



Langley Park  
School for Girls



## **Assistant Headteacher (Pastoral & Inclusion)**

### Recruitment Pack

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Enabling everyone to thrive – acting with  
kindness, determination and respect

## **Assistant Headteacher (Pastoral & Inclusion)**

**Required for: September 2025**

**Leadership Pay Range L12-L16**

We are looking to appoint an exceptional leader to the position of Assistant Headteacher with responsibility for behaviour, pastoral care and inclusion.

We are looking for someone with a commitment to the provision of high quality pastoral care and inclusion, as well as experience in promoting high standards of behaviour.

The successful candidate will be part of the Senior Leadership Team and will also contribute to the work of the safeguarding team, acting as Deputy Designated Safeguarding Lead. You will be expected to work with external agencies, students, parents/carers and staff and be an advocate for our children and young people, ensuring they receive early help, targeted support and intervention within and beyond school. You will provide strategic leadership and oversight of our schools' pastoral provision and behaviour systems, working in partnership with others to support all students, including our most vulnerable children and young people.

You will have excellent inter-personal skills and have the highest expectations for yourself and others, supporting our teachers, staff and leaders to be the best they can be. You will be able to work both independently and as part of a wider team, prioritising workload accordingly. You will be joining a team of highly skilled and committed professionals who are relentless in the pursuit of excellence.

Langley Park School for Girls is a high achieving, popular and well-respected school within our local community. Situated on the Langley Park campus alongside our neighbouring boys' school and primary school, we benefit from excellent transport links to and from central London and proximity to the Kent countryside.

***"Pupils flourish into independent, confident young adults at this school."***

***"Pupils are polite, kind and respectful to one another. They have strong professional relationships with their teachers." (Ofsted)***

***"The school curriculum supports pupils to excel." (Ofsted)***

### **We can offer:**

- Highly motivated students with a commitment to their learning.
- Very good standards of student behaviour.
- Innovative approaches to Teacher Professional Development.
- Opportunities to work and grow within our trust and beyond the school.
- A friendly and supportive working environment.
- An Employee Assistance Programme and flu vaccination.

**Closing Date: Wednesday 30<sup>th</sup> April 2025 (9.00am)**

**Interviews Date: Tuesday 6<sup>th</sup> May 2025**

Please send your completed application form and covering letter to Helen Partridge  
(HR Manager) [hpa@lpgs.bromley.sch.uk](mailto:hpa@lpgs.bromley.sch.uk)

*We are committed to equality of opportunity for all our staff. We particularly welcome applicants from ethnic minority backgrounds as they are currently under-represented on our staff body. We recognise the vital contribution that members of a diverse team make to our students' learning. The range of cultural experiences, differing viewpoints and role models this brings is essential in our Trust and we recognise the gap that would be left in our offering without these.*

*The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Therefore, the successful applicant will be subject to Enhanced Disclosure and Barring Service check.*

# Dear Candidate,

Thank you for your interest in joining our community as Assistant Headteacher. The information here gives a brief sense of our school. Equally, you are most welcome to arrange time to visit.

Langley Park School for Girls, part of Impact Multi Academy Trust, is a large secondary comprehensive school in Beckenham. We have 1,200 girls in Year 7-11 and a large co-educational sixth form of 450 students. We proudly draw from a large number of boroughs and schools in our sixth form creating a diverse and vibrant community.

LPGS has a proud history and is an exciting environment in which to work and study. The arts are highly valued and invested in and staff and students alike enjoy the wide range of opportunities available: our dynamic careers academy and huge range of clubs, societies, groups and trips.

We have an ambitious and broad curriculum, for example:

- All Year 7 students learn an instrument for a term as part of our music scheme to widen access and participation.
- KS3 students enjoy Dance and a Visual Arts rotation of art, textiles and digital media.
- We have a wide range of clubs, societies, educational visits and exchanges as part of our enrichment programme.

We achieve positive academic results whilst also focusing on student wellbeing and mental health.

If you would like to be part of our school community, we would welcome your application.



Kind regards,

**Steve Whittle**  
Headteacher



# Life at LPGS

My daughter really benefited from the healthy and sustained pastoral support at the school – mental health and wellbeing are not treated in a tokenistic, one-off kind of way.

*Parent*

When you have a child who is on the SEN register, it can sometimes feel like pushing water up a hill, but the SENCO explains everything so well, makes it clear, and that is because he cares.

*Parent*

I felt the sense of community, we were all one team with one common goal of just achieving great things, and we were all willing to help each other. That's what really drew me to here.

*Sixth Form student*

Pupils flourish into independent, confident young adults at this school.

*Ofsted*

My students and colleagues make me laugh and I look forward to coming into work due to their hard work and fascinating insights.

*Staff*

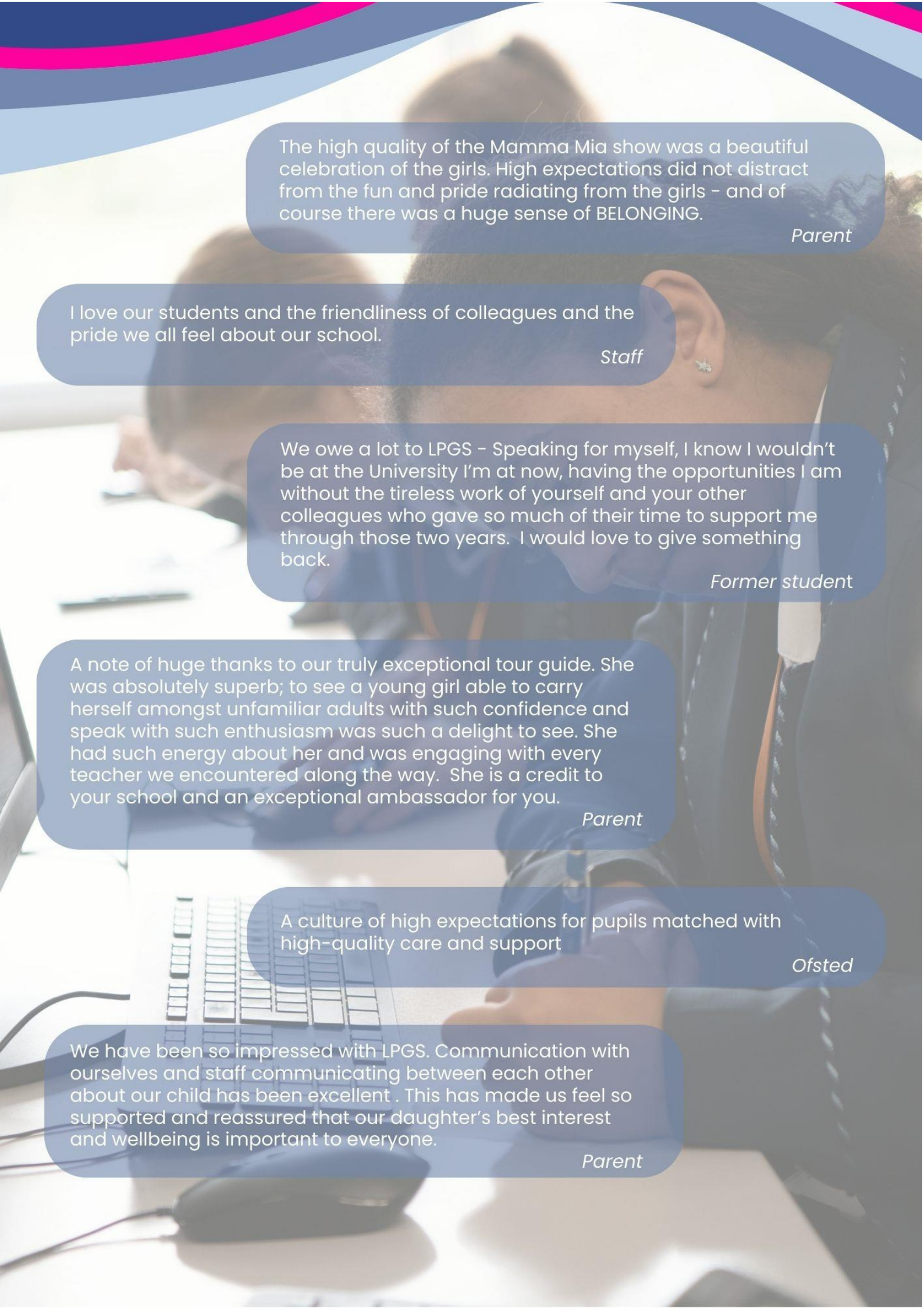
The quality of teaching at this school is nothing short of outstanding. Staff have always been there to fully prepare us for exams and have always gone out of their way to provide us with a high standard of education. The Sixth Form community is extremely friendly and diverse and is a community of individuals who are keen to succeed and help one another.

*Student*

We are sure our daughter learned a lot about teamwork, perseverance and the joy of adventure thanks to your thoughtful planning and engaging activities on this trip.

*Parent*





The high quality of the Mamma Mia show was a beautiful celebration of the girls. High expectations did not distract from the fun and pride radiating from the girls – and of course there was a huge sense of BELONGING.

*Parent*

I love our students and the friendliness of colleagues and the pride we all feel about our school.

*Staff*

We owe a lot to LPGS – Speaking for myself, I know I wouldn't be at the University I'm at now, having the opportunities I am without the tireless work of yourself and your other colleagues who gave so much of their time to support me through those two years. I would love to give something back.

*Former student*

A note of huge thanks to our truly exceptional tour guide. She was absolutely superb; to see a young girl able to carry herself amongst unfamiliar adults with such confidence and speak with such enthusiasm was such a delight to see. She had such energy about her and was engaging with every teacher we encountered along the way. She is a credit to your school and an exceptional ambassador for you.

*Parent*

A culture of high expectations for pupils matched with high-quality care and support

*Ofsted*

We have been so impressed with LPGS. Communication with ourselves and staff communicating between each other about our child has been excellent. This has made us feel so supported and reassured that our daughter's best interest and wellbeing is important to everyone.

*Parent*

# Impact Multi Academy Trust (IMAT)

We believe that being a Trust with both primary and secondary schools is an enormous asset, since it enables us to share our expertise and knowledge, learning from each other to improve the education of children from ages 4 to 18. We have high aspirations for our students that attend Impact Multi Academy Trust schools. We also have high expectations about what they will receive from, and contribute to, their education.

We believe strongly in educating the whole child. We offer our students the highest quality academic education, delivered within a broad, balanced and rich curriculum; alongside which our schools offer a wide range of high quality extra-curricular opportunities, with music and sport a particular strength.

The heads, senior leaders and colleagues actively meet and collaborate – this work is furthered by our Curriculum Strategy Leads.

Our Trust, as it is today, was formed in September 2022 and currently comprises eight schools:

- Clare House Primary School
- Darrick Wood School
- Hawes Down Primary School
- Langley Park Primary School
- Langley Park School for Boys
- Langley Park School for Girls
- Ravens Wood School
- Hayes School

For further information, please visit the Trust website [www.imat.uk](http://www.imat.uk).



# Staff Wellbeing

Our commitment to this is captured in our Staff Wellbeing Charter which you can read in detail [here](#) and includes:



CPD – we invest in our staff and in ourselves through a [professional growth](#) approach to appraisal that prioritises our improvement as teachers over data-driven targets



Respectful relationships are at the heart of how we approach others in our community: staff and students.



We take a conscious work-load focused approach to marking (no onerous expectations), data drops and parents' evenings.



A deliberate and moderate approach to emails and communication, using scheduled staff communications instead of lots of emails and no expectation that staff respond outside of their working hours.



Trained Mental Health First Aiders to support staff and a comprehensive Employee Assistance Programme that includes 24 hour support line, swift access to counselling and a wide range of advice and support via the Wisdom App.



# The Senior Leadership Team

We are a friendly and hard-working leadership team committed to supporting staff, students and leaders across the school to enjoy and achieve.

We are looking for the right candidate with skills and experience that will enhance our school and support us in delivering on our school vision: *"Enabling everyone to thrive – acting with kindness, determination and respect."*

The successful candidate will be expected to play a key role in overseeing pastoral care and behaviour systems, support and inclusion, in addition to supporting the work of our safeguarding team.

Additional responsibilities will be decided on appointment.

## Senior Leadership Team structure

Headteacher			
Deputy Headteacher Achievement & Standards		Deputy Headteacher Quality of Education & Culture	
<b>Assistant Headteacher</b> Teaching & Learning CPD	<b>Assistant Headteacher</b> SEND/CO	<b>Assistant Headteacher</b> Safeguarding & Attendance DSL	<b>Assistant Headteacher</b> Curriculum & Personal Development
<b>Assistant Headteacher (vacancy)</b> Behaviour, Pastoral Care & Inclusion		<b>Assistant Headteacher</b> Sixth Form	

# The Pastoral Team

The pastoral team at Langley Park School for Girls plays a key role in providing quality care, support and guidance to students. You will be joining a supportive and hardworking group of people who enjoy working with students, parents and staff and making a difference.

Pastoral care aims to support our students such that they are able to achieve their potential in all aspects of their school career. We work together to ensure that all students at Langley Park School for Girls are able to be safe, happy and successful. Our tutorial programme, assemblies and PSHE lessons in all years, aim to raise students' confidence, and help them to develop knowledge, interpersonal skills, social skills and communication skills in preparation for adult life. We secure the active involvement of students in their learning and in the wider community.

## **Behaviour management**

We pride ourselves on the positive relationships and calm, purposeful atmosphere in school. These are supported by our routines, systems and expectations, which promote good learning habits and behaviour for learning.

The school sets high standards of behaviour for its students and is a community which values and respects each individual, whether staff or students. Racism, sexism, LGBTphobia and other forms of discrimination are not acceptable.

We expect all students to follow the "Langley Way" and to demonstrate our school values of Belonging, Equality, Kindness, Ambition, Respect and Determination. Our students achieve highly and we recognise that high achievement takes place within a framework of high expectations. You will play a key role in supporting our students to be ready for learning, to take responsibility for their actions and to be respectful towards others.

We endeavour to not only 'manage behaviour' but to change behaviours. Students experiencing difficulties are therefore offered individual support by the Pastoral Team, SEND Hub, Safeguarding Team and Wellbeing Hub. Our system of Praise Points (P points) and Consequence Points (C Points) ensure that we reward students and hold them to account for high standards of behaviour. Sanctions are applied fairly in accordance with DfE guidance.

**The Pastoral Team**

Key Stage 3			Key Stage 4		Key Stage 5	
Head of Key Stage 3			Head of Key Stage 4		Assistant Headteacher (Sixth Form)	
<b>HoY7</b>	<b>HoY8</b>	<b>HoY9</b>	<b>HoY10</b>	<b>HoY11</b>	<b>HoY12</b>	<b>HoY13</b>
Deputy HoY			Deputy HoY			

Additional non-teaching support roles include:

Wellbeing Hub staff SEND Hub staff (AHT – SENDCO, Assistant SENDCO) Pastoral Support Worker (across KS3 & KS4)	Sixth Form Supervisor/Administrators  Sixth Form Academic Learning Mentor  Senior Pastoral Manager
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# Job Description

## Purpose of the Job

To work with the Headteacher, Deputy Headteachers and wider Senior Leadership Team (SLT) on all aspects of leadership and management, with lead responsibility for student behaviour, pastoral systems and strategically overseeing and embedding the school's approach to inclusion.

To share with other members of SLT the responsibility for setting, maintaining, monitoring and improving standards in the school.

All LPGS leaders are expected to have a commitment to realising the potential of all students, both academically, and in terms of their personal development. Equally, all LPGS staff are expected to contribute to a culture of continual learning and development for all members of the community.

**Reporting to:** Deputy Headteacher

## Teaching & Learning

- To prepare and deliver high quality lessons, modelling outstanding practice in terms of classroom teaching, preparation, marking and assessment.
- To meet with and line manage HoDs/Subject Leaders to monitor and evaluate the quality of teaching and learning and progress of students.
- To work as a member of the SLT to implement strategies for improving the quality of teaching and learning and ensuring all teaching is good or outstanding.
- To encourage and facilitate the sharing of good practice across the school.
- To ensure the effective delivery of an appropriate curriculum and high standards of expectation that maximise achievement for all students and groups of students.

## Students

- To identify strategies for raising the attainment and achievement of students and to work towards identified and agreed targets.
- To adopt a high profile amongst staff and students, promoting high expectations and achievements and maintaining a presence around the school and in lessons.
- To promote the highest standards of behaviour in all aspects of school life
- To ensure the maintenance of good order and discipline at all times in accordance with agreed policies.

- To participate in the regular whole-school supervisory duties fulfilled on a scheduled basis by the SLT.
- To ensure the effective pastoral care of students by all staff.
- To be active in matters of student welfare and support ensuring that issues, which prove to be barriers to learning, are dealt with so that students make at least expected progress in relation to targets.

## **Staff**

- To set standards and provide a good role model for staff.
- To hold to account, challenge and support all staff, especially those you line manage.
- To share responsibility for the efficient and effective day-to-day management of the school.
- To provide leadership, support and encouragement for staff through a range of activities.
- To play an active role in the recruitment and retention of high quality staff.
- To participate in, and lead, professional development activities for staff.
- To provide the Headteacher with information and advice on the work and performance of staff.
- To support colleagues, including all other members of the Leadership Team, in their work for the development and improvement of the school.

## **Resources**

- To ensure that resources are deployed efficiently, providing best value for money.
- To have a basic understanding of the school's financial position and support the Headteacher in the effective management of the school's budget and budgets delegated to SLT and middle leaders.
- To develop existing and new partnership working within existing arrangements including IMPACT Multi Academy Trust, PIXL, Challenge Partners and other school organisations.

## **SLT/Governors/Trust**

- To fully support whole school policy decisions.
- To work collaboratively within the SLT and across the Trust to create, implement and review whole school policies and procedures.
- To support and contribute to the process of writing, implementing, evaluating and reviewing the School Self Evaluation (SEF) and School Development Plan (SDP) in support of the school's strategic aims and the effective and efficient use of resources.
- To report to the SLT on all relevant aspects of the school's work.

- To actively promote the school and liaise with outside agencies as necessary, representing the Headteacher or the school as appropriate.
- To contribute to discussions and decisions at Senior Leadership Team meetings.
- To offer information, advice and perspective to the Governors and Trust Directors and to any legitimate external enquiry/evaluation.
- To communicate and consult with staff, students, parents, carers and members of the local community as necessary.

### **Other Duties**

- To provide clear leadership and support for the aims and ethos of the school at all times.
- To think creatively and imaginatively to anticipate and solve problems and to identify opportunities.
- To engage with parents and carers, as required, to support the achievement, personal development and wellbeing of students.
- To arrange for colleagues to assume responsibility for the day to day functions of the role in your absence.
- To demonstrate a commitment to equality for all members of the school community.
- To undertake a range of leadership and management roles and responsibilities as directed by the Headteacher.

### **Specific Responsibilities – Assistant Headteacher (Pastoral & Inclusion)**

Specific responsibilities/accountabilities may be subject to further review, as part of a review of SLT responsibilities in the future.

- Oversee the day-to-day management of student behaviour, pastoral care and inclusion, in partnership with colleagues
- Line manage colleagues with pastoral responsibilities and relevant associate (support) staff, as necessary
- Support the work of the safeguarding team and Designated Safeguarding Lead, acting as one of a number of Deputy Designated Safeguarding Leads (training will be provided, if required)
- Strengthen and promote the link between effective teaching and learning and positive behaviour
- Create and implement a behaviour curriculum so that expectations are clear, understood and met
- Advocate for the inclusion of students and provision of reasonable adjustments, where necessary, to overcome barriers to learning
- Oversee the creation and regular review of high quality, rigorous and proactive pastoral support plans and behaviour interventions



- Organise alternative timetables, off-site direction and alternative provision placements for students, in collaboration with other relevant colleagues, such as SEND team and external agencies
- Oversee the school's use of internal supervision (i.e. removal from lessons)
- Attend Fair Access Panel meetings, in partnership with the Deputy Headteacher, and support the in-year admission of students to the school
- Develop further the whole school rewards system, embedding a culture of belonging and celebrating success
- Oversee the school's detention process, co-ordinating support
- Ensure that processes are followed in respect of internal supervision, suspension and off-site direction, as well as reintegration meetings
- Analyse pastoral data for trends and to assess the impact of school systems and interventions
- Collaborate with senior leaders in charge of SEND, attendance and safeguarding to identify intersectional disadvantage and work to close gaps in attendance, progress and positive engagement with school.

This job description is indicative and by no means exhaustive. Specific roles and responsibilities will be reviewed periodically and may be subject to modification and amendment at any time after consultation with the post holder.

# Person specification

Qualifications & Training	
A good honours degree	Essential
Qualified Teacher Status (QTS)	Essential
Evidence of further professional development	Essential
Relevant training linked to the role	Essential
Professional experience	
Experience of effective classroom practice and the ability to share good practice that promotes effective learning	Essential
Experience leading and managing whole school change and ensuring impact.	Desirable
Experience of managing individual and team performance, including line management and performance management.	Essential
Experience of planning and leading professional development activities for staff.	Essential
Significant middle leadership experience of leading and managing a curriculum or pastoral area of the school or experience as a Senior Leader.	Essential
Evidence of the ability to motivate and lead staff.	Essential
Experience in the use of data and assessment to diagnose and secure improvements in learning, progress and/or behaviour	Essential
Experience of working with a range of other professionals and external agencies.	Essential
Evidence of successfully building trusting relationships with and among staff, students and parents/carers.	Essential
Knowledge, skills and competencies	
Knowledge of current educational issues	Essential
Knowledge of school improvement planning processes	Essential
Knowledge of current best practice in teaching and learning	Essential
Knowledge of a range of strategies to raise attainment and progress	Essential
Knowledge of current whole school best practice in school improvement work	Essential
Up-to-date knowledge and understanding of the current challenge and opportunities facing a fully inclusive school	Essential
Evidence of an understanding of how to create the conditions that promote students' academic and personal success.	Essential
Evidence of the ability to motivate and lead staff	Essential
Evidence of a creative and flexible approach to leadership in order to bring out the best in people	Essential
Creative and imaginative with a good level of personal organisation	Essential
High level written and oral communication skills	Essential
Ability to successfully lead and manage initiatives and people	Essential
Highly developed leadership skills and a desire to develop these further	Essential
Personal attributes	
Have the capacity for hard work	Essential
Personal integrity	Essential
Optimism and a 'can do' attitude	Essential
Good record of attendance and punctuality	Essential
Sense of humour	Essential
Passionate about securing student wellbeing, students' personal and social development and enjoyment of school life	Essential
A team leader and team player who inspires others	Essential
An advocate for the development of the whole child	Essential

<b>Special requirements of the role</b>	
Demonstrate a commitment to equality and social justice	Essential
Demonstrate a commitment to promoting the school's ethos, values and aims	Essential
Knowledge of equal opportunities and approaches to inclusion	Essential
Show a commitment to safeguarding and promoting the welfare of children and young people	Essential
Demonstrate an ability to maintain confidentiality	Essential



# Explanatory notes

## Application Procedure

1. Read carefully all the information about this post.
2. Complete the application form as fully as possible. You must use the Trust application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
3. In the section 'Details in support of your application' please tell us:
  - a. Why you are applying for this post.
  - b. How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

Early applications are encouraged and we reserve the right to close the vacancy early if a suitable candidate is found.

## Appointment Process

1. Suitable applicants will be shortlisted for an interview.
2. If you are successful, you will receive either a letter, email or phone call inviting you to attend an interview. It is therefore important that you give us a daytime telephone number and email address.
3. Candidates called to an interview will:
  - a. Be expected to teach a lesson
  - b. Complete a task and participate in other activities
  - c. Be given a tour of the school
  - d. Have an opportunity to meet members of the team
  - e. Have a formal interview with the Headteacher and other members of the Senior Leadership Team

## Pre-employment Checks

The successful applicant will be required to:

1. Provide details of two referees who know you in a professional capacity, one of whom must be your current or most recent employer, Headteacher, or mentor at your placement if you are still training. It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
2. Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.
3. Provide proof of eligibility to work in the UK.
4. Undertake an Enhanced Disclosure and Barring Service check, and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
5. Complete a Health Declaration form and New Starter Health Assessment Questionnaire with our occupational health provider, Health Assured.

## **Conditions of Service**

Employment is subject to a number of pre-employment checking procedures – these are given above.

This post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply.

As a member of the SLT this post is not subject to the directed time limitations attached to other teaching positions outlined in the Teacher's Conditions of Employment.

The job description may not necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

## **Salary**

The salary will be in accordance with the Leadership Pay Range L12-L16 (as applicable) for Outer London.

## **Pension Scheme**

Teachers, whether full or part time, will automatically be a member of the Teachers' Pension Scheme unless they elect to opt out.

## **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 School 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.

The school is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



# Langley Park School for Girls

Hawksbrook Lane  
South Eden Park Road  
Beckenham  
Kent  
BR3 3BE

*Enabling everyone to thrive - acting  
with kindness, determination and  
respect*



[lpgs.bromley.sch.uk](https://lpgs.bromley.sch.uk)



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