



NORTHAMPTON SCHOOL FOR GIRLS

Respect for Self | Respect for Others | Respect for Learning

Associate Assistant Headteacher (English)

Closing date: 9am, Monday 9th February 2026

How to Apply.

We warmly invite you to arrange an informal telephone or video call so that you can learn more about our wonderful school. Please also take a look at our **website** which will help bring to life the essence of NSG.

Applications are accepted via the school application form (available on the vacancies page) or via TES QuickApply. Please contact the school if you need to request the application form in an alternative format.

We would encourage you to submit your application as soon as you are able as we reserve the right to act on received applications before the closing date has passed.

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Monday 9th February
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Welcome

Thank you for your interest in joining us at Northampton School for Girls.

We have an exciting (and very new) opportunity to join our Senior Leadership Team, assisting the Headteacher in the strategic and operational management, development, and leadership of the school. Whilst there is a particular focus on English, we are interested in developing the role inline with the right candidate's skillset. This is a brilliant time to join our Senior Leadership Team as we are proactively succession planning for future retirement.

We will provide you with a range of bespoke opportunities to support your career and ongoing professional development. At Northampton School for Girls, we are committed to caring for and supporting the development and growth of all our school community, students and staff alike.

Northampton School for Girls is a truly remarkable school that students and staff are, rightly, proud to be part of. It has a unique vitality that springs into life as students and staff arrive through its doors. Our school is everything but ordinary and our students never fail to impress us with their achievements and the genuine desire they have to help others. They are incredibly talented, open hearted and courageous and we are unapologetically driven to supporting them to succeed.

Underpinned by our values of '**Respect for Self, Respect for Others and Respect for Learning**', we provide our students a rigorous and ambitious curriculum which meets the needs of individual learners' talents and interests, building the foundation for their future successes in a fast-changing world.

From its inception in 1915, Northampton School for Girls has recognised and celebrated everyone as individuals and has also embraced the power of the community. Our students recognise the impact they have on others and particularly the responsibility that they have to give of their time, talents and charity to the wider community. We foster an environment where students can expand their minds, think flexibly, develop the skills of leadership that they all have within them, and grow as individuals.

We are a school with an impressive reputation, rich cultural diversity and a long-standing track record of success: we are proud to be Northampton School for Girls.

I very much look forward to welcoming you.

Cristina Taboada-Naya | Headteacher



<https://www.nsg.northants.sch.uk/vacancies>



@NSGPeople



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people@nsg.northants.sch.uk

Job Description.

Associate Assistant
Headteacher
(English)

Salary: L4-13

Reporting to Assistant
Headteacher

Liaising with: Line Manager,
TLR holders, teachers,
relevant support staff,
parents/carers

Purpose

- As a member of the Senior Leadership Team, assist the Headteacher in the strategic and operational management, development and leadership of the school
- Determine the strategic development of English
- Facilitate collaboration among English teachers to share best practices, resources, and strategies for the highest standard of teaching
- Have line management and school improvement responsibilities
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies



Role Responsibilities

School Ethos in Action

- To uphold the school ethos: 'Respect for Self, Respect for Others, Respect for Learning'
- To promote the school's non-negotiables: high achievement, inclusion and development of the whole child
- To promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with
- To provide a safe, happy, ordered, lively, stimulating environment and to give guidance, good examples and teaching so that each child has the opportunity to develop educationally, physically, emotionally, socially and spiritually to their full potential
- To support school policies with a commitment to high standards, high expectations and high achievement
- To foster children's development in the fullest sense, paying particular regard to the attitude and values the school promotes
- To promote a climate of encouragement and praise and actively support the school's rewards system.

Strategic Development of English

- Have a strategic overview of the development and improvement of English at the school to maximise engagement, progress and opportunities for students
- Contribute to school self-evaluation in this domain, particularly with respect to provision, access and outcomes for students from a disadvantaged background, and students with SEN or a disability
- Make sure that appropriate policies linked to English are put into practice and their objectives are reflected in the school improvement plan (SIP)
- Support school policies with a commitment to high standards, high expectations and high achievement
- Maintain up-to-date knowledge of national and local initiatives that support excellence in English
- Be an ambassador for the school, developing strategic partnerships within the English community, supporting the school to become a beacon of excellence in this field
- Identify opportunities to develop whole school curriculum approaches that facilitate transfer of skills and improved understanding and progress

Job

Description.

What our students have to say about NSG

"NSG is a great school, and some of your best experiences of your life will happen here"

"I feel like I've made some of the best friends I'll ever have"

"Once you get to know the people in your form, you will build strong and long-lasting bonds with them, almost like they become your second family"

"The staff are also great and there is always someone I can talk to"

Leadership and Management

- Work with the headteacher and governors to ensure the school meets its statutory responsibilities
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as cross curriculum approaches to key skills
- Promote an ethos and culture that supports the school's aspirations for women in English, Technology and Engineering, by breaking down barriers, fostering diversity and inclusion, and empowering female students to excel in STE fields
- Undertake line management responsibilities
- Lead staff appraisals and produce appraisal reports; review staff performance on an ongoing basis
- Be committed to personal development and progression within the leadership structure

Teaching

- Undertake an appropriate programme of teaching in accordance with provisions of the School Teachers' Pay and Conditions Document.

Whole School Contribution

- To follow the school's policies and procedures for securing the safeguarding and welfare of students and staff
- To contribute to the development of whole school policy, aims and outcomes
- To play a full part in the life of the school community, support the distinct NSG ethos, and encourage staff and students to follow this example
- Teach other subjects as required
- To attend staff meetings and other meetings with colleagues or parents as appropriate and as reasonably directed
- To carry out duties assigned by members of the Senior Leadership Team

Additional Duties

Please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the post holder will carry out.

Upper Pay Scale

Teachers on the Upper Pay Scale play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

Teachers on the upper pay spine are expected to demonstrate all post-threshold standards, as evidence in their professional review. In addition, the achievements and contributions to the school of teachers on UPS 2 and UPS 3 are expected to be substantial and sustained.

Person Specification.

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(English)**

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TLR holders, teachers,
relevant support staff,
parents/carers

| Education / Training / Qualifications | Essential / Desirable |
|--|-----------------------|
| <ul style="list-style-type: none"> Qualified Teacher Status English or English associated qualification Recent and relevant CPD | <i>Essential</i> |
| <ul style="list-style-type: none"> Leadership/management qualification | <i>Desirable</i> |

| Experience | Essential / Desirable |
|---|-----------------------|
| <ul style="list-style-type: none"> Proven track record in creating, implementing and delivering highly effective systems Involvement in self-evaluation and development planning Innovation and creativity to engage and enthuse learners Excellent subject knowledge and classroom management skills Experience of planning, implementing and assessment Successful experience of achieving success in outcomes for students across a department or key stage Experience of developing the whole child through your subject Commitment to ongoing personal development | <i>Essential</i> |
| <ul style="list-style-type: none"> Experience of coaching and mentoring Proven track record of achieving successful outcomes in English Experience of conducting training/leading INSET | <i>Desirable</i> |

| Abilities, Skills and Knowledge | Essential / Desirable |
|---|-----------------------|
| <ul style="list-style-type: none"> Ambitious Strategic Credible Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes Ability to communicate professionally with a range of stakeholders Data analysis skills and the ability to use data to inform provision planning Ability and passion to champion all children An appreciation of local and national policies, priorities and statutory frameworks, including those relating to the safeguarding of children Ability to take initiative and to follow it through to completion Understanding of current debates and research about pedagogy relating to English | <i>Essential</i> |

| Personal Skills and Attributes | Essential / Desirable |
|---|-----------------------|
| <ul style="list-style-type: none"> A passionate belief in the school's ethos Outstanding communication and interpersonal skills Strategic thinker Confidence with an ability to lead and motivate others Self-awareness and presence Positivity, optimism, dedication, enthusiasm, integrity and reliability Caring, kind and approachable | <i>Essential</i> |



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