

# HEADTEACHER APPLICATION PACK

## Stormont House School Headteacher

Stormont House School  
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Working for every child





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# WELCOME

## Dear Applicant,

Welcome to Stormont House and thank you for your interest in the role of Headteacher.

Stormont House is a secondary special school with students aged from 11 to 17. All our students have special educational needs and/or disabilities; they also arrive with untapped strengths and talents. It is our mission to address their needs but also to identify and nurture their interests and talents, challenging as well as supporting every student to prepare them for adulthood. We celebrate the diversity of our students, many of whom are neurodivergent and so approach interaction in a unique way.

Visitors notice and comment on the very strong and positive sense of community and belonging at Stormont House. Our community relies on mutual respect, acceptance of difference, and valuing achievement in all its forms. Stormont House is a special school in so many ways: loved by students and their families as well as by teachers, teaching assistants and support staff, many of whom stay working at the school throughout their careers.

We became one of the first 'Outstanding' special schools in the country in 2005 and have continued to be so. At our most recent inspection in April 2024, inspectors commented that, 'One of the stand-out qualities of the school is an absolute focus on preparing pupils for the next stage of their lives.'

We build practical, meaningful experiences that prepare children for adulthood into school life, through much loved activities such as work experience, outward bound trips, participation in sports events and opportunities to perform. Our curriculum is broad and engaging, with a wide variety of opportunities to gain accreditation in a range of subjects at all levels. Our light-filled building has great views over Hackney Downs and is filled with warmth, hope and determination. Our staff are exceptional and our students terrific. We are passionate about the difference an excellent school can make to young people's ability to learn, express themselves and become active global citizens.

We are looking for someone who is a strategic leader and a first-class teacher. You will be supported by an exceptional leadership team of three deputy heads and the school Business Manager, and a group of highly skilled and ambitious middle leaders.

It is a huge privilege to be part of Stormont House. This role offers a unique opportunity to lead a wonderful school community. If you think this is the job and the school for you, we'd love to hear from you.

**Beatrice Andrews and Dorothy Hodgson**  
**Chair and Vice Chair of Stormont House School**

# KEY INFORMATION AND DATES

**Start date:** September 2026

**Salary:** L25-L31\* £103,211 - £116,827

**Key dates:**

- Tuesday 14 April – 16:30-17:15 - Teams call with Chair and school staff
- Wednesday 16 April, 09:00 – applications close
- Thursday 23 and/or Friday 24 April – assessment and interviews

Please read this application pack carefully and download an application form from: [education.hackney.gov.uk/jobs](https://education.hackney.gov.uk/jobs). Complete the enclosed application form; CVs will not be accepted. Please see the school website for further information about the school: [www.stormonthouse.hackney.sch.uk](https://www.stormonthouse.hackney.sch.uk)

On page 6 you will find the job description, which lists the four key leadership areas and associated competencies that we will be assessing your application against. Please make sure that you demonstrate the competencies required when writing your supporting statement.

We invite you to a Teams call with the Chair and current headteacher on Tuesday 14 April at 16:30-17:15 so that you can get a feel for Stormont House before submitting your application.

Completed applications should be sent by email to

[zipporah.bannerman@hackney.gov.uk](mailto:zipporah.bannerman@hackney.gov.uk)

Candidates invited to interview should expect:

- Engagement with stakeholders from the school.
- Timed tasks on the day of interview for you to demonstrate your leadership, analytical and communication skills, and your understanding of the wider strategic context for inclusion and SEND.
- A 60 minute interview with a panel of three governors and the School Improvement Partner.

References will be sought for shortlisted candidates prior to the interview date. The successful candidate will be required to complete an enhanced DBS check.

# ABOUT US

## STORMONT HOUSE: ACHIEVEMENT FOR ALL IN A UNIQUE WORLD-CLASS SCHOOL

Our students typically come from mainstream primary schools at age 11, as large secondary schools are unlikely to be able to fully meet their needs. The vast majority remain at our school until aged 16 or 17, before transferring onto sixth form settings, local colleges or other providers.

Our students have a wide range of Learning, Speech, Language & Communication and Emotional Needs; alongside an abundance of strengths and talents. Many achieve up to GCSE/BTEC levels and all make great strides with their personal, social and academic development during their time at our school. They care deeply about each other and Stormont House.

Our ultimate objectives are for our students to:

- make greater progress with their learning, emotional and social development than they would anywhere else;
- have full lives, make increasingly meaningful choices about their futures, and have control of their support;
- be fully ready for the next stage of education, employment, or training, gaining qualifications that allow them to go on to destinations that meet their interests, aspirations, and the intention of their course of study.

Stormont House was in the first group of special schools to receive the World-Class Schools Quality Mark. We are also a lead school in the Hackney Teaching School Alliance where we work alongside eleven primaries, two secondaries, a nursery and an alternative provision setting. The school and headteacher are recognised as a National Leader in Education, supporting educational leadership, teaching & learning as far away as Cambridge and Suffolk.

We pride ourselves on having an innovative research-based teaching model and have made the John Hattie Visible Learning Plus Programme a central part of our Continuing Professional Development programme, developing evidence-informed approaches to teaching and learning.

In the context of the government's SEND reforms and Hackney Education's own recent review, we believe Stormont House has an important role to play in helping to shape the future of SEND provision for many more children and young people. Our ambition is to influence inclusive teaching, learning and leadership across all types of setting, and this will be an important responsibility for our new headteacher.

Our current school priorities are set out in the [School Development Plan](#).

# HEADTEACHER JOB DESCRIPTION AND PERSON SPECIFICATION

As headteacher at Stormont House, you will lead an exceptional school in one of London's most diverse and exciting boroughs, transforming the lives of children who have both significant needs and huge potential.

You will provide outstanding leadership across four key areas:

- Strategy, culture and ethos
- Curriculum, teaching and learning
- Personal development, wellbeing and safeguarding
- Organisational effectiveness, financial and resource management

You should use your application to demonstrate you meet the competencies for each; we will explore this further through the stakeholder panel, assessment and interview.

## STRATEGIC LEADERSHIP, CULTURE AND ETHOS

### Responsibilities:

- Develop our vision for the future of Stormont House and set the strategic direction, working with governors, your senior leadership team and the wider school community.

- Empower staff to develop systems and plans to achieve the vision, delivering on our aims and goals.
- Engage all staff in a culture of high expectations so every student can develop and achieve, responding proactively to differing social and educational need.
- Be a strong and effective voice for inclusive teaching, learning and leadership, influencing practice across the country.
- Engage proactively with learning and development around SEND, including keeping up to date with the latest thinking; disseminating the outcomes of this learning and experience through training delivered both internally and externally to other settings and schools locally and nationally.
- Develop, motivate and retain high-quality staff through two-way performance feedback and continuing professional development; including direct management of your senior leadership team.



### Key competencies:

- Ability to set a vision, create purpose and unity, leading by example and using strategy and process to ensure ownership, consistency and excellence.
- Successful track record in building and nurturing a strong, professional and collaborative team culture that delivers planned, continuous improvement.
- Ability to effectively manage a diverse group of staff to create strong and proactive engagement in whole-school priorities.
- Proven interpersonal, written and oral communication skills with the ability to bring staff, peers and stakeholders along with you.
- Experience of leading change, resolving conflict and difference, and delivering impact in challenging circumstances.
- Experience of deploying and managing staff to deliver effective outcomes, building on strengths and supporting areas for improvement.

## CURRICULUM, TEACHING AND LEARNING

### Responsibilities:

- Ensure that Stormont House delivers high quality, inclusive education and care for all students and provides for the individual and diverse needs of all.
- Lead by example in providing inspirational and creative ways of delivering high quality teaching and learning.
- Interpret and analyse data and trends to support the continued development of teaching and learning for all in the Stormont House community.
- Create opportunities for staff to learn and develop, ensuring they are able to perform their roles and support learning for all.

### Key competencies

- In-depth understanding of what constitutes high-quality teaching and the ability to model this to support others to improve.
- Ability to give effective feedback to challenge and advance good practice.
- Understanding of the current and future direction of the national curriculum and its application to pupils with SEND.

## PERSONAL DEVELOPMENT, WELLBEING AND SAFEGUARDING: STUDENTS AND STAFF

### Responsibilities:

- Prepare students for the next stage of their development.
- Promote and safeguard the welfare of the children and young people, ensuring that rigorous and robust procedures are in place and followed.
- Set and uphold appropriate behaviour policies which reflect the needs of our students and the unique culture of our school.
- Maintain a strong safeguarding culture, including meeting statutory requirements.
- Promote the wellbeing of all and protect staff workload. Prioritise staff wellbeing, embedding practical, effective strategies across the school.
- Ensure consistent and effective attendance policies and systems.
- Create enrichment opportunities for all.

### Key competencies:

- Experience of leading and developing inclusion, safeguarding and restorative approaches to behaviour.
- Demonstrable commitment to maximising inclusion and progress at each Key Stage.
- Understanding of the needs of students whose behavior presents a risk of harm and how these can be effectively managed.
- Demonstrable commitment to equality, diversity and inclusion through everything you do.

## ORGANISATIONAL EFFECTIVENESS, FINANCIAL AND RESOURCE MANAGEMENT

### Responsibilities:

- Establish and oversee systems, processes and policies so the school can operate effectively.
- Set, interpret, monitor and manage the school's budget, allocating financial resources appropriately, efficiently and effectively; ensuring best value.
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context.
- Work closely with the Local Authority and your School Improvement Partner and make sure improvement strategies are effectively implemented.

### Key competencies:

- Track record of involvement in school improvement initiatives that have had a sustained impact on the quality of education, particularly student attainment, raising aspirations and standards.
- Experience of managing school finances effectively, understanding their contribution to school development and student outcomes.
- Successful experience in analysing key data to develop evidence-informed strategies for school improvement.

## PERSON SPECIFICATION

### You will have:

1. A degree and Qualified Teacher Status.
2. Recent relevant continued professional development.
3. Successful experience as a Deputy Headteacher, Head of School or Headteacher.
4. Relevant and practical experience of working with students with Special Educational Needs and Disabilities.
5. Experience of teaching and/or leading in an inner-city culturally diverse environment.

### You will be:

1. Passionate about the difference schools can make to young people's ability to learn, create, express themselves and become active global citizens.
2. A first-class leader and teacher, experienced in leading improvement with integrity, creativity and resilience, drawing on your own and others' expertise and learning from mistakes.
3. Clear on your view of the best curriculum offer and appropriate external accreditation, setting ambitious standards for all students whilst understanding their needs.
4. Committed to keeping children safe online and off.
5. Politically and financially astute - an excellent analytical thinker who can manage budgets and people.
6. An advocate for SEND and inclusion in education, ready for this rare opportunity to shape learning and continuing professional development in our school and beyond.



## DIVERSITY AND INCLUSION

We welcome and encourage applications from candidates with diverse backgrounds and experiences.

Our Commitment to Equality and Diversity: Making Stormont House School an inclusive and unbiased environment for staff, students, families, and the wider community.

### We are committed to:

- a culture where staff are encouraged to reflect and check their own biases, and where staff have a common language and approach to safely challenging bias when they see it in others.
- starting every interaction with the mindset 'all behaviour is communication'.
- creating more opportunities to share and celebrate; our similar experiences as well as our differences.
- greater representation of diversity across all levels of the school, including senior leadership and governors. We want internal and external recruitment to attract a wider range of diversity in applicants.
- making sure every child sees themselves in the curriculum, and we want to celebrate aspirational figures who better represent our diverse school community.
- using data and analysis to check our biases.
- to build trusting relationships with our parents and our community; we want our interactions to start from a positive place.



## ACCESSIBILITY STATEMENT

If you require this document in a different format, please email

[junaid.khan@hackney.gov.uk](mailto:junaid.khan@hackney.gov.uk)

We will consider your request and get back to you in the next five working days.