



Information for candidates applying for the role of:

Director of Highlands Sixth Form (senior assistant headteacher)

Permanent, full time

Salary: L19-23

Required: September 2025



Highlands
School & Sixth Form



Dear candidate,

I am delighted that you are considering applying for the position of Director of Highlands Sixth Form. Our sixth form is one of the largest and most successful in north London with over 430 students on roll and a value added score putting it 47th out of all state sixth forms in England. It was judged 'Outstanding' by Ofsted in November 2024, as were all other areas of our school, you can [read our Ofsted report here](#).

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.

Year on year we focus on relentless school improvement and we are proud that this has resulted in Highlands being enormously oversubscribed in year 7, achieving GCSE outcomes regularly significantly above national averages and being featured in the Times 'Parent Power' lists of the top schools in England.

I am committed to developing staff and supporting their wellbeing. We have two hours of CPD every Wednesday; no other meetings are held during the week. We use centralised collaborative resources to support planning. Pastoral leaders oversee centralised detentions to free up other teaching staff. We have a two week October half term break.

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. As a successful middle or senior leader your approach to school improvement should be built around systems, rigour and consistency. If appointed, as a member of SLT, you will have to work hard, and set an example to others. The successful candidate will be ambitious and we will support them towards fulfilling their own career potential.

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. The school's Outstanding status was confirmed in the November 2024 Ofsted inspection. 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.



The Sixth Form

Highlands Sixth Form is an Ofsted 'Outstanding', high performing and oversubscribed sixth form. The DfE value added performance tables puts Highlands 47th out of all state school sixth forms in England and, according to ALPS, in the top 10% of schools for the third year running. The vast majority of subjects have ALPS scores of 1, 2 or 3. Our sixth form numbers have grown from fewer than 160 students joining us in 2019 to over 240 joining this September. We keep the vast majority of Highlands students who meet our entry requirements and, increasingly, attract high performing students from other schools in our part of north London.

Supporting students to make the right university or career choices is a priority at Highlands. Students go on to a range of destinations including top universities (Oxford, Cambridge, UCL, King's college London), others have gone on to do degree apprenticeships at companies like Blackrock and law firms such as Allen and Overy and others have gone onto to pursue 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. 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 flourishing enrichment programme which encourages sixth form students to take up leadership opportunities. 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 are committed to supporting each student into the career or university of their choice.

Learn more about the sixth form on our [sixth form website area](#).

The Role: Director of Highlands Sixth Form (senior assistant headteacher)

Job Purpose:

To sustain the exceptionally high standards in Highlands Sixth Form and lead it to its next stage of its development.

Job Details:

The position is full time.

The successful candidate will report to a deputy headteacher.

The successful candidate will lead the sixth form team, which includes heads and assistant heads of years 12 and 13, head of academics, and sixth form admin officer.

The salary is L19-23.

The post starts September 2025.



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.

A photograph of two students in school uniforms sitting outdoors. The student on the left is a young woman with long, curly dark hair, wearing a dark green blazer with light green trim. The student on the right is a young man with short brown hair, also wearing a dark green blazer with light green trim. They are both smiling and looking towards the right. The background is a blurred outdoor setting with trees and a bright sky.

Dare to flourish

Teaching, 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:

[Alice, Mia](#)

For more details of our benefits package and tailored CPD programme you can read our [people offer](#) here.



Dare to
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Enrichment

At Highlands we think about more than exam results. The extracurricular provision at the school is excellent. In recent years Highlands students travelled to Madrid, Morocco and New York. This year students studying physics will be visiting Cern in Switzerland, language students will be visiting Madrid and there are international trips to Morocco and Eswatini planned. Our students take part in the Duke of Edinburgh programme and other visits locally and nationally.

The performing arts are a strength at the school and the shows and performances are very popular. Last year students performed in the school show, Matilda, at the Millfield Theatre. 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 and 8 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 extracurricular programme at Highlands should rival that of any other secondary school in London.

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.



Job description

Main purpose of the role:

To provide strategic leadership and management for the sixth form, ensuring the delivery of an outstanding academic and enrichment program, exceptional pastoral care, effective preparation for students' future pathways in higher education and beyond, and that Highlands Sixth Form remains a destination of choice for internal and external year 11 students. The director of sixth form will lead and inspire the sixth form team, fostering a culture of aspiration, high achievement, and inclusivity. As a key member of the senior leadership team, the director of sixth form will contribute to the overall strategic direction and development of the school.

Key Responsibilities:

Strategic Leadership and Development:

- Develop, articulate, and implement a clear and ambitious vision and strategic plan for the sixth form, aligned with the school's overall aims, values, and strategic objectives.
- Lead the ongoing self-evaluation and continuous improvement of the sixth form provision, utilising data and feedback to enhance the student experience and outcomes.
- Contribute actively to the school's strategic planning and policy-making processes as a member of the senior leadership team.
- Monitor and analyse national developments, research, and best practices in post-16 education to inform the strategic direction and future development of the sixth form.

Academic Leadership and Standards:

- Oversee the academic performance, progress, and attainment of all sixth form students, ensuring consistently high standards of teaching, learning, and assessment across all subjects.
- Lead the strategic development, implementation, and review of the sixth form curriculum, working collaboratively with heads of department and SLT to ensure a relevant, challenging, and engaging program of study.
- Monitor and evaluate the quality of teaching and learning within the sixth form through observation, data analysis, and feedback, implementing strategies for continuous improvement.
- Analyse and interpret student performance data, including prior attainment, progress measures, and examination results, to identify trends, set ambitious targets, and implement effective intervention strategies to support student success

Pastoral Care and Student Wellbeing:

- Provide strategic leadership and management for the pastoral care system within the sixth form, ensuring the wellbeing, personal development, and safety of all students.
- Line manage and support the heads of year and sixth form tutors, providing guidance, professional development, and ensuring a consistent and effective approach to student support.
- Promote and maintain the highest standards of student behavior, attendance, and punctuality within the sixth form, implementing and overseeing the school's behavior policy.
- Ensure effective and timely communication with parents and carers regarding student academic progress, pastoral concerns, and any other relevant information.

Higher Education and Careers Guidance:

- Lead and strategically manage the UCAS application process and the provision of comprehensive advice and guidance for students on all post-18 pathways, including apprenticeships and employment.
- Develop, implement, and oversee a comprehensive and effective careers education, information, advice, and guidance (CIAG) program for all sixth form students, working closely with the school's careers advisor.
- Establish and maintain strong links with universities, colleges, and other relevant external agencies to provide students with up-to-date information, opportunities, and support for their future aspirations.

Staff Management and Development:

- Line manage, appraise, and support members of the sixth form team, fostering a culture of high performance, collaboration, and continuous professional development.
- Identify and address the professional development needs of the sixth form team, ensuring they have the skills and knowledge to effectively support student learning and wellbeing.
- Promote and facilitate effective teamwork and collaborative working relationships within the sixth form team and across the wider school community.

Job description (continued)

Administration and Communication:

- Manage the sixth form budget and resources effectively, ensuring value for money and alignment with the strategic priorities of the sixth form.
- Oversee the planning, organisation, and delivery of key sixth form events, including open evenings, induction programs, parents' evenings, and leavers' celebrations.
- Ensure the effective and timely communication of all relevant sixth form information to students, parents, staff, and the wider school community through appropriate channels.
- Prepare and present regular reports on the performance, progress, and development of the sixth form to the headteacher, senior leadership team, and governing body.

Contribution to the Wider School:

- Contribute to the overall leadership and management of the school as an active and collaborative member of the senior leadership team.
- Promote and safeguard the welfare of all children and young persons in accordance with the school's safeguarding policies and procedures.
- Uphold and promote the school's ethos, values, and policies in all aspects of the role.
- Undertake any other reasonable duties as directed by the headteacher or line manager.

Equal opportunities

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

Review Arrangements

The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the Headteacher will expect to revise this Job Description from time to time and will consult with the postholder at the appropriate time.

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.

Person specification

The following outlines the key knowledge, skills and experience required for this position. As part of the shortlisting process, the selection panel will assess each candidate against the criteria listed below.

Knowledge, skills and experience:

- Qualified Teacher Status (QTS) or equivalent.
- Significant and successful experience of teaching in a secondary school setting, with a proven track record of raising student achievement at Key Stage 5.
- Experience of raising standards in a middle or senior leadership role.
- A comprehensive understanding of the academic and pastoral needs of sixth form students and the challenges and opportunities of post-16 education.
- Experience of successfully involvement in the UCAS application process and providing effective careers guidance to sixth form students.
- Strong analytical skills and the ability to interpret and utilize data effectively to inform strategic planning, target setting, and intervention strategies.
- Experience of developing and leading high performing teams.
- A clear vision of what excellence looks like in a sixth form.
- A strong understanding of current trends and developments in post-16 education policy and practice.

Personal qualities

- Rigour.
- Integrity.
- Commitment.
- Excellent communication, interpersonal, and presentation skills, with the ability to build strong relationships with students, parents, staff, and external stakeholders.
- A demonstrable commitment to safeguarding and promoting the welfare of children and young people.
- The ability to work collaboratively and effectively as part of a team, inspiring and motivating others.
- A systems based approach to school improvement.
- A willingness to give and receive respectful and candid feedback on the quality of work.

Dare to
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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 24th March 2025. Interviews will be held shortly afterwards.

If you have any questions, or would like a phone call with the DHT who line manages the position, please contact Trudi Steiner, HR Officer, at 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 & Sixth Form

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