



**Parkstone Grammar School**  
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# Parkstone Grammar School

## Assistant Headteacher Applicant Pack





## Headteacher's Welcome

As the Headteacher of Parkstone Grammar School, it is my great pleasure to welcome you to our vibrant and dynamic school community. At Parkstone, we are committed to providing an exceptional educational experience that nurtures the intellectual, social, and emotional growth of every student.

We are immensely proud of our strong reputation for combining excellent pastoral support with high-quality teaching to achieve the very best outcomes for our students. Everyone who works at Parkstone is deeply committed to placing students at the heart of all decision-making.

We offer an impressive, broad and balanced academic curriculum at GCSE and A Level, complemented by an extensive range of extra-curricular and enrichment opportunities. Sporting excellence, musical performance, national competitions, and creative activities all flourish here, nurturing the whole child and supporting the well-rounded development we value so highly.

Parkstone Grammar School is a six-form entry selective girls' school with an intake of 192 students into Year 7 and a thriving Sixth Form of nearly 300 students. As a stand-alone academy, we are proud of our independence, yet we benefit greatly from collaboration with Poole Grammar School for Boys, which enables us to offer an outstanding range of A Level subjects. We are also an active member of a formal partnership of South West grammar schools, the South West Academic Trust (SWAT), sharing best practice and innovation.

Our most recent Ofsted inspection in May 2025 rated the school as Good with Outstanding for student behaviour and attitudes, and we continue to build on those strengths. Our financial position is strong, allowing us to invest significantly in our estate and facilities, creating modern, inspiring, and welcoming teaching and learning environments.

Our core values — Commitment, Courage and Compassion — underpin all that we do. They guide our mission to provide an education that not only inspires and empowers our students, but also equips them with the confidence, adaptability and ambition to thrive in an ever-evolving world.

At Parkstone, we believe that our staff are our greatest strength. We deeply value their expertise, commitment and care. The dedication of our teachers, support staff and leaders ensure that every student is known, supported and challenged. We are proud of the collaborative, caring and ambitious professional community that defines our school.

We are now seeking an enthusiastic and inspirational Assistant Headteacher — someone who will build on our current successes, champion our values, and join our community with vision and compassion. This is an exceptional opportunity to be part of a thriving and forward-thinking school, helping to shape the lives of our remarkable young people and the dedicated staff who support them.

We look forward to hearing from you.

**David Hallsworth, Headteacher**



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## Our Guiding Principles

- Parkstone will be a seat of exceptional learning where great teachers enjoy autonomy in the classroom to inspire and challenge our able students.
- Very high-quality staff development and peer support to facilitate highly effective learning over time.
- Effective feedback to move students forward in their knowledge and skill development.
- Parkstone will achieve amongst the best schools in the country for the national progress measures at GCSE and A Level.
- A positive ethos underpinned by our values of Commitment, Courage and Compassion.
- Personalised support with highly effective intervention to enable equal access to learning.
- Students will have an understanding of global and national diversity and will be well prepared for life in an ever-evolving world.
- A strong community supported by the staff and student leadership teams.
- Compassionate, high quality advice and guidance to make informed and confident decisions regarding life after Parkstone.
- Opportunities outside the classroom which provide holistic development.
- To engage in initiatives and charity projects to contribute to the local and wider community.
- A broad, balanced and inspiring curriculum appropriate to Parkstone.
- An inspiring learning environment underpinned by a research culture and reflective practice.
- Our community will have high expectations of everyone in line with our Values and Charter.
- To instil a sense of stewardship towards our local, national and global environment.



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## Our School Charter

In our community it is important that we should maintain high standards and take responsibility for our own actions.

### OUR COMMUNITY RESPONSIBILITIES

- To uphold the values of our school
- To treat all persons and the environment of the school with respect
- To apply ourselves to all areas of school life
- To empower all to do our best and to take care of each other
- To challenge any inequality and prejudiced attitudes

### OUR RIGHTS

- To be treated with respect by all members of our community
- To feel safe both emotionally and physically in our school environment
- To participate in all the opportunities that our school offers
- To know where we can access support and guidance
- To be challenged appropriately where we fall short of our responsibilities



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## Safeguarding

Parkstone Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All shortlisted candidates will be required to complete a Criminal Records Self-Declaration Form. This will allow the school to identify whether you may be ineligible for a role based on barring or a section 128 direction.

Any successful applicant will be required to undertake an Enhanced DBS Check with Children's Barred List information. They will also be required to provide the relevant criminal record checks for time spent living or working outside of the UK within the last 10 years. Applicants can find further information via [gov.uk](https://www.gov.uk). Please note that any cost for these checks will not be covered by the school.

Further information on safer recruitment processes can be found on our website and we encourage you to read these before submitting your application. Alternatively, please contact our HR Manager if you have any questions by calling the school on 01202 605605.

Our Child Protection Safeguarding Policy can be found on our school website.



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## Equality and Diversity

We are committed to maintaining a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, trustees and parents/cares.

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination. Advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education and Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups, which is also covered within our spiritual, moral, social and cultural activities.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

- All pupils, families and staff are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships, and a share sense of cohesion and belonging
- We observe good equalities practice in relation to staff
- We aim to reduce and remove inequalities and barriers that already exist
- We consult and involve ensuring views are heard
- We aim to foster greater community cohesion
- We base our practices on sound evidence
- We set ourselves specific and measurable equality objectives



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## Benefits

Parkstone is pleased to be able to offer all staff members:

### Core Benefits

- A contributory pension scheme relevant to your role (including access to Teacher and Local Government Schemes).
- Occupational sick pay.
- Tailored Continuous Professional Development (CPD) through the South Central Teaching Hub.
- Free access to the Employee Assistance Programme (EAP) - confidential support network that offers expert advice and compassionate guidance 24/7 covering a wide range of issues, such as: Legal Information, Bereavement Support and Online CBT among much more.
- All staff are entitled to a 'Golden Day' once a year – a paid day off or part time equivalent.
- Specsavers voucher for eye test and amount towards glasses if needed for DSE use.
- Four additional non-teaching days throughout the year, allowing for department planning time.
- Two disaggregated INSET days, allowing for an earlier finish at the end of the Summer term.
- Free Yoga and Pilates sessions throughout the term.
- Termly Staff Wellbeing and Workload groups to raise and solve issues.

### Flexible Benefits

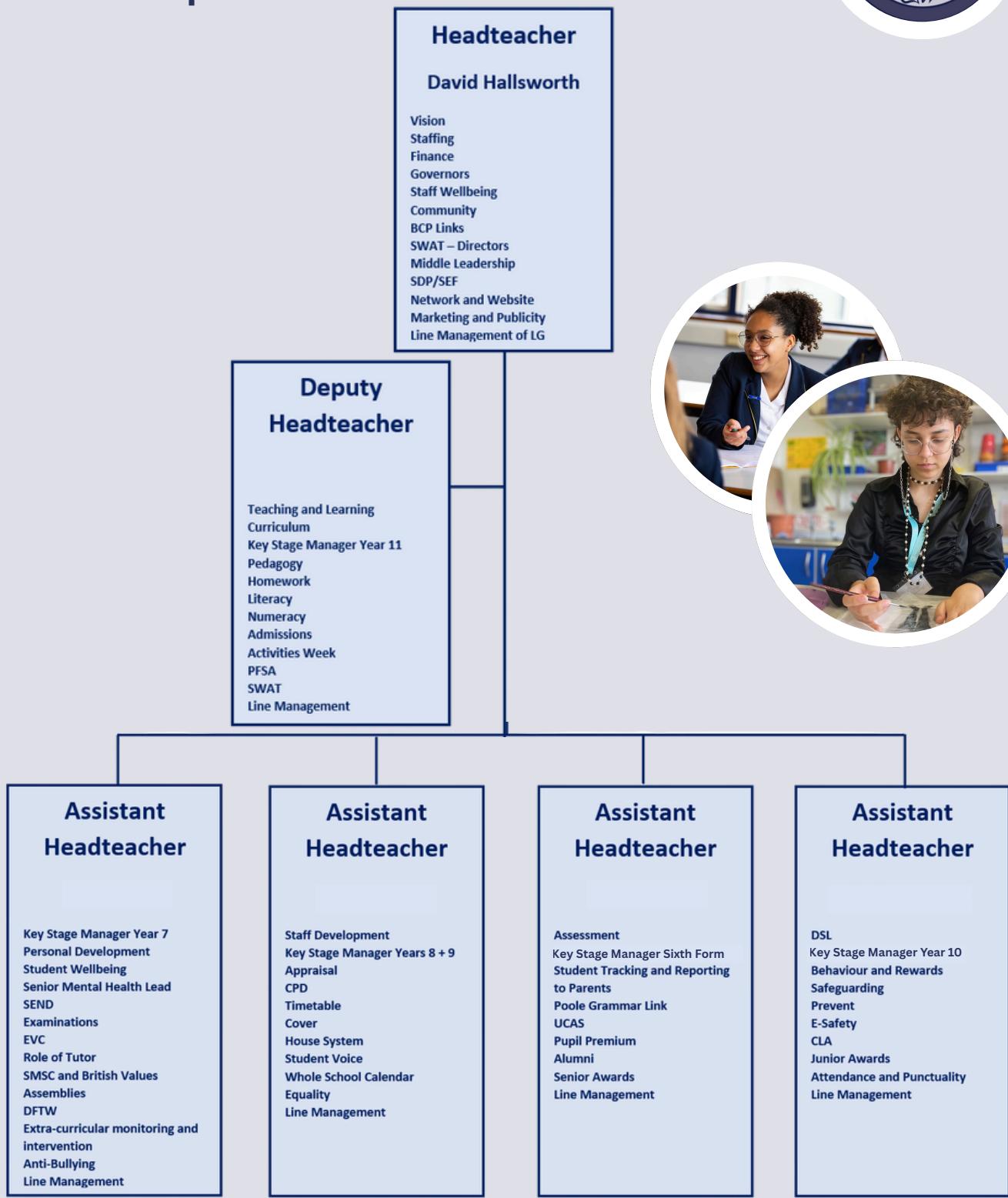
- Cycle to work scheme
- Eligibility to join The Blue Light Card discount scheme



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# Leadership Structure



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# Job Description

This permanent post becomes available from 1 September 2026.

## CORE PURPOSE OF THE ROLE

Specific leadership responsibilities will be agreed on appointment.

The Assistant Headteacher will support the Headteacher in providing strong, effective leadership and management of the school by:

- contributing to strategic direction and operational leadership
- driving continuous improvement in teaching, learning and assessment
- working collaboratively as a member of the Leadership Group
- holding line management responsibility and developing leadership capacity in others
- contributing to the development and implementation of school policies and procedures
- actively promoting and embedding the school's ethos and values
- ensuring that students' academic progress, personal development and well-being remain central to all aspects of the role

Responsible for:

- The students in your charge
- Heads of Department (where line management responsibilities apply)
- Head(s) of Year (where line management responsibilities apply)

Key internal relationships:

- Students and parents
- Other members of the Leadership Group
- Teaching and support staff
- Trustees

Key external relationships:

- As relevant to areas of responsibility

## PRINCIPLES OF LEADERSHIP

Members of the Leadership Group play a central role in establishing and sustaining a positive school culture and a clear educational vision that secures:

- consistently high-quality teaching
- effective learning and curriculum delivery
- strong outcomes for students
- sustained improvement in students' spiritual, moral, cultural, mental and physical development



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Through this work, leaders ensure that students are well prepared for the next stages of education, employment and adult life.

Leadership Group members will lead by example, modelling high professional standards, integrity and accountability. They will provide inspiration and direction and clearly articulate the school's vision and values to students, staff, trustees and parents.

- Leaders will create and maintain a climate in which expectations are clear, behaviour is positive, and relationships are respectful, ensuring that teaching and learning can flourish across the school.

## **MAIN RESPONSIBILITIES AND DUTIES**

### **1. Leadership, Management and Organisation**

- 1.1 Contribute actively and constructively to the work of the Leadership Group.
- 1.2 Support the development, implementation and evaluation of the School Development Plan.
- 1.3 Line manage a group of Heads of Department and Head(s) of Year, holding them to account for standards, outcomes and improvement.
- 1.4 Share responsibility for the organisation and delivery of public events and key school functions.

### **2. Staff**

- 2.1 Support the recruitment, deployment, development and performance management of staff, ensuring high professional standards.
- 2.2 Provide professional support and challenge to Heads of Department and Heads of Year, enabling them to improve outcomes for students.



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### 3. Curriculum and Quality of Education

Where line management responsibilities apply, the Assistant Headteacher will:

- 3.1 Monitor and evaluate the effectiveness of departments and pastoral teams, including review of meeting minutes and action planning.
- 3.2 Ensure departmental and pastoral schemes of work and handbooks are complete, coherent, and kept under regular review.
- 3.3 Work with the Headteacher to review departmental and pastoral development plans, ensuring they are focused on impact and improvement.
- 3.4 Support departments and year teams that are experiencing difficulties, identifying barriers and implementing appropriate support.
- 3.5 Oversee the development, organisation and delivery of the pastoral programme for year groups line managed.
- 3.6 Provide guidance and professional support for Head(s) of Year.
- 3.7 Develop and implement strategies to raise achievement and reduce any identified gaps in year groups line managed.
- 3.8 Promote the sharing of effective classroom practice and a range of appropriate teaching approaches within and across departments.

### 4. Students, Behaviour and Attitudes

Where line management responsibilities apply, the Assistant Headteacher will:

- 4.1 Monitor student progress across the curriculum, ensuring timely intervention where necessary.
- 4.2 Maintain an overview of attendance, ensuring effective monitoring and follow-up strategies are in place.



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4.3 Attend and lead assemblies as required, reinforcing expectations, values and key messages.

4.4 Provide support for individual students as needed, working with staff and families to secure positive outcomes.

## **5. Resources**

5.1 Ensure that resources and funding are used efficiently and effectively to support high-quality education and the school's strategic priorities.

## **6. Governance**

6.1 Provide reports to the Trustees as required.

6.2 Attend Trustees' meetings when appropriate, contributing professionally and constructively.

## **7. Professional Development**

7.1 Engage in appropriate professional development to remain up to date with educational research, national developments and best practice.

## **8. Other Duties**

8.1 Undertake any other duties reasonably expected of the role.

8.2 Fulfil the professional responsibilities of a Teacher when engaged in teaching.



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## Person Specification

**Evidence of the following will be obtained through the application process (A) and/or at interview (I)**

	<b>Essential</b>	<b>Desirable</b>
Qualifications	<ul style="list-style-type: none"><li>• Good Degree (A)</li><li>• Qualified Teacher Status (A)</li><li>• Recent, relevant professional development (A)</li></ul>	<ul style="list-style-type: none"><li>• NPQ Course completion/enrolment (A)</li></ul>
Experience	<ul style="list-style-type: none"><li>• Experience of working in an 11-18 school (A)</li><li>• Demonstrated impact on raising achievement through own teaching (I)</li><li>• Experience of effective leadership within the secondary sector (A/I)</li><li>• Experience of a middle leader role with a measurable impact (A)</li></ul>	<ul style="list-style-type: none"><li>• Working in at least two schools (A)</li><li>• Experience of leading professional development or training for others (A)</li></ul>
Leadership	<ul style="list-style-type: none"><li>• Ability to motivate, enthuse, engage and influence others to deliver a vision (I)</li><li>• Ability to articulate a clear and compelling vision for improvement (I)</li><li>• Experience of raising achievement through targeted intervention and evaluation (I)</li></ul>	<ul style="list-style-type: none"><li>• Secure knowledge of current national education policy and initiatives (I)</li><li>• Evidence of recent work having whole-school impact (A/I)</li></ul>



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## Person Specification (cont.)

	Essential	Desirable
Leadership (cont.)	<ul style="list-style-type: none"><li>Experience of school monitoring, review and evaluation processes (I)</li><li>Strategic thinking and planning skills aligned to whole-school priorities (A/I)</li></ul>	
Leading learning and teaching	<ul style="list-style-type: none"><li>Outstanding classroom practitioner with a strong record of public examination outcomes (A)</li><li>Experience of monitoring classroom performance through observation, feedback and coaching (A/I)</li><li>Proven track record of successfully improving student outcomes (A/I)</li><li>Confident use of data to inform decision-making and drive improvement (I)</li><li>Knowledge of a range of school improvement data tools (A/I)</li><li>Capacity to lead, challenge and support others to achieve high standards (I)</li></ul>	<ul style="list-style-type: none"><li>Understanding how digital technologies can impact upon teaching, learning, leadership and management (A/I)</li></ul>
Skills and Attributes	<ul style="list-style-type: none"><li>Highly effective verbal and written communication skills (I)</li></ul>	



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## Person Specification (cont.)

	Essential	Desirable
Skills and Attributes (cont.)	<ul style="list-style-type: none"><li>• Strong interpersonal and relationship-building skills (I)</li><li>• High levels of numeracy and analytical capability (A/I)</li><li>• Strong ICT competence to support leadership and management (A/I)</li><li>• Ability to prioritise, organise, and manage a complex and demanding role (I)</li><li>• Ability to lead, challenge and support colleagues constructively (A/I)</li><li>• Self-motivated, resilient and solution-focused (I)</li><li>• Demonstrates initiative, creativity and reflective practice (A/I)</li><li>• Works effectively as part of a team and contributes positively to school culture (A)</li><li>• Maintains perspective, optimism and a sense of humour (I)</li></ul>	



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## Applying for the Assistant Headteacher post

Candidates should apply by school application form only. A covering letter, explaining your reasons for applying and what attributes you will bring to the Leadership team, should be addressed to David Hallsworth, Headteacher.

Should you require any further information about the post, a telephone conversation with the Headteacher can be arranged upon request by emailing the HR Manager at [recruitment@parkstone.poole.sch.uk](mailto:recruitment@parkstone.poole.sch.uk)

**Closing Date: 9.00am Monday 23<sup>rd</sup> February 2026**

**Interview Dates: Day One - Thursday 5<sup>th</sup> March and Day Two - Friday 6<sup>th</sup> March 2026.**

**(Successful candidates at the end of day one will be required for day two)**



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## Contact us

If you would like more information about Parkstone Grammar School please email [recruitment@parkstone.poole.sch.uk](mailto:recruitment@parkstone.poole.sch.uk)

Alternatively, if you wish to discuss the vacancy please call 01202 605605 8.00 – 4.30 Monday to Thursday and 8.00 – 4.00 on a Friday.

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