

# DEPUTY HEADTEACHER - QUALITY OF EDUCATION RECRUITMENT PACK



**LONGBENTON**  
HIGH SCHOOL

# Welcome from the Headteacher

Dear Applicant,

Thank you for taking an interest in joining LHS, we are seeking to appoint a new Deputy Headteacher from October 2026 (or sooner if possible) to drive our 'Quality of Education'. I am looking for an inspirational leader who shares the belief that every young person deserves the highest standards of education, support and opportunity. This post gives you the exciting opportunity to join a strong team in a vibrant, happy, inclusive school and to make a real difference to the lives of our young people. I hope this letter provides some useful context and helps you to decide whether you would be a good 'fit'. This is a crucial appointment for us. I hope that the information in this pack gives you a clear sense of our school, our aspirations, and the values that guide our work.

I will be joining the school as Headteacher in September 2026. My appointment as Headteacher means you will be joining the leadership team at an exciting time of change. This role would be ideally suited for existing Deputy Headteachers looking to expand their school experience prior to headship or experienced Assistant Headteachers looking to take on their first promoted post. Fundamentally, I am seeking staff with a sharp understanding of what strong leadership looks like and what drives school improvement; the ability to think strategically and experience of holding others to account to get results.

The senior team at LHS work together very closely, openly and honestly without any jostling over ego or status and we are looking for a senior leader who can bring fresh eyes and healthy challenge but work collegiately and collaboratively too.

We look forward to receiving applications from candidates who are excited by this opportunity and who have the vision, energy and commitment to lead Longbenton High School with capability, confidence and compassion.

I hope that this is the right opportunity for you; good luck with your application.

Rebecca Watson

Headteacher



# Longbenton High School



# How to apply

Prospective applicants are warmly invited to visit Longbenton High School to discuss the role informally. **Dates for prospective candidates to visit the school** and meet the Acting Headteacher Joe Elliott are Wednesday 17th June (1pm) and Monday 22nd June (9.30am).

To arrange a visit, please contact Jannica Jigmo Chanco on 0191 218 9500 or via email at [recruitment@longbenton.org.uk](mailto:recruitment@longbenton.org.uk)

The closing date for applications is: **Monday 29th June (12pm)**

Shortlisting will take place on: **Tuesday 30th June**

Interviews will be held on: **Friday 3rd July**

Applications should be made via the school website: [www.longbenton.org.uk](http://www.longbenton.org.uk) and sent FAO Jannica Jigmo Chanco via [recruitment@longbenton.org.uk](mailto:recruitment@longbenton.org.uk)

As part of your application, please include a supporting letter, no more than 2 sides of A4, outlining your reasons for applying for the post. This should make clear reference to the information contained within this recruitment pack, particularly the person specification, and should detail the experience, skills and personal qualities you would bring to the role of Deputy Headteacher at Longbenton High School.

The school is strongly committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974. If you are invited for interview, you will be required to disclose any convictions that are not subject to filtering prior to interview. Certain spent convictions and cautions are 'protected' and do not need to be disclosed. Further information about protected convictions and disclosure requirements can be found on the Ministry of Justice website.

As part of the recruitment process, you will be asked to provide further information about your criminal history. If your application is successful, this information will be checked against an enhanced Disclosure and Barring Service (DBS) disclosure before any appointment is confirmed. This post involves regulated activity with children and therefore an enhanced DBS check is required.

In line with Keeping Children Safe in Education guidance, an online search will be carried out on shortlisted candidates prior to interview.





*"I look forward every day to working at Longbenton High School. I most love how the leadership culture of the school is a culture of genuine desire to raise up, dignify and empower all human beings - both students and staff. Longbenton is a caring and supportive school. I feel 'seen' here and I appreciate that so much. The high standards held by the school have their foundations in real appreciation for people as well as wanting students to perform well in exams. I have stayed at Longbenton High School for many years as a conscious choice because it is such a happy and dynamic environment in which to work."*

*Teaching Staff @ LHS*

“

**Longbenton High  
is a caring school**

—  
OFSTED, June 2022

# About Longbenton High School

**Longbenton High School** is an innovative, welcoming and aspirational 11–18 comprehensive school with Sixth Form, located in Longbenton, Newcastle upon Tyne. Serving a diverse community across North Tyneside and neighbouring areas, the school draws students from a broad catchment and enjoys a strong local reputation. With approximately 1000 students on roll — around 180 in each year group from Years 7 to 11 and a growing Sixth Form — the school has been heavily oversubscribed for the past three years.

The school is a Local Authority maintained foundation school within the **North Tyneside Learning Trust**, a charitable foundation trust that brings together primary, secondary and special schools across the borough. The Trust is not a multi-academy trust; instead, it provides a framework for collaboration, shared expertise and mutual support while preserving each school's maintained status, local accountability and distinct identity. Longbenton High School remains funded through and accountable to North Tyneside Council, with the Governing Body retaining responsibility as employer and Admissions Authority. This model offers the advantages of partnership and system leadership without the centralised control typical of larger trusts.

Longbenton High School is at an important and exciting stage in its development. Financial stability has improved significantly in recent years, with the school maintaining an in-year balanced position for the past three financial cycles. While a historic deficit remains — currently approximately £420k as the school enters the 2026–27 financial year — robust systems are in place, and the trajectory is positive. The next Headteacher will therefore inherit a school that is financially disciplined, clear-eyed about constraints, and well positioned for sustainable future planning.

The school was judged **Good** at its most recent full Ofsted inspection in June 2022, representing a clear step forward from the previous inspection. Inspectors recognised strengths in leadership, personal development and the quality of education. High expectations, strong relationships and a culture of care and respect are evident across the school community.

At the heart of school life are the values of **Kindness, Integrity, Determination, Manners, Ambition and Positivity (KIDMAP)**. These values shape behaviour, routines and relationships, and underpin the school's commitment to knowing students as individuals. Pupils are supported to achieve strong academic outcomes while developing into confident, responsible and socially aware young people.

The school serves a community with a wide range of social and educational needs, including:

- Around **30% of students** in each cohort eligible for Free School Meals and Pupil Premium support
- A predominantly White British student population, alongside pupils from a range of other ethnic backgrounds
- A **higher-than-average proportion of students with SEND**, supported through well-established, inclusive provision





Longbenton High School continues to secure strong and steadily improving outcomes for students. At **Key Stage 4**, students achieve results in line with national averages, with the majority attaining a **Grade 4 or above in English and Mathematics**. Performance across GCSE subjects demonstrates consistent progress, reflecting the school's ambitious curriculum and high expectations.

In the **Sixth Form**, students achieve solid results, with an **overall pass rate of 99%** and a *growing proportion attaining top grades (A\*/A)*. Average grades are in line with local benchmarks, and the Sixth Form remains a pathway to both higher education and vocational success.

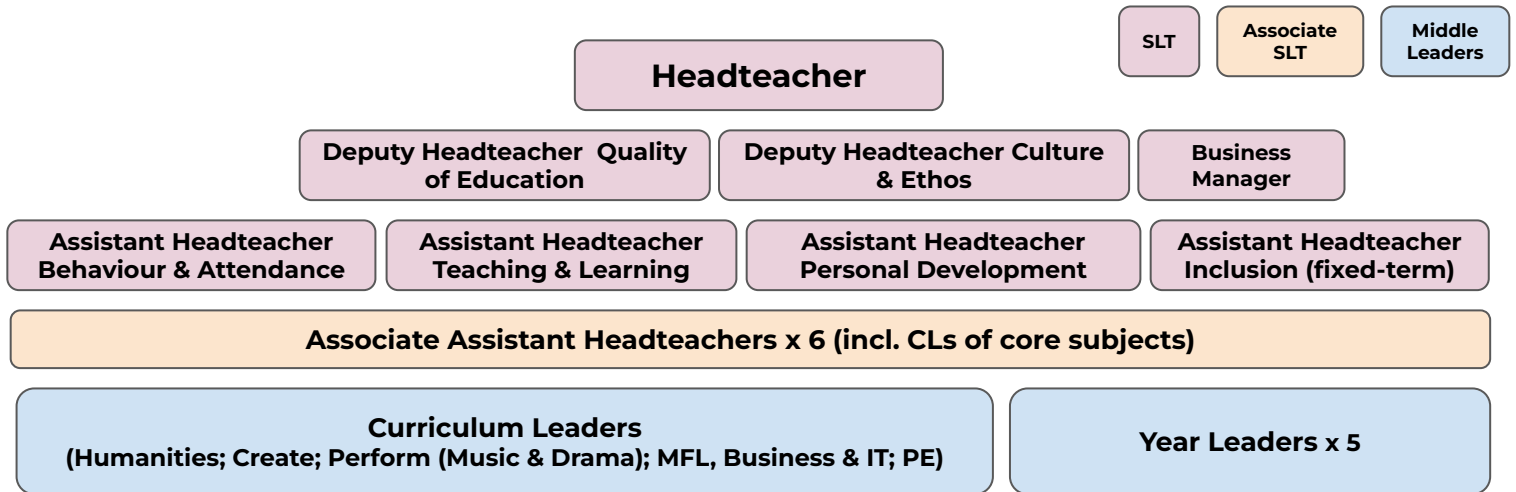
These outcomes are underpinned by a culture that prioritises personalised support, academic ambition and the development of confident, capable young people, prepared for the next stage of their education or careers.

Students leave Longbenton High School to pursue a wide range of post-16 and post-18 pathways, including further education, apprenticeships and employment. We are proud of the fact that we send Year 13 students to Oxford and/or Cambridge every year. The school's supportive environment ensures most students continue in education or training after key stage transitions. National comparison data destination rates are broadly in line with expectations for schools serving similar communities.



# Staffing Structure

Our staffing model is built on a foundation of clarity and ambition, ensuring every colleague is supported to excel. We maintain a traditional and robust structure of **Curriculum Leaders** who drive subject-specific excellence and academic rigour across the school. However, we are also committed to "growing our own" leaders; our **Extended Leadership Team**, which includes **Associate Assistant Headteacher** roles, provides a dynamic pathway for middle leaders to gain whole-school strategic experience. While our staff turnover remains stable and in line with national averages, we pride ourselves on being a school where people want to stay and develop.



# Job Description

<b>Job Title</b>	Deputy Headteacher - Quality of Education
<b>Salary</b>	L18-22
<b>Contract</b>	Full time, permanent
<b>Responsible to</b>	Headteacher
<b>Line Management</b>	Associate Assistant Headteachers (English, Maths and Science), AHT Teaching & Learning (TBC)
<b>Teaching commitment</b>	25% (12 periods)
<b>Date of job description</b>	June 2026
<b>Start date</b>	October 2026 (or as soon as possible)

## Primary purpose of the role & key strategic responsibilities

The key purpose of this role is to:

- Lead on the Quality of Education within the school: curriculum, timetable, teaching, assessment and standards
- Lead on the quality assurance of teaching and learning, including the strategic direction of pedagogy and classroom practice
- Lead on coaching and staff development, including CPD, ITT and ECTs and staff wellbeing
- Have direct impact on outcomes through line management of key posts

## Role and key responsibilities

### Strategic Leadership

- To deputise for the headteacher in their absence and work in association with them to formulate the direction, aims and priorities of the school, including a strategic lead in self-evaluation and development planning
- Support the Headteacher in the day-to-day leadership of the school, deputising for them as required
- Strategic leadership of sub-team within the extended leadership team
- To lead, maintain and further develop high standards of teaching & learning within the school, through regular monitoring and coaching and by personal example
- To take a strategic lead on staff development (meetings, CPD delivery and training days, instructional coaching); including the line management and work of the appropriate Assistant Headteacher/s related to this
- Lead on a positive work environment culture which promotes teachers' sense of self-efficacy, which contributes to increased satisfaction and retention; facilitate an open-door culture committed to teacher development
- To lead on the practical organisation of quality assurance systems within the school
- To lead the quality of line management and performance management through the school
- To ensure and secure high expectations, effective deployment of resources and improved learning outcomes for all pupils
- To be the strategic lead for the school timetable and the curriculum options process
- To ensure that the character and reputation of the school is highly regarded and maintained
- Ensure accurate and up to date records are kept on student progress and to monitor school performance against targets
- Lead on the quality assurance of reports to parents and the accuracy of information provided
- To analyse and interpret relevant school, local and national data; to be outward facing and to always actively seek best practice, rooted in sound research (including Ofsted awareness/Ofsted training)

# Job Description

## General responsibilities

- To act in accordance with the school's policies and procedures.
- To act as a role model, to encourage and promote non-discriminatory behaviour and ensure equality and diversity is sustained within our school.
- To ensure compliance with the General Data Protection Regulations and maintain confidentiality in your working practices each day.
- To adhere to the school's Safeguarding Policy and Procedures to ensure that the duty of care for all staff, including yourself to protect children and young people is maintained.
- To contribute to the provision of an effective environment for learning.
- To support the promotion of positive relationships with parents and outside agencies.
- To attend skill training and participate in personal/performance development as required.
- To take care for your own and other people's health and safety in line with school policies and procedures.
- Depending on the needs of the school, these may be altered from time to time in consultation with the Headteacher.

## Teaching and Learning

- To be an exceptional classroom practitioner and, systemically, to provide model teaching and learning strategies to staff.
- Provide guidance on a choice of appropriate teaching and learning methods and coaching relating to the delivery of these methods.
- Support the Headteacher with monitoring and evaluation of TLA across the school and contribute to the school self-evaluation and review and the development of school improvement plans.
- To ensure that school capability procedures are followed where teaching is not of a sufficiently high quality.
- Train, support and equip senior leaders to act upon student summative data.
- Lead and maintain a systemic, recorded approach to lesson observations, learning walks, book scrutiny and other evaluations in conjunction with the Headteacher and other leaders within the school.
- Develop a culture that supports and facilitates student progress and is limitless in its ambition.

## Leadership of staff and resources

- Effective strategic workforce planning based on budget, data analysis and reports to forecast staffing needs.
- Actively lead and participate in the recruitment and selection process of new staff.
- Coach, mentor and develop Assistant Headteachers and middle leaders with a view to developing strategic leadership and succession planning.
- Support and hold to account specific teaching and support staff through the school's line management structure. This includes directing and monitoring work, recognising hard work, effort and good performance as well as honest and constructive feedback to support continuous development and progression; manage staff in accordance with the school's HR policies and procedures.
- Ensure the effective deployment of staff in response to strategic and operational requirements, planning for change where appropriate and ensuring work is delivered and objectives achieved.
- Ensure good management practices, enabling positive staff participation and engagement, effective communication and working within the school.
- Deploy delegated resources appropriately to ensure that costs remain in line with budget, ensuring value for money from procured services.



# Person Specification

Leadership Competency	Staff behaviours - leaders at LHS...
Trust: leaders are trustworthy and reliable	<ul style="list-style-type: none"> <li>→ Earn trust by being reliable, consistent, credible, honest, humble and kind.</li> <li>→ Manage emotions and help others to manage their emotions.</li> <li>→ Use a range of communication skills to build rapport, trust and deeper levels of understanding.</li> <li>→ Do what is right rather than what is popular.</li> <li>→ Be accountable, acting in service to others.</li> <li>→ Positively influence the behaviour of those around you.</li> </ul>
Wisdom: leaders use experience, knowledge & insight	<ul style="list-style-type: none"> <li>→ Develop knowledge and expertise and share it, developing a learning culture.</li> <li>→ Read and research widely.</li> <li>→ Seek learning opportunities, learning from mistakes and failures.</li> <li>→ Have and encourage in others a growth mindset.</li> <li>→ Believe in the potential of others and create a safe learning environment.</li> <li>→ Be open to opportunities.</li> <li>→ Be outward facing.</li> <li>→ Communicate clearly and frequently; over-communicate!</li> </ul>
Kindness: leaders demonstrate respect, empathy & understanding	<ul style="list-style-type: none"> <li>→ Be humble, genuine and authentic, acting without ego.</li> <li>→ Be kind, seeking opportunities to help others for the greater good.</li> <li>→ Lead with compassion and care, listening and engaging with the person, not the role.</li> <li>→ Use high levels of emotional intelligence, developing a sense of belonging and contribution.</li> <li>→ Empower and elevate others.</li> </ul>
Justice: leaders are fair	<ul style="list-style-type: none"> <li>→ Do what is right, rather than what is popular, easy or a fast fix.</li> <li>→ Live and breathe our purpose and values.</li> <li>→ Ensure rules are applied in a consistent, transparent and fair way, whilst allowing for discretion and common sense.</li> <li>→ Value difference, building diverse teams.</li> <li>→ Seek and acknowledge the strength, knowledge and skills of others.</li> </ul>
Service: leaders are conscientious and dutiful	<ul style="list-style-type: none"> <li>→ Walk the talk and behave in an honest, fair way.</li> <li>→ Channel ambition into our school, not ourselves, developing successors.</li> <li>→ Remove barriers and blockers to help others achieve their goals.</li> <li>→ Put ego to one side, championing others and their ideas and contributions.</li> </ul>
Courage: leaders take calculated risks in the best interests of students and staff	<ul style="list-style-type: none"> <li>→ Look at own actions first when something goes wrong.</li> <li>→ Relish challenge and find strength in each other, building organisational resilience.</li> <li>→ Remain calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward.</li> <li>→ Strive for honesty, sharing the full story where possible and appropriate; provide the back-story and the 'why'.</li> <li>→ Have skillfully led, difficult conversations; do not avoid conflict.</li> <li>→ Aim to exceed expectations and achieve things you thought you couldn't.</li> </ul>
Positivity: leaders are optimistic and encouraging	<ul style="list-style-type: none"> <li>→ Believe in your own ability and the ability of others, to help people progress and unlock their potential.</li> <li>→ Remain positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures.</li> <li>→ Help others to maximise opportunities, overcome challenges and celebrate success.</li> </ul>
Vision: leaders think strategically and creatively	<ul style="list-style-type: none"> <li>→ Prioritise long term purpose above short term goals.</li> <li>→ Anticipate the future and help people prepare for change.</li> <li>→ Quickly take new information and translate that into decisions, recommendations, plans and actions.</li> <li>→ Translate complex data and messages into understandable messages and communicate clearly.</li> <li>→ Scan the horizon, read and research.</li> <li>→ Collaborate to consider options, obstacles and risks.</li> <li>→ Formulate strategies, plans and projects aligned to our vision and values.</li> </ul>

# Person Specification

	<b>Essential</b> <b>A = application I = interview</b>	<b>Desirable</b> <b>A = application I = interview</b>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>→ Significant recent experience leading a team/s of staff; ability to quality assure implementation and impact of a department or area and strategically address areas of concern or development (A, I)</li> <li>→ Ability to motivate learners and staff; to lead, coordinate, delegate and empower (I)</li> <li>→ Successful experience of achieving school improvement, rooted in research and evidence; outcomes impact (A, I)</li> <li>→ Previous pastoral and/or curriculum middle leadership experience (A)</li> <li>→ Using hard and soft data effectively to identify issues and demonstrate impact (A, I)</li> <li>→ Ability to manage change, work under pressure, see things through to completion (I)</li> <li>→ Proven impact in raising standards and ability to secure healthy accountability (A, I)</li> <li>→ Experience monitoring the progress of students and interpreting performance data (A, I)</li> </ul>	<ul style="list-style-type: none"> <li>→ Evidence of multi-agency work and collaboration (parents, other schools, charity partners, school development partnerships) (A)</li> <li>→ Ofsted training / inspector (A)</li> <li>→ Experience of multi-agency work and collaboration (A, I)</li> <li>→ Ability to write and amend school timetable (A)</li> <li>→ Understanding and experience of school finance and financial management (A, I)</li> </ul>
<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>→ Excellent classroom practitioner (I)</li> <li>→ Understanding of leadership and development of outstanding teaching and learning at whole school level (A, I)</li> <li>→ Understanding of high quality teaching and learning and the ability to model this for others and support others to improve (A, I)</li> <li>→ Up to date awareness of evidence-based best practice and trends in teaching pedagogy; ability to lead on research informed practice (A, I)</li> <li>→ Use of data and performance management for benchmarking and setting targets for improvement (I)</li> </ul>	<ul style="list-style-type: none"> <li>→ Experience of raising standards directly through staff CPD delivery (A, I)</li> <li>→ Experience of curriculum design and planning (A)</li> <li>→ Coaching experience (A, I)</li> <li>→ Use of new technologies in learning and teaching as well as management and administration of teaching and learning (I)</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>→ Effective communication and interpersonal skills; ability to engage a wide variety of audiences and build effective working relationships (I)</li> <li>→ Visible and 'hands-on'; walking the talk of leadership (I)</li> <li>→ The ability to plan meticulously, think strategically and creatively, evaluate options, find the best solutions to problems taking into full account the views of others, and implement changes that lead to improvements in outcomes (A, I)</li> <li>→ The ability to be self-reflective (A, I)</li> <li>→ Encourages critical and strategic thinking (I)</li> <li>→ Ability to delegate appropriately (I)</li> <li>→ Ability to use ICT effectively (A, I)</li> </ul>	<ul style="list-style-type: none"> <li>→ Awareness of current legislation and local issues (A, I)</li> </ul>



# Person Specification

<p><b>Personal qualities</b></p>	<ul style="list-style-type: none"> <li>→ Integrity, tact, discretion, warmth and a belief in service to others (I)</li> <li>→ Not motivated by ego, status or title (I)</li> <li>→ Decisive, determined and self-confident without being arrogant (I)</li> <li>→ Commitment to comprehensive and inclusive education (A, I)</li> <li>→ Passion for teaching and learning and interest in the 'science' of leadership / what makes strong leadership (A, I)</li> <li>→ Positive, enthusiastic and optimistic (I)</li> <li>→ A sense of humour; resilience (I)</li> <li>→ A team player who will work collaboratively with the entire senior team (I)</li> <li>→ Ability to work under pressure and prioritise effectively whilst still maintaining an appropriate work/life balance; prioritising health and wellbeing in order to lead well (I)</li> <li>→ Commitment to maintaining confidentiality at all times (I)</li> <li>→ Commitment to the safeguarding, equality and welfare of all students (I)</li> </ul>	
<p><b>Qualifications and general experience</b></p>	<ul style="list-style-type: none"> <li>→ UK Qualified Teacher Status (A)</li> <li>→ Good honours degree (A)</li> <li>→ A relevant postgraduate qualification (A)</li> <li>→ Evidence of and a commitment to recent professional development (A)</li> <li>→ Successful senior leadership and management experience leading to impact on outcomes (A)</li> <li>→ Line management experience of middle leaders (A)</li> <li>→ Knowledge and understanding of a wide range of strategies and initiatives to raise standards and achievement, at all key stages (A, I)</li> <li>→ Teaching experience in at least 2 schools (A)</li> </ul>	<ul style="list-style-type: none"> <li>→ Significant professional development relevant to Senior Leadership eg NPQSL or similar (A)</li> <li>→ An understanding of and a commitment to maintaining staff morale and welfare of individuals and groups of staff (I)</li> <li>→ Leading multiple successful whole school initiatives relating to rapid whole school improvement (A, I)</li> <li>→ NPQH or equivalent or potential to progress to NPQH or Headship in the future (A, I)</li> </ul>

# Person Specification

**Please note:** The leadership competencies below are for reference only, please do not use them as an additional person specification when completing your application. They are included here to further demonstrate our values and to show you what we are looking for at interview in prospective DHT candidates. They are based on the work of John Tomsett & Jonny Uttley.

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# LONGBENTON HIGH SCHOOL

## Contact us

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