



**INFORMATION FOR  
CANDIDATES APPLYING  
FOR THE ROLE OF  
DEPUTY HEADTEACHER  
AT HIGHLANDS SCHOOL**



**Highlands  
School &  
Sixth Form**



Dear candidate,

I am delighted that you are considering applying for the position of deputy headteacher at Highlands School. Highlands is a very successful and popular school with a thriving sixth form. Our students come from a range of socio-economic and cultural backgrounds and we are proud to be one of the most popular and high achieving schools in London.

Our stated goal is “To provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools.” This is an aspirational goal, but one we judge ourselves against at all times. If you are successful in your application you will play a key role in improving Highlands towards achieving this.

We are an Ofsted ‘Outstanding’ school and when inspected in June 2020, the report highlighted the excellent behaviour, safeguarding and personal development the school offers. The school champions diversity and supports students’ mental health. We were delighted with our 2022 summer results, reaffirming our position as one of the highest performing schools in London.

I am committed to developing staff and supporting their wellbeing. We have two hours of CPD every week; no other meetings are held during the week. We use centralised resources to reduce planning. Pastoral leaders oversee centralised detentions to free up other teaching staff. We have a two week October half term break. We are a lead school in the local area for the delivery of the ECT.

Our approach to curriculum and teaching is influenced by the writings of theorists such as Christine Counsell and the principles of Rosenshine—yours should be too. We want to recruit a hard working and driven colleague with very high standards, someone who wants to make a real difference at Highlands. The successful candidate will be ambitious and we will support them towards headship.

Before reading on, I recommend you [watch this video](#), which will introduce you to our school. I look forward to receiving your application and meeting you in person,

Vincent McInerney, Headteacher





## History, ethos and values

Highlands was opened by Tony Blair in 2000, the first PFI school in the country. It is set in beautiful grounds and has a modern building in excellent condition. Mr McInerney is the third headteacher at Highlands. The previous head, Mr Goddard, led the school on a successful journey from 'Satisfactory' in 2007 to 'Outstanding' twice (2011, 2014). The school has a strong reputation in the area for high academic standards and high standards of behaviour.

Our stated goal is "To provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools." We take this very seriously and we have very high expectations of ourselves and each other. We are outward facing and research focused. We look at what the very best schools are doing nationally and internationally and then try to do it better here.

Our values are determination, aspiration, respect and equality (DARE) . These values underpin all of our work, and are our guiding principles. They summarise what we expect from students and staff. Our motto is 'Dare to flourish'. We chose this very carefully. The word 'dare' was chosen as it links to our values. The word 'flourish' was also carefully selected. The origin of the idea of flourishing dates back to Aristotle, who believed that the human purpose is to try and flourish, or live well. The modern spelling of the word is derived from the Latin, *flos*, which means flower. We like this word because we want all of our school community to grow and to develop. We know not everyone will grow and develop in the same way, but we will support them and be proud of them regardless.



## Curriculum

Our curriculum has been carefully sequenced by highly skilled heads of department and faculty with the support, where appropriate, of nationally recognised experts such as Christine Counsell and David Didau. Our curriculum intent statements will give you a good sense of our philosophy towards the curriculum:

The Highlands School curriculum is highly ambitious and designed to educate students in the best that has been thought and said in each subject and to build cultural capital. At Key Stage 3 the curriculum goes beyond the requirements of the National Curriculum, introducing students to carefully sequenced core knowledge and ideas that will allow them to participate in the community of educated citizens.

The Highlands School curriculum supports a culture of reading. Reading and literacy open the doorway into the other subjects in the curriculum and to future success. The curriculum at Highlands encourages reading for pleasure and ensures students can access texts across the curriculum.

The wider curriculum at Highlands is an entitlement, not a privilege. All students take part in 28 days of carefully selected trips and visits over their seven years at Highlands to support the learning in lessons, build cultural capital and broaden their horizons to a world of opportunities.

The taught and wider curriculum, particularly through PSHE, teaches students about diversity, equality, inclusion and British values.





## Teaching and learning and CPD

Our approach to teaching is underpinned by Rosenshine and the principles of direct instruction so, before applying, we advise potential candidates to be familiar with the principles and comfortable using them in the classroom. We value the teacher as the subject expert and we expect key knowledge to be delivered to students in a scaffolded and ‘chunked’ manner. We expect understanding to be checked throughout the lesson with the use of hinge questions, no hands up questioning and mini whiteboards. We buy all students mini whiteboards at the start of the year so they can all participate. Paired discussion is encouraged as a carefully planned part of the learning process. All departments have shared resources that are collaboratively developed and which staff are expected to use. This significantly reduces planning time for staff and means that every class has access to the same high quality resources.

Staff have CPD every Wednesday and this is built into the school day. This is a valuable opportunity for staff to share best practice, and work on curriculum development.

Highlands staff have unique access to a range of professional development opportunities, delivered by the school. These include middle and senior leadership programmes. Uptake on these programmes is high amongst our staff. For ECTs, the school offers the early career framework.

We are committed to developing our staff. You can watch some of our current staff talk about their professional journeys by clicking on the videos below:

[Louise](#), [Hope](#), [Alice](#), [Jody](#), [Mia](#)

For ITT and ECTs, [Becky's video](#) talks about early career training.



## Enrichment

At Highlands we think about more than exam results. The extra-curricular provision at the school is excellent. In recent years Highlands students travelled to Barcelona, Namibia and New York. Students studying physics visited Poland as part of the Erasmus programme, recently they visited Finland and France. Our students take part in the Duke of Edinburgh programme, ski trips and other visits locally and nationally.

The performing arts are a strength at the school and the shows and performances are very popular. A few years ago the school production was Bugsy Malone, the students at school perform as cast members, perform in the orchestra and make up the crew. Sports are another area of success at the school; girls' football at Highlands is amongst the strongest in the region.

At Highlands students leave with excellent results but also with experiences and an appreciation for the world beyond school that will stay with them forever.

All students at Highlands participate in 'DARE days'. These are four days each year when all lessons are suspended and students and staff participate in a range of trips and activities designed to enrich their learning experience and broaden their horizons.

When school finishes early on Wednesdays for staff CPD, we run compulsory Ed-Extra for year 7 students. These range from rugby to fashion, from dance to judo. It is a good example of an area in which the school does something that other schools look to as an example of best practice and innovation. We believe our extra curricular programme at Highlands should rival that of any other secondary school in London.





## The sixth form

Highlands has a high performing and popular sixth form. The summer 2022 results put the results at Highlands in the top 10% of schools nationally. Students go on to a range of destinations, for example our year 13 students have gone to Oxbridge for each of the last three years, many have gone to Russell Group universities and others have gone on to apprenticeships. Whether it be A levels or BTECs we support students to the next stage of their life.

At Highlands it is not just what students achieve academically that matters, but what type of young people they become and what they choose to do when they leave. It is for this reason that we have built a diverse and challenging curriculum, along with excellent enrichment opportunities for our students. We are an inclusive sixth form, with a welcoming, diverse and grounded community in which our students feel cared for and supported.

Supporting students to make the right university or career choices is a priority at Highlands. We have a dedicated team of staff who bring outside speakers into the school to develop students' understanding of the world of work. We have a special pathway for students wishing to enter careers such as law or medicine, study at Russell Group universities or who wish to study at Oxford or Cambridge. We have a commitment to support each student into the career or university of their choice.

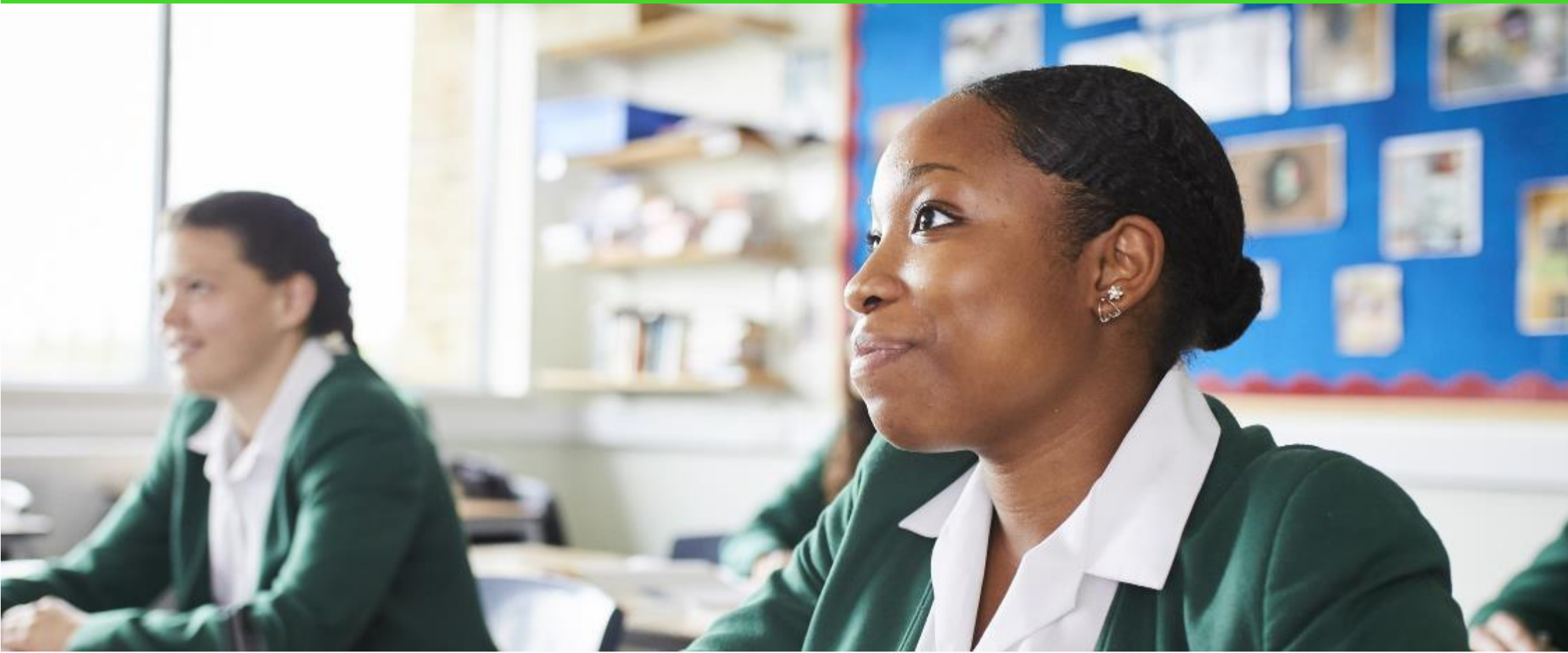
Learn more about the sixth form on our [sixth form open evening microsite](#), set up last year as we were recruiting into our sixth form.

## School priorities

Our goal is to provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools.

To achieve that the school has three strategic priorities:

1. Achieve academic excellence, underpinned by a curriculum that meets the needs of all learners.
2. Create a culture that celebrates diversity and equality and that supports inclusivity and excellent behaviour.
3. Promote a culture of leadership, self-reflection and professional development across all staff.





## The Role

### Job Details

The specific area of responsibility will reflect the skills and expertise of the successful candidate, along with the needs of the leadership team.

The position is full time.

The successful candidate will report to the headteacher.

The salary is L23-27 (Outer London).

The post starts in January 2023.

## Job Description

### Main purpose

Under the direction of the headteacher, will take a major role in:

- 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.
- If the headteacher is absent, the deputy headteacher will deputise, as directed by the governing board.
- The deputy headteacher will also be expected to fulfil the professional responsibilities of a headteacher, as set out in the STPC document.





Job description, continued:

## The self-improving school system

Under the direction of the headteacher:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils.
- Develop effective relationships with fellow professionals.
- Model entrepreneurial and innovative approaches to school improvement and leadership.
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education.

## Qualities and knowledge

- Support with the day-to-day management of the school.
- Communicate the school's vision compellingly and support strategic leadership.
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils.
- Build positive relationships with all members of the school community, showing positive attitudes to them.
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally.
- Work with political and financial astuteness, translating policy into the school's context.





Job description, continued:

## Pupils and staff

Under the direction of the headteacher:

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes.
- Ensure excellent teaching in the school, including through training and development for staff.
- Establish a culture of 'open classrooms' as a basis for sharing best practice.
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge.
- Identify emerging talents, coaching current and aspiring leaders.
- Hold all staff to account for their professional conduct and practice.

## Systems and processes

Under the direction of the headteacher:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour.
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- Work with the governing board as appropriate.
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources.

## Person specification

The following outlines the key knowledge, skills and experience required for this position. The selection panel will assess each candidate against the criteria listed below expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context. The panel will use the following assessment tools: application form; interview/assessment activities; references and other employment checks.

### Knowledge, skills and experience

- Qualified teacher status and a good honours degree.
- Evidence of being an outstanding classroom practitioner.
- Proven track record of leadership experience in an outstanding or excellent school.
- Experience of leading and developing high-performing teams.
- Experience of working with pupils from a diverse range of backgrounds.
- Evidence of having led high-impact strategic change at a whole school level with excellent outcomes.
- Evidence of devising systems to support school improvement.
- Knowledge of what excellent pastoral care looks like and experience of contributing to its delivery.
- Knowledge of what excellent teaching looks like and a track record of delivering at this level.
- A clear philosophy in terms of what an excellent curriculum looks like and an understanding of how to support curriculum development towards achieving it.
- Knowledge of how to safeguard children and a commitment to doing so.
- Experience of implementing strategies to improve the quality of teaching, learning and assessment at a whole school level.

- Clear philosophy in terms of what an outstanding curriculum looks like and an understanding of how to achieve it.
- Knowledge of how to safeguard children and a commitment to doing so.

### Personal Qualities

- A highly visible presence around school—leading from the front.
- Rigour.
- Very high expectations of staff and students.
- High levels of personal integrity.
- A commitment to inclusive education.
- A passion for promoting and celebrating diversity.
- A good sense of humour.

### Equal opportunities

To work within and encourage the school's Equal Opportunities Policy and contribute to diversity policies and programmes in relation to discriminatory behaviour. Click [here](#) for our equal opportunities statement.

### Review Arrangements

The job description is not an exhaustive and you will be expected to carry out any other reasonable tasks as directed by your line manager, and the Headteacher.

All schools in Enfield are committed to safeguarding and promoting the welfare of children and young people. Therefore, all employees working at this school are expected to share this commitment as and when required.





## The application process

Please apply by visiting the [vacancies page](#) on our website and complete an application form (at the bottom) in full with a personal statement of no more than two sides of A4 outlining how you meet the person spec. This can be typed in the space on the application form or as a separate document.

**Closing date:** 9am on Monday 10th October 2022. Interviews will be held before half term.

If you have any questions, or if you want to arrange a conversation with the headteacher, please contact Trudi Steiner, HR Officer, at [hsjobapp@highlearn.uk](mailto:hsjobapp@highlearn.uk) or 020 8370 1166.

The Governing Body are committed to safeguarding and promoting the welfare of children and young people. The successful candidate will be required to undergo an enhanced DBS check.

Highlands School, 148 Worlds End Lane, London, N21 1QQ, 020 8370 1100