



## Candidate Information Pack

# *Deputy Headteacher Quality of Education*

*"Pupils thrive here. Leaders and staff  
work together to give pupils every possible  
opportunity to do well and enjoy their education"*

'Outstanding' Ofsted judgement  
October 2021

## The Tiffin Girls' School Vision

***'Our community is vibrant,  
curious, creative and inspires  
positive change. We dare to be  
wise.'***

The school's motto **sapere aude** – **dare to be wise**, is embodied in its core values of *Community*, *Love of Learning* and *Character*.

### **Community:**

- Collaboration
- Active Citizens
- Celebrate diversity

### **Love of Learning:**

- Inspiration
- Embrace knowledge
- Creative & Critical thinking

### **Character:**

- Integrity & Respect
- Courage & Resilience
- Independence & Initiative



# From the Headteacher

Dear Applicant

## Deputy Headteacher (Quality of Education), commencing 1 September 2026

Thank you for your interest in the post of Deputy Headteacher (Quality of Education) at The Tiffin Girls' School. We are looking for an empathetic, proactive and innovative Deputy Headteacher, to support our students, who are articulate, motivated and caring, to be the best version of themselves in this vibrant learning community. I hope that the materials we have prepared help you to decide that you would like to apply.

I was drawn to the Headteacher post here because of the wonderful culture and ethos that permeates this remarkable school. Our motto, *sapere aude - dare to be wise*, has been shared by generations of students, especially when singing the school song, and this motto underpins our vision: ***'Our community is vibrant, curious, creative and inspires positive change. We dare to be wise.'***

Central to achieving this vision are the school's core values of **Community**, celebrating our diverse and inclusive community, promoting a culture of giving and encouraging students to be active citizens in society; a **Love of Learning**, inspiring students to pursue their passions with freedom of intellect and being challenged to think creatively and critically; and **Character**, building resilience, confidence and independence with integrity and respect for others. With our students' commitment to these core values, we aim to be regarded as much for our academic results, as for being a school community that nurtures collaboration and giving back to society, and encourages engagement in a wide and diverse range of extracurricular activities.

Our common values have been the foundation and quiet force behind our success and will continue to be. It's because the staff make the students feel valued and included, they provide great experiences and wonderful memories, they inspire them with their love of their subject and they promote effort that leads to success.

It is all our responsibility to ensure the students not only achieve highly, but also develop the knowledge, skills and confidence to enable them to go out and make a difference in the world, where they will demonstrate ethics, empathy and resilience.

Alongside this focus on our values, every member of this community is committed to safeguarding and promoting the welfare of all our students. We demonstrate our commitment through:

- maintaining an attitude of 'it could happen here';
- when concerned about the welfare of a student, always acting in the interests of the student;
- establishing and maintaining an ethos where students feel secure and are encouraged to talk and are always listened to;
- ensuring that all students know there is an adult in the school whom they can approach if they are worried or in difficulty; and
- including in the curriculum opportunities which will equip students with the skills and knowledge they need to stay safe from harm, to make informed decisions and to know to whom they should turn for help.

I hope that you are excited by what you read and see on the school's website, and that the opportunity to join the school's leadership team is an appealing one. I look forward to receiving your application.



Headteacher

## Our School



The Tiffin Girls' School, a selective state school and stand-alone Academy, is a vibrant and happy community where the students take centre stage. The school is currently home to 1,267 students, aged between 11 and 18, and is now into its 146<sup>th</sup> year. The school prides itself on encouraging students to aspire to excellence in everything they do, whether that be: academic excellence, a passion and enthusiasm for the creative and performing arts, sporting prowess, or student leadership. A broad and challenging curriculum sits alongside a stimulating and rewarding range of extracurricular activities, many of which are student-led, and these elements of school life combine to develop inquisitive, confident, dynamic and successful young people ready for their future lives as global citizens.

The students achieve highly because they are incredibly motivated, hardworking and focused. It is, however, the caring and strong pastoral system, complemented by the development of strong friendship groups, which makes them feel happy and safe, allowing them to flourish in their time here. The school also benefits greatly from a very positive relationship with parents, working together in our common aim which is to encourage and support the students.

The school is a six-form entry selective school, with 180 students in each year group and over 360 in the Sixth Form.

There are spacious yet functional premises, which provide extensive facilities in all areas of the curriculum. Specialist teaching areas include thirteen science laboratories, three art rooms, two drama studios, a Learning Resource Centre, a music suite and a computer suite of two computer rooms, with bookable chromebooks. There is a large assembly hall and a separate dining hall. Sports facilities include a Sports Centre, opened in September 2022, two gyms, an astro turf, resurfaced netball and tennis courts. Students in years 7 to 13 bring their own chromebooks to school to ensure a seamless transition between home and school learning.

The school's proximity to London makes it possible for students of all ages to attend concerts, plays, theatre workshops, lectures, exhibitions, one-day conferences and international matches. The school makes good use of this facility as trips and activities outside of school form an essential part of the students' educational experience.

Parental contributions and fundraising have greatly enhanced the accommodation in the school. In the recent past, a new teaching block and Sports Centre have been added thanks to the support of our parents, which have provided significant funding when submitting successful capital bids.

### Ofsted

In October 2021, the school was inspected by Ofsted using the new inspection framework introduced in September 2021 and judged to be 'Outstanding' across all categories with an Overall Effectiveness judgement of 'Outstanding'. Governors were delighted with this result which reflects the valued contribution made by every member of staff at the school. The full report is available on the school website here <https://www.tiffingirls.org/Our-School/Key-Documents.aspx>

The school was inspected again on 6 and 7 January this year under the new Ofsted framework. The outcome of this inspection will be made public after half-term.

## **Staff**

The strong team of highly qualified staff has extensive and varied experience. Both teaching and non-teaching staff share a commitment to high standards of learning, discipline and care for the personal wellbeing of each student. Good liaison is cultivated with local feeder schools, community services, employers and universities.

Opportunities for professional development are essential, and care is taken to ensure all staff have access to training and new experiences through CPD based on needs identified through appraisal, or for whole school development. Where relevant, non-teaching staff are encouraged to join working parties, recent groups include Equality, Diversity and Inclusion and Behaviour for Learning. This year we have a digital working party with 4 sub-groups focusing on Teaching and Learning (Curriculum), Engagement of Stakeholders (CPD), Safeguarding, data management, privacy and policy and Collaboration and Partnerships.

Staff wellbeing is a priority within the school, supported by the Senior Leadership team, who identify and implement initiatives to support the positive and inclusive working environment. The latest initiative was focused on the refurbishment of the staffroom.

There is an active staff association, which arranges social activities throughout the year.

## **Admissions**

The school operates a two-stage testing process for admission to Year 7. The Determined Admissions Arrangements for 2026 entry are available to read on the website.

In recent years, Governors changed the admissions criteria, promoting greater social responsibility by giving a priority to those living in the inner area and designated area who are from a disadvantaged background. There is a similar priority criteria for disadvantaged students relating to Sixth Form entry.

We anticipate continuing to be heavily oversubscribed each year, receiving a large number of applications from academically able students.

## **Curriculum**

The school provides a wide range of subjects that meet the learning and destination choices of our highly able students. Lessons are taught in one-hour periods over a 25 period week.

Our Key Stage 3 curriculum develops students' knowledge, skills and understanding, and lays the foundations for the courses students will then follow at Key Stage 4. All subject areas are enriched with a wide range of creative and stretch and challenge opportunities that are designed to enable students to reach their full potential.

In Years 10 and 11, subjects are taught across two periods per week. The exceptions to this are Maths (three periods per week) and English (four periods per week). The core curriculum includes English, Maths, Biology, Chemistry, Physics and a language with students then choosing three further options. All students receive a private study lesson and two PE lessons per week as part of their broader curriculum.

In Years 12 and 13, subjects follow A Level specifications, choosing 4 in Year 12 dropping to 3 in Year 13. In Year 12, we offer a Higher Education Programme and a pastoral programme of activities designed to broaden their education, including compulsory PE lessons.

Staff care passionately about the students, and we are acutely aware of the pressures that many high achieving students face. We have therefore developed a comprehensive evidence based pastoral curriculum, one period a week, which has been specifically written for our context and includes many guest speakers.

### **Sixth Form**

Sixth Form students have many opportunities to enrich their educational and social experiences over the two years and many participate in charity and not for profit enterprises. They compete at national level in the Young Enterprise Company Programme – a team of approximately 25 students, enrol on the Duke of Edinburgh Award Scheme Gold award, and take part in Chemistry and Biology Olympiads, Engineering Education Scheme, IRIS Research, UKMT, debating, university challenge, Model United Nations and a wide range of other clubs and societies. Sixth Form students support and/or are extensively involved in contributing to Black History Month, LGBTQ+ week, RAG week, our Time to Talk activities and lead on the extensive range of charity work the students are involved in. Alongside this, the students are encouraged to conduct work experience to support their personal development and UCAS applications.

Student leadership is actively encouraged and many Sixth Form students are school officers, prefects, subject associates and mentors for younger students in the school. Sixth Form students, for example, mentor and coach a large number of students in debating clubs covering all three key stages; all year groups compete in local and national competitions such as ESU and University Schools events.

While many of our students go on to Oxbridge (15 in 2025) and other Russell Group universities, a small number are choosing to study abroad or to take up degree level apprenticeships.

### **Location**

The school is located in spacious and attractive grounds in a pleasant residential area which is bordered by the River Thames and Richmond Park. It is situated on the northernmost edge of the Royal Borough of Kingston upon Thames with easy access to road and rail networks. The nearest railway stations are at Kingston upon Thames (Zone 6), a fifteen minute walk away, or Richmond upon Thames.

### **Equality and Diversity**

The school celebrates the diversity of its students and staff, and is fully committed to an ongoing programme of review of our equality and diversity practices to ensure all members of the school community are fully accepted and equally valued.

### **Safeguarding at The Tiffin Girls' School**

In support of our safeguarding commitment, we undertake rigorous pre-employment, online searches and enhanced Disclosure and Barring service (with Barred List) checks on appointment. The school complies with the DBS Code of Practice and with the statutory guidance, Keeping Children Safe in Education, as updated from time to time. We provide regular safeguarding training and expect staff to be aware of, understand and act in accordance with school policies. On appointment, staff will be asked to sign up to our E-Safety, Health & Safety, Data Protection and Secure Data Handling policies and to our various Safeguarding documents. In addition, on appointment, all staff are required to sign their agreement to complying with the school's Code of Conduct. If any of the above raises any queries when you are considering your application, please do not hesitate to contact Claire Russam, HR Director on [recruitment@tiffingirls.org](mailto:recruitment@tiffingirls.org).

Our safeguarding policy is available for you to read on our website at [www.tiffingirls.org](http://www.tiffingirls.org) under the tab 'Our School' and the page headed 'Key Documents'.



# Job Description: Deputy Headteacher (Quality of Education)

**Line of responsibility:**

The Deputy Headteacher (Quality of Education) is directly responsible to the Headteacher

**Responsible for:**

Members of the Senior Leadership Team (SLT), Admissions, Exams, Link departments and student leaders

**Job content:**

The basic duties of a teacher are outlined in the current Teaching Standards and School Teachers' Pay and Conditions Document (STPCD)

**Core responsibilities:**

- Work in partnership with the Headteacher, developing strategic and operational plans that deliver and sustain school improvement
- Ensure the vision for the school is effectively and clearly articulated, shared, and understood by all stakeholders
- Drive the continued evolution and improvement of Teaching & Learning utilising evidence-based research
- Lead change in response to the Curriculum and Assessment Review
- Contribute to the school's ongoing inclusion strategy
- Oversee the implementation of the school's pioneering Digital & AI strategy
- Oversee our Quality Assurance process
- Oversee Whole School CPD
- Work alongside the Headteacher to deliver our 'outward-facing school' strategy
- Lead performance management for teaching staff
- Contribute to the ongoing development of student voice
- Oversee our Exams department and Admissions process

**Leadership and Management:**

- Model the vision and values of the school in everyday practice
- Deputise for the Headteacher in their absence
- Contribute to the smooth day-to-day running of the school, including supporting and upholding the school's policies and procedures
- Work closely with the Deputy Headteacher (Pastoral) to ensure integration and alignment of Quality of Education and our pastoral provision
- Foster a shared inclusive culture and positive ethos
- Contribute to all areas of school life, demonstrating proactivity and adaptability
- Promote a culture of high expectations and excellent student progress
- Work with the Headteacher and other senior leaders on the strategic development and implementation of the School Development Plan (SDP), review of the Self Evaluation Form (SEF), and preparation for Ofsted
- Attend Governing Board meetings and liaise with specific link governors with Quality of Education responsibilities
- Collaborate with other schools and organisations to share expertise and bring positive benefits to our school and other schools

**General:**

- Ensuring the school maintains a supportive, safe and open environment where all staff and students feel valued, engaged, informed and involved
- Modelling best practice in the classroom

- Optimising the deployment of school resources ensuring proper management, monitoring and control of the school's budget, securing best value
- Communicating effectively and building strong, collaborative relationships with the whole school community – students, parents, governors and colleagues, and beyond
- Implementing change, using research as a driver, and leading teams in achieving measurable impact
- Actively engaging with google classroom and other online platforms to share resources, set homework and communicate with students
- Demonstrate commitment to own professional development and deliver CPD to others
- Participating in a duty rota and contributing to whole school supervision duties
- Acknowledging and celebrating the success and achievement of others
- Maintaining a highly visible and authoritative presence around school
- Keep up to date with educational reform and policy
- Playing a full part in the wider school community
- Shaping the curriculum to the needs of students ensuring breadth of offering and value for money
- Promoting high expectations of staff and students and holding staff to account
- Confidently analysing and evaluating performance data, identifying priorities and leading on actions for continuous improvement
- Presenting an accurate account of the school's performance to a range of audiences
- Taking a leading role in performance management
- Working with the Headteacher on staff appointments
- To attend all staff meetings, middle leader meetings, Senior Leadership Team meetings and GB meetings
- Work in accordance with the school's Health and Safety Policies and Procedures
- Support and encourage the school's ethos and its objectives, policies and procedures as agreed by the Governing Board
- Uphold the school's Staff Code of Conduct and policies in respect of child protection and safeguarding matters
- Ensure that parents and students are well informed about the curriculum, attainment and progress
- Undertake such other duties as laid down in the School Teachers' Pay and Conditions Document and those delegated by the Headteacher

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post and may be subject to modification.



# Person Specification

Assessed by: A = Application, I = Interview and T = Task

	Essential	Desirable	Assessed by
<b>Qualifications</b>			
Qualified Teacher Status	✓		A
Good honours degree	✓		A
Safeguarding qualification/DSL		✓	A
Evidence of commitment to continuing professional development	✓		A & I
NPQSL / NPQH qualification		✓	A
<b>Experience</b>			
Substantial experience as a Senior Leader in a secondary school setting	✓		A
Experience as a Senior Leader in more than one school or setting		✓	A
Current and relevant knowledge of best practice in school leadership and management	✓		A & I
Knowledge of national changes; curriculum, assessment and Ofsted	✓		A & I
Understanding of effective teaching and learning strategies including SEND provision	✓		A & I
Knowledge of the barriers to achievement and how to overcome them in relation to inclusion, especially for disadvantaged students and SEND	✓		I
Knowledge of and a commitment to equality, diversity and inclusivity	✓		I
Experience of curriculum innovation, development, organisation and implementation		✓	A & I
Experience of having improved and sustained an effective behaviour management policy		✓	I
Experience of analysis and interpretation of data which led to school improvement	✓		A & I

Ability to demonstrate consistently good or better teaching practice against the current Teaching Standards	✓		T
Experience of developing high achieving teams within a complex school environment		✓	I
Experience of implementing behaviour management strategies consistently and effectively		✓	I
Experience of leading/organising successful whole school change projects	✓		A, I & T
Experience of working with outside agencies		✓	I
Experience of leading staff training and development	✓		I
Experience of mentoring or supporting ECTs or ITTs		✓	I
<b>Skills and abilities</b>			
Demonstrate excellent interpersonal and communication skills	✓		I
Ability to think strategically, innovatively and creatively	✓		A & I
Inspire, challenge and motivate others to contribute fully to the school's vision and values	✓		I
Ability to develop and sustain effective rapport with students and collegiate relationships with colleagues, demonstrating empathy and compassion	✓		I
Are self-aware and demonstrate a positive and adaptable mindset	✓		I
Ability to manage and develop good relationships with parents encouraging their involvement	✓		I
Lead by example and with integrity, demonstrating high levels of professionalism	✓		I
Excellent organisational skills, ability to work under pressure and meet deadlines	✓		I
Demonstrate curiosity and an attitude to continuously learn	✓		I
Treat others fairly, equitably and with dignity and respect but still challenge underperformance	✓		I

# Why teach at Tiffin Girls'?

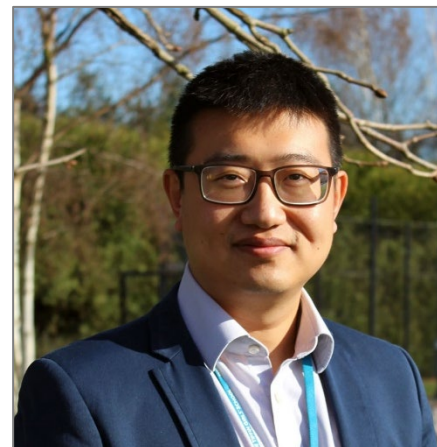
## Mrs Laura Metcalf Head of History



“ I joined the school as Head of History and since then, have had the opportunity to become a temporary member of the Senior Leadership Team before starting a family. After that, the school has supported me by enabling me to become part time and then within that, being able to job share the Head of Department role. More recently, I have undertaken sole Head of Department responsibility while working four days a week. It's a special place to work – the incredible engagement from the students and their love of history, their quest to find out more at every level – definitely keeps me on my toes. I still continue to be blown away by the sheer excitement they feel about learning. I enjoy working with a very diverse teaching staff; the Humanities department is particularly close knit and welcoming. A personal highlight is going to the Himalayas with World Challenge which was something I'd never experienced before and a life-long ambition. ”

## Mr Zidong Cui Maths Teacher & 2<sup>nd</sup> in Maths Department

“ I was a business owner before becoming a teacher but I was trained in a very similar setting (a top performing girls' grammar school) in my PGCE year so I knew what it would be like working at The Tiffin Girls' School. Initially, I did think I might struggle with the level of Maths taught here as the students are so able, however, since I started, the support I've had from the department has made things so much easier. The Maths department has so many experienced teachers from whom I have learned so much. The people definitely make it special working here. The staff are so friendly and supportive. The students work really hard and are so interested in the subject. I took over the Young Enterprise programme in my third year. Because of my business background, I was really excited to help the students develop their business skills through real life experiences. I've taken them to many trade fairs (as far as Stratford upon Avon) and competition finals, and we've won several awards together. But the best part has been to see the progress the students make in a year – they've all been brilliant. The school has given me many opportunities to develop myself – I've been involved in CPD sessions and policy-making working parties, and I've been given opportunities to teach all the year groups. ”



## Ms Afiyya Sami Chemistry Teacher & KS3 Science Co-Ordinator



“ I started my teaching career at the school as a NQT – I was a bit nervous about applying as I thought I might not be able to teach at such a highly academic school. But I realised straight away they're just normal students – they're very enthusiastic, fun and willing to do well. The school has always been very supportive – there are lots of training sessions, and I had the opportunity to observe experienced and supportive teachers in the department, which also helped develop my skills in teaching A-Level. I'm really enjoying teaching the A-Level syllabus because the students are very passionate about their subject and share the love of your subject with you. One of the nicest bits about working here is the great sense of community. It feels like a family that supports and encourages each other and like every family we stay in touch, we get together to share, remember and celebrate. The support and encouragement also led me to apply for (and gain) the role of KS3 Science Coordinator after completing my NQT year. ”

# Benefits of working at The Tiffin Girls' School

All of our employees enjoy a range of benefits, with some specific benefits for teaching staff:

- Two week October half term
- Free tea and coffee in the staffroom
- Pleasant working environment on the outskirts of the busy town of Kingston upon Thames with easy access to London and the surrounding Surrey countryside
- Free on-site parking
- Cycle to Work Scheme (salary sacrifice)
- Annual flu vaccinations for staff
- Enhanced maternity benefits and consideration given to flexible working where possible
- An Employee Assistance Programme including free at the point of use counselling
- Free lunch and refreshments on Inset days
- A busy Staff Association who arrange social events
- Staff discount on hiring the school facilities (single booking only) <https://facilities.tiffingirls.org/>

## Teaching Staff benefits:

- Membership of the Teachers' Pension Scheme: *the school contributes 23.68% of salary*
- Generous Teaching & Learning Responsibility allowances to recognise positions of responsibility
- The opportunity to participate in a wide range of working parties to enhance and influence working practices and pedagogy irrespective of your experience
- A structured CPD programme with elements of selective CPD so that you can tailor your personal development to meet your needs