



BOURNEMOUTH SCHOOL FOR GIRLS



Teacher Application Pack
Deputy Headteacher
Salary: L20-23
Starting: 1 September 2026

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Welcome to Bournemouth School for Girls



Dear Colleague,

Thank you for your interest in our post for Deputy Headteacher. You have taken your first step to becoming part of a special community that has now served Bournemouth for over a century.

At Bournemouth School for Girls (BSG) we support the development of the whole student, including providing them with exciting educational opportunities in and out of the classroom.

From Year 7 to Year 13, we are fortunate to have students who are truly eager to learn. Our young people thrive here as we feed their curiosity, guide their ambition and ensure they become positive citizens in wider society.

We are looking for a colleague with significant leadership experience to join a confident and enthusiastic senior leadership team. This role offers challenge and excitement in equal measure: the ideal candidate will be a colleague who can inspire and bring out the best in both students and staff. The successful candidate will work closely with a wide range of staff to support the wellbeing of our students and will uphold our ethos of working hard, being kind and being ambitious.

We pride ourselves on supporting our staff's wellbeing and hope you'll note the generous package of support and conditions for our teachers.

Please read this application pack to get a more detailed view of both the school and the key role of Deputy Headteacher. Hopefully it will provide you with most of the information you require but, if you do have any queries about either the post or the school in general please do not hesitate to contact us and we will be pleased to help you.

Mr. David Sims, Headteacher



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About Bournemouth School for Girls

Founded in 1918, Bournemouth School for Girls is an 11-18 selective girls' grammar school and Sixth Form in the heart of Bournemouth. BSG currently has around 1290 students on roll which includes those in our Sixth Form. It provides students with extensive academic and extra-curricular activities from Year 7 to Year 13.

The school is academically successful and ranks highly in comparison tables such as the Sunday Times Parent Power Survey. The school was inspected by Ofsted in May 2024 and judged to be outstanding in all areas. The inspectors summarised the ethos and atmosphere of the school as follows:

"Bournemouth School for Girls is a joyous place. Pupils flourish academically and socially. They are passionate about their learning and embrace the multitude of wider development opportunities that the school provides."

The school's vision is: **the best for our students, the best from our students**, and the curriculum in place is designed to ensure that students are provided with the best opportunities to prepare them for their future.

BSG offers students a broad and balanced curriculum at Key Stage 3, including lessons in sciences, performing arts, humanities, technology and art. We encourage students to maintain this breadth in their KS4 studies where pupils study 10 GCSE subjects in Years 10 and 11.

As a selective school, the academic ability of the students is high and we try to ensure lessons go beyond the national curriculum and support further progress at each key stage.

The school has a comprehensive pastoral system in both the main school and Sixth Form, with our tutor groups split into six school houses: Austen; Curie; Franklin; Parks; Rossetti and Shelley, all named after influential and inspirational women from the 19th and 20th centuries. Each house is led by a Head of House who supports students' pastoral needs with the support of form tutors. Each year, houses run their own charity weeks to raise money for their chosen charity. Heads of House also deliver PSHE lessons to all students in their house and deliver the RSE curriculum to support their personal and social development.

We are very proud of our extensive extra-curricular offer for students. There are over 50 clubs and activities which are run by our staff voluntarily in lunchtimes throughout the week. Students develop passion, knowledge and skill by participation in clubs in music, drama, sport, adventure, STEM and crafts. We hope that applicants will feel able to support this programme.

By providing this curriculum to students, the school upholds its three key values:

Work Hard | By providing a broad, balanced and academically challenging curriculum.

Be Kind | By providing excellent pastoral support and social education.

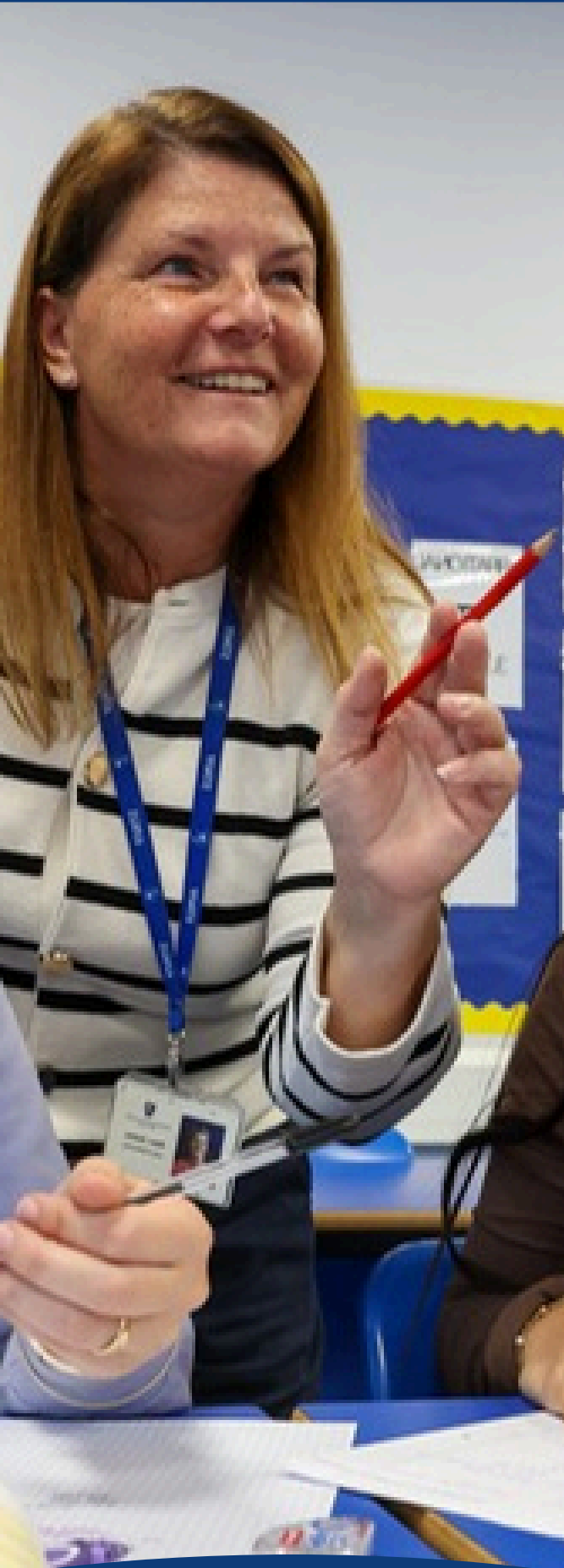
Be Ambitious | By guiding students to develop skills and knowledge beyond the classroom and for their futures.

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Working at Bournemouth School for Girls



BSG is a warm and supportive workplace that cares for and nurtures its staff professionally as well as creating conditions that are generous to encourage wellbeing.

These include:

- Friendly staff and a commitment from the staffing body and SLT to promoting and supporting staff wellbeing
- Able, motivated and polite students who are a privilege to teach
- Extensive CPD programme (for ECTs and experienced staff) to support individual professional development
- Provision of a teaching base/own classroom, where possible, for full time teachers
- Teacher pension scheme
- 14% PPA time (FTE) compared to national minimum of 10% for all staff. (ECTs receive their PPA allocation on top of this)
- Access to wellbeing resources, discounts and other special offers for services
- Access to salary sacrifice benefits such as cycle to work, gym, technology, mobile phones, car leasing and workplace nursery
- Opportunity to work with other colleagues and students in delivering extra-curricular activities (lunch provided if you do)
- Student data targets are not part of appraisal/performance management
- Well-resourced departments
- Free use of a new and highly equipped gym (conditions apply)
- Free parking on site, including bays for electric car charging

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About the School

Bournemouth School for Girls (BSG) is a girls' 11-18 selective academy with nearly 1300 pupils, including 390 in the sixth form, which has the core aim of developing well-rounded young people ready to make a difference in the world. Members of the school community agree that BSG is a happy place in which to learn and with over 100 years of academic excellence we have a strong reputation both locally and nationally.

- Achievement is consistently high and BSG has maintained its position as one of the top state girls' schools in the country for both progress and achievement.
- The last Ofsted inspection, in May 2024, rated the school 'outstanding' in all categories.
- We have a fine tradition of sporting success, with our various sports teams experiencing considerable success in regional and national competitions.
- We have an outstanding reputation for our music and drama, with regular concerts and performances both in school and in the wider community.
- Every year our houses each choose their own charity to support and raise between them in excess of £10,000.
- We have an exceptionally strong Parent School Association which regularly raises well over £30,000 a year through its fundraising activities.

Our school is part of a wider network of grammar schools, the South West Academic Trust (SWAT) which shares good practice and provides support, including a strong headteachers' network. There are also strong links with the other grammar schools in Bournemouth and Poole, including joint selection testing arrangements and mutual support and collaboration. We are also committed to widening participation and access to our school through our work with the wider family of Bournemouth schools. This was recognised with the award of a Selective Schools' Expansion Fund grant in 2018 linked to a strong action plan for widening participation.



We are an ambitious school, committed to providing the very best facilities and opportunities for our pupils. Recent years have seen significant improvements to the school estate, including a Performing Arts Centre, an art and social sciences building, numerous laboratory refurbishments, new PE and design and technology facilities and ongoing improvements to the school infrastructure.

A particularly strong feature of the school is the wide range of clubs, activities and opportunities for leadership that we offer - over 50 clubs and activities take place, many of them led by sixth form students, and we are also amongst the biggest providers of the Duke of Edinburgh's Award in the southwest. A large number of girls in Y9 and above also take part in the Combined Cadet Force in partnership with Bournemouth School.

The best advert for the school is the girls themselves: they are confident, articulate and intelligent individuals. As importantly they are happy and proud of their school.

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About the role

This post arises following the promotion of the current Deputy Headteacher to Headteacher of Parkstone Grammar School. The successful candidate will join a highly experienced Senior Leadership Team comprising the Headteacher, the Director of Finance and Operations, the Head of Sixth Form and three Assistant Headteachers. There is considerable breadth of experience and flexibility within the SLT; therefore, the specific nature of senior leadership experience to date is secondary to a candidate's character, integrity, commitment to young people, and alignment with the values and culture of the school.

The post is paid on the Leadership Pay Spine points 20–23. We anticipate a teaching commitment of approximately 12 periods out of 50 per fortnight. While the successful candidate must be an excellent classroom practitioner, their specific teaching subject is less important than their ability to meet the requirements set out in the person specification. The role is open to those wishing to progress to a Deputy Headteacher role or to more established colleagues who may wish to broaden their experience in preparation for Headship.

We are seeking a colleague who is a visible and credible leader, a confident and capable administrator of operational matters, and someone with the drive and ambition to secure continuous improvement. The successful candidate will be able to support, shape and develop our vision for the future. If you believe this could be you, we warmly encourage you to apply.

Applications will be assessed against the criteria outlined in the job description and person specification, with particular attention given to evidence of a strong fit with the culture and ethos of the school.

If you are as excited by this opportunity as we hope you will be, please follow the instructions in this pack on how to apply, noting carefully the key dates and the structure of the application process. Further information about the school can be found on our website and via our social media channels.

Candidates selected for interview will receive additional information about the process to support their preparation.



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The Application Process

We are looking for a Deputy Headteacher to join our school with effect from September 2026. This will provide an exciting opportunity to build upon the existing high standards in the school and to champion our values of working hard, being kind and being ambitious.

We believe the following qualities are essential in the successful applicant:

- an excellent classroom teacher
- a track record of success as a senior leader at secondary school level
- experience of leading whole school initiatives
- evidence of recent relevant professional development
- outstanding communication skills, both orally and written
- excellent interpersonal skills
- very well-developed organisational skills coupled with absolute reliability
- the ability to think strategically and critically
- extensive knowledge of safeguarding
- ability to work under pressure
- loyalty and commitment to the team
- well-developed ICT skills
- flexibility in approach and ability to see the big picture
- ability to gain the trust, confidence and respect of school staff, pupils and parents
- experience of teaching in more than one school
- enthusiasm and the ability to bring fresh ideas to the team
- energy and a sense of humour
- a commitment to the wider life of the school, including a willingness to attend events during evenings, weekends and school holidays



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The Application Process

Further information is provided in the job description below, but as noted above, this is generic at this stage: the specific key areas of responsibility will be negotiated with the successful applicant once appointed.

We look forward to receiving your application by the deadline of **9am on Monday 2 February 2026**.

This should include:

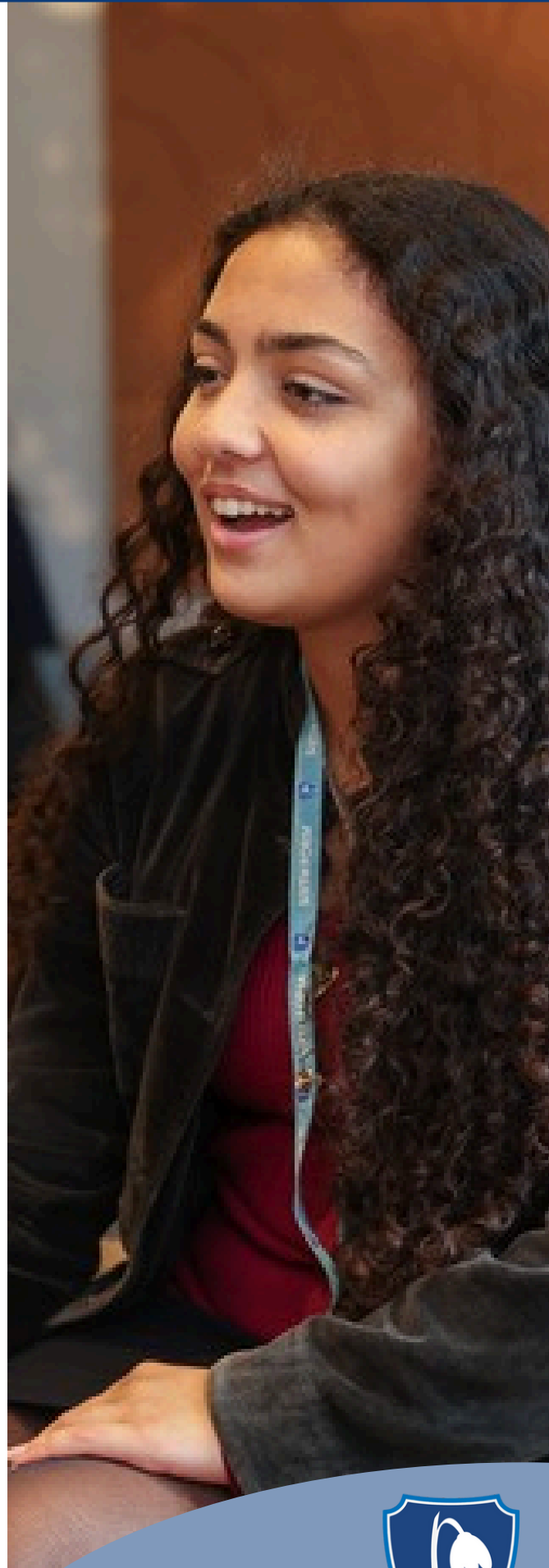
- a completed application form
- a letter of application outlining your readiness for the role of Deputy Headteacher.

We plan to interview for this post on **Tuesday 24 and Wednesday 25 February 2026**. If you have not heard from us two weeks after the closing date, you may assume your application has been unsuccessful on this occasion.

If you are invited to interview, there will be sufficient time during the day on 24 February to get a feel for the school. Pre-visits to the school are not actively encouraged (and will confer no advantage) but can be made available for candidates if required on the afternoons of 27-29 January. Please contact the headteacher's PA, Mrs Botto, if you wish to discuss this or any other matter.

If you have been shortlisted by the interview panel, you will be contacted by email and will be provided with information about the interview process and any other documents you will be required to bring.

Bournemouth School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure & Barring Service. In line with KCSIE 2025, all applicants will undergo checks on social media and online accounts to help assess suitability for the role.



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Job Description

Post Title	Deputy Headteacher
Purpose	<p>The deputy headteacher, under the direction of the headteacher, will take a major role in:</p> <ul style="list-style-type: none"> • 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 <p>If the headteacher is absent, the deputy headteacher will deputise, as directed by the governing board.</p>
Reporting to	Headteacher
Responsible for	Specific areas of responsibility to be determined post-appointment
MAIN DUTIES	
School culture and behaviour	<p>Under the direction of the headteacher, the deputy headteacher will:</p> <ul style="list-style-type: none"> • Work alongside the senior leadership team (SLT) and other staff members to 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 • Promote 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
Teaching, curriculum and assessment	<p>Under the direction of the headteacher, the deputy headteacher will:</p> <ul style="list-style-type: none"> • Establish and sustain high-quality teaching across all subjects and phases, based on evidence • Ensure teaching is underpinned by subject expertise • Effectively use formative assessment to inform strategy and decisions • Ensure the teaching of a broad, structured and coherent curriculum • Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities • Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
Additional and special educational needs (SEN) and disabilities	<p>Under the direction of the headteacher, the deputy headteacher will:</p> <ul style="list-style-type: none"> • Promote a culture and practices that enables all pupils to access the curriculum • Have ambitious expectations for all pupils with SEN and disabilities • Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate • Make sure the school fulfils statutory duties regarding the SEND code of practice.



Job Description

Organisational management and school improvement	<p>Under the direction of the headteacher, the deputy headteacher will:</p> <ul style="list-style-type: none"> • 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 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 • Make sure these school improvement strategies are effectively implemented
Professional development	<p>Under the direction of the headteacher, the deputy headteacher will:</p> <ul style="list-style-type: none"> • Ensure staff have access to appropriate, high standard professional development opportunities • Keep up to date with developments in education • Seek appropriate opportunities to meet their own professional development needs
Governance, accountability and working in partnership	<p>Under the direction of the headteacher, the deputy headteacher will:</p> <ul style="list-style-type: none"> • Understand and promote 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
<p>Employees will be expected to undertake any other duty as specified by the latest School Teachers' Pay & Conditions Document not mentioned in the above.</p> <p>Employees are expected to comply with our staff wellbeing policy and to provide a welcoming environment to visitors.</p> <p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p>	
<p>This job description is current at the date shown, but following consultation with you, may be changed by the school to reflect or anticipate changes in the job which are commensurate with the salary and job title.</p>	



Person specification

Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • Degree • Evidence of recent and relevant professional development in leadership (e.g. NPQSL/NPQH or equivalent) • Commitment to ongoing professional learning and reflective practice • Safeguarding training appropriate to a senior leadership role (or willingness to undertake)
Experience	<ul style="list-style-type: none"> • Successful leadership and management experience in a secondary school at an assistant or deputy headteacher level (or equivalent) • Teaching experience • Involvement in school self-evaluation and development planning • Demonstrable experience of successful line management and staff development • Experience of leading whole-school initiatives with measurable impact • Experience of working with governors and/or external agencies • Experience of contributing to or leading inspection readiness and response (Ofsted or equivalent) • Experience of curriculum development and implementation at whole-school level • Experience of managing change effectively in a school context
Skills and knowledge	<ul style="list-style-type: none"> • Data analysis skills, and the ability to use data to set targets and identify weaknesses • Understanding of high-quality teaching, and the ability to model this for others and support others to improve • Understanding of school finances and financial management • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships • Secure understanding of current Ofsted framework and accountability measures • Knowledge of inclusion, SEND, and strategies to reduce disadvantage • Ability to evaluate teaching and learning accurately and provide developmental feedback • Understanding of safeguarding legislation and safer recruitment practices • Ability to plan strategically while maintaining operational oversight • Competence in using school systems to track progress, attendance, and behaviour
Personal qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Ability to work under pressure and prioritise effectively • Problem-solving abilities • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position • High levels of integrity, professionalism, and emotional intelligence • Resilience and adaptability in a fast-paced environment • Commitment to collaborative leadership and distributed responsibility • Capacity to act as a role model for staff and pupils • Confidence to challenge constructively and make difficult decisions when required • Commitment to staff wellbeing and a positive workplace culture
<p>The job description and person specification are intended to reflect the broad and comprehensive nature of the role; candidates may be reassured that aspects of the person specification are desirable rather than essential.</p>	

