



Nobel



THE NOBEL SCHOOL

Headteacher Recruitment Pack
Spring Term 2025

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WELCOME FROM THE CHAIR OF GOVERNORS

Dear Applicant,

I am pleased to extend a warm welcome to you on behalf of the Governing Board. Our excellent Headteacher, Martyn Henson, will be retiring at the end of the school year after 12 years of dedicated service. While Mr Henson's departure is a big loss, it presents an exciting opportunity for a new leader to build on the school's strong foundations to take Nobel to the next level.

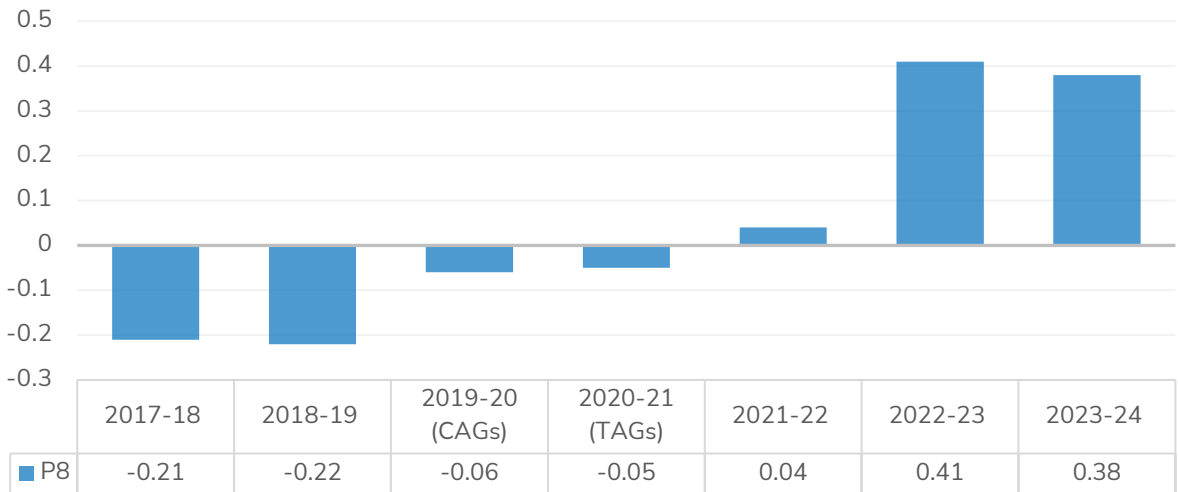
Nobel has a proud history and a welcoming environment. The school's vibrant community spirit unites staff, students, and parents alike. The school has been a cornerstone of the community in Stevenage since 1961, and we have many examples of multiple generations of families being students or staff here. The concept of being a 'Nobelian' is rooted in our culture, shared experiences and is demonstrated by our thriving alumni network - unique among state schools.

Nobel is a truly inclusive and comprehensive secondary school. We are unapologetically ambitious for all students and not only seek to provide a rigorous academic education, but we also focus on character and life skills to ensure students leave the school as well-rounded people, ready to face the challenges of the world. Our aim is to nurture resilient, socially responsible individuals who reach their academic potential and are prepared to make a positive impact.

Over recent years, the school has made incredible progress. Our latest P8 scores put us in the top fifth of schools in the country which is a remarkable achievement for a genuinely comprehensive school. This has been driven by our outstanding SLT, middle leaders and teachers, who take personal responsibility for raising standards.

Our recent 'Good' Ofsted report, which came out before our 2023 results, references the significant changes to the curriculum which contributed to higher outcomes. We are proud of this, but we are not willing to be complacent. I have no doubt that Nobel has the potential to become 'Outstanding' and I am convinced that the right leader can build on our successes to increase outcomes for students even further – both academically and holistically. If you are successful in your application, I can promise the Board's full support to achieve this goal.

Progress 8



The Governing Board is seeking a creative and dynamic leader who will inspire and guide our school community with passion, integrity, and a clear strategic vision. They must be committed to delivering both academic success and character development for all students. We are looking for a Headteacher with a proven track record of education leadership, a deep understanding of pedagogy and professional development, a strong commitment to inclusivity, a non-negotiable approach to safeguarding, and a passion for improving lives.

We are at a pivotal moment for Nobel, and we are seeking a Headteacher who shares our commitment to excellence and our passion for education. If you are an inspiring leader with the vision and drive to lead our school into the future, we would be delighted to receive your application. If you would like to find out more, please follow the instructions in this application pack. We look forward to hearing from you soon.

Kind regards,

Matthew Reah
Chair of Governors

LETTER FROM THE HEADTEACHER



Dear applicant,

Nobel is a vibrant, high achieving and friendly school. I have been the Headteacher since September 2013 and over the last 12 years, children, teachers, support staff and governors have worked tirelessly and collegiately to raise life chances and change futures. Our greatest asset is the keen sense of community that courses through the veins of the school; we are all proud Nobelians.

The Nobel School is a true comprehensive school of 1495 students and 145 adults. We work with children and families from a variety of backgrounds - equality, diversity and inclusion are at the heart of everything we do. We have a large sixth form of 297 all studying level 3 courses, the vast majority at GCE advanced levels. Our students are a credit to their families and themselves; however, a significant minority face challenges around poverty. Our aims are simple: to maximise the academic potential of every Nobelian and to ensure that they leave us as well-rounded, decent adults.

In the sixth form all our students gain suitable employment, apprenticeships, or university places. 30% of students go to Russell Group universities and four students went up to Oxbridge colleges in October. If you meet a student from Stevenage at Cambridge, I am told there is a 75% chance they went to our school!

At the heart of our community is strong pastoral care. We have a large team of senior leaders, year team leaders (YTLs) and pastoral support officers who support our young people in a multitude of ways; keeping our students safe is central to everything we do. We have an excellent SENDCo and students with special educational needs perform above the national average, as do those who receive pupil premium.

We are committed to our staff motto 'always learning' and expect colleagues and students to challenge themselves. Teachers are encouraged to investigate research-based pedagogy, and we share strategies at a weekly meeting. Teaching and learning is front and centre of all that we do and has been fundamental in achieving positive progress 8 scores, the last two of which putting Nobel in the top 18% of state schools for progress at GCSE. Our curriculum team leaders (CTLs) are the engine room of the school, ably supported by a brilliant senior leadership team.

We enjoy excellent relations with our Governing Board, they visit the school on a regular basis and act as a challenging 'critical friend'. The vast majority of governors have a significant connection to the school as parents, past colleagues, or alumni.

There is an extraordinarily strong alumni section with over 800 past students, another indication of the deep ties that bind our community. Our Chair of Governors is an outstanding colleague who was our head boy 12 years ago!

Like most schools, balancing our in-year budget has been an issue in recent years and the school has eaten away at its contingency. However, this spending has always been aimed at employing a well-qualified and skilled staff, in all areas of the curriculum. All our teachers are well-qualified in the subjects they teach; we do not have shortages in science and mathematics for example. The staff is far more skilled than 12 years ago, and this has been a major contributing factor to our raising standards.

Leaving Nobel will be impossibly hard. It has been the privilege of my working life to lead this wonderful school, but I can retire in the knowledge that with three 'good' Ofsted visits (14, 18, 23) it is a much better school now than when I was appointed in September 2013.

Finally, if you are fortunate enough to be appointed to be Headteacher of this wonderful school, please take care of it, it means so much to so many. Good luck!

Yours sincerely,

Martyn Henson
Headteacher

LETTER FROM THE STUDENT PRESIDENTS

Dear prospective candidates,

We would like to start by thanking you for your interest for this opening as The Nobel School's Headteacher.

As the Student Presidents at Nobel, we are extremely enthusiastic about what this school has to offer, particularly regarding our lively, passionate community and desire to achieve. This is a key tenet as to why we believe our new Headteacher should have an affable character, strong motivation, and an ability to connect with all areas of our school. Inevitably, the new Headteacher should possess a sense of sincerity towards our students, and aim to develop strong people, as well as good exam results.

For us, it is pertinent that the Headteacher is personable, approachable and happy to engage in day-to-day occurrences within our school. This involves a hands-on approach with not only students, but staff and other members of our community. We are adamant that our school community deserves someone with a fresh perspective, who can deliver new initiatives and present a school with a prosperous future.

We would like to highlight the significance of the support network our staff has to offer. As well as delivering high quality teaching, our fully qualified staff provides top level pastoral care and attention to students. At Nobel, it is vital that everyone feels accepted and safe in an environment which in other schools can be daunting; hence we believe that above all, the new Head should be compassionate and open.

With hardship in school being inevitable, it is evident that students, including us, have faced challenging times within school, whether it be academic struggles or social dilemmas. Having been at Nobel for seven years we are very aware of what is in place for those, staff or students, who may be experiencing a tough period. This school has a lot of value and with the right Headteacher, can continue to excel.

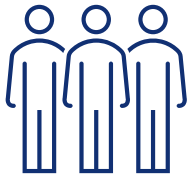
We wish you all the best in your application and look forward to meeting you.

Kind Regards,

Sam Huttleston and Mariyah Rahman

-Student Presidents.

SCHOOL STATISTICS



1495
students on
roll



11 – 18
age range



Foundation mixed
secondary school



Based in
Stevenage,
Hertfordshire



Rated Good,
June 2023



ACE School of
CHARACTER

15.5% of
students speak
English as an
additional
language

21.5% of
students are on
the SEN register

17.3% of
students receive
free school
meals

21% of
students are
entitled to
student
Premium

ABOUT OUR SCHOOL

The Nobel School is a well-established, vibrant, and inclusive co-educational secondary school and sixth form. It is set in an attractive open setting within a residential area, backing onto mature woodland in the desirable location of Chells. Stevenage benefits from direct train links to London and Cambridge, and its proximity to the A1 and A602 makes it easily accessible from Hertfordshire, Bedfordshire, London, and Cambridgeshire.

With nearly 1,500 students on roll, including close to 300 in our thriving sixth form, the school is one of the largest in the area. Most students join us in Year 7 from local primary schools in the town and surrounding villages.

Our modern building, completed in 2013 as part of the Building Schools for the Future programme, is a key asset. Unlike many older schools, we face fewer maintenance challenges and benefit from well-designed, purpose-built spaces that enhance teaching and learning. This contemporary environment fosters a positive atmosphere, providing staff and students with a welcoming, functional space to thrive.

The Nobel School is built on a foundation of inclusivity, ambition, and community. Our curriculum is broad and balanced, designed to meet the needs of all students while encouraging them to achieve their full potential. In addition to strong academic offerings, we emphasise personal development, character, and essential life skills. Students are supported in pursuing a wide range of opportunities, from STEM and the arts to vocational pathways and enrichment activities that help them grow into well-rounded individuals. We offer over 80 different clubs run by our dedicated staff, with the majority of students attending at least one per week.

To further support our inclusive ethos, we have recently invested in The Oak, a dedicated unit designed for students who find it challenging to stay in mainstream education. The Oak provides a supportive environment for students who may otherwise struggle with attendance, behaviour, or accessing the curriculum.

This provision has been a resounding success, with some students improving their attendance from as low as 50% to consistently above 95%. It offers a safe, inclusive space where they can learn without the pressures of the main school environment, supported by a dedicated team that helps them gain qualifications and develop confidence. The Oak exemplifies our commitment to ensuring every child can succeed, regardless of their circumstances.

ABOUT OUR SCHOOL CONTD.

As a fully comprehensive school, we are proud to offer pathways for all students. Whether they aim for prestigious universities, high-quality apprenticeships, or vocational excellence, we ensure **every** student is empowered to go as far as their talents and determination will take them. As an example, we send many Nobel students to elite universities every year, including Oxford and Cambridge.

Our culture is rooted in a balance of academic excellence and character development, guided by the Nobel values. This shared ethos creates a strong sense of identity as “Nobelians” among students, staff, parents, and alumni. Our thriving alumni network, now approaching 1,000 members, reflects this sense of belonging, with many former students actively supporting the school. A significant number of alumni return as teachers or visit to inspire students with their achievements since leaving, contributing further to the strength and continuity of our community.

We proudly equip our students to stand shoulder-to-shoulder with their peers from any background. Our mission is to provide every student with the tools and opportunities to succeed, supported by a culture of ambition, inclusivity, and shared pride.



OUR VALUES AND ETHOS

Inclusive, Ambitious, Courageous, Kind

Our School...

... is happy, kind and caring; it fosters positive relationships and mutual respect.

We embrace diversity in a community full of opportunity that is based on fairness.

We celebrate our successes, aspiring to grow academically, culturally and socially so that we can lead happy, fulfilling lives...

...As Proud Nobelians, who

- are ready, respectful and safe;
- look after each other and support our community;
- are courageous, resilient and responsible role models;
- work hard, have fun and develop a love of learning;
- challenge ourselves, develop good character and achieve success



EXPECTATIONS OF OUR NEW HEADTEACHER

As our Headteacher you will:

- Build and foster a sense of community and inclusivity, ensuring all students, regardless of background, feel welcome and supported to achieve their potential.
- Uphold and embody the school's values with integrity, maintaining a strong commitment to fairness, equality, and opportunity for all
- Demonstrate strong character and leadership, with the courage to navigate difficult conversations with staff, parents, and the board.
- Have a clear vision for the school's future, supported by a strategic plan that drives progress and ensures sustainable success.
- Be ruthlessly focused on academic achievement while ensuring that every student's unique needs and potential outcomes are prioritised.
- Inspire ambition and resilience in both students and staff, providing the resources and support needed to help them succeed.
- Lead with kindness and empathy, recognising the importance of staff well-being and fostering a positive, collaborative environment.
- Commit to continuous improvement, building on the school's successes to take it to the next level and leave a lasting legacy.



WHAT WE OFFER

- A nurturing and ambitious environment where all staff can shape and elevate the school's achievements.
- A stable staff team with low teacher turnover, supported by a strong alumni network and meaningful community involvement.
- The chance to leave a lasting legacy by building on established successes and steering the school towards even greater achievements.
- An opportunity to join the school on a strong footing with the ability to shape its future and take it to the next level.
- Flexible working opportunities, including the ability to work from home on designated days.
- A thorough induction and a range of personal development opportunities.
- Structured professional review and pay progression.
- Supportive and opened minded Governors who are engaged and determined to help you, and the school succeed.
- A competitive salary reflective of your experience.



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 (situation, task, action, result) relating to the person specification criteria.

		Essential/ Desirable	Application form	Assessment stage
Qualifications, knowledge and experience:	Degree and qualified teacher status	E	✓	✓
	Experience of working with KS3/ KS4 students and staff.	E	✓	✓
	Experience of working with KS5 students and staff	E	✓	✓
	Recent and significant school leadership experience Headteacher, Deputy Headteacher, Assistant Headteacher, or equivalent.	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:	Demonstrates an awareness of the wider education context.	E	✓	✓
	Ability to articulate a clear vision for the future and provide strategic direction for staff, students 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 students.	E		✓

		Essential/ Desirable	Application form	Assessment stage
Teaching, curriculum & assessment:	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 students including those with SEND and higher attainers.	E	✓	✓
	Able to understand the needs of students with challenging behaviours and develop strategies to successfully manage this.	E	✓	✓
	Experience of deploying and managing staff to deliver effective outcomes.	E		✓
Professional development:	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.	E	✓	✓
	Successful track record of developing staff through effective performance management.	D		✓
Organisational management/ continuous school improvement:	Have had active involvement in effective school self-evaluation and development planning.	D	✓	✓
	Have had responsibility for whole school policy development and implementation.	D		✓
	Experience of leading change effectively and successfully.	D		✓
	Clear commitment to promoting health and safety and the wellbeing of students and staff.	E		✓
	Ability to review and analyse key data to develop evidence-informed strategies for school improvement.	E		✓

		Essential/ Desirable	Application form	Assessment stage
Working in partnership/ Governance & accountability:	Experience of working with stakeholders including governors, school improvement partners, other schools and organisations to improve outcomes for students.	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 student outcomes.	D		✓
	Able to assimilate and manage financial and other data to achieve sound financial decision-making.	E		✓
Personal Qualities/ Ethics and professional conduct:	Passion for education, coupled with ability and enthusiasm to see every student fulfil their potential.	E		✓
	Excellent communication skills, including written communication.	E	✓	✓
	Visible and approachable, empathetic and enjoys engaging and inspiring children and others.	E		✓
	Adaptable leadership style, 'hands on' when required, balanced with knowing when to delegate.	E		✓
	Capacity for sustained hard work with energy and enthusiasm.	E		✓
	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 Seven Principles of Public Life 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

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 students 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.
- Continue to deliver 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.

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 below.



SECTION 1: ETHICS & 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 always 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, students' vulnerability or might lead students to break the law.

As leaders of their school community and profession, Headteachers:

- Serve in the best interests of the school's students.
- 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 students experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare students 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 & 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 students 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 students' knowledge and understanding of the curriculum.

4. BEHAVIOUR

- Establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students.
- Ensure high standards of student 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.

SECTION 2: HEADTEACHERS' STANDARDS

5. ADDITIONAL, SPECIAL EDUCATION NEEDS & DISABILITIES

- Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable students 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 students, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties regarding 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 students 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.

SECTION 2: HEADTEACHERS' STANDARDS

9. WORKING IN PARTNERSHIP

- Forge constructive relationships beyond 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 students.

10. GOVERNANCE & 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

Whilst this is a full-time role, we welcome joint applications for co-headship	
Pay range:	L28 – L39 (£96,673 - £126,517)
Start date:	September 2025
Closing date:	9am on Monday 10 th March 2025
Shortlisting date:	Monday 24 th March
Interview date:	Monday 31 st March and Tuesday 1 st April 2025
Visits to the school:	To make an appointment, please contact Suzanne Crow (Headteacher's PA) at suzanne.crow@nobel.herts.sch.uk or call 01438 222600
School website:	thenobelschool.org
School address:	Mobbsbury Way, Stevenage, Hertfordshire. SG2 0HS

The Nobel School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check as well as other pre-appointment checks, including an online check, as outlined in Keeping Children Safe in Education (September 2024).

The Nobel School is committed to the aim of ensuring that everyone who applies to work for us receives fair treatment and we positively encourage applications from suitably qualified and eligible candidates regardless of age, disability, race, sex, gender reassignment, sexual orientation, religion or belief, marriage and civil partnership and caring status.



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 or send your completed application form to: leadership.recruitment@hfleducation.org You can also contact us on 01438 544476.

Please ask us if you require information about this vacancy in an alternative format.

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, explaining any gaps since leaving school education, and include any relevant training you have completed, particularly those in recent years which have helped to prepare you for headship.

Person Specification and Personal Statement

When writing your personal statement, it is important you address each of the requirements in the person specification. Be sure to evidence additional aspects such as training and qualifications together with your background and experience. Your personal statement should be no more than two sides of A4.

References

In line with safer recruitment guidance, we normally request references after shortlisting. Please make sure your referees are aware of your application and are able to provide a swift turn around if needed.

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.





Nobel



The Nobel School

Mobbsbury Way,

Stevenage,

Hertfordshire,

SG2 0HS

01438 222600

www.thenobelschool.org