspection (July 2023) graded the school "good" overall, "Outstanding" for Personal Development. Key priorities identified included developing effective assessment strategies; planning ambitious activities based upon what students know and can do; building the attendance of students, especially students who are disadvantaged. These remain priorities for the school.

Our school values of Aspiration, Excellence, Resilience and Opportunity encapsulate our creative and innovative approach to education. We believe in nurturing the individual strengths and talents of each student, providing them with the tools and opportunities to excel in their academic and personal endeavours at school and outside in the community and their futures. Staff and governors have worked hard over the last few years to ensure the school is managing our resources effectively and that our students receive the best possible education and enriching experiences to support them to thrive.

At Redbridge, we have a strong creative arts and sporting culture and believe in the power of these subjects, and the experiences they can provide to enhance the overall well-being and development of our students.

We highly value the development and wellbeing of all staff and invest significantly in professional learning and support. Our staff are dedicated and supportive, and we invest in their professional development to foster a culture of continual improvement. We have dedicated Lead Practitioners and ECT mentors who support staff development across the school. As a school, we are ambitious and strive for excellence in all areas of education. We also recognise that many of our students require support to thrive, which we provide this in a wide range of ways, including nurture groups and animal-assisted provision.

As a governing body we are committed to providing the necessary support and challenge to the school to enable our staff and students to thrive. As we approach the end of the PFI contract, in the next few years we require a leader who is able to manage even more competing priorities on their time than in many other schools.



If you are a strong, passionate, aspirational and innovative educational leader who shares our vision and values, we encourage you to apply for the role of Headteacher at our school. Together, we can make a lasting positive impact on the lives of all our students.

We hope this information pack will support you in understanding the context of our school and its priorities. Our school's website offers further details. However, we believe that you will get the best feel for the school if you are able to arrange a time to come and see us, so you can meet our wonderful students and staff, and experience Redbridge for yourself. Whilst we understand that this is an incredibly busy time of year in schools, we hope you will find the time to visit prior to applying.

Appointments are available on mornings 11th, 17th and 19th June and afternoons on 9th and 15th June. Please contact Sarah Morris (HR Manager) to arrange this via email (smorris@redbridgeschool.co.uk).

Please note this role is suitable for working arrangements such as Co-Headship. Any applicants proposing a co-headship model should outline clearly on no more than one additional side of A4 how responsibilities would be shared and how the proposed partnership would be organised and provide strong, strategic and visible leadership for the school as part of their application. Pay for such arrangements will be amended to take account of the sharing of roles and responsibilities.

We very much look forward to hearing from prospective candidates, and we wish you every success with your application.

Yours sincerely



David and Amanda

Co-Chairs of Governors



OUR SCHOOL CONTEXT

Redbridge Community School is situated on the western edge of Southampton, at the junction of the M271 and A35, serving a large urban community. The school was judged 'Good' by Ofsted at its most recent inspection in 2023, with 'Outstanding' recognised for Personal Development. With a PAN of 210 and a NOR of approximately 1100 students (Easter 2026), the school is currently oversubscribed and demand for places continues to grow.

Year group	Number
7	211
8	225
9	217
10	230
11	217

Student characteristics in our school:

Group	No. of students in the group	% of total enrolments
Males	602	54.7
Females	498	45.3
SEN K	309	28.1
SEN E	60	5.4
FSM	655	59.5
Pupil Premium eligible including service families	663	60.3
Children Looked After or Previously looked after	28	1.5
Children currently open to children's social care	60	5.4
EAL	135	12.3
Young carers	50	2.1
Students with Alternative Provision in 2025-26 to Easter 2026	6	0.5
New entrants Year 7 2026	230	

We have the following additional provisions within our school:

Edu-K8

Specialist provision working with students with SEMH, behaviour and behavioural issues

95 students on roll

Deaf resource base

Provision for 7 students



R-Bridge

EBSA Provision

29 students on roll

Beacon

Specialist SEN resource provision focus: EBSA and Neurodiverse students

16 students on roll

Redbridge Community School serves a community facing significant socio-economic challenge, reflected in the school's IDACI score of 0.56, compared with the national average of 0.38. Improving attendance and outcomes remains a key priority, and the school's current self-evaluation identifies areas requiring further development to ensure the school is securely judged at least 'Expected' across all areas by Ofsted. Leaders ensure that context informs strategy but never limits ambition.

Redbridge is a highly inclusive school with a strong reputation for meeting the needs of students through personalised support and ambitious provision. The school is proud of its specialist Deaf Provision, Autism Resource Base developed in partnership with Southampton City Council, and EduK8, the school's alternative provision supporting vulnerable students with SEMH and complex needs.

Ofsted (2023) described Redbridge as "an important beacon in the local area with a strong sense of community," recognising students as proud, safe and benefiting from wide-ranging enrichment, while praising leaders for acting with "skill, care and compassion." The school is fully staffed and financially secure, with a rich curriculum, strong pastoral care, outstanding outdoor education provision and innovative pathways such as Esports and Construction, ensuring students are well prepared for their next steps.



STAFFING

Our current staff model is

Headteacher (currently held by 2 Acting Co-Heads)
2 x Deputy Headteachers 5 x Assistant Headteachers
83 teachers (including unqualified teachers)
19 Teaching Assistants 27 Administrative staff

The school is financially stable, supported by an experienced Business Manager who provides expert oversight of the budget, including the additional complexities associated with operating within a PFI environment. As the next Headteacher, you will need to demonstrate astute financial management and a clear understanding of value for money in order to balance the budget effectively, manage the completion of the PFI contract and lead strategically during a period of national financial challenge.



REDBRIDGE AT ITS VERY BEST





OUR CURRICULUM

“An important beacon in the local area, with a strong sense of community.”

Ofsted, 2023

Our students have the opportunity to thrive in a rich curriculum which builds on their prior learning in a range of exciting and engaging ways. Our curriculum is designed to enable our students to move onto their next phases of learning as successful, confident and respectful young adults. Enriching experiences, including visits, trips and wider opportunities, form an integral part of the wider curriculum. Across the curriculum skills and knowledge are developed through cohesive learning within and across subjects. We are proud to have subjects for students to study beyond the National Curriculum such as Construction, E-Sports, Outdoor Education and Bicycle maintenance. These provide engaging learning and vocational opportunities that our students enjoy and thrive within.

Further information about our curriculum can be found on our website ([Redbridge Community School](#))

Outcomes

The Governing Board recognises that current outcomes for students are not where they need to be and are not yet consistently good enough. Governors are ambitious for every student and are committed to securing rapid and sustained improvement across the school. They are seeking a Headteacher with the vision, resilience and leadership expertise to build on the school's strengths, raise standards, and ensure that all students achieve the high-quality education they deserve and are well-prepared for their next stage of education.

SCHOOL IMPROVEMENT PRIORITIES

Our current school improvement priorities are shown below. The governors have identified that these focus areas will need to continue into the following academic year to take us through the next part of our journey.

Quality of Education

- To embed consistently high-quality adaptive teaching across all classrooms.
- To redesign and implement a 3 year KS3 curriculum model

Achievement

- To improve KS4 outcomes to close the gap against national outcomes, with a strong focus on English and Mathematics

Behaviour and Attitudes

- To close the gap against national for overall attendance
- To review and refine internal processes for behaviour systems and processes to reduce lost learning time



What our staff say about Redbridge Community School:

92% <i>survey response rate — reflecting high staff engagement</i>	90% <i>describe Redbridge as a 'Great Place to Work' (100% in interviews)</i>	91.5% <i>confirm the school has clear values</i>
90.7% <i>say Redbridge is a supportive and safe place to work</i>	86.5% <i>trust the leaders of the organisation</i>	88.9% <i>say the school is committed to health and wellbeing</i>
89.7% <i>say their manager helps them improve their performance</i>	96.6% <i>say Redbridge has a positive impact on the community</i>	90.7% <i>say the organisation embraces change</i>

Wellbeing Provision

- Flexible working practices consistently described by staff as 'second to none', including flexibility around personal and family needs
- Westfield Health Insurance, used by 83% of staff, providing 24-hour GP access, specialist referrals and mental health support
- Dedicated Mental Health Lead and six trained Mental Health First Aiders
- 15 wellbeing sessions integrated throughout the academic year
- Email curfew after 6pm; virtual parents' evenings introduced to reduce workload
- VIP staff lounge; subsidised meals for support staff (school cost: £10,647 per year)
- Employee of the Month scheme with whole-school recognition; personalised letters from the Headteacher
- Zero work-related stress cases in recent years; last recorded case was in 2017

What our students say:

"Redbridge gives us lots of opportunities to try new things through sports, music, clubs, trips and other activities beyond lessons. We feel that teachers encourage us to work hard, become more independent and support us when we need help. We value the diversity within the school and appreciate that there are adults they can talk to if they are worried. We know there are areas the school is continuing to improve, but we are proud to be part of the Redbridge community."

What our parents say:

"Parents and carers value Redbridge as a caring and inclusive school where children feel safe, supported and encouraged to do well. Families appreciate the positive relationships between staff and students, the support provided for wellbeing and SEND needs, and the way the school communicates about children's learning and progress. Parents also recognise the ambitions staff have for students and the wide range of opportunities available to help children grow in confidence and prepare for their futures."



REACH CO-OPERATIVE TRUST

The school is a member of the REACH Co-operative Trust, a partnership of local schools committed to collaboration and shared educational values across the city. Membership of the Trust provides opportunities for schools to engage in professional networks, leadership development and the sharing of effective practice, while maintaining their own individual identity and governance arrangements.

The Governing Board recognises that there is significant scope to strengthen and maximise the benefits of partnership working both within the Trust and across the wider local educational community. Governors see this as an important opportunity for the next Headteacher: to build productive and outward-facing relationships, foster meaningful collaboration and ensure that the school plays a full and active role within local networks for the benefit of students, staff and the wider community.

The school already works closely with its feeder schools, including those within the Bridge Education Trust locally, particularly in supporting transition and developing stronger curriculum continuity for students moving into secondary education. Governors are keen to build further on these partnerships as part of the school's wider improvement journey.



SUMMARY JOB DESCRIPTION

Job title: Headteacher

The Contract of Employment between the Governing Body and the Headteacher will be the current contract of Employment for a Headteacher.

The job description can be amended at any time, following consultation between the Headteacher and the Governing Body and will be reviewed annually.

The Headteacher is accountable to the Governing Body of Redbridge Community School and Southampton Local Authority.

Salary scale: Group 7 School, Salary range: L28 – L33

Expectations/Accountabilities: The Headteacher is an employee of the Governing Body and is required to carry out their professional duties in accordance with the terms and conditions of the current School Teacher's Pay and Conditions document, the National Standards of Excellence for Headteachers (2020), Teacher Standards (last update 2021), and relevant employment legislation.

Core Purpose: The Headteacher will work with the Governors and staff to provide professional leadership, vision and strategic direction for the school in order to continue its development and ensure the highest quality of education and care for all of its students. The Headteacher is responsible for the management and day-to-day operation of the school and overall performance of the school. The Headteacher will work with other stakeholders in the best interests of students, the school and local community.

Key Responsibilities

Strategic Leadership & Management:

- Embed and articulate the school's vision and ethos.
- Continue to encourage the implementation of the core values and ethos of the school. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other.
- Ensure that the School Improvement Plan (SIP) is devised strategically in conjunction with Governors based on the needs of the school.
- Ensure the SIP is shared, understood and implemented by all staff.
- Take responsibility and accountability for identified areas of leadership, including statistical analysis of student groups, progress data and target setting.
- Evaluation of the standards of teaching and learning, ensuring that high standards of performance are established and maintained.
- Recruitment, selection, appointment and development of staff.
- Deliver a strategic programme of professional development for all staff including quality coaching and mentoring, in line with the school improvement plan and performance management.



- Lead the annual appraisal process for all identified support and teaching staff.
- Provide effective leadership and support for the Senior Leadership Team.
- Facilitate opportunities for aspiring leaders to develop their leadership potential.
- Distribute leadership throughout the school, giving members of staff distinct roles and responsibilities.
- Write, review and edit policies in line with statutory requirements and our policy review cycle.
- Ensure that staff well-being and workload is considered when decision making.
- Work in partnership with the Governing Body to manage the school environment effectively and efficiently to ensure the needs of the curriculum, educational standards and health and safety are met by informing, advising and ensuring they are fully briefed in a timely manner to enable them to meet their responsibilities.
- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.

Financial Management:

- Advising the Governing Body on the school's annual budget and the budget revision as appropriate, as well as being responsible for the day-to-day running of the budget.
- Taking steps to ensure that the budget is controlled and managed in a way that supports the principles of best value and in the best interests of students.
- Ensuring that deployment and development of staff is managed within budget.

Safeguarding:

- Responsible for ensuring that all school, local authority, Safeguarding Partnership policy and procedures and national child protection policies and guidance are adhered to.
- Support the DSL to ensure that concerns for students are raised and swiftly addressed in accordance with these policies.
- Support the Designated Safeguarding Lead with time and training to ensure that their duties can be discharged effectively.
- Keep own designated safeguarding lead training in statutory timeframe.
- Responsible for ensuring the culture and ethos of the school supports and safeguards all students' safety and well-being.
- Ensure that there is a clear, well communicated process for reporting concerns about staff or visitors, and records are kept effectively.
- Provide a safe and secure environment that safeguards the wellbeing and safety of all students, staff and visitors.
- Ensure a consistent approach to standards of behaviour, attendance and punctuality is implemented across the school and safeguarding is considered in decision making for students.



Teaching and learning:

- Promote excellence in teaching and learning to ensure academic progress and the creative, physical, spiritual and social development of students of all abilities.
- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all students.
- Ensure a high quality of education and care is in place for all students, with strong progress and attainment across all student groups evidenced through student outcomes.
- Develop and review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards.
- Ensure inclusive, effectively adapted teaching for all student groups to ensure all students make strong progress from their starting points.
- Ensure a strong understanding of student ability on entry supports progress across KS3 and KS4.

The Redbridge family:

- Act as a champion and ambassador for Redbridge Community School.
- Ensure good communication between the school and parents/carers of current and potential students as active partners in their education.
- Maintain and develop the partnership within the Reach Trust and strengthen collaboration with partners and the wider community, including local schools in the local area.
- Continue to develop the capacity of the school to work with other organisations to share good practice, develop staff and improve the quality of education for all students.

The Headteacher will participate in an annual performance review with Governors and an external advisor to set objectives through discussion and knowledge of the school's performance, the extent to which this relates to national performance outcomes and other available benchmarking information and the Headteacher's own development and welfare.

The application statement should refer to the candidate's consideration of these relevant experiences, achievements and skills and relate to the key focus areas described alongside the job description. This should be completed on no more than two sides of A4.

Candidates will be measured against the essential (E) and desirable (D) criteria as set out in the table below.



Sources of information used are:

A Application I Interview/Selection process R References

CORE PROFESSIONAL EXPERIENCE/QUALIFICATIONS	Essential/ Desirable	Evidence source: A/I/R
Qualified teacher with Qualified Teacher Status (Statutory)	E	A R
Evidence of further professional study and/ or qualification	E	A I
Holds National Professional Qualification for Head Teachers (NPQH) or is working towards this	D	A R
A proven track record of success; able to lead by example and bring a team with them as a senior leader; experience in a secondary school context (Deputy Head/ Head of School, Acting Head/ Headteacher)	E	A I R
Experience in a range of Secondary schools and range of leadership roles	D	A R
Is committed to upholding and strengthening the ethos and values of the school	E	A I R
Is committed to meeting the needs of all students regardless of ability or background	E	A I R
Understands and recognises the challenges associated with leading a large, urban, multi-cultural school in an area of high multiple deprivation	E	A I
KNOWLEDGE AND UNDERSTANDING OF:		
Strategic financial planning, budgetary management and principles of best value	E	A I R
The operational, financial and strategic considerations associated with working in a PFI school environment.	D	A I R
The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance	E	A I R
Developing and sustaining high quality teaching, learning and assessment across all subjects and phases, built on evidence-informed understanding of effective teaching and how students learn.	E	A I R
Developing a suitable, aspirational curriculum to enable all students to flourish	E	A I
Experience of using and developing systems to ensure effective, inclusive teaching strategies and a knowledge of SEND needs	E	A I R
Developing and sustaining high behaviour for learning expectations and positive attitudes to others for all students, that are trauma informed and built upon effective relationships and routines	E	A I R
Analysing and interpreting performance data and planning strategic key priorities accordingly	E	A I R



ABLE TO DEMONSTRATE THAT THEY:		
Have a proven track record of leading effective improvement and change in an educational environment	E	A I R
Build effective community relationships based on mutual and collective responsibility with diverse partners to create a high-quality learning environment for all	E	A I R
Work effectively in partnership with parents, carers and professionals in the best interests of students	E	A I
Develop appropriate evidence-informed strategies for improvement as part of well-targeted, strategic plans that are realistic, timely, appropriate and suited to the school's context	E	A I
Have enabled change by bringing all stakeholders along the journey effectively	E	A I R
Understand and welcome effective governance	E	A I
Provide transparent and timely information to relevant partners including the Foundation Trust and Local Authority	E	A I

ESSENTIAL LEADERSHIP QUALITIES:		
Is a reflective practitioner	E	A I
Ensures the protection and safety of students and staff through effective approaches to safeguarding as part of their duty of care.	E	A I R
Is passionate, driven and actively seeks the best educational experience for all students	E	A I
Works collaboratively with others to bring about or secure improvement	E	A I R
Able to promote all aspects of staff wellbeing with an understanding of the significance of interpersonal relationships and strategies for promoting individual and team development	E	A I
Understands the principles of change and demonstrates the processes of managing change effectively	E	A I
Maintains a successful balance between operational and strategic activities	E	A I R
Celebrates the achievements of all students and establishes and maintains a culture of wellbeing and enjoyment	E	A I
Holds themselves and others to account for their responsibilities and performance	E	A I R
Secures excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being, allowing every student to flourish	E	A I R
Considers their own and others well-being and workload using effective strategies to manage this in balance	E	A I R



This vacancy will be subject to SCC Safer Recruitment procedures, including an enhanced DBS Check. We will also conduct online searches of shortlisted candidates, in line with our safeguarding checks and the statutory guidance 'Keeping Children Safe in Education 2025'.

Please contact the HR Manager - Sarah Morris, via email (smorris@redbridgeschool.co.uk) if you would like to arrange a tour of the school. Tours of the school will be available on a first come, first served basis.

Deadline for applications

Candidates should complete the application form and return it via email to Sarah Morris so that it is received no later than 12 noon on Wednesday 24th June 2026. Supporting statements should not exceed two sides of A4 paper.

Selection procedure

The shortlist will be drawn up on Thursday 25th June 2026.

Candidates being asked to attend the selection process will be emailed on Friday 26th June. The selection process will take place on Wednesday 8th and Thursday 9th July 2026. Further details will be sent to those candidates called for interview.

Failure to send your application form to the above email address by the deadline stated may invalidate your application.

Equality monitoring

All applicants will be required to complete an Equality monitoring form.

The post is subject to successful safer recruitment checks, including an enhanced DBS check, prohibition from teaching and Section 128 checks. This is not an exhaustive list.

