Langley Park
School for Girls

Head of Health & Social Care
Recruitment Pack

Enabling everyone to thrive - acting with kindness, determination and respect

IMPACT

Head of Health and Social Care
Required for September 2025
Main/Upper Pay Range (Outer London)
TLR 2a-2b depending on experience

We are looking to appoint a full-time Head of Health and Social Care from September 2025 to join our large and successful Faculty of PE and Health.

Langley Park School for Girls is a high achieving, popular and well-respected school within our local community. Situated on the Langley Park campus alongside our neighbouring boys' school and primary school, we benefit from excellent transport links to and from central London and proximity to the Kent countryside.

"Pupils flourish into independent, confident young adults at this school."
"Pupils are polite, kind and respectful to one another. They have strong professional relationships with their teachers." (Ofsted)
"The school curriculum supports pupils to excel." (Ofsted)

We can offer:

- Highly motivated students with a commitment to their learning.
- Very good standards of student behaviour.
- Innovative approaches to Teacher Professional Development.
- Opportunities to work and grow within our trust and beyond the school.
- A friendly and supportive working environment.
- An Employee Assistance Programme and flu vaccination.

Closing Date: Wednesday 14th May 2025 (9.00am)
Interviews Date: Tuesday 20th May 2025

Please send your completed application form and covering letter to Helen Partridge (HR Manager) hpa@lpgs.bromley.sch.uk

We are committed to equality of opportunity for all our staff. We particularly welcome applicants from ethnic minority backgrounds as they are currently under-represented on our staff body. We recognise the vital contribution that members of a diverse team make to our students' learning. The range of cultural experiences, differing viewpoints and role models this brings is essential in our Trust and we recognise the gap that would be left in our offering without these.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Therefore, the successful applicant will be subject to Enhanced Disclosure and Barring Service check.

Dear Candidate,

Thank you for your interest in joining our community as a Head of Health and Social Care. The information here gives a brief sense of our school. Equally, you are most welcome to arrange time to visit.

Langley Park School for Girls, part of Impact Multi Academy Trust, is a large secondary comprehensive school in Beckenham. We have 1,200 girls in Year 7-11 and a large co-educational sixth form of 450 students. We proudly draw from a large number of boroughs and schools in our sixth form creating a diverse and vibrant community.

LPGS has a proud history and is an exciting environment in which to work and study. The arts are highly valued and invested in and staff and students alike enjoy the wide range of opportunities available: our dynamic careers academy and huge range of clubs, societies, groups and trips.

We have an ambitious and broad curriculum, for example:

- All Year 7 students learn an instrument for a term as part of our music scheme to widen access and participation.
- KS3 students enjoy Dance and a Visual Arts rotation of art, textiles and digital media.
- We have a wide range of clubs, societies, educational visits and exchanges as part of our enrichment programme.

We achieve positive academic results whilst also focusing on student wellbeing and mental health.

If you would like to be part of our school community, we would welcome your application.

Kind regards,

Steve Whittle
Headteacher

Life at LPGS

My daughter really benefited from the healthy and sustained pastoral support at the school – mental health and wellbeing are not treated in a tokenistic, one-off kind of way.

Parent

When you have a child who is on the SEN register, it can sometimes feel like pushing water up a hill, but the SENCO explains everything so well, makes it clear, and that is because he cares.

Parent

I felt the sense of community, we were all one team with one common goal of just achieving great things, and we were all willing to help each other. That's what really drew me to here.

Sixth Form student

Pupils flourish into independent, confident young adults at this school.

Ofsted

My students and colleagues make me laugh and I look forward to coming into work due to their hard work and fascinating insights.

Staff

The quality of teaching at this school is nothing short of outstanding. Staff have always been there to fully prepare us for exams and have always gone out of their way to provide us with a high standard of education. The Sixth Form community is extremely friendly and diverse and is a community of individuals who are keen to succeed and help one another.

Student

We are sure our daughter learned a lot about teamwork, perseverance and the joy of adventure thanks to your thoughtful planning and engaging activities on this trip.

Parent

The high quality of the Mamma Mia show was a beautiful celebration of the girls. High expectations did not distract from the fun and pride radiating from the girls - and of course there was a huge sense of BELONGING.

Parent

I love our students and the friendliness of colleagues and the pride we all feel about our school.

Staff

We owe a lot to LPGS - Speaking for myself, I know I wouldn't be at the University I'm at now, having the opportunities I am without the tireless work of yourself and your other colleagues who gave so much of their time to support me through those two years. I would love to give something back.

Former student

A note of huge thanks to our truly exceptional tour guide. She was absolutely superb; to see a young girl able to carry herself amongst unfamiliar adults with such confidence and speak with such enthusiasm was such a delight to see. She had such energy about her and was engaging with every teacher we encountered along the way. She is a credit to your school and an exceptional ambassador for you.

Parent

A culture of high expectations for pupils matched with high-quality care and support

Ofsted

We have been so impressed with LPGS. Communication with ourselves and staff communicating between each other about our child has been excellent . This has made us feel so supported and reassured that our daughter's best interest and wellbeing is important to everyone.

Parent

Impact Multi Academy Trust (IMAT)

We believe that being a Trust with both primary and secondary schools is an enormous asset, since it enables us to share our expertise and knowledge, learning from each other to improve the education of children from ages 4 to 18. We have high aspirations for our students that attend Impact Multi Academy Trust schools. We also have high expectations about what they will receive from, and contribute to, their education.

We believe strongly in educating the whole child. We offer our students the highest quality academic education, delivered within a broad, balanced and rich curriculum; alongside which our schools offer a wide range of high quality extra-curricular opportunities, with music and sport a particular strength.

The heads, senior leaders and colleagues actively meet and collaborate – this work is furthered by our Curriculum Strategy Leads.

Our Trust, as it is today, was formed in September 2022 and currently comprises eight schools:

- Clare House Primary School
- Hawes Down Primary School
- Langley Park Primary School
- Langley Park School for Boys
- Langley Park School for Girls
- Ravens Wood School
- Hayes School
- Darrick Wood School

For further information, please visit the Trust website www.imat.uk.

Staff Wellbeing

Our commitment to this is captured in our Staff Wellbeing Charter which you can read in detail here and includes:

CPD – we invest in our staff and in ourselves through a professional growth approach to appraisal that prioritises our improvement as teachers over data-driven targets

Respectful relationships are at the heart of how we approach others in our community: staff and students.

We take a conscious work-load focused approach to marking (no onerous expectations), data drops and parents' evenings.

A deliberate and moderate approach to emails and communication, using scheduled staff communications instead of lots of emails and no expectation that staff respond outside of their working hours.

Trained Mental Health First Aiders to support staff and a comprehensive Employee Assistance Programme that includes 24 hour support line, swift access to counselling and a wide range of advice and support via the Wisdom App.

The Health and Social Care Department

The Health and Social Care Department at Langley Park School for Girls is taught by five specialist Health and Social Care teachers, from within the Health Faculty comprising Physical Education, Health & Social Care and Food & Nutrition. All staff are committed to inspiring our young people to develop the skills and knowledge necessary for a career in the health or care sector. All students have the option to study Health and Social Care at KS4 and KS5.

Our curriculum purpose:

The Health and Social Care department aims to provide an excellent platform for students interested in careers in health, social care or childcare, and helps students to develop lifelong skills that are applicable to society today. Students will be encouraged to explore many themes including equality, diversity and principles of care, underpinning the importance of kindness, belonging and respect within our community. Through our teaching, students will develop empathy and an appreciation towards different situations that occur in Health and Social Care settings. We will provide students with different experiences to further their understanding, with guest speakers and visits from NHS and social care professionals.

We support students in achieving their potential and to fulfil their ambitions in a variety of potential career pathways, such as midwifery, education and social care.

Our KS4 cohort is studying the Cambridge National (CNAT) specification. At KS5, we study the Cambridge Technical (CTEC) course and currently offer both Extended Certificate and Diploma options.

This post offers the opportunity to join an established, friendly and successful team.

The successful candidate will have high expectations of themselves and of all students. The post requires enthusiasm, effective communication skills and excellent classroom practice.

Job Description

Purpose of the Job
To lead the Health and Social Care department, ensuring high-quality teaching and learning across all key stages. You will develop and implement an engaging curriculum, support staff development, and foster a passion for the subject among students. The role includes monitoring progress, promoting academic excellence, and contributing to the school's wider objectives. As a key leader, the Head of Health and Social Care will inspire both students and staff to achieve their full potential.

Responsible for:

- Supporting teaching staff in delivering the highest quality learning experiences in order that all our students achieve their potential.
- The attainment and achievement of students and raising standards in Health and Social Care.
- Developing and enhancing the teaching practice of others in delivering dynamic, effective, inclusive and memorable learning experiences.
- Collaborative working practices and intelligent accountability.
- Leading, managing and developing the subject area.
- The learning environment within the areas of the school in which the faculty/department is housed.
- Managing and deploying teaching / support staff, financial and physical resources.
- Working with the Headteacher and governors in ensuring that school policies and procedures are understood and implemented by staff and students, especially with regard to health & safety, risk assessments, COSHH, equality of opportunity and social inclusion.
- Assisting the Headteacher in managing the school or such part of it as may be determined by the Headteacher and carrying out other duties that may be requested from time to time.
- Valuing and contributing to the schools achievement culture, to its commitment to self-evaluation and improvement, and to its school partnerships.

Duties and Responsibilities

Impact on educational progress beyond your own student groups

- To ensure a dynamic and engaging curriculum that provides continuity and progression in the subject of Health and Social Care for all students, and that appropriate use is made of baseline & progress data.
- To ensure that regular termly and systematic student attainment tracking checks are carried out, followed up, reported as appropriate & information used to eliminate 'gaps' in students' progress.

- To work closely with the faculty team to ensure the effective management of students, placing emphasis on a positive system of care and support, social and personal development.
- To take account of the needs of all students including disadvantaged and those on the SEND Register, ensuring appropriate support and provision.
- To ensure the effective development of students' literacy, numeracy and ICT skills through Health and Social Care.
- To ensure all guidelines and requirements of academic and vocational qualifications are adhered to consistently and without expectation.
- To oversee arrangements for homework/independent and Guided Learning and work experience.
- To oversee preparation of students for all assessment and examinations in Health and Social Care and reporting to parents/carers.
- To monitor student attendance and behaviour in lessons and liaise with the Heads of Year, tutors and families.
- To encourage the display and celebration of students' work in the school.
- To lead on the recruitment of students to relevant KS4 & 5 subjects.
- To liaise with students, parents and carers providing guidance for Key Stage 4, 16+ and FE/HE courses.

Leading, developing and enhancing the teaching practice of others

- To keep abreast of local and national developments in Health and Social Care and with wider professional policy changes.
- To ensure that staff development needs are identified and appropriate steps taken to meet them.
- To be responsible for the quality assurance of all faculty work.
- To promote teamwork to enhance the quality of teaching and learning, motivation and working relations of staff.
- To take part in the school's ITT programmes.
- To ensure that faculty development reflects the school's Improvement Plan priorities and is also reflected in the faculty's improvement plan.
- To lead the development of professional capital (collaboration) and intelligent accountability within the faculty.

Accountability for leading, managing and developing a subject or curriculum area or student development across the curriculum

- To lead curriculum development within the Health and Social Care team.
- To ensure that agreed curriculum policies, syllabuses, resources, and schemes of work are used in Health and Social Care together with the school's Learning and Teaching, Marking and Assessment Policies.
- To ensure that provision is made for differentiation within the teaching of Health and Social Care.

- To work within the Extended Leadership Team to ensure that LPGS provides excellence in all we do and develops students that achieve their potential.
- To ensure effective curriculum planning in the particular context of timetabling, examinations, assessment, SEN and attendance.
- To carry out a systematic programme of book sampling and similar curriculum audits and quality assurance activities, reporting outcomes to the Senior Leadership Team.
- To assist with buildings and premises development issues where these affect the faculty, taking responsibility for the condition of Health and Social Care teaching spaces and showing a particular concern for health and safety issues.
- To create and maintain a stimulating environment for teaching and learning.
- To ensure that the improvement plan's targets are kept in sustained focus throughout the years cycle.

Line Management and leadership responsibility for a significant number of people

- To maintain a handbook or data base containing all relevant policies and schemes of work.
- To ensure that monitoring of teaching and learning takes place to ensure common standards across the team and that action follows from the conclusion drawn.
- To ensure the welfare, performance management and training of staff.
- To ensure that work is provided where staff are absent and to contribute to the monitor of the impact of longer term staff sickness of classes' learning and progress, recommending necessary action.
- To provide disciplinary support to staff.
- To liaise with outside agencies as appropriate and actively support the school's enterprise and partnership work.
- To administer the faculty budget in line with the school's financial procedures.
- To ensure that faculty staff present themselves professionally at all times and that they realise what sort of role models they should be for students.
- To value and contribute to the school's achievement culture, to its commitment to raising standards, and to its specialist school ethos and priorities.
- To advise the Deputy Headteacher on staffing deployment and participate as required in staff appointments.

Person specification

Qualifications & Training	
Good Honours Degree	Essential
Qualified Teacher Status	Essential
Ability to teach at both GCSE and A-Level	Essential
Evidence of further relevant and substantial professional development	Essential
Ability to teach another subject to at least Key Stage 3	Desirable
Professional experience, skills and knowledge	
A knowledge of current issues and educational development, specifically in relation to the teaching of Health and Social Care	Essential
Strong subject knowledge and willingness to constantly update this	Essential
The ability to provide outstanding classroom teaching throughout the age and ability range	Essential
Experience of developing the Health and Social Care curriculum	Essential
Exhibit a range of teaching, learning and behaviour management strategies	Essential
Able to create a positive learning environment where expectations of students are high and behaviour is good	Essential
Act as a role model for students and staff through your personal and professional conduct	Essential
Knowledge of equal opportunities and approaches to inclusion	Essential
The ability to use ICT effectively in all aspects of work	Essential
A commitment to dynamic leadership of a team	Essential
The ability to work as part of a team	Essential
Good communication and interpersonal skills	Essential
Experience of line managing/supporting others	Desirable
Experience of leading CPD for colleagues	Desirable
Personal qualities	
A passion for working with young people and empowering them as 21st century learners and leaders	Essential
A commitment to raising standards and achievement	Essential
Evidence of being able to build and sustain effective working relationships with students, staff, governors, parents/carers and the wider community	Essential
Able to follow direction and work in collaboration with line manager and colleagues	Essential
A desire to take on extra responsibilities and to innovate	Essential
A desire to contribute to our varied enrichment programme	Essential
A commitment to inclusion and equality	Essential
Able to cope with change, be flexible and handle uncertainty	Essential
The ability to work hard, remain positive and effective under pressure and see projects through to completion	Essential
Ambition to hold positions of responsibility	Essential
Have good time management and personal organisational skills	Essential
Have an excellent attendance and punctuality record	Essential
Special requirements of the role	
Demonstrate a commitment to equality and social justice	Essential
Demonstrate a commitment to promoting the school's ethos, values and aims	Essential
Knowledge of equal opportunities and approaches to inclusion	Essential
Show a commitment to safeguarding and promoting the welfare of children and young people	Essential

Explanatory notes

Application Procedure

1. Read carefully all the information about this post.
2. Complete the application form as fully as possible. You must use the Trust application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
3. In the section 'Details in support of your application' please tell us:
   a. Why you are applying for this post.
   b. How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

Early applications are encouraged and we reserve the right to close the vacancy early if a suitable candidate is found.

Appointment Process

1. Suitable applicants will be shortlisted for an interview.
2. If you are successful, you will receive either a letter, email or phone call inviting you to attend an interview. It is therefore important that you give us a daytime telephone number and email address.
3. Candidates called to an interview will:
   a. Be given a tour of the school.
   b. Have an opportunity to meet with members of the department.
   c. Be expected to teach a lesson to students that will be observed by one or more members of the staff and usually include the Head of Department and/or Assistant Headteacher. Details of the lessons to be taught will be given in advance.
   d. Deliver a presentation and complete a task at interview
   e. Have a formal interview with the Head of Department and a member of the Senior Leadership Team.

Pre-employment Checks

The successful applicant will be required to:

1. Provide details of two referees who know you in a professional capacity, one of whom must be your current or most recent employer, Headteacher, or mentor at your placement if you are still training. It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
2. Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.
3. Provide proof of eligibility to work in the UK.

4. Undertake an Enhanced Disclosure and Barring Service check, and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
5. Complete a Health Declaration form and New Starter Health Assessment Questionnaire with our occupational health provider, Health Assured.

Conditions of Service
Employment is subject to a number of pre-employment checking procedures – these are given above.
This post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply.

The job description may not be necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

Salary
The salary will be in accordance with Main Pay Range or Upper Pay Range (as applicable) for Outer London. This post carries a TLR 2a-2b allowance depending on experience.

Pension Scheme
Teachers, whether full or part time, will automatically be a member of the Teachers' Pension Scheme unless they elect to opt out.

Policy on Equal Opportunities
The Trust is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position.

The Trust is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures. Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated.

The school is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Langley Park School for Girls

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