



Devonport High School for Girls

Opportunity - Nurture - Achieve



Information Pack

Assistant Head Teacher – Culture
(Full Time, Permanent)

Dear Applicant



Thank you for your interest in the position of Assistant Head Teacher – Culture at Devonport High School for Girls (DHSG). I am very proud to be the Head Teacher here in a school where the staff and I value each and every young person as an individual and support them on their journey into adulthood. At Devonport High School for Girls, our mission is to ensure that all of our students receive an exceptional educational experience, through a wealth of opportunities within a nurturing environment, leading to outstanding achievements. This is an exciting time to join our school on our continuing journey to fulfil our mission.

Our teachers, support staff and Trustees are all committed to the DHSG mission and strive to ensure that it becomes a reality for our students. DHSG has a long tradition of excellence and was founded in 1908. We are proud of our history, but our main focus is looking to the future. We are a 21st century grammar school, whilst retaining the best academic traditions. We are a forward-thinking school that uses key elements of *Teach Like a Champion* in lessons and invests heavily in coaching as part of staff development.

We look after our staff at DHSG and have systems in place to support and develop our colleagues, including wellbeing. For example, we have an additional week off for half term for all staff in October/November, which is paid.

We are a highly successful and oversubscribed 11-18 selective grammar school and one of the country's highest performing state schools. Our students are absolutely fantastic and we value our staff here, and as such have sensible policies and systems in place. We recently overhauled our behaviour for learning strategy, informed by practices taken from St Ives School in Cornwall and trauma-informed approaches, as we place real value on positive relationships with students and on the certainty and consistency of consequences rather than severity. This underpins our culture here.

We are seeking to appoint a talented Assistant Head Teacher, leading on culture across the school. This role will be pivotal in continuing to build upon a culture of excellence, in terms of behaviour and attitudes. The successful post-holder will lead on behaviour across the school, as well as the personal development curriculum. They will work to ensure all staff are clear of the systems and procedures for managing behaviour and ensuring the consistent implementation of them.

This post is new and is an additional senior leadership position, to support the continued expansion of the school, which will conclude in 2027.

In this applicant information pack, you will find a job description and person specification, along with details on how to submit your application.

If you have the energy, skills and motivation to join us and make a difference, I would welcome an application from you. If you would like an informal conversation over the telephone or a visit to look around prior to applying, please get in touch.

Yours faithfully,

L. J. Sargeant
Head Teacher

The City

Plymouth is the largest city south west of Bristol, with a population of approximately 260,000. Located overlooking one of the world's finest natural harbours, it is a city with a proud history.

In recent years, Plymouth has developed further as a cultural, commercial, industrial and tourist centre. The city is served by a very active Arts Centre, the Theatre Royal, Plymouth Pavilions and the Life Centre - one of the country's leading sporting venues. Plymouth is also home to the University of Plymouth and Plymouth Marjon University.

There are regular ferry services to Roscoff, France and Santander, Spain. The Devon Expressway (A38) links Plymouth to the national motorway system and the intercity rail journey to London takes approximately three hours.

Plymouth has developed very strong twinning links with cities in Russia (Novorossiysk), Spain (San Sebastian), France (Brest), Poland (Gdynia) and Massachusetts, USA (Plymouth). There are also extensive educational links with many more towns and cities.

Click and open the hyperlink in the image to find out why Plymouth is such an attractive city.



The School

Devonport High School for Girls was established in 1908 and is situated on a lovely green site overlooking Plymouth's Central Park, approximately two miles from the city centre. It is an 11-18 selective girls' grammar school and became an Academy in April 2011.

There are approximately 980 students on roll, including around 240 in the Sixth Form. Students come from Plymouth and the surrounding counties of Devon and Cornwall.

The school is part of The Link Partnership (TLP) with four other schools in the city in order to extend curriculum provision for students in the Sixth Form.

As well as its strong international links, Devonport High School for Girls has gained a reputation for academic excellence, which helps launch its students on their chosen career paths. The work ethic in the school is very strong and staff are deeply committed to their teaching.

The school places a strong emphasis on developing the whole person and as part of this commitment organises a broad range of enriching extra-curricular opportunities and a comprehensive programme of field visits, with opportunities for students to travel abroad.

The staff of approximately 100 teaching and support staff (a mixture of full-time and part-time employees) are led by the Senior Leadership Team, which consists of the Head Teacher, Director of Finance and Resources, Deputy Head Teacher and five Assistant Head Teachers (including this new role). From September 2026, this will also include Associate Senior Leaders (SENDCO and five Heads of Faculty) as part of an extended leadership team.

Why work at DHSG?

We Value Our Staff!

We value our staff and do this by having sensible policies and clear systems in place.

We do not expect staff to write endless feedback to students. We do not do WWW or EBI but let departments decide what is best for students. You will not be expected to attend pointless meetings. We value CPD time and to that extent have frequent department time.

We do not grade lessons or have formal observations. We have developmental drop ins which give immediate constructive feedback.

We value our future leaders, and we invest in the talent development of our staff. Access to internal leadership CPD, SLT secondments and other opportunities are in place for staff. Students are exceptionally well behaved here, so you will not waste time sorting out behaviour. You can just teach.

Do you want to work in a school...

- That has significantly improved results, year on year and the best in the city and region?
- Where the teacher is valued as the expert?
- That has an excellent student culture of respect, manners and hard work?
- That takes workload seriously? That has a clear workload charter, has a rational approach to marking? That restricts email use at weekends and during holidays and does not see 1265 as a target to meet?
- Free tea, coffee and milk for all staff.
- Regular socials organised by the social committee for staff.
- End of term food provided for staff (Bacon Rolls, End of Year BBQ).
- We have a 2 week half term in October/November and do not expect staff to be in for this. We do not make up the time elsewhere either, by having longer days or extra days in the summer term.
- Offer staff a free lunch for running a club?
- Can take PPA at home;
- That values its staff and has a strong approach to CPD?
- Allows departments autonomy over curriculum and planning?
- Offer time off in lieu for staff that give up time to run after school revision sessions?
- Where the staff are fully behind our ambition for excellence?
- That is values-driven, wanting the very best for the students?
- Where people feel valued, and morale is high across the school?

If the answers are yes to the above, then this school is for you.

Pastoral Structures at DHSG

House System

At DHSG, we have a House system, whereby all students join one of five Houses for their journey through the school; Edgcumbe, Flete, Hartland, Kitley and Saltram. The tutor groups are year specific and one tutor group from each year group, forms a House. In Sixth Form, they also form part of these Houses. Each House is led by a Head of House along with a dedicated team of tutors. Tutors have morning registration with students and are also responsible for teaching PHSE to their tutor group.

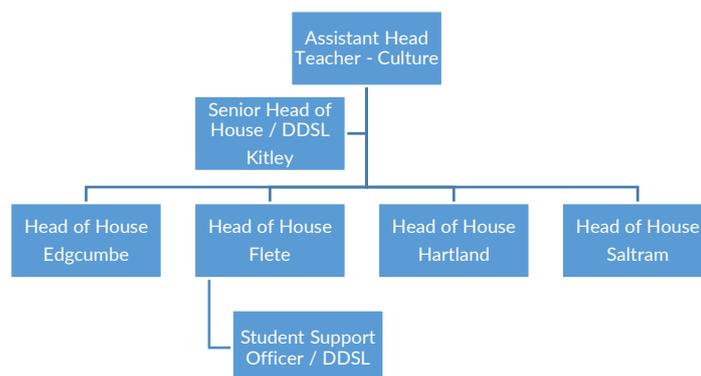
PSHE

All students are taught PSHE by their tutor, following a programme of study, that also includes statutory RSE content. You can view the programmes of study here:

<https://www.dhsg.co.uk/page/?title=Pastoral&pid=137>

Pastoral Structures

The pastoral team consists of a Senior Head of House, who also leads a House and 4 additional Heads of House. They are assisted by a non-teaching Student Support Officer. Also, the team works closely with the Deputy Head Teacher (Inclusion), Assistant Head Teacher (DSL) and the Associate Senior Leader (SENDCO). In the coming years, as the school continues to group, there is the aim to add in another Student Support Officer.



Behaviour and Culture

Our behaviour system is predicated on strong relationships between staff and students. This is the strong foundation of DHSG's success and the exceptional educational experiences that students have, whilst they are here. Behaviour is exemplary and this is seen from the engagement in lessons, manners and politeness from students.

Ofsted

Our last Ofsted inspection was in February 2025 and this was a short inspection with Outcome 2: improved significantly across all areas. We are not complacent and continue to want to be even better. We are confident that at our next inspection in 2029, that under the new framework we will be judged as exceptional. You can read our latest report here:

https://www.dhsg.co.uk/_site/data/files/users/19/0E6BEC85C35FA51B898767CAC2AD1A01.pdf

Job Description: Assistant Head Teacher – Culture

Purpose	<ul style="list-style-type: none"> To be a member of the Senior Leadership Team and to assist the Head Teacher in leading and managing the school in order to achieve its stated aims. To lead on the culture across the school, ensuring positive attitudes towards learning. To lead on behaviour of students across the school to ensure there are clear systems in place to monitor and manage this. To lead the Heads of House, to ensure effectiveness of support for students across the school. To lead the PSHE curriculum and effectiveness of delivery.
Reporting to	<ul style="list-style-type: none"> Head Teacher
Responsible for	<ul style="list-style-type: none"> Line Management of Senior Head of House, Heads of House and Student Support Officers
Liaising with	<ul style="list-style-type: none"> Senior Leadership Team, Teaching Staff, Student Support Services, Parents/Carers, Trustees and outside agencies
Working Time	<ul style="list-style-type: none"> 195 days per year. Full time.
Salary/Grade	<ul style="list-style-type: none"> L11-L13
Disclosure level	<ul style="list-style-type: none"> Enhanced

GENERAL LEADERSHIP STANDARDS	
Qualities and Knowledge	<ol style="list-style-type: none"> 1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the students they serve. 2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community. 3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them. 4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development. 5. 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. 6. Communicate compellingly the School's vision and drive the strategic leadership, empowering all students and staff to excel
Students and Staff	<ol style="list-style-type: none"> 1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes. 2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being. 3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis. 4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

	<p>5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.</p> <p>6. Hold all staff to account for their professional conduct and practice.</p>
System and processes	<p>1. 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.</p> <p>2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.</p> <p>3. 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.</p> <p>4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the SLT / Head Teacher to account for student, staff and financial performance.</p> <p>5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.</p> <p>6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.</p>
The self-improving school system	<p>1. Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.</p> <p>2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.</p> <p>3. 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.</p> <p>4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.</p> <p>5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.</p> <p>6. 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.</p>
OTHER SPECIFIC DUTIES	
<ul style="list-style-type: none"> • To support whole school activities e.g. Speech day, Carol concert. • To engage actively in the performance review process. • To undertake any other duty as specified by STPCB not mentioned in the above. • Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. • Employees will be expected to comply with any reasonable request from a leader to undertake work of a similar level that is not specified in this job description. • The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job 	

applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but, in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

Personal Qualities	Essential	Desirable
Minimum 2 years successful experience of working at Middle Leadership (Pastoral or academic)	✓	
Proven experience of leading an aspect of pastoral care and behaviour management	✓	
Experience of putting pastoral interventions in place and measuring impact	✓	
Experience working with external agencies, e.g. police, EWO, FAP, etc.		✓
Effective team leadership which includes the empowerment of others	✓	
Experience of self-evaluation and action planning	✓	
Experience of undertaking appraisal with a team of staff	✓	
Experience of monitoring set targets in a specified action plan to evaluate and ensure progress	✓	
Successful experience of holding colleagues to account for performance	✓	
Managing the professional development of a team of colleagues	✓	
Management of a team to ensure excellent student provision	✓	
Experience of effective leadership of student behaviour for learning	✓	
Successful leadership of raising standards of student achievement	✓	
Evidence of demonstrating innovation and creativity in own practice	✓	

Knowledge / Skills	Essential	Desirable
Evidence of being an outstanding classroom practitioner	✓	
Evidence of keeping abreast of developments in pastoral care and behaviour management including on X, TES, and other social media platforms	✓	
Ability to implement strategies to raise achievement within a team	✓	
Ability to coach within a team	✓	
Evidence of keeping abreast of government and Ofsted policy changes	✓	
Ability to inspire both adults and young people	✓	
Ability to teach across Key Stages 3 - 5	✓	
Evidence of use and impact of data on learning and behaviour at a strategic level	✓	
Understanding of issues relating to attendance and effective strategies for improving punctuality and attendance	✓	
Understanding of the importance of safeguarding and child protection, and the contextual safeguarding issues specific to our school	✓	
Excellent communicator	✓	
Confident user of ICT and ability to lead others in this area	✓	
Excellent skills in the use of spreadsheets and databases	✓	

Experience and qualifications	Essential	Desirable
QTS	✓	
Good honours degree	✓	
Evidence of leading pastoral care and behaviour management e.g. in own year/house group or as part of the team	✓	
Evidence of training others	✓	
Evidence of personal professional development and training related to current developments in pastoral care and behaviour management	✓	
Further Professional Qualifications related to leadership		✓
Confident use of MIS	✓	
Understanding of the emotional needs and well-being of students and that all behaviours are a form of communication	✓	
Understanding of trauma informed approaches and be able to exemplify these in own behaviours and interactions with students and adults	✓	

Personal Qualities	Essential	Desirable
Willingness and ability to uphold, support and enrich the school's mission and values	✓	
Calm demeanour with ability to deescalate	✓	
Professional role model for both students and staff	✓	
Up to date with social media and active in building professional relationships and networking	✓	
Highly organised	✓	
Analytical and strategic approach	✓	
Perseverance and resilience	✓	
Excellent timekeeping	✓	
Meet deadlines and manage a fluctuating workload	✓	
Honesty and integrity	✓	
Work actively and productively as part of a team	✓	
Outstanding interpersonal skills and the ability to relate well to a wide range of people	✓	
Willingness to innovate	✓	
Ability to support and challenge others	✓	
Belief and commitment to selective education, inclusion and community cohesion	✓	
Willingness to engage with students outside of hours	✓	
A determination for self and others to be the best you can be	✓	

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people with an understanding of the teacher as a role model for young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to the use of authority and maintaining discipline

How to apply

All applications for employment should be made by completing the school's application form, which can then be submitted by post to the school address or by email to recruitment@dhsg.co.uk. The form can be downloaded from the 'Staff Vacancies' section of the website at www.dhsg.co.uk. Please note that CVs are not accepted.

Applications for this vacancy must be received by **9am on Friday 8 May**. Interviews are expected to take place over two days, the week beginning **Monday 18 May**.

The Head Teacher will be offering tours/informal conversations on the following days/times only (please do not request other times, as availability is limited to these times only)

Friday 24 April - 9am - 10am

Monday 27 April - 4pm - 5pm

Friday 1 May - 10am - 11am

If you wish to attend, please contact Mrs Hockedy on the address below:

Mrs P Hockedy
Personnel Manager
Devonport High School for Girls

T: 01752 705024

E: recruitment@dhsg.co.uk

