

Cockermouth School

Candidate Information Pack

AN EXCEPTIONAL LEARNING EXPERIENCE FOR ALL
aspire • enjoy • include • respect • community



Welcome to Cockermouth School



We are proud to be a high-performing, truly comprehensive school where excellent teaching, high expectations and a strong commitment to personal development underpin everything we do. Building on our established success and reputation, we see ourselves as a “restless” school – one that continually reflects, evaluates and evolves to ensure the very best experience for our students and staff alike.

Our students achieve outstanding academic outcomes, and we believe this is rooted in high-quality teaching across a broad and balanced curriculum. While success in core subjects is vital in opening doors for young people, we are equally committed to providing a rich educational experience that includes the arts, languages, sport and technology. We want every student to discover their strengths and passions, and we know that inspirational teachers make this possible.

Life at Cockermouth School extends well beyond the classroom. A wide range of enrichment opportunities, combined with a dedicated and skilled pastoral team, ensures that students are supported to thrive both academically and personally. Our core values – aspire, enjoy, include, respect and community – shape our culture and relationships, creating a school where diversity is celebrated, individuals are valued, and learning is both purposeful and enjoyable.



Our Sixth Form is a vibrant and ambitious part of our school community. With consistently strong academic outcomes that place us among the top-performing providers nationally, we are proud of the culture of scholarship, independence and aspiration that defines these final years. Students benefit from expert teaching, strong pastoral guidance and a wealth of opportunities beyond their studies, preparing them well for higher education, apprenticeships and employment.

For our staff, Cockermouth School is a supportive and forward-thinking professional environment. We are committed to collaboration, professional growth and the continuous development of teaching and learning. We value colleagues who share our ambition, creativity and belief that education transforms lives.

If you are passionate about making a difference, have high aspirations for all pupils, and excited by the opportunity to contribute to a thriving and reflective school community, we very much look forward meeting you.

Mr R J King
Headteacher



About Cockermouth School

Vision

At Cockermouth School, our vision is to inspire and empower every learner to achieve their full potential within a supportive, inclusive and ambitious environment. We aim to create a community where students develop confidence, resilience and curiosity, enabling them to achieve highly and develop a lifelong love of learning. Alongside academic success, we are committed to nurturing compassionate, responsible young people who are well prepared to contribute positively to society. Our staff play a vital role in shaping this environment, and we are proud of the strong culture of collaboration, care and ambition that defines our school community.

Values

Our values underpin everything we do at Cockermouth School and guide the way we learn, work and interact with one another.

Aspire

We encourage every member of our community to aim high and challenge themselves. By fostering ambition, determination and resilience, we support students to realise their potential and achieve their goals.

Enjoy

We believe learning should be engaging, stimulating and rewarding. By nurturing curiosity and enthusiasm in the classroom, we create an environment where students enjoy learning and develop both academically and personally.

Include

Inclusion is central to our ethos. We celebrate diversity and ensure that every student feels valued, supported and respected. Our culture is one where differences are embraced and all students have the opportunity to succeed.

Respect

Respect is fundamental to our school culture. We promote positive relationships between students, staff and the wider community, creating a safe and nurturing environment where everyone is treated with kindness and consideration.

Community

We believe that strong relationships are essential for success. By working closely with parents, carers, local organisations and one another, we create a supportive community that enriches the experience of every learner.

SEND and Inclusion

Inclusion is at the heart of Cockermouth School. We believe that students with special educational needs and disabilities should be fully integrated into school life and able to access mainstream learning wherever possible.

Our Resourced Provision (RP) provides pupils with autism the specialist support they need to thrive in our school, focusing on:

- specialist teaching and support
- targeted interventions focused on social and life skills
- personalised support programmes
- access to a calm and supportive space when needed

Our Learning Support Department works closely with staff, students and families to ensure that all learners can thrive and achieve their potential.

Students follow a broad and balanced curriculum throughout the school, with personalised pathways and appropriate qualifications available at Key Stage 4.

The Learning for Life Trust

Cockermouth School is part of The Learning for Life Trust, a network of Cumbrian schools committed to providing outstanding education for young people.

The Trust works to strengthen collaboration between schools, share expertise and create opportunities for both staff and students to grow and succeed. Together, we are dedicated to serving our communities and ensuring that every young person receives the highest quality educational experience.

Academic Achievement

Cockermouth School is proud of the consistently high outcomes achieved by our students at both GCSE and A Level. Our results place us among the highest performing schools in the region.

The school has been recognised as the highest performing school in Cumberland and ranked among the top ten comprehensive schools in the North West in The Sunday Times Parent Power Guide.

GCSE Results 2025

Our 2025 GCSE results demonstrate the continued strength of teaching and learning at Cockermouth School.

- 57.4% of students achieved grade 5 or above in English and Maths, significantly higher than the national average of 41.5% and the Cumberland average of 36.4%.
- Our Attainment 8 score was 51.8, well above the national average of 43.7 and Cumberland's average of 42.2.
- 53.4% of students were entered for the EBacc, with an average point score of 4.78, again exceeding both national and local averages.

Many of our students continue their education in our thriving Sixth Form, while others progress to local colleges, apprenticeships and a wide range of high-quality post-16 opportunities.

A Level Results 2025

In 2025, our students achieved the strongest A Level results in the school's history, continuing our trend of consistency in academic excellence.

- Average points score: 41.25, well above the national average of 34.85, placing the school in the top 15% nationally
- 39% of students achieved AAB or higher, compared with 17.2% nationally
- 26 students achieved all A/A grades* across their subjects
- 10 students achieved A grades in every subject studied*
- 7 students achieved four A grades*

The majority of students secured places at their first-choice universities, while others successfully progressed to competitive apprenticeships, employment, the armed forces, or chose to take a gap year before beginning the next stage of their journey.

The Future – A Brand New School

An exciting new chapter lies ahead for Cockermouth School with the development of a new state-of-the-art school building, with work on site due to start this year.

Extensive feasibility work has been completed to ensure the site is fully prepared for development. The new building will be a net-zero school, incorporating modern, sustainable and environmentally responsible design.

Outstanding Facilities - The new school will include:

- A four-court sports hall and enhanced outdoor sports facilities
- A new astro pitch
- Dedicated bus and student pick-up areas
- A three-storey horseshoe-shaped building surrounding a central courtyard
- A secure design allowing community access to sports facilities outside school hours

Modern Learning Spaces - The building will also feature:

- A large multi-purpose assembly and dining hall with retractable theatre seating
- A flexible activity studio for dance, sport and enrichment activities
- Modern science laboratories with central preparation facilities
- A larger library and ICT-rich classrooms
- Specialist teaching spaces for Art, Design Technology, Food, Music and Drama
- Enhanced staff workspaces and collaborative areas

This exciting development will provide exceptional facilities for teaching and learning and reflects our ambition to continue delivering an exceptional educational experience for generations of students to come.

Job Description

Assistant Headteacher

Head of Resourced Provision and SEND

Post Title: Assistant Headteacher – Head of Resourced Provision and SEND

Responsible To: Senior Deputy Headteacher

Grade: L15 - 18

As Assistant Headteacher you will be required to meet the general requirements of this post, as specified in the School Teachers' Pay and Conditions document. Details follow below regarding the expectations of this post. In addition, and as part of the Senior Leadership Team, you will be required to fulfil any reasonable expectations from the Headteacher and contribute fully to Senior Leadership across the whole school.

The post will require you to work in partnership with the Headteacher, governors, staff and external partners to ensure the continuous improvement of the school.

Key Responsibilities:

- Support the Headteacher on the overall strategic direction of the school.
- Lead on the strategic development of the school in relation to specific areas of responsibility for the school's Resourced Provision and SEND.
- Prioritise the school's aims, ethos, and values on a day-by-day basis, and while leading strategic developments.
- Line Management for the SENDCo (wider learning support), Learning Support Administrator and TA Team Leader.
- Any other reasonable request made by the Headteacher.

Main Focus:

- Act as the principle, named, SENDCo in the school to oversee and ensure effective deployment of staff and resources to meet the needs of pupils with EHCPs and those on SEN Support.
- Provide Strategic and operational Leadership of the school's Resourced Provision – collaborating with external partners to ensure statutory obligations to meet need are being met.
- Lead on the school's responsibilities for the production, review and implementation of additional support for all students with EHCPs.
- Develop and implement the school's SEND policy in accordance with statutory requirements – SEND code of practice.
- Oversee SEND provision across the school, including the work of the SENDCo (wider Learning Support), SEND Administrator, Learning Support Team Leader and our team of Teaching Assistants.
- Act as a Deputy Designated Safeguarding lead – specifically for pupils with EHCPs.
- Coordinate SEND CPD, within the department and throughout the school.
- Prepare documentation for Leadership, governors and Ofsted, demonstrating best practice.
- A small contribution to teaching of small groups and interventions is needed in the role.
- Culture of collaboration with all colleagues to effectively support and include all of our pupils, maximising their time in mainstream

The main expectations of the role are as follows:

Resourced Provision

Statutory responsibilities

- To ensure the school meets its obligations as a Resourced Provision (specialising in Autism), within the wider Local Authority SEND Strategy.
- Complete statutory provision mapping and evaluate resource use to ensure alignment with best value principles and strategic priorities.
- Embed child-centred provision, ensuring meaningful pupil and parent voice is captured in line with the SEND Code of Practice.
- Ensure our SEND provision meets the requirements of the SEN Code of Practice, and Ofsted's Inspection Framework.

Supporting students with SEND

- Oversee the implementation and resourcing of the provision required for EHCPs – including detailed provision mapping for each pupil.

Ensuring Inclusion

- Ensuring that inclusive practice is embedded into decision making, practice and policy – that we are Inclusive by Design.

Collaboration with stakeholders

- Establish and maintain effective communication with all stakeholders, including partner and feeder schools, external agencies, the Local Authority, and the multi-academy trust central team, to support coordinated, strategic SEND provision.
- Prepare for and collaborate with the Local Authority to complete their periodic review of Resourced Provisions.
- Liaise with external agencies, parents/carers, and other educational settings to ensure continuity of support and provision, including during key transition phases.
- Ensure the school receives the support and funding needed to meet our pupils needs.

Creating a supportive environment

- Develop and maintain a supportive and inclusive environment for pupils with SEND, helping them to access mainstream education.
- Develop and create a Resourced Provision that offers a safe space and additional support.
- Developing and maintaining a culture and ethos of care and professionalism.
- Identifying need, regular reviews and adjustment
- Monitor the quality of provision, its impact and the progress of pupils with EHCPs.
- Ensure the efficient deployment of the TA workforce.
- Lead the development and implementation of graduated approaches and strategies, embedding data informed robust Assess–Plan–Do–Review cycles to support early identification and effective intervention.
- Ensure SEND plans and EHCP reviews are reviewed and updated in line with statutory guidance.

Whole school SEND

- Responsibility for overseeing the whole-school SEND policy and strategy.
- Line Management of the school's additional SENDCo (wider Learning support) to support them in delivering their defined role.

The role of Assistant Headteachers is to support the Headteacher in ensuring standards of excellence, as outlined in the following domains:

Qualities and Knowledge

- Hold and articulate clear values and moral purpose, focused on providing an exceptional learning experience for all our pupils.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community.
- Lead by example- with integrity, creativity, resilience, and clarity – in line with the values of the school
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- In-depth and up to date knowledge of the SEND Code of Practice and wider landscape linked to inclusion and other vulnerable groups, including a working knowledge of systems and processes.
- Demonstrate proactive engagement with national and local developments in SEND policy, provision, and emerging trends to ensure practice stays current, compliant, and responsive to evolving priorities.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Support the Headteacher to communicate compellingly the school's vision and drive the strategic leadership of the school.

Pupils and Staff

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality,instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent provision through an analytical understanding of how pupils learn and of the core features of successful practice and curriculum design, leading to wide rangingacademic and non-academic opportunities and pupils' well-being.
- Establish an educational culture of openness as a basis for sharing best practice withinand between schools,drawing on and conducting relevant research and robust data analysis.
- Create an ethos withinwhich all staff are motivatedand supported to develop their own skills and subject knowledge, and to support each other.
- Identify emergingtalents, coaching currentand aspiring leadersin a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

Systems and Process

- 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.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively.
- Monitor and evaluate provision maps, intervention programmes, and the impact of support strategies.
- Lead annual reviews, statutory assessments, and ensure high-quality communication with parents and external agencies, within the set time frames.
- Work closely with colleagues to support behaviour management, attendance and reintegration programmes.
- Champion personal development opportunities to ensure that vulnerable pupils access enrichment and leadership roles.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- Assist in distributing leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making and work.

School Improvement

- Support the creation of an outward-facing school which collaborates with other schools and organisations - to champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Demonstrate innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

General Responsibilities

- To make a full contribution to the leadership of the school, including supporting colleagues in their work and involvement in aspects of school life outside of your day-to day responsibilities
- To safeguard and promote the welfare of children for whom you have responsibility or come into contact with, to include adhering to all specified procedures.
- The post holder must conduct his/her duties with full regard to the Academy's policies and procedures, to ensure that colleagues are treated, and services delivered, in a fair and consistent manner.
- That the post holder must follow health and safety policy and systems, report any incidents/accidents/hazards and take proactive approach to health and safety matters to protect both yourself and others.
- Any other duties of a similar nature related to the post, or role of assistant Headteacher, which may be needed from time to time.

As this is a new position, specific roles and responsibilities will be reviewed and developed with the post holder.

Person Specification

Assistant Headteacher – Resource Provision and SEND

Qualifications	Essential	Desirable
Educated to degree level	Y	
Qualified Teacher status	Y	
Evidence of significant and continuing professional development	Y	
Recognised training in Safeguarding	Y	
Recognised SENDCo Qualification (hold or working towards - willingness to begin with immediate effect is essential)		Y
Evidence of relevant management and leadership training - including NPQs	Y	
Knowledge and Experience	Essential	Desirable
Knowledge and understanding of the SEND Code of Practice	Y	
Knowledge of the four primary areas of SEND - In particular, the needs and opportunities for supporting pupils with autism	Y	
Clear understanding of national issues and statutory responsibilities for schools related to the Curriculum and Post-16 education		Y
Evidence of understanding the DfE's current school improvement priorities	Y	
Proven record of positive impact in a Leadership Role	Y	
Proven knowledge of principles of effective teaching and learning and strategies to raise standards and achievement of all students	Y	
Recent success in leading on aspects of whole school improvement	Y	
Experience in the line management of middle leaders	Y	
Experience of successful change management		Y
Clear understanding of the current educational agenda and Ofsted framework	Y	
Clear vision for this school's future	Y	
Understanding of strategies and tactics to secure whole school improvement	Y	
Ability to form and maintain good professional networks/contacts	Y	
Successful experience of seeking best practice and implementing new initiatives or strategies	Y	
Effective management of budgets and financial planning	Y	
Quality Assuring the work of others against agreed frameworks	Y	
Training and developing staff at all levels	Y	
Contributing to the development of policy and effective implementation	Y	
Experience of reporting, and accounting for, performance to senior colleagues and governors	Y	

Skills	Essential	Desirable
Exceptional classroom practitioner	Y	
Providing leadership; foster collaborative relationships, high performing teams and a culture of learning	Y	
Monitoring and evaluating the performance of people and policies	Y	
Ability to prioritise, plan, organise, work under pressure and meet deadlines	Y	
Excellent written and oral communication	Y	
Proven ability to work sensitively and effectively with colleagues in helping them to improve their everyday practice	Y	
Proven ability to use data on a whole school level to raise performance	Y	
Good team player/builder with the ability to set aspirational standards, provide professional direction and develop high performing teams	Y	
Qualities and attributes	Essential	Desirable
Unwavering determination to promote and safeguarding the welfare of students	Y	
Personal qualities of humility, patience, persistence, flexibility, tact, imagination, intelligence, commitment, resilience, sensitivity and a sense of humour	Y	
Leadership qualities of ethics, commitment, resilience, self-awareness, integrity, enthusiasm and innovation	Y	
Empathy with young people and adults of all levels and backgrounds	Y	
Emotional resilience in working with challenging behaviours	Y	
Ability to form and maintain appropriate relationships and personal boundaries with students	Y	
Decision making skills including the ability to think creatively, problem solve and identify opportunities	Y	
Strong inter-personal skills	Y	

Whether you already live locally or are looking to relocate, Cumbria is an amazing place to live...

What's so special about Cumbria?



Unrivalled Natural Beauty & Outdoor Lifestyle: Home to England's highest mountain (Scafell Pike), deepest lake (Wastwater), and longest lake (Windermere), it is a paradise for hiking, climbing, cycling, and water sports.



Unique Food & Drink: Renowned for local delicacies such as Cumberland sausage, Kendal Mint Cake, and world-class dining, including Michelin-starred restaurants.



Rich Culture & History: Features Hadrian's Wall (UNESCO World Heritage Site), The home of William Wordsworth, historic market towns like Cockermouth, Keswick and Kendal, and a vibrant arts scene



Affordable Housing & Cost of Living: Housing, particularly outside the immediate tourist hotspots, is often more affordable than the national average.



Safety & Community: With low crime rates, it is considered one of the safest and most family-friendly counties in England.



Connectivity: Despite its rural charm, Cumbria is connected by the M6 corridor, offering good road and rail links to major cities like Carlisle, Newcastle, and London.



For those seeking a blend of scenic solitude and vibrant, close-knit communities, Cumbria offers an ideal, picturesque, and peaceful environment.

Cockermouth School

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