



# ASSISTANT HEADTEACHER

Candidate Information Pack  
Sept 2022

**Learning Today: Leading tomorrow**

# Welcome from the Headteacher

Dear Candidate,

We are delighted that you are interested in becoming an Assistant Headteacher of Bentley Wood High School for girls.

This is an opportunity to be part of a leadership team of an oversubscribed, inclusive, high achieving girls' school for students aged 11 to 18. Based on a 27 acre site in Stanmore, Harrow, Bentley Wood is a school where staff and students consistently deliver our vision of 'Learning today: Leading tomorrow'. We focus upon creating a safe, caring, stimulating environment where pupils learn happily and well – this philosophy, combined with our curriculum and high quality teaching and learning, underpins our exceptional academic performance. We are proud of our success, and our culture keeps us focused upon exploring how we can achieve more for and with our staff and students in the future.

Bentley Wood is an outward looking school. We work in close partnership with the other high schools in Harrow and beyond, and Bentley Wood hosts a collaborative staff and leadership development programme that developed through being a teaching school. We are part of The Bentley Wood Trust, which is a multi-academy trust that also includes Alyward Primary School with whom we collaborate closely.

We are looking for an Assistant Headteacher who has the vision, talent and passion to join us in leading our school and trust successfully. You will be committed to excellence, inclusion, staff development, partnership working, and to creating the environment so that all members of our community achieve well. Your leadership style, combined with high standards and expectations in all areas of school activity, will model the highest standards at all time.

Bentley Wood is a supportive school. All staff and students know that they are cared about and supported. We will support your professional growth and provide opportunities for your development within and beyond the school and trust.

We hope this information pack provides you an insight into our school and trust. You are welcome to come and visit the school prior to completing an application.

Yours faithfully,



Naseema Akbar

Headteacher

# Our vision and aims

'Learning today: Leading tomorrow' underpins our vision for all members of our diverse, vibrant community.

We are passionate about enabling all of our students to become confident, creative and enquiring young women with the ability to excel at what they do. Students make significant contributions to the way the school is led and fully engage with the learning process, accepting responsibility for their individual academic progression. We inspire, support and facilitate our students to make positive contributions to the wider community and society; now and in their future lives.

Our values are to be a community who care:

- **Communication:** We expect you to communicate politely and positively and to listen to adults and peers;
- **Achievement:** We expect you to achieve your personal best;
- **Respect:** We expect you to behave with total respect for each other and every member of our community and environment; and
- **Empathy:** We expect to listen, talk and appreciate how others are feeling.

To realise our vision, Bentley Wood High School is determined to be:

- an inspirational, inclusive school, with the highest expectations, where each person is enabled to achieve their personal best;
- a community and family centred school where we work in partnership to empower, support and prepare young women with the resilience to meet local, national and global challenges;
- a safe, happy school, appreciative of our natural environment, that recognises and aims to meet the diverse educational, social, physical and emotional needs of every individual; and
- a reflective and responsive school where strong and inspiring leadership is promoted with students and staff at every opportunity.

# About Bentley Wood High School for Girls

**Bentley Wood High School is a high achieving, oversubscribed and successful girls' comprehensive school for students aged 11 to 18, based in the London borough of Harrow.**

Bentley Wood is a growing school. Our published admission number for Year 7 has grown in a measured way from 180 girls, and reaches 240 girls from the September 2022 intake. As part of this expansion, and in partnership with the local authority, we receive additional resources to support students with special educational needs within our inclusive school.

We are a high-performing school. In May 2012 Ofsted graded the school 'Outstanding' in all categories and we have sought to continue to improve since. Performance at GCSE is above national average in terms of attainment and significantly above national average for progress. Entry for the Ebacc is 95% and above, and progress 8 data is consistently above +0.85. Progress and outcomes in the Sixth Form are well above national average and on an upward trajectory.

Our values of Communication, Achievement, Respect and Empathy permeate every aspect of the school and underpin both what we do and how we do it.

Bentley Wood High School girls are extremely proud of their school and recognise the high quality of education they receive. They have a strong voice in the school and their feedback is highly valued. Staff and students convey strongly how much they value being part of the school and always comment on the calm, happy environment which is so conducive to learning.

The school focuses upon appointing the best teaching and support staff, with outstanding subject knowledge, to ensure our students achieve their full potential. Girls benefit from staff who know them well and who very much value being part of our community. Learning together for the future is key to all of our partnerships.

As a single sex school, we recognise that research has shown that our environment empowers girls to maximise their potential, participate fully in all areas of school life and achieve their very best. We attract girls from 65 plus primary schools, and work hard to ensure that girls transition and become settled quickly in Year 7.

Bentley Wood is a rich and diverse community. We celebrate our diversity and develop opportunities to learn from each other. Our partnership with parents is a strength; parents consistently provide positive feedback and are very supportive of the school.

We are fortunate that our school is set in a beautiful 27-acre campus. In recent years the local authority and trust have made substantial investments to ensure that our accommodation matches our curriculum needs and our aspirations, and the trust intends to continue this investment in the future.

## About The Bentley Wood Trust

The Bentley Wood Trust (TBWT) is a multi-academy trust operating two schools in the London borough of Harrow:

- Bentley Wood High School, which became an academy in August 2011 as a single academy trust; and
- Aylward Primary School, which became an academy in 2014 at which point the trust became a multi-academy trust.

The culture of the trust is one of collaboration focused upon working and learning together to collectively improve the opportunities and outcomes for our students.

# Job Description: Assistant Headteacher

Responsible to: Headteacher/Deputy Headteacher

Start date: 01 January 2023

Salary: L13 to L17 (Outer London)

The Assistant Headteacher is 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 they work with also can fulfil them. They may also be required to undertake any of the duties delegated from the headteacher

## Core purpose

The assistant headteacher will support the headteacher and deputy headteacher in:

- Communicating the school's vision compellingly and supporting the headteacher's strategic leadership;
- The day-to-day management of the school;
- Formulating the aims and objectives of the school;
- Establishing policies for achieving these aims and objectives;
- Managing staff and resources to that end;
- Monitoring progress towards the achievement of the school's aims and objectives;
- Monitor, evaluate and review standards of teaching and learning and pupil achievement against, school, local and national standards and to contribute to whole school planning, monitoring, evaluation and review;
- Be accountable for student outcomes over a single key stage (KS3, KS4 or KS5);
- Lead teams of curriculum and pastoral leaders focussing on and implementing school improvement initiatives. Co-ordinate action plans to drive, direct and sustain improvement;
- To be committed to safeguarding and promoting the welfare of children, there will be a high involvement in regulated activity relevant to children. Please see our [Child Protection Policy](#)

## Culture and leadership

The assistant headteacher will support the headteacher and deputy headteacher in:

- Create a culture where pupils experience a positive and enriching school life;
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life;
- Ensure a culture of staff professionalism;
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school;
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy;
- Create an ethos of equality, high aspirations, and high expectations;
- Work in partnership to set the vision and values for the trust and school and ensure that they are securely embedded;
- Lead the development, communication, implementation and monitoring of School Improvement areas of focus, with agreed and prioritised objectives to sustain improvement;
- Lead by example, consistently reinforcing the vision, values and culture of the school;
- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct;
- Build positive and respectful relationships across the school community;
- Serve in the best interests of the school's pupils.

## School culture and behaviour

The assistant headteacher will support the headteacher and deputy headteacher in:

- Create a culture where pupils experience a positive and enriching school life;
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life;

- Ensure a culture of staff professionalism;
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school;
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy;

## **Students, Teaching and Learning**

The assistant headteacher will support the headteacher and deputy headteacher in:

- A shared leadership responsibility for safeguarding the welfare of children and young people;
- Ensure an effective learning environment based upon a sound and consistently applied policy for positive behaviour for learning;
- Establish and sustain high-quality, expert teaching across all subjects and key stages, built on an evidence-informed understanding of effective teaching and how students learn;
- Ensure that effective strategies are in place, closely monitored and reviewed, to ensure that all groups of students progress and achieve well;
- Ensure formative and summative assessments are used to support outstanding pupil progress, staff development, and to develop the curriculum;
- Implement strategies that secure high standards of attendance and behaviour;
- Ensure students feel safe, happy, and supported, and that barriers to their learning and progress are identified and addressed; and
- Ensure robust systems of pastoral care to promote positive mental health.

## **Leading and Managing staff**

The assistant headteacher will support the headteacher and deputy headteacher in:

- Ensure that staff deployment has maximum educational impact;
- Ensure effective induction, continuing professional development and robust performance management processes are in place for all staff;
- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education;
- Seek training and continuing professional development to meet needs.

## **Managing the organisation**

The assistant headteacher will support the headteacher and deputy headteacher in:

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community;
- Establish and oversee systems, processes and policies so the school can operate effectively;
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care;
- Manage staff well with due attention to workload;
- Ensure rigorous approaches to identifying, managing and mitigating risk;
- Allocate financial resources appropriately, efficiently and effectively;
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context.

## **Accountability and Governance**

The assistant headteacher will support the headteacher and deputy headteacher to:

- Understand and welcome the role of effective governance, including accepting responsibility;
- Ensure that staff 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;
- Work successfully with other schools and organisations;
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.



## Additional Information

### Conditions of service

The role is subject to and with the benefits of the National Conditions of Service for Teachers as specified in the latest [Teachers Pay and Conditions Document \(STPCD\)](#) and Condition of Service for Teachers in England and Wales (The Burgundy Book), except where you are informed in writing that a local condition applies.

### Asylum and Nationality Act 1996

Under the Asylum and Nationality Act 1996 you will be required to prove your eligibility to work within the UK.

### Disclosure and Barring Service

An offer of employment for this post will be subject to a satisfactory enhanced disclosure clearance through the Disclosure and Barring Service in England and Wales.

### Equalities

Bentley Wood High School is an equal opportunity employer. It is committed to make any necessary reasonable adjustments to the selection process, job role and working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the recruitment panel's decisions will be based upon an assessment of that person's expected capabilities once reasonable adjustments have been made

### Other Duties

- To undertake any other duty as specified by the School Teachers' Pay and conditions Document not mentioned in the above.
- To comply with any reasonable requests from the headteacher to undertake work of a similar level that is not specified in the job description.

The job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to meet changing regulations or circumstances. These would be commensurate with the grade and title of the post.

## Person Specification:

The person appointed will:

1. be an outstanding, well qualified and appropriately experienced teacher;
2. have appropriate middle and senior leadership experience;
3. evidence outstanding leadership skills;
4. evidence excellent IT skills;
5. evidence their commitment to equality and inclusion (in their broadest senses);
6. believe in the vision, values and culture of the school;
7. be a strategic thinker who keeps up-to-date regarding national educational research and policy and can distil implications and opportunities from that context;
8. evidence where they have led significant changes to improve the opportunities for or outcomes of students, including intent, implementation and impact;
9. evidence where they have led a team where student progress and outcomes remained outstanding or improved under their leadership;
10. be a team-player who is able to develop and sustain supportive working relationships with colleagues both within and outside the school;
11. have the ability to inspire and lead the full range of stakeholders within and beyond the school;
12. evidence commitment to reflective practice and how they have incorporated this into school improvement;
13. be confident in the interpretation, analysis, and presentation of data (educational, financial and operational);
14. be a flexible problem-solver with well-developed decision-making skills;
15. demonstrate commitment to their own professional development;
16. have an excellent understanding of, and be wholly committed to, safeguarding.