



# LONSDALE SCHOOL

Headteacher  
Recruitment Pack

Autumn Term 2023

LONSDALE



*Learning for Life!*



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# WELCOME FROM THE CHAIR OF GOVERNORS

Dear Applicant,

We are delighted that you have shown an interest in the role of Headteacher at Lonsdale School. Lonsdale School is the premier special school in the area for students with Physical and Neurological Impairments. We are delighted that you see Lonsdale School as a place where you would be able to make an impact.

Lonsdale School is a good special school with a strong reputation. We strive to meet the needs of all students and to ensure that they are ready, happy and excited to learn and that everyone feels valued and respected. We want everyone, pupils, and staff alike, to enjoy coming to our school. Lonsdale is a vibrant, exciting and flourishing place to be. For all of us who learn, teach, and work here, three things in particular matter- belief, ambition, and community.

- Belief, because we share a vision that shapes each day – to be a safe, caring, and open school for each and every one of our students, whatever their needs.
- Ambition, because we want everyone to reach beyond what they think they can do, to grow and develop throughout their time with us; so that they go on to the next stage of their lives as confident, outward-looking young people who believe in themselves and what they can achieve.
- Community, because that's what gives us our identity. Everyone belongs to the Lonsdale family. We learn from each other; we listen and

support one another. Students, staff, and parents work together. That's how we provide so many exciting opportunities; that's what gives us the confidence to do so much.

The school has a wonderful range of specialist resources including a modern purpose-built building with a hydrotherapy pool, a sensory room, a Lego room, and an OT/PT room. We have a brilliant team of staff committed to delivering our vision and a community of students who want to learn. We invest in our staff's professional development to ensure that they feel valued and have a route to progress their careers.





Our current improvement priorities/challenges are:

- Preparing for adulthood – Enabling students to identify and realise their aspirations and to reach their potential whatever that may be, while supporting families alongside the students to be fully equipped for life beyond Lonsdale.
- Removing barriers to learning and pushing exam boards to understand our students' needs and abilities.
- The uncertainty with the Residential Education Provision and the probable forthcoming consultation into the future of this provision.

Our Headteacher, Annemari Ottridge, is due to retire at the end of the Autumn term. She, alongside our dedicated Senior Leadership Team, has successfully enabled the school to achieve a Good Ofsted rating and encouraged a growth environment for all staff through training and mentoring. Under her headship, the school has improved the quality of teaching and learning, to support every student the best we can, ensuring each student has a bespoke education plan and access to exams and qualifications.

As she moves on, the governing board are excited about the opportunity of appointing a talented and inspiring headteacher to continue to build on

the exceptional work she has already completed.

We are looking to appoint a headteacher with a proven track record of leadership and drive within their current/previous schools who can:

- Continue to keep students flourishing with a joy for learning at the centre of all we do.
- Continue to raise the teaching and learning standards further for all groups of students.
- Provide vision and leadership for students and staff across the whole curriculum.
- Demonstrate excellent communication and organisational skills.
- Continue to foster the strong partnerships amongst all members of the school community and different stakeholders.
- Be an ambassador for the school in the local community.

Currently the Head Teacher and Chair of Governors meet weekly to ensure that the head and school are supported appropriately. We are of course committed to fully supporting our new headteacher, including any training requirements and importantly ensuring that they maintain a good work/life balance.



Please look very carefully at the job description and person specification for the relevant post. The information in our application pack and on our website will support you in understanding the context of our school and our priorities. Application is via the attached application form, and you must demonstrate how you meet the criteria of the post. Please note that CVs will not be accepted as applications. This position is subject to a Disclosure and Barring Service enhanced check for a regulated activity.

We encourage you to visit the school prior to completing your application. Please contact Samantha Cushion, our School Business Manager, via email on [scushion@lonsdale.herts.sch.uk](mailto:scushion@lonsdale.herts.sch.uk) to arrange a visit. Visits are with Anna Drury, our safeguarding governor and are available on Friday 15th September, at either 12pm or 2pm or Friday 22nd September at 8am or 10am. Please allow two hours for your visit. Alternative arrangements can be made if necessary.

The closing date for applications is Wednesday 4th October 2023. Shortlisting will be taking place on

Tuesday 10th October 2023. Interviews day one - Tuesday October 17th, day two - Thursday October 19th afternoon half day.

If have any questions regarding the role or you wish to discuss the role further, please contact the Chair of Governors, at [Cgreen1@lonsdale.herts.sch.uk](mailto:Cgreen1@lonsdale.herts.sch.uk) detailing your queries or to arrange a time to talk.

Thank you for your interest in Lonsdale School. My colleagues and I look forward to meeting and interviewing motivated candidates inspired to rise to this important and exciting new challenge.

We wish you the best with your application and look forward to meeting you.

Yours faithfully,

**Chandra Green**  
Chair of Governors  
Lonsdale School



## KEY FACTS AND STATISTICS

Location:  
**Stevenage**

Type of School:  
**Special**

**3-18yrs**  
Age Range

 **112**  
Students



Rated **GOOD** in NOVEMBER 2019

Residential Dept – Closed November 2022, Ofsted March 2023 RI as closed.



**100.00%**

SEN



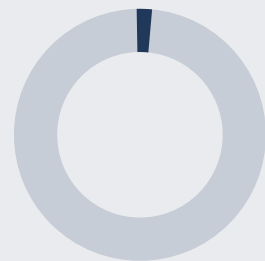
**38.39%**

Pupil Premium



**40.17%**

Free school meals



**1.78%**

EAL





## ABOUT OUR SCHOOL

Lonsdale School is an all-through special community school for children and young people aged 3-18 in Stevenage, Hertfordshire. The school caters for physically and neurologically impaired young people. Each of our pupils have unique and sometimes complex needs. In addition to a physical or neurological impairment, some pupils may have sensory loss, a medical condition or associated difficulty in learning.

Everyone at Lonsdale is enormously proud of the school and what it stands for so that all our pupils can achieve. We offer our pupils an exciting and diverse curriculum and our older students take GCSE and BTEC courses. Most of our students go on to college when they leave us.

Lonsdale has a Residential Educational Provision (REP) which is currently closed. It is expected that HCC will run a consultation on the future of REP in September 2023, with a view to closing it and changing it into additional day places.

Our pupils also participate in a wide range of sports and arts. We are a National Wheelchair Hub school and Youth Sport Trust Innovation school; we also have links with arts organisations giving our pupils opportunities to take part in activities outside school and contribute to the world around them.

At Lonsdale, we want to ensure all pupils gain the skills and qualifications through their time at school, so they are resilient and have the confidence to take on the many opportunities that lie ahead of them. Lonsdale – learning for life!



## OUR VALUES AND ETHOS

- Lonsdale Learning for Life is embedded in our values, ethos, and vision.
- Belief, ambition, and community are three things in particular that matter to all of us who learn, teach, and work here.
- We believe in understanding one another today and learning together for tomorrow.





## LEARNING FOR LIFE!

Lonsdale School provides a broad and balanced curriculum, which is accessible to all. It is key to the pupils' progression to have a curriculum that enables a smooth progression which includes continuity from Early Years Foundation Stage through to Post 16.

We aim to teach a stimulating and relevant curriculum in a format that is appropriate for each pupil. We create individual learning plans which are co-produced by school, the pupil, parents/carers, and other professionals working with our children and young people. The route a pupil takes in their learning journey can be through externally assessed qualifications, such as GCSE or BTEC, or in a basic skills and life skills programme whereby differentiated teaching enables pupils to learn and achieve in school and beyond.

**We aim to equip our pupils with 21st century skills, preparing them for adulthood and lifelong learning when they leave school.**



# LONSDALE'S STRATEGIC PLAN

The purpose of our school is to prepare our pupils so that they thrive, succeed, and find happiness in their adult lives. We are sending our young people into a fast-changing world and we want them to take advantage of all the opportunities that will be open to them. We want our pupils to achieve the best they can in their studies, but we also want them to develop character and a positive approach to their lives alongside their study.

Our school is a community and we believe that young people learn as much from each other as they do from the people supporting them.

We believe that our pupils learn as much in their activities outside the classroom as they do in lessons. We support our pupils and their families to know and apply their rights and entitlements as citizens. And we want them to live as full members of our society with respect and tolerance for others.

We ensure emotional wellbeing for pupils and staff as a community.

## ENSURING EXCELLENCE

We believe in a varied and creative approach to teaching and learning. We want to inspire our pupils to learn in whatever way is best for them and we want them to enjoy being at school.

We want our pupils to be ambitious for themselves and for what they can achieve. We want them to reach their full potential; to believe in themselves and to have hopes for their future.

We want our pupils to grow up to be healthy, stay safe, enjoy their achievements, make positive

contributions and work towards achieving economic well-being.

We believe in a person-centred, holistic approach to developing the whole person, and in working with all people involved with a person to create individualised learning pathways and a wide ranging offer of opportunities which will benefit individuals and lead to the best outcomes. Specialist teachers and support staff as well as networking and collaborative working will allow us to widen our curriculum offer. We have and set high expectations to ensure teaching and



learning across all areas is the best it can be. We have the vision to achieve excellence in the teaching and learning of PNI pupils, that merits sharing with others.

### **ENRICHING LONSDALE CURRICULUM THROUGH ACTIVE POSITIVE PEDAGOGY — “I KNOW, I CAN”**

Our curriculum meets the diverse needs of all our pupils. We believe that all pupils are entitled to participate in education which is broad, balanced, and relevant to personal needs and abilities. Our innovative curriculum reflects the time and society we live in. We believe that pupils learn best when they are active participants in planned educational experiences, appropriate to their level of development.

### **STUDENT AND STAFF WELLBEING AND RESILIENCE - ‘I AM’**

We believe in promoting mental health as part of every day school life for all members of our school community. Improving the emotional wellbeing is in the heart of our person-centred approach. We are committed to ensure that mental health problems are identified early and appropriate support provided.

### **STAFF DEVELOPMENT AND WELLBEING - PROFESSIONALISM WITH COMPASSION**

We believe that we can be a centre of excellence with a flexible, motivated, knowledgeable, and highly skilled workforce who can confidently deliver the curriculum with clear intent, implementation and an impact that can promote lifelong learning for all.

### **MAKING FRIENDS AND SHARING OUR LIVES**

We believe that we are stronger together and we have so much we can learn from each other. Lonsdale pupils and staff are encouraged to reach out to access learning in different environments and to network. This means taking part in a wide range of community activities and events.

### **ENHANCING QUALITY**

We believe that a school is four walls surrounding the future. Our role is to nurture the next generation whilst promoting lifelong learning for our staff. We are committed to providing our staff and pupils with an environment, resources, and systems to enhance their journeys.





## OUR NEW HEADTEACHER

Belief, ambition, and community are three things in particular that matter to all of us who learn, teach, and work here. In achieving this we are looking for a headteacher who:

- Has the leadership skills, experience, and motivation to deliver a clear vision along with an effective strategy for leading Lonsdale into the future.
- Will see each member of the school community as an individual and have an approachable attitude towards everyone.
- Has a holistic approach and will promote and invest in people, staff, their CPD and ambitions to get the best out of them.
- Will support everyone in our setting to reach beyond what they can do through the provision of an innovative and ambitious curriculum that addresses the specific needs of our pupils, and that promotes their academic, personal, and social development so they can grow into confident, outward-looking young people.
- Can collaborate with staff, parents, carers, multi agencies and external professionals to establish effective partnerships with the wider community.
- Will foster a culture of belonging and inclusion amongst everyone in the school community, promoting a safe and supportive environment that celebrates the unique abilities and achievements of all.



## WHAT WE CAN OFFER

An exciting and unique opportunity to lead and become a part of our vibrant, happy, flourishing community and share our:

- **Belief**, to provide a safe, caring, and open school for each and every one of our pupils, whatever the pupils' needs.
- **Ambition**, to reach beyond what they think they can do, to grow and develop throughout their time with us; so that they go on to the next stage of their lives as confident, outward-looking young people who believe in themselves and what they can achieve.
- **Community**, that gives us our identity. Everyone belongs to the Lonsdale family. We learn from each other; we listen and support one another. Pupils, staff, and parents work together. That's how we provide so many exciting opportunities; that's what gives us the confidence to do so much.



## PERSON SPECIFICATION

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they meet the initial **essential** criteria under qualifications, knowledge and experience.

It is important to provide examples using the STAR acronym (**s**ituation, **t**ask, **a**ction, **r**esult) relating to the person specification criteria.

Qualifications, knowledge and experience	Essential/ Desirable	Application form	Assessment stage
Degree and Qualified Teacher Status.	E	✓	✓
Experience of working with / teaching children with special educational needs (SEND).	E	✓	✓
Recent successful leadership experience as a Headteacher, Deputy headteacher, Assistant headteacher or School Improvement Lead.	E	✓	✓
Thorough understanding of Child Protection and Safeguarding and commitment to safeguarding as part of the duty of care.	E	✓	✓
Experience of leading safeguarding in a school.	D	✓	

School culture	Essential/ Desirable	Application form	Assessment stage
Demonstrates an awareness of the wider education context.	E	✓	✓
Ability to articulate a clear vision for the future and provide strategic direction for staff, pupils and the community.	E	✓	✓
Proven record of inspiring, enabling and motivating others, promoting positive and respectful relationships across the school.	E		✓
Ensures a culture of high staff professionalism, holds others to account.	E		✓
Upholds ambitious educational standards for all pupils.	E		✓



Teaching, curriculum & assessment	Essential/ Desirable	Application form	Assessment stage
Clear understanding of the curriculum and how to ensure this can be effectively accessed by all.	E		✓
Reviews and monitors progress against agreed, measurable targets.	E		✓
Absolute commitment to inclusion and to ambitious expectations for all pupils including those with SEND and higher attainers.	E	✓	✓
Knowledge and experience of working with children with SEND.	E	✓	✓
Able to understand the needs of children with challenging behaviours and develop strategies to successfully manage this.	E		✓
Experience of deploying and managing staff to deliver effective outcomes.	E		✓

Professional development	Essential/ Desirable	Application form	Assessment stage
Evidence of appropriate and recent professional career development for the role of Headteacher.	E	✓	
Has successfully undertaken approved safer recruitment training.	E	✓	
Commitment to prioritising the continued professional development of all staff (including themselves) in the best interests of the individual, the team and the school.	E	✓	✓
Successful track record of developing staff through effective performance management.	D		✓

Organisational management / continuous school improvement	Essential/ Desirable	Application form	Assessment stage
Evidence of appropriate and recent professional career development for the role of Headteacher.	E	✓	✓
Has successfully undertaken approved safer recruitment training.	D		✓
Commitment to prioritising the continued professional development of all staff (including themselves) in the best interests of the individual, the team and the school.	D		✓
Successful track record of developing staff through effective performance management.	E		✓
Ability to review and analyse key data to develop evidence-informed strategies for school improvement.	D		✓

Working in partnership / Governance & accountability	Essential/ Desirable	Application form	Assessment stage
Experience of working with stakeholders including governors, school improvement partners, other schools and organisations to improve outcomes for pupils.	D	✓	✓
Understands and welcomes the role of effective governance, upholds their obligation to give account and accept responsibility.	E		✓
Experience of managing school finances effectively, understanding their contribution to school development and pupil outcomes.	D		✓

Personal Qualities / Ethics and professional conduct	Essential/ Desirable	Application form	Assessment stage
Passion for education, coupled with ability and enthusiasm to see everyone fulfil their potential and see each member of the school community as an individual.	E		✓
Excellent communication skills, including written communication and transparency.	E		✓
Visible, approachable and empathetic who enjoys engaging and inspiring all staff, pupils and everyone in the school community.	D		✓
Aspirational and holistic leader, 'hands on' when required, balanced with knowing when to delegate.	D		✓
An innovative and supportive leader who will promote and invest in people / staff their CPD and ambitions, so as to get the best out of everyone.	E		✓
Can foster a culture of belonging and inclusion and is able to take a dynamic approach to the changing needs of the school population.	E		✓
Demonstrates consistently high standards of principled and professional conduct both within and outside school, upholding the <b>Seven Principles of Public Life</b> at all times.	E		✓
Upholds fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.	E		✓



## JOB DESCRIPTION: HEADTEACHER

The headteacher has overall responsibility for providing leadership to the school to secure its success and continuous improvement, ensuring high quality education for all its pupils and improved standards of teaching and learning in line with statutory requirements.

To gain this success, the headteacher must:

- Demonstrate consistently high standards of principled and professional conduct both within and outside school.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Always serve in the best interests of the school's students.
- Establish high quality education by effectively managing teaching and learning to realise the potential of all students.
- Forge a compelling vision to guide the school to its next stage of development.
- Develop a strategy with our community and other schools to provide clear educational pathways for our students as they grow older.
- Ensure sustainable growth and financial security for the school.
- Ensure a strong ethos and culture of safeguarding is embedded across the school.

Appointment is subject to the current conditions of employment of headteachers, contained in the **School Teachers' Pay and Conditions document**, the **School Standards and Framework Act 1998** and all other current education, employment and health and safety legislation.

The post holder is expected to have regard to the **National Standards of Excellence for Headteachers** at all times, as detailed on the following pages.





## SECTION 1: ETHICS AND PROFESSIONAL CONDUCT

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers should uphold and demonstrate the **Seven Principles of Public Life** at all times:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour both within and outside school:

- Build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position.
- Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law.

As leaders of their school community and profession, headteachers:

- Serve in the best interests of the school's pupils.
- Uphold their obligation to give account and accept responsibility.
- Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
- Take responsibility for their own continued professional development, engaging critically with educational research.
- Make a positive contribution to the wider education system.



## SECTION 2: HEADTEACHERS' STANDARDS

### 1. School culture

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where pupils experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.

### 2. Teaching

- Establish and sustain high-quality, expert teaching across all subjects and phases.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the

distinct nature of subject disciplines or specialist domains.

- Ensure effective use is made of formative assessment.

### 3. Curriculum and assessment

- Ensure a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- Ensure valid, reliable, and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.



#### 4. Behaviour

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- Implement consistent, fair, and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour of a good citizen.

#### 5. Additional and special educational needs and disabilities

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special

educational needs and disabilities of pupils, providing support and adaptation where appropriate.

- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

#### 6. Professional development

- Ensure staff have access to professional development opportunities, aligned to balance the priorities of whole-school improvement, team, and individual needs.
- Prioritise the professional development of staff, which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school.

#### 7. Organisational management

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds.





- Ensure staff are deployed and managed well with due attention paid to workload
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- Ensure rigorous approaches to identifying, managing, and mitigating risk.

#### **8. Continuous school improvement**

- Make use of effective processes of evaluation to identify and analyse problems and barriers which limit school effectiveness, and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

#### **9. Working in partnership**

- Forge constructive relationships beyond the school, working in partnership with parents, carers, and the local community.
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

#### **10. Governance and accountability**

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationships with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.



## IMPORTANT INFORMATION

<b>Pay range:</b>	L24-31 £78010-£91679
<b>Start date:</b>	January 2024
<b>Closing date:</b>	Wednesday 4th October 2023 at 9.00am
<b>Shortlisting date:</b>	Tuesday 10th October 2023
<b>Interview dates:</b>	Day One: Tuesday 17th October (full day) Day Two: Thursday 19th October (half day/afternoon)

<b>Visits to the school:</b>	Please contact Samantha Cushion, our School Business Manager, via email on <a href="mailto:scushion@lonsdale.herts.sch.uk">scushion@lonsdale.herts.sch.uk</a> to arrange a visit. Visits are with Anna Drury, our safeguarding governor and are available on Friday 15th September, at either 12pm or 2pm or Friday 22nd September at 8am or 10am. Please allow two hours for your visit. Alternative arrangements can be made if necessary.
<b>School website link:</b>	<a href="http://www.lonsdale.herts.sch.uk">www.lonsdale.herts.sch.uk</a>
<b>Send your completed application to:</b>	<a href="mailto:leadership.recruitment@hfleducation.org">leadership.recruitment@hfleducation.org</a>

*Lonsdale School is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check (DBS) as well as other pre-appointment checks, including an online check, as outlined in Keeping Children Safe in Education (September 2022).*

*To help us meet our high standards and aspirations of a fully diverse and inclusive workplace, we strongly encourage suitably qualified applicants from all backgrounds to apply and to join us.*



# APPLICATION PROCESS

## How to apply

This recruitment is managed by HFL Education, in line with the latest guidance on safer recruitment. Please apply online at [www.teachinherts.com](http://www.teachinherts.com) or send your completed application form to: [leadership.recruitment@hfleducation.org](mailto:leadership.recruitment@hfleducation.org). You can also contact us on 01438 544476.

## Application Form

Applicants must use the standard application form provided (CVs are not accepted). Please complete all aspects of the form fully. Include your full work history with no unexplained gaps since leaving school education. Include all the training you have completed.

## Person Specification and Personal Statement

When writing your personal statement, it is important you address the requirements in the person specification. Be sure to evidence additional aspects such as training and qualifications together with your background and experience.

## 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 organisation email address for us to contact. One referee will be your last Headteacher or Chair of Governors.

Lonsdale School  
Brittain Way  
Stevenage  
Hertfordshire  
SG2 8UT

01438 726999  
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