



Join us

DEPUTY HEADTEACHER

Closing Date: Wednesday 30th September 2026, 5.00pm
Interview Dates: Wednesday 7th and Thursday 8th October 2026



ASPIRING TO EXCELLENCE TOGETHER





Headteacher's welcome

Thank you for your interest in Forest Hill School. This pack is intended to give you information about this exciting role and our school's vision and ethos. Further information is available on our website and I would also encourage you to explore the school's social media channels.

It is my privilege to be the Headteacher of Forest Hill School, a unique and ambitious school – rated 'Good' by Ofsted – with a well established comprehensive and inclusive ethos. Our student intake is a genuine reflection of the community in our district of London and we are clear that they should expect the highest of standards in all aspects of their education. Our broad and creative curriculum gives them a firm basis on which to move forward to make choices for examination subjects as they progress through the school. A culture of aspiration and high expectations underpins this progression, with our students playing a key part in shaping the learning process.

Forest Hill's ethos is aptly summarised in our motto *Aspiring to Excellence Together*. We are a community in which mutual support and a spirit of relentless ambition drive a desire to ensure that we constantly strive to surpass previous achievements. All community members are encouraged and expected to contribute to this culture thus ensuring that the creativity and evolution of our student offer is maintained. We want our students to emerge from Forest Hill School as engaged citizens and leaders of the future, fully equipped to confidently enter a competitive world.

We communicate and reinforce the vision and ethos of the school community through our Core Values which were developed in consultation with all stakeholders:

- Hard Work
- Ambition
- Respect
- Kindness

All aspects of life at Forest Hill are underpinned by these values, and we promote them as the prerequisites of academic excellence and success. The values also encapsulate a sense of pride in belonging to Forest Hill, something which is shared by all students and staff. Forest Hill School places a heavy emphasis on the holistic development of our young people. Our pastoral system is a real strength and we are recognised for this.

Forest Hill School is committed to equality of opportunity, supports and encourages under-represented groups and values diversity. We are also holders of the Stonewall School Champion Gold Award.

Staff wellbeing and professional development is very important to us. We have an early closure one day per week to provide dedicated planning time as well as identified slots in the meeting cycle for assessment of pupils' work. The school also provides all staff with high-quality personalised training linked to priorities identified in the performance management cycle.

I hope our values and standards strike a chord with you and that you will pursue your interest in joining our school.

Michael Sullivan, Headteacher

...This combination of **academic achievement**, **strong pastoral care** and **wider personal development** means that pupils are well prepared for the next steps in their education or training.

Ofsted Report, January 2024

Our five year strategy

We understand the critical role our school plays in opening opportunities and inspiring our students to seize life chances. That is why we are passionate about empowering every student to excel. Our purpose is to prepare them to secure extraordinary success.

At Forest Hill, we push academic boundaries – our students exceed local, London-wide, and national benchmarks. We want to go further. Our inclusive, non-selective ethos fuels our mission: to empower every boy to reach for the stars and achieve.

We are not just focused on academic excellence: we nurture holistic development, fostering positive masculinity and shaping engaged citizens and future leaders. That means preparing our students to excel in all aspects of life, equipping them with the skills and

experiences to thrive in a diverse and ever-changing world. As specialists in boys' education, we unlock the unique potential within every boy. We captivate their minds with a tailored curriculum and pioneer teaching methods specifically designed to ignite boys' passion for learning. We balance this with our innovative and growing partnership with Sydenham School which enables access to co-educational learning and experiences throughout the school, and in our shared sixth form, SFH6.

Our strategy sits alongside our plan for operational and financial sustainability.

We know we are getting it right, and becoming the school of choice for boys in South East London. We are ambitious and confident for the future. This strategy sets out how we will continue our journey.



We will achieve **high quality outcomes** for all students, no matter what their background or academic abilities – outcomes that place us in the **top 20%** of schools nationally.

We have a responsibility to ensure that today's students become **tomorrow's leaders**. We will ensure that they are entitled to a broad range of opportunities within and outside the curriculum to develop their talents and skills so they can thrive in their communities. We aim for 100% of our students to go onto aspirational post-16 education.

FHS is a **fully inclusive** community – all members of our school should feel **safe, supported and appreciated** for who they are. We are proud of the care and wellbeing support we provide and we will continue to work closely with our parents and carers and the wider community to build the strength of the school. An inclusive approach will continue to set us apart from other schools, and we will maintain this as a core strength.

We understand that the best schools are those with the **best teachers**. We aim for FHS to be an **employer of choice** in South East London – a happy, purposeful and collaborative school which attracts the exceptionally talented and committed staff we need to deliver exceptional results.

About the school

The Learning Curriculum

At Forest Hill School we combine the traditional values of hard work with academic learning and creativity and innovation. We believe that students achieve their full potential if they enjoy their work and find it stimulating and challenging.

*The school has put in place a carefully considered and **ambitious** curriculum. It goes **beyond** the scope of the national curriculum.*

Ofsted Report, January 2024

From Years 7 to 9, all students enjoy lessons in:

- English
- Modern Foreign Languages
- Mathematics
- Art and Design Technology
- Science
- Cooking and Nutrition
- Computer Science
- PE
- Geography and History
- The Performing Arts (Music, Dance and Drama)
- RE and Citizenship

We deliver PSHE during an extended tutor time each week. This includes the statutory content on relationships and sex education (RSE) and health education, alongside wider aspects of PSHE such as financial and careers education.

Homework and independent study are seen as valuable to nurturing successful learners. Parents are kept fully informed about homework tasks via the Bromcom / My Child at School (MCAS) app.

Student Progress

One of the central objectives of Forest Hill School is to ensure that students make progress in all of their subjects. We strongly believe that it is our role to do all that we can to support every student in improving their skills,



understanding and aptitude in all areas, no matter what their starting position or ability is – from the extremely able student who needs to be pushed to reach even higher standards, to the students with the most challenging learning difficulties who struggle to access the curriculum.

As a school, we are committed to providing detailed and robust information about the students' progress in the form of reports, certificates of progress and parents' evenings.

In August 2026, Forest Hill School students achieved an impressive set of GCSE results. We were delighted that 33% of all GCSE grades awarded were at grades 7-9, the highest grades available, reflecting the excellent achievement of many of the cohort and remaining above the national average. Our Attainment 8 score continues to exceed both London-wide and national performance.

We are particularly proud of how well the school meets the needs of all its students from the most able students to those with significant need. We demonstrate clearly the success of comprehensive education.

Pastoral Support

Forest Hill School prides itself on the quality of pastoral support and guidance on offer. We work very hard to make sure that all available lines of communication are open so that it is easy for parents and carers to get in touch with us whenever they need to. Our fundamental belief is that the school and parents should work in partnership to ensure that every child has the best possible educational experience.

*Pupils at this school are **safe** and **happy**.*

Ofsted Report, January 2024

About the school

Heads of Year are responsible for the academic progress, behaviour for learning, attendance and social and emotional wellbeing of all students in a year group. Together, the Head of Year team is responsible for ensuring consistently high expectations across all year groups so that respect, courtesy and scholastic excellence permeate all aspects of the school.

Heads of Year lead a team of Form Tutors who have the day to day responsibility for delivering pastoral support for the students.

*The school has very **high** expectations of pupils' behaviour.*

Ofsted Report, January 2024

Outside the Classroom

It is a strong feature of the school's philosophy to provide a full range of opportunities beyond the classroom.

We offer students a wide range of extracurricular activities that take place at lunchtime and after school. The activities vary from term to term but may include art, chess, dance, programming and reading, as well as a variety of sport and music clubs. Students in Years 9 and 10 have the chance to take part in the Duke of Edinburgh's Award scheme.

Each year, we arrange a variety of day visits and experiences to support the aims of the school, including trips to museums, galleries and theatres. We also regularly host visits from authors, theatre companies and other professionals.



*As well as promoting **academic achievement**, the school makes sure that pupils are taught **wider** life skills.*

Ofsted Report, January 2024

Residential trips enable teachers to enhance classroom learning and are also a great bonding experience, which is why we usually take Year 7 students away for a few days during their first term at Forest Hill. They stay at Grosvenor Hall in Ashford, Kent, and participate in a range of challenging, high adrenaline and skill based indoor and outdoor activity sessions. Other residential trips have included Geography trips to Sicily and Iceland, Modern Foreign Language trips to Paris, Lille and Berlin, and Science trips to Geneva.

Our Careers curriculum ensures that all students, from Year 7 to 13, are kept up to date with recent and relevant careers information, so that they can make well-informed decisions about their next steps.

SFH6

SFH6 is our joint Sixth Form provision with Sydenham School. It is a dynamic and forward looking Sixth Form with very high standards. All Year 11 students attending the Forest Hill and Sydenham Schools are able to apply for places at SFH6.



Our Sixth Form offers A Levels and vocational courses to suit a wide range of interests, talents and aspirations and we use rigorous systems and good practice in education to ensure that all our students are stretched and challenged, and that academic and teaching standards are high. Students have access to excellent facilities and resources including the latest technology and purpose-built specialist rooms, laboratories and study areas.

Each person is known, valued and supported as an individual within a comprehensive system of pastoral care. Sixth Form Tutors have a central role in supporting students' academic progress and personal development.

The hard work and dedication of our students paid off with some fantastic A Level results in 2026. As always there were some impressive individual performances with many students progressing to the elite Russell Group universities and other prestigious institutions, including Oxford and Cambridge.

Role of Deputy Headteacher

**POST TITLE:**

Deputy Headteacher

RESPONSIBLE to:

Headteacher

SALARY GRADE:

Leadership Scale (inner London)
L22–L26 (£99,975 to
£109,215pa)

Forest Hill School is seeking to appoint an exceptional Deputy Headteacher to help shape our journey to excellence and provide strategic leadership for our sixth form. This is an exciting time in the development of our school, and we are looking for a colleague committed to improving the life chances of our young people. We offer a wide-ranging curriculum that inspires students and broadens their horizons.

This post offers an ambitious leader the opportunity to make a significant contribution across the whole school while holding clear strategic responsibility for sixth form provision. Working closely with Sydenham School and the SFH6 leadership team, the successful candidate will drive high standards in post-16 teaching, achievement, personal development and destinations; use data to secure improvement; and strengthen student recruitment, retention and progression. The wider Deputy Headteacher portfolio will be agreed in the context of the senior leadership team.

The successful candidate must:

- be an outstanding classroom practitioner with successful senior leadership experience
- have a strong track record of raising achievement and aspirations, including at Key Stage 5
- understand the academic, pastoral, safeguarding and careers needs of sixth form students
- be able to build an effective partnership across SFH6 and inspire the best from others
- use evidence and performance information to identify priorities and deliver sustained improvement
- show creativity, energy and a clear commitment to the school's vision, ethos and inclusive community
- have proven leadership experience and the potential to develop further
- have successful experience of leading a sixth form, either as Head of Sixth Form or in an equivalent senior leadership role.

We will offer:

- the opportunity to shape a distinctive and ambitious sixth form within an established cross-school partnership
- a high-achieving and truly comprehensive community school that challenges stereotypes about boys' achievement
- high-quality professional development, modern facilities and resources to support excellent teaching

We are actively working to create an inclusive and diverse Senior Leadership Team. Outstanding learning and teaching lie at the heart of every successful school and we place a high premium on this. You will be required to teach as part of your role and at interview.

*The school makes sure that staff have access to **high quality** training and development. This includes teachers new to the profession who are very well **supported**. Ofsted Report, January 2024*

Safeguarding Statement

Forest Hill School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is exempt from the Rehabilitation of Offenders Act (1974) and is subject to an Enhanced DBS Disclosure.

Equal Opportunities Statement

Forest Hill School is an equal opportunities employer. We welcome applications from all members of the community, regardless of gender, age, marital status, disability, ethnicity, religion, belief or sexual orientation.

Prime Purpose

The deputy headteacher, 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 School Teacher's Pay and Conditions Document (STPCD).

Qualities

The deputy headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils

Duties and responsibilities

School culture and behaviour

Under the direction of the headteacher, the deputy headteacher will:

- 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
- Ensure 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

- 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

- 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](#).

Organisational management and school improvement

- 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
- Hold strategic responsibility for the leadership, performance and continuous improvement of the sixth form provision, ensuring outcomes compare favourably with local and national benchmarks.
- Lead and line manage designated sixth form leaders and staff as determined by the Headteacher.

Professional Development

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs

Sixth Form Leadership and Development

- Provide strategic leadership and oversight of the school's sixth form provision through the SFH6 partnership.
- Work collaboratively with Sydenham School and the SFH6 leadership team to ensure the continued success and development of the joint sixth form.
- Drive high standards of teaching, learning, achievement and attainment across Key Stage 5.
- Lead the development and implementation of strategies to improve student recruitment, retention, attendance and progression.
- Monitor and evaluate sixth form performance using internal and external data to identify priorities and secure sustained improvement.
- Ensure that sixth form students receive high-quality pastoral support, safeguarding provision, careers education, information, advice and guidance.
- Promote ambitious academic and personal outcomes for all sixth form students.
- Support the development of a broad and inclusive post-16 curriculum that meets the needs of students and prepares them for higher education, apprenticeships and employment.
- Strengthen relationships with universities, employers, training providers and external agencies to enhance student opportunities and destinations.
- Work with colleagues across both schools to maintain a distinctive and ambitious sixth form culture that reflects the values and aspirations of the partnership.
- Report regularly to the Headteacher, Governing Board and other relevant stakeholders on sixth form performance and development priorities.

Governance, accountability, working in partnership

Under the direction of the headteacher, the deputy headteacher will:

- Understand and welcome 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

External relations

- Represent the school and its interests in meetings and other relationships with parents, members of the community, the DfE and a wide range of organisations and agencies
- Participate and play a lead role in planning for designated major school events such as Open Evening and other major school events

Line management

- The line manager will be the Headteacher and will carry out the post holder's performance appraisal. Line management may change as a result of staff changes/post changes.
- Formal line management meetings will take place at the request of either the line manager or the post holder
- The Deputy Headteacher will also report to the relevant Subject Leader for their teaching responsibilities

Supervision

- The majority of this work will be undertaken with minimum supervision. Matters of policy are discussed as the need arises with the line manager by whom work is also monitored.

Safeguarding children

- The school is committed to the safeguarding of the children in its care. To this end all employees will need to undergo pre-employment checks including references, a check of any relevant qualifications, photo and address identification.
- All posts in a school are deemed to have a high degree of contact with children and are, therefore, exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service as part of the pre-employment checking process.

Additional information

- All employees will need to confirm their right to work in this country, or seek sponsorship to work via the school, where appropriate
- Forest Hill School and its Governing Body are committed to ensuring consistency of treatment and fairness, and will abide by all relevant equality legislation
- This is a job description only and is not necessarily a comprehensive definition of the post. It may be subject to modification or amendment, after consultation with the post holder.

Equalities

Ensure implementation and promotion in employment and service delivery of the Council's equal opportunities policies and statutory responsibilities.

This Post has a responsibility for safeguarding and promoting the welfare of children and young people.

*The school makes sure that staff have access to **high quality** training and development. This includes teachers new to the profession who are very well **supported**.*

Ofsted Report, January 2024

Person specification

QUALIFICATIONS AND EXPERIENCE	ESSENTIAL	DESIRABLE
First degree	✓	
PGCE / Qualified teacher status.	✓	
Successful experience in a Senior Leadership e.g. DHT or AHT post-holder for a minimum of two years	✓	
Teaching experience – minimum of 10 years	✓	
Involvement in school self-evaluation and development planning	✓	
Demonstrable experience of successful line management and staff development	✓	
Initiating and implementing whole school developments (individually or as part of a team)	✓	
Successful experience of leading and developing a high-performing Sixth Form, securing strong outcomes in student achievement, retention, progression and destinations at Key Stage 5.	✓	
SPECIAL KNOWLEDGE AND SKILLS	ESSENTIAL	DESIRABLE
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	✓	
See tasks, plans and ideas through to completion	✓	
Think strategically but have an 'eye for detail'	✓	
Assimilate information quickly and prepare helpful summaries	✓	
Research educational literature and present papers	✓	
Communicate effectively in a wide variety of forms to a range of audiences	✓	
A clear vision for the future based on a knowledge of how a school can thrive	✓	
Use emotional intelligence to manage change effectively	✓	
Develop links and access resources	✓	
Use ICT solutions effectively and with confidence	✓	
Evidence of the innovative deployment of technology in improving learning outcomes		✓
Evidence of co-ordinating effective CPD programmes for colleagues		✓

Person specification (continued...)

ATTITUDES	ESSENTIAL	DESIRABLE
Value the education of every student as equally important, with an unswerving desire and commitment to an inclusive ethos and valuing diversity as a strength	✓	
A commitment to equal opportunities	✓	
A commitment to the principles of restorative approach in behaviour management and the ability to engage in this work	✓	
A clear understanding that it is the responsibility of leadership to provide active support and challenge to colleagues	✓	
Be committed to high quality in all aspects of their work	✓	
Understand and practise the principles of change management	✓	
Experience of working with a range of community partners		✓
PERSONAL QUALITIES	ESSENTIAL	DESIRABLE
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	✓	
A positive attitude to work and life	✓	
A calm and clear-thinking approach to problem solving	✓	
Able to adapt quickly to changing circumstances and take speedy appropriate action when circumstances require it.	✓	
Able to innovate and lead on new initiatives, leading to clearly demonstrable outcomes.	✓	
Creative and imaginative	✓	
Good sense of humour	✓	
Genuine concern for others	✓	
Decisive, determined and self-confident	✓	
Integrity, trusted, honest and open	✓	
Empowers, delegates, develops potential	✓	

Person specification (continued...)

PERSONAL QUALITIES (CONTINUED...)	ESSENTIAL	DESIRABLE
Accessible and approachable	✓	
Encourages critical and strategic thinking	✓	
Intellectual tenacity and resilience	✓	
Excellent attendance and punctuality	✓	
Enthusiasm for a wide range of extra-curricular activities		✓

The appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document (copy available at www.gov.uk) and any other current applicable legislation. Reference should also be made to the 2003 National Agreement and the Teachers' Standards 2012 applicable (copy available at www.education.gov.uk).

The post holder will comply with Health and Safety requirements and specifically will take reasonable care of him/herself and other persons who may be affected by his/her acts or omissions at work (Health and Safety at Work Act 1974), and other relevant employment legislation and good policies.

The Governing Body reserves the right to amend the job description at any time after consultation with the post holder.

Staff, governors, parents, and pupils are *proud* of their school.

Ofsted Report, January 2024



How to apply

If, after reading the enclosed information, you would like to apply for the post of **Deputy Headteacher**, please complete the application form which can be found at: <https://foresthill.lewisham.sch.uk/vacancies/>

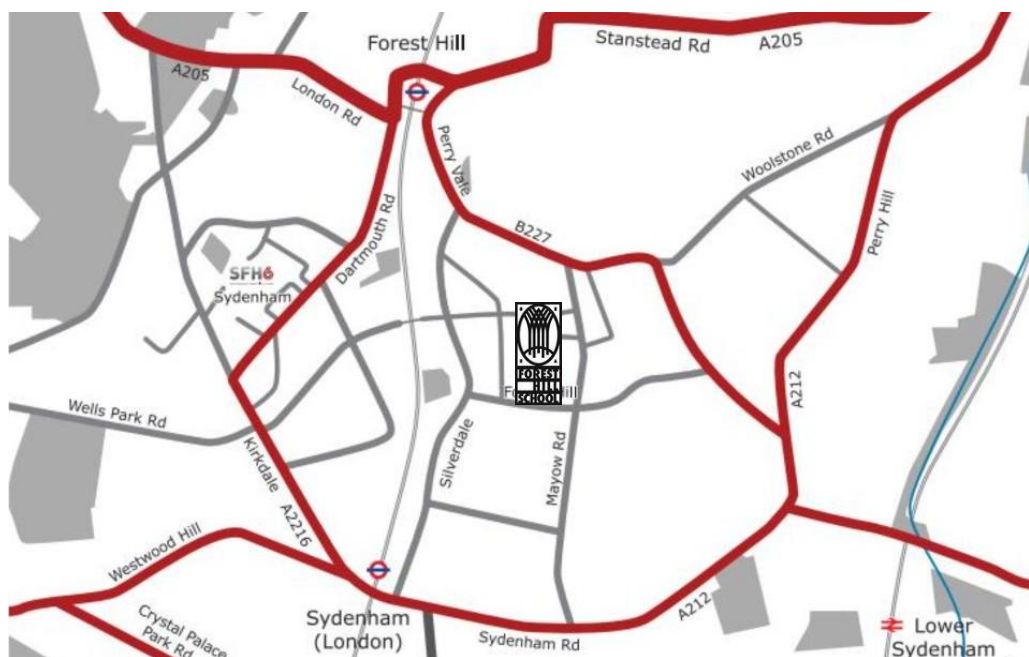
Please make sure you use the correct version – **the Teaching Staff form**. Please note we do not accept CVs.

In an effort to reduce our use of paper and resources generally, we are fully committed to the electronic management of the application process. Your application form must therefore include appropriate

contact details including a valid email address.

Please ensure your completed application form is emailed to vacancies@foresthillschool.co.uk by no later than 5.00pm on the advertised closing date for the post.

When a post is being advertised, we welcome pre-arranged informal visits to the school to meet with the relevant personnel – please contact the Headteacher's PA, Vicky Brown, directly by phone (020 8699 9343) or use the vacancies email box for enquiries.



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