



Tunbridge Wells Girls' Grammar School

Assistant Head Teacher Behaviour, Culture and Standards

Information for Candidates

Start: September 2025



Welcome from the Headteacher



Thank you for your interest in the post of Assistant Headteacher at Tunbridge Wells Girls' Grammar School. The post arises for September 2025 due to the expansion of our pupil numbers and a shift in specific areas of responsibility at SLT. The new leadership structure of the school from September 2025 has three Deputy Headteachers, the Bursar, two Assistant Headteachers and SENDCO. This Assistant Headteacher post will be Behaviour, Culture and Standards which is a new post. Pupils are well-supported by staff, both teaching and support, and pastoral care at TWGGS is outstanding. This is, therefore, an exciting opportunity to build on these strengths and be central to developing a reshaped structure.

TWGGS is an 11 – 18 girls' selective school of over a thousand pupils, where pupils are encouraged to be as active beyond the curriculum as they are within it. Trips, visits and extra-curricular activities are very strong, but, more importantly, it is an amazingly happy, positive community to be part of. We pride ourselves on outstanding pastoral care, and the pupils are, beyond a shadow of a doubt, the school's finest assets: bright, lively, busy, caring and personable, they are extremely proud of their school and epitomise the school motto, "Give Your Best". Our values of Community, Challenge and Character underpin all that we do and part of the role will include further embedding these values across the entire community. Our interactive website www.twggs.kent.sch.uk will, I hope, give you a feel for the atmosphere and ethos of TWGGS.

The school has an enviable reputation for its high academic standards and quality of educational provision, alongside a strong commitment to the community, and a very powerful ethos. Parents and governors are very supportive, wanting the best for our pupils, and thus expectations are very high. This provides particular challenges and demands for all staff, including the leadership team, and the successful applicant must appreciate the major commitment needed to meet these successfully. Members of staff at TWGGS are talented, extremely hard working and committed, and great emphasis is placed on positive and cooperative working relationships. There is a strong philosophy of supporting each other in personal and professional development. Both teaching and support staff are recognised equally for the contribution they make to the success of the school, and much value is also placed on teamwork.

Welcome from the Headteacher



TWGGS is a forward-looking school embracing traditional values. We aim to provide pupils with a full and balanced education for life within a caring environment. Our consistent and outstanding academic record demonstrates this but, more importantly, reflects the commitment and qualification of our teachers supported by the hard work and determination of our pupils.

“The school has exceptionally high expectations of all pupils, which they consistently meet. Across the curriculum, pupils keenly engage in challenging subject content. Staff foster a love of each subject so that all pupils thrive in their phase and are well prepared for their next stages of learning. As a result, pupils enjoy school. They excel academically and flourish as well-rounded individuals.”

Ofsted, September 2023

“Working together towards high standards is part of the school ethos which encourages every pupil to achieve their full potential in public examinations, sports and artistic, cultural and community pursuits. The special, successful community in which these activities take place allows pupils to feel supported, happy and safe, and it is one which we feel very privileged to be a part of. We look forward to welcoming you to TWGGS.”

Katie Marchant, Headteacher

The confidence to achieve your full potential

The motto of our school has long been 'Give your best' and it is an approach that we encourage our pupils to take in everything that they do. We believe our environment of mutual respect affords every member of the TWGGS community the confidence to achieve their full potential in all aspects of school life. Our approaches to teaching and learning support the individual needs of pupils, while we are sensitive and responsive to the wellbeing of every child.

- **Community**

Achievements and contributions are valued and celebrated in all areas, both in and out of school, encouraging our pupils to succeed in public examinations, sports, and artistic, cultural and community pursuits. We believe that parents and carers are key partners in nurturing our pupils and aiming for this success and we involve them at every stage. By participating in our extensive programme of enrichment beyond the classroom, each pupil is encouraged to enjoy the pleasure and rewards which come from the activities themselves and from the sense of community that they engender.

- **Challenge**

We have very high expectations of all members of the school community. Our pupils enter the doors with high baselines and, as a grammar school, we encourage them to push themselves to achieve their true potential. Our staff prepare challenging lessons, and content is constantly refreshed to remain contemporary. Throughout their time at TWGGS, we prepare young people for life beyond school, equipping them with the skills to become self-assured, engaged and responsible members of society, in a challenging and competitive world.

- **Character**

We value the individual and ensure that all pupils are catered for. Working together towards high standards is part of the school ethos and values, and we balance these high expectations with warmth and support. The wellbeing of all is at the heart of our approach, allowing pupils to feel respected, included, secure and, above all, happy. With happiness comes the self-confidence to strive and achieve, both academically and personally.

Assistant Head Teacher

Behaviour, Culture and Standards

Full time, L15 to L19 (£70,293-£77,552)

Reporting to the Headteacher; Governors' Committees and Full Governing Body, as required.

Job Purpose

To carry out the duties and professional responsibilities of an Assistant Headteacher in accordance with the Teachers' Pay and Conditions and other relevant statutory provisions.

As a member of the school's senior leadership team, to support the Headteacher in leading the staff and pupils of the school by:

- Modelling the highest standards of professional conduct; promoting high expectations of all staff and pupils.
- Ensuring the well-being and development of every pupil.
- Formulating the aims and objectives of the school.
- Establishing the policies through which these shall be achieved; managing staff and resources to that end.
- Monitoring and evaluating progress towards the achievement of the school's aims and objectives.
- Contributing to the self-evaluation and planning cycles.
- Undertaking strategic planning which will aid the production of the School Development Plan; leading designated strategic developments.

- Taking responsibility for designated departments within the school and line managing their leaders.
- Undertaking monitoring and evaluation functions with regard to teaching and learning.
- Contributing to the performance management and professional development of colleagues.
- Ensuring the effective day to day running of the school, including being available to respond to unplanned situations which arise, in accordance with the policies of the school.
- Communicating with all stakeholders pertinent to the role.
- Fostering and supporting extracurricular activities in the interest of the school community.

Teaching

- To undertake an appropriate programme of teaching commensurate with the role, in accordance with the duties of a classroom teacher (approx. 18 hours per 2 weeks)

Specific responsibilities / accountabilities

To lead and manage a number of school systems and activities:

- Embed the school's behaviour policy within school life, ensuring all students feel safe, secure, supported and valued.
- Embed a culture of respect within the school, from all stakeholders.
- Continually evaluate and improve the school's behaviour and welfare strategy.
- Monitor and analyse student behaviour data, identifying trends and developing strategy in response to the school's needs.
- Design, prepare, deliver and sustain a rigorous and effective programme of interventions for students who require additional behaviour and welfare support.
- Develop all staff's repertoire of behaviour for learning strategies including leading on whole school CPD.
- Liaise regularly with parents/carers and outside agencies to address issues relating to student's behaviour and welfare.
- To work with the Deputy Headteacher and relevant stakeholders to review and implement effective EDI strategies to maintain an inclusive school culture
- To lead areas including behaviour and attendance, support wellbeing staff, restorative practice, parental engagement, development, and involvement in enrichment to improve behaviours and home school liaison.
- To lead, implement changes and monitor TWGGS' positive behaviour management system to ensure it is implemented consistently across the school so that effective learning can take place and take appropriate actions as required to support staff, Curriculum Leaders and Heads of Year.
- To represent TWGGS at the local inclusion forum and lead on processes relating to alternative educational placements for students.
- To lead on Direction Off Site/Suspensions/Exclusions
- To lead on decisions and processes relating to the effective running of sanctions.
- To work with the Deputy Headteacher (Pastoral), Heads of Year, and other staff to organise celebratory events at the end of terms or in assemblies.
- Ensure effective Safeguarding and behaviour records are rigorous and, as a Deputy Designated Safeguarding Lead, own practice is effective.
- Ensure all stakeholders are aware of and adhere to the school's high expectations for behaviour.

- Lead on the values of the 3Cs and celebrate pupil achievement of them
- Oversee the provision and monitoring of all students on alternative provision, ensuring that all providers are checked prior to being used and all students monitored for regular attendance, welfare, curriculum provision, progress and that meticulous records are maintained.
- To contribute to and lead on agreed student leadership opportunities, including peer mentoring.
- To line manage a number of departments - to be confirmed.
- To support a number of governors' committees – to be confirmed.
- Have enthusiasm and stamina, with a positive outlook and attitude.
- Be a committed team player.
- Have the ability to be flexible, to manage the many demands on time and energy, to maintain high professional standards, and to remain calm under pressure.
- Demonstrate professionalism, confidentiality and sensitivity, as appropriate.
- Act as a sounding board and 'critical friend' to the Senior Leadership Team, valuing honesty and challenge.

Qualities and Skills

The Assistant Headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour, and professional conduct.
- Have an understanding of, and an empathy with, the aims and ethos of the school.
- Build positive and respectful relationships across the school community.
- Serve in the best interests of the school's pupils.
- Demonstrate the ability to critically reflect upon one's leadership and impact.
- Be strongly committed to the professional development of themselves and others.
- To play a full part in the life of the school.
- To support its distinctive aims and ethos and to encourage staff and pupils to follow this example.

Outcomes

- Staff and pupils feel well led and look to the SLT for inspiration and example
- The school meets the performance targets agreed with Governors
- The school receives favourable judgements from self-evaluation and inspection
- Standards in linked areas are high or rising
- The school's Strategic and Development Plans are carried out effectively
- Monitoring, evaluation and review are effective and support the planning process
- Performance management/ appraisal of designated staff is carried out promptly and in accordance with school policy

Person Specification



Qualifications	Essential (E) / Desirable (D)
QTS	E
Recognised degree or equivalent	E
NPQSL or aspiration to achieve NPQSL/NPQH	D
Experience	
Recent participation in a range of relevant and significant continuing professional development, including leadership.	E
Successful middle leadership experience	E
Significant impact on a whole school initiative which has led to school improvement	E
Experience of leading one or more curriculum/pastoral areas with evidence of impact of initiatives on pupil outcomes	E
Successful and innovative curriculum/pastoral leadership	E
Successful senior leadership experience or substantial experience of coaching staff to improve performance	D
Skills and abilities	Essential (E) / Desirable (D)
Design, preparation, implementation and sustaining of whole-school initiatives	E
Development of effective partnerships with parents/carers and outside agencies	E
Improving the quality of teaching/provision at individual practitioner level and whole-school level.	E
Working in partnership with governors and trust members	D
Ability to inspire, motivate and challenge staff, including through the development of effective teams	E
Ability to effectively support positive pupil behaviour and a commitment to a high level of pastoral care	D
Ability to use appraisal to promote and support school improvement	D

Person Specification



Knowledge	Essential (E) / Desirable (D)
Up to date knowledge of national policies, priorities and statutory frameworks, including recent developments in safeguarding, behaviour and attitudes, leadership, curriculum and assessment.	E
Exceptional understanding of effective pedagogy	E
Appreciation of the benefits of effective collaborative working both within school and with the wider community.	E
Personal attributes	Essential (E) / Desirable (D)
Excellent communication skills	E
Exceptional interpersonal skills	E
Commitment, enthusiasm, passion, integrity and tenacity	E
Enjoyment, energy and enthusiasm for working with young people	E
Commitment to continual professional development, both for oneself and the wider staff	E
Innovative approach to problem solving	E
Team player	E

Benefits of working at TWGGS

- Teachers Pension Scheme
- Access to training and development
- Discounts with local and national retailers, cinemas and restaurants
- Free tea and coffee
- On site parking
- Health Assured Employee Assistance Programme - wellbeing and advice
- Cycle to work scheme
- Free lunch for parents' evenings and on your birthday
- From 2026-27 admissions, 'Daughters of staff' is category 5 of our admissions criteria - daughters of permanent members of staff (minimum 0.5FTE) who have passed the Kent Test, with the staff member having at least two years' service at the time of application for admission is made or if the member of staff has been recruited to fill a vacant post for which there is a demonstrable skill shortage

TWGGS is a diverse and inclusive school and we aim to recruit talented individuals from all backgrounds who add value to our pupils and who share our vision and ethos. We are committed to safeguarding and promoting the welfare of children. As such, the successful applicant will be required to undertake a criminal record check via the Disclosure and Barring Service (DBS).

- At least one member of each interview panel will have completed Safer Recruitment Training and understanding of child safeguarding will be asked at every interview.
- References will be taken up at the selection stage and an enhanced DBS is required for all applicants.
- We will also carry out online searches for all shortlisted candidates related to suitability to work with children.

TWGGS is an equal opportunities employer and an Ofsted Outstanding school (September 2023).

How to apply



TWGGS is a special place in which to work, with a very precious shared sense of community. Having read about the post, we very much hope that you would like to apply. If so, please complete the school application form and write a supporting letter of no more than two sides of A4, identifying your strengths, skills and experience, showing how you feel you are well-suited to the post and to further developing pastoral aspects of this outstanding school. Please return these to admin@twggs.kent.sch.uk.

The deadline for applications is 9am Thursday 6th March 2025 with interviews commencing w/c 10th March 2025.

Should you have any questions, please feel free to contact us. We would encourage prospective candidates to visit the school to see us in action, please email my PA, Mrs Michelle Clarke (admin@twggs.kent.sch.uk) to arrange this prior to application.

We look forward to hearing from you. If you have not heard from us by 12th March 2025, unfortunately your application has not been successful.

Where to find us

Tunbridge Wells Girls' Grammar School

Southfield Road
Tunbridge Wells
TN4 9UJ

01892 520902
info@twggs.kent.sch.uk

[▽ Get directions](#)

TWGGS



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