

Candidate brief for the position of

Assistant Headteacher
Chislehurst School for Girls

Application Deadline: 9am on Thursday 2nd July 2026



Chislehurst School for Girls
is part of Lumero Educational Trust



Dear Applicant

Thank you for expressing an interest in working in our Trust. This pack tells you more about our Trust, Chislehurst School for Girls, the role and the person we are looking for.

As a Trust, we comprise of eight primary schools and four secondary schools across the London Boroughs of Bromley and Croydon, as outlined on the next page.

Our overarching aim for all our schools is **learning together, inspiring all**. We are committed to **excellence**, having great aspirations for our children and young people, and encouraging them to seek out and take hold of opportunities. Our drive for excellence is supported by our **collaboration**, and we are committed to sharing expertise to empower and inspire all individuals in our schools to thrive in a global world. This is underpinned by **inclusion**. We celebrate and respect the diversity in our communities, and we have a shared expectation in everyone to achieve in an ever-changing world.

This is an exciting opportunity for a motivated and passionate individual to join our team and make a real impact upon on our students, helping to shape their future.

This post is available from January and would suit someone who is hardworking, dedicated and keen to work in an aspirational educational trust.

Please complete the application form as fully as possible.

We very much look forward to hearing from you.

Yours sincerely



Terry Millar
Chief Executive

Our Schools



BIGGIN HILL
PRIMARY SCHOOL



BULLERS WOOD
SCHOOL FOR BOYS



BULLERS WOOD
SCHOOL FOR GIRLS



CHARLES DARWIN
SCHOOL



CHELSEFIELD
PRIMARY SCHOOL



CHISLEHURST
SCHOOL FOR GIRLS



DARRICK WOOD
JUNIOR SCHOOL



GREEN STREET GREEN
PRIMARY SCHOOL



THE HIGHWAY
PRIMARY SCHOOL

?



ORCHARD WAY
PRIMARY SCHOOL



TUBBENDEN
PRIMARY SCHOOL



PRATTS BOTTOM
PRIMARY SCHOOL

Chislehurst School for Girls

Chislehurst School for Girls is a happy and highly successful place of learning for girls aged 11-18, and boys 16- 18 where students have every opportunity to excel academically, flourish personally and reach their full potential.

We are committed to the pursuit of academic excellence and to developing the leaders of tomorrow. Our strong pastoral support and commitment to mutual respect enable all our students to discover their strengths and truly develop a life-long love of learning.

We are proud of our young men and women and committed to enriching their school experience and ensuring that they thrive and reach their full potential. A spirit of charity, social justice and global awareness is central to this.

We are a diverse and inclusive school community and welcome the enriching variety of backgrounds and traditions that all contribute to making Chislehurst School for Girls a wonderful place in which to both learn and work.

Values and vision

At Chislehurst School for Girls, we are passionate about supporting all of our students to develop their leadership characteristics and experience. Some of our students may go on to lead their own companies, schools, teams and departments, whilst others may lead in their community, and support others at home or around the world. Whatever their path or gifts, all of our young people will be equipped to become resilient leaders of tomorrow, with courage, integrity and ambition.

Chislehurst girls take centre stage, have their voices heard, create a culture of achievement and are empowered to become leaders. They develop greater confidence and are more willing to take risks and aim higher.

Ofsted report

“Teaching is predominantly good and some is outstanding. Students behave well, enjoy school and feel safe. Older students in particular have positive attitudes and value what the school has to offer. Exclusions are well-below average. The headteacher and senior staff provide ambitious leadership informed by a thorough knowledge of students’ starting points and progress. As a result, achievement and teaching are improving and students are well prepared for the next stage of their lives.”

Position Summary: Assistant Headteacher

REPORTS TO:	Senior Deputy Headteacher
LOCATION:	Chislehurst, Kent
SALARY:	Outer London Leadership Pay Scale L12-L16 – Annual Gross £72,009 - £79,157 (Assistant Headteacher portfolio will be determined in discussion with the Headteacher, based upon the area of expertise of the successful candidate)
HOURS:	Full-time
CONTRACT:	Permanent
START:	January 2027

This full-time post is available from January 2027 and offers an exciting opportunity to join an enthusiastic staff and a successful and supportive Senior Leadership Team (SLT) whose members are committed to making a difference. The SLT consists of the Headteacher, two Deputy Headteachers and six Assistant Headteachers, all with specific areas of responsibility, linked to the new Ofsted framework.

We are looking for an enthusiastic individual with a track record of success and innovation - a team player who also has excellent leadership qualities.

Chislehurst School for Girls, part of Lumero Educational Trust, is an aspirational place of learning for girls aged 11-18, and boys 16-18, where students have every opportunity to reach their full potential.

We are committed to the pursuit of academic excellence and to developing the leaders of tomorrow. Our strong pastoral support and commitment to mutual respect enable all our students to discover their strengths and truly develop a life-long love of learning.

We are seeking someone who:

- Has a passion for education and is open to innovative approaches in everyday aspects of school life
- Is passionate about their subject area and lifelong learning
- Is always committed to securing the best outcomes for all students in the school
- Contribute to the overall development of the school
- Is flexible in their approach constantly adapting to new challenges.

In return, we will offer you:

- The opportunity to be part of a forward-thinking school and wider Trust

- The opportunity to work with pastoral and subject leaders to create an exciting and engaging curriculum
- A working environment where everyone is valued and respected
- Enhanced professional and career development

Application Process

How to apply

Applicants should complete the application form and submit it to Mrs Edmunds (Trust HR Officer) at recruitment@chsfg.co.uk by **9am on Thursday 2nd July 2026**.

Interview Process

Candidates will be shortlisted, and successful candidates will be interviewed 9th July 2026 with a second stage on 10th July 2026.

- i. Suitable applications will be shortlisted for interview as quickly as possible.
- ii. If you are successful, you will receive a phone call followed by an email inviting you to attend for interview. It is therefore important that you give us a daytime telephone number and an email address that you regularly access so that we can contact you to make the necessary arrangements if you are shortlisted.

If you require any assistance in attending for interview, please let us know the nature of that assistance in good time so that we may make appropriate arrangements.

- iii. Candidates called to interview will:
 - have an opportunity to meet with staff
 - be expected to conduct a number of tasks to test areas required as per the person specification
 - attend a panel interview

Pre-employment Checks

Lumero Educational Trust is committed to safeguarding and promoting the welfare of children and young people, and an appointment will be subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered “spent”.

The successful applicant will also be required to:

- Provide details of two referees who know them in a professional capacity. It is policy to take up references BEFORE interviews where possible. Employment is conditional on these references being deemed satisfactory.
- Provide proof of all relevant qualifications.
- Provide proof of eligibility to work in the UK
- Complete a Medical Declaration and receive fitness to work.

Policy on Equal Opportunities

The Trust is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position. The Trust is opposed to any form of discrimination against any individual or group and welcomes the fact that our Trust includes a diversity of individuals from many races and cultures. Behaviour, which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion, will not be tolerated.

Job Description – Assistant Headteacher

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LOCATION:	Chislehurst, Kent
SALARY:	Outer London Leadership Pay Scale L12-L16 – Annual Gross £72,009 - £79,157 (Assistant Headteacher portfolio will be determined in discussion with the Headteacher, based upon the area of expertise of the successful candidate)
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CONTRACT:	Permanent
START:	January 2027

Job Purpose

The Assistant Headteacher will support the Headteacher in providing strategic leadership and management for the school, ensuring a clear vision for high-quality education and excellent student outcomes across Key Stages 3–5. The Assistant Headteacher will drive whole-school improvement, leading on key priorities to secure outstanding teaching, strong pastoral systems, and a culture of high expectations, inclusion, and continuous improvement. The role involves developing staff, using data intelligently, and ensuring all students achieve their full academic and personal potential.

Key Duties

Curriculum Impact

- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Be accountable for students' attainment, progress and outcomes
- Students should be able to verbalise:
 - their learning within the lesson
 - how the lesson contributes to the end point of the unit
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- Guide students to reflect on the progress they have made
- Know and understand how to assess the relevant subject including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress, including effective use of questioning throughout the lesson
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback

- Give feedback on your classes to your second in charge after each Assessment Point, including your planned interventions to tackle any underachievement in your classes

Curriculum Implementation – Subject Knowledge

- Have a secure knowledge in the relevant subject(s) and curriculum area. Be able to verbalise the sequencing of the components of each unit of work
- Foster and maintain students' interest in the subject
- Address misunderstandings / misconceptions
- Demonstrate a critical understanding of developments in the subject
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
- Take part in regular CPD in order to ensure that your knowledge is up-to-date
- Use ICT to effectively enhance learning
- Develop high standards of Numeracy whenever appropriate
- Ensure that your approaches to T&L contribute to the design and provision of engaging lessons within the agreed national Curriculum programmes of study

Planning and Teaching

- Effective use of lesson time in order to maximise students' achievement and enjoyment
- Set homework and plan other out-of-class activities to consolidate knowledge where appropriate
- Reflect systematically on the effectiveness of your lessons and adapt content following your monitoring of the students' work in class
- Ensure that your approaches to teaching contribute to the design and provision of engaging lessons
- Ensure that all lessons include: retention strategies (for example, spacing / interleaving)

Adapt Teaching to Respond to Needs

- Know when and how to differentiate/personalise appropriately
- Use approaches which enable students to be taught and learn effectively, to the best of their ability
- Demonstrate an awareness of the physical, social and intellectual development of children
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities, ensuring that they are all met

Behaviour and Attitudes

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary
- Ensure that the 4 Rs are consistently followed
- Monitor and follow up non-attendance to learning

Personal Development

- Uphold British values and ensure that students respect them
- Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions and take action accordingly
- Contribute towards SMSC
- Contribute to enhancement of the wider curriculum (for example: trips, clubs etc...)

Wider Responsibilities of Assistant Headteachers

- Collaborate as a member of the Senior Leadership Team to develop the shared vision/future strategy for the school
- Have direct line management of a year team
- Agree to aspirational targets, ensuring rigorous monitoring, evaluation and review of progress towards these
- Ensure high quality teaching and learning in line led areas
- Contribute to the school's self-evaluation process
- Be involved in the process of appointing new staff including the shortlisting and interview process, ensuring up to date personal Safer Recruitment accreditation is maintained
- Be actively on duty at break, lunch and before and after school, contribute to patrols
- Deliver assemblies as part of cycle
- Share in the management of student behaviour incidents, making recommendations to the Headteacher/Deputy Headteacher regarding Inclusions/Exclusions and facilitating the process of student reintegration
- Actively participate in the monitoring, evaluation and review of teaching and learning in line led areas – subjects to be agreed
- Manage any capability or disciplinary procedures in line with the Trust's policy, where appropriate
- Be a core part of the appraisal process, setting targets and reviewing progress
- Promote equal opportunities and celebrate diversity in all aspects of the school
- Comply with the Trust's Health and Safety policy and undertake risk assessments in line with national requirements where necessary
- Show a record of excellent attendance and punctuality
- Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- Contribute to the school's and Trust's INSET programme

- Partake in activities aimed at promoting the school, including, but not limited to, open evenings, visits to primary schools and community events
- Carry out other tasks commensurate with their position, as directed by the Headteacher or Deputy Headteachers

Classroom Teacher Responsibilities –

- To carry out the duties of a School Teacher as set out in the School Teachers Pay and Conditions Document.
- To continue to meet the Professional Standards for Senior Leaders

Note, whilst every effort has been made to explain the main duties and responsibilities of the post, this job description is not prescriptive, and each individual task undertaken may not be identified. Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level and/or scope that is not specified in this job description. Job descriptions are subject to change, in consultation with the post holder, to meet the changing needs of the broader Trust.

Person Specification – Assistant Headteacher

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (secondary age range) • Good honours degree or equivalent • Evidence of ongoing professional development 	<ul style="list-style-type: none"> • National Professional Qualification for Senior Leadership (NPQSL) or Headship (NPQH) • Relevant postgraduate qualification (e.g. MA in Education, Leadership)
Experience	<ul style="list-style-type: none"> • Substantial and successful teaching experience in a secondary school • Proven track record of improving student outcomes • Experience of leadership at middle or senior level (e.g. Head of Department/Year or equivalent) • Experience of leading whole-school or cross-department improvement initiatives • Experience of line managing staff and developing teams • Experience of using data to monitor and raise attainment 	<ul style="list-style-type: none"> • Senior leadership experience (e.g. Assistant Headteacher, Associate SLT) • Experience working across multiple key stages (KS3, KS4, KS5) • Experience in a context of significant school improvement or change
Knowledge and Understanding	<ul style="list-style-type: none"> • Strong understanding of the secondary curriculum and assessment (including GCSEs and post-16 qualifications) • Knowledge of effective teaching, learning, and assessment strategies • Understanding of school improvement planning and self-evaluation • Secure knowledge of safeguarding legislation and statutory guidance (e.g. KCSIE) • Understanding of strategies to support disadvantaged, SEND, and vulnerable students • Awareness of Ofsted Education Inspection Framework (EIF) 	<ul style="list-style-type: none"> • Knowledge of current national educational priorities and policy developments • Understanding of curriculum design and sequencing across subjects
Skills & Abilities	<ul style="list-style-type: none"> • Ability to lead, inspire, and motivate staff and students • Strong analytical skills, including interpreting performance data • Excellent communication skills (written and verbal) • Strong organisational and time management skills • Ability to plan strategically and implement change effectively 	

	<ul style="list-style-type: none"> • Skilled in coaching, mentoring, and developing staff • Ability to manage conflict and maintain high standards of behaviour
Leadership and Personal Qualities	<ul style="list-style-type: none"> • A clear commitment to high standards and raising achievement for all • Ability to model outstanding professional conduct and integrity • Resilient, adaptable, and solution-focused • High expectations of staff and students • Commitment to equality, diversity, and inclusion • Ability to work collaboratively as part of a senior leadership team • Strong decision-making skills with sound professional judgement • Committed to improving outcomes for all students • Team Player • Commitment to safeguarding pupil's wellbeing and equality

LET is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.

LET is committed to equality and diversity. We are committed to continuous improvement in how representative we are of our local communities, including gender, ethnicity, religion, age, and all other protected characteristics.

We offer family friendly and flexible working arrangements.

Lumero Educational Trust

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