



Blenheim

Head of Year

January, April or September 2027

Salary Negotiable



www.blenheim.surrey.sch.uk

BACKGROUND INFORMATION

Blenheim High School underwent a successful Ofsted inspection in November 2024, has been oversubscribed since 2020 and achieved several record levels of GCSE attainment in 2026. The school's ethos revolves around a Growth Mindset of wanting 'to improve' and the Headteacher, Mr A A Bodell, continues his long-term commitment to Blenheim.

Blenheim has a dynamic and supportive environment in which to work. The school opened in September 1997 with one year group and has grown to its current size of 1420 students on roll including over 220 in the Sixth Form. Blenheim is a mixed comprehensive with an excellent reputation in the community, and the school's popularity has grown significantly in recent years. The intake comprises students from all surrounding areas with ability levels being favourable; over 40% of students have high prior attainment at the end of Key Stage 2. The school's popularity has grown significantly in recent years.

As a Single Academy Trust Blenheim benefits from:

- Being oversubscribed in all year groups.
- A 36-week academic year with a fortnight October half term break and a 7-week summer holiday.
- A significant financial reserve of almost £1 million which, as a Single Academy Trust, Blenheim has complete autonomy of.
- A strategic goal prioritising staff well-being, led by the senior whole school well-being lead.
- Formative assessment being embedded across the curriculum ensuring that students know their 'next steps'.
- Modern buildings and infrastructure, that have benefitted from c.£4.6 million of investment since 2022.
- A comprehensive Co-curricular programme prioritising the development of the whole student.
- A Chelsea FC Blenheim Girls' Football Academy that fields three teams, competes in the National Youth Football League.
- A 'Blenheim Ambition' Dance Academy, with over 100 active participants.
- A 'High Performers' programme to boost student aspirations, independence and career prospects.
- An extended day for Year 11 and 13 students with complimentary biscuits, squash and pizza.

Blenheim's most recent [Ofsted inspection \(Nov 2024\)](#) was successful with the school being praised in several areas:

- 'Pupils rise to teachers' high expectations & therefore achieve well, both in school and in public examinations'.
- 'The school's high expectations for behaviour mean that pupils' conduct is excellent in lessons and social time'.
- 'Pupils produce work of a high standard, including disadvantaged students and those with SEND'
- 'Overwhelmingly, staff feel valued and are confident that their welfare and workload are taken seriously. They are proud to work at the school.'
- 'The school provides a raft of inclusive and ambitious experiences to help all students achieve their potential'

Blenheim is a well-resourced school and is fortunate to have outstanding facilities including modern buildings, large grounds, a recently refurbished floodlit AstroTurf and hard-court area, bespoke sixth form facilities, audio-visual teaching screens throughout and includes both extensive faculty offices and a well-appointed staff room. Together with a very supportive and well qualified governing body the school continues to prosper. Visitors often comment on the calm, purposeful learning environment that pervades and is a consistent feature of the School.

As Blenheim students prepare to take up their place in society, they are actively encouraged to become independent learners. Part of this process involves the use of iPads across the curriculum; all teachers and 98% of students own one. Technological evolution is inevitable, and iPad ownership helps ensure that students develop attributes that allow them to adapt in a rapidly changing world. The iPad complements daily teaching and allows students to easily access a multitude of interactive and innovative resources both in and away from school, whilst Bespoke Blenheim exercise books continue to be the primary medium for student work.

Blenheim sets high standards in terms of uniform with several 'non-negotiables' and there are strict expectations regarding behaviour and conduct, both in and out of the classroom. Students can be given up to 1 hour detention on any given day without 24 hours' notice. Ofsted described Blenheim as 'calm, orderly and purposeful' and our students as 'respectful, kind and courteous', which is what those of us who work at Blenheim see every day. The Headteacher has little sympathy for poor standards of student behaviour.

BLenheim GCSE RESULTS 2026

Blenheim's 2025 GCSE and A Level results broke several school attainment records. A combination of well-researched teaching and learning practices, rhythmical assessment and feedback, frequent reporting, well-timed interventions and consistent monitoring of student performance, coupled with an extended day for Years 11 & 13 students, informed this achievement.

Headline Figures

GCSE Grade 9 - 7

	Blenheim 2026	Blenheim 2025	Blenheim 2024	Blenheim 2023	Blenheim 2019
5 or more 9 - 7 incl. Maths & English	13%	15%*	10%	10%	4%
English Language 9 - 7	23%	23%	24%*	22%	9%
English Literature 9 - 7	20%	20%	29%*	24%	12%
Maths & English only 9 - 7	15%	16%*	10%	14%	8%
Combined Science 9 - 7	26%	27%	28%*	27%	14%
Maths 9 - 7	21%*	20%	16%	18%	21%*
Total 9 - 7	25%*	25%*	25%*	23%	17%
School Record *					

GCSE Grade 9 - 5

	Blenheim 2026	Blenheim 2025	Blenheim 2024	Blenheim 2023	Blenheim 2019
5 or more 9 - 5 incl. Maths & English	50%*	44%	46%	43%	41%
English Language 9 - 5	64%*	59%	56%	59%	53%
English Literature 9 - 5	63%*	63%*	58%	62%	53%
Maths & English only 9 - 5	52%*	47%	48%	49%	49%
Combined Science 9 - 5	61%	59%	66%*	65%	45%
Maths 9 - 5	56%	51%	55%	52%	58%*
Total 9 - 5	62%*	59%	57%	55%	53%
School Record *					

GCSE Grade 9 - 4

	Blenheim 2026	Blenheim 2025	Blenheim 2024	Blenheim 2023	Blenheim 2019
5 or more 9 - 4 incl. Maths & English	70%*	66%	64%	66%	65%
English Language 9 - 4	77%*	76%	72%	76%	77%*
English Literature 9 - 4	81%*	77%	77%	75%	74%
Maths & English only 9 - 4	72%*	70%	69%	70%	72%*
Combined Science 9 - 4	79%	81%	80%	83%*	62%
Maths 9 - 4	75%	73%	74%	75%	78%*
Total 9 - 4	76%	78%*	76%	70%	69%
School Record *					

BLenheim GCSE RESULTS 2026

10 Highest Achieving GCSE Students.

Name	GCSE				Destination
	Grade 9	Grade 8	Grade 7	Grade 6	
Student 1	11				Sixth Form College
Student 2	10				Sixth Form College
Student 3	9	1			Blenheim Sixth Form
Student 4	9		1		Blenheim Sixth Form
Student 5	7	1	1		Sixth Form College
Student 6	6	2	1		Blenheim Sixth Form
Student 7	6	3	1		Blenheim Sixth Form
Student 8	5	4			School Boys' Sixth Form
Student 9	4	4	1		Blenheim Sixth Form
Student 10	5	1	2		Blenheim Sixth Form

BLenheim A LEVEL RESULTS 2026

A Level Results

	Blenheim 2026	Blenheim 2025	Blenheim 2024	Blenheim 2023	Blenheim 2019
A* - A	21%	20%	25%*	23%	16%
A* - B	48%	48%	47%	50%*	41%
A* - C	77%	73%	71%	76%	71%

* School Record

L3 BTEC Results

	Blenheim 2026	Blenheim 2025	Blenheim 2024	Blenheim 2023	Blenheim 2019
D*	28%*	21%	15%	13%	6%
D* - D	72%*	42%	62%	52%	25%
D* - M	86%	75%	93%*	80%	50%

* School Record

BLenheim A LEVEL RESULTS 2026

Year 13 Outcomes – High Achieving Students

Academic Pathway

Names	Grades	Qualification 1	Qualification 2	Qualification 3	Qualification 4	Course & Destination
Student 1	A*A A A	Biology	Drama	Maths	Psychology	Osteopathy Health Science College
Student 2	A*A A A	Maths	Further Maths	Physics	Chemistry	Gap Year
Student 3	A*A A	Psychology	Biology	Chemistry		Biochemistry Manchester
Student 4	A*A A	Maths	Further Maths	Physics		Maths & Statistics Kings

Academic & Vocational Pathway

Names	Grades	Qualification 1	Qualification 2	Qualification 3	Course & Destination
Student 1	A* Dist* B	Psychology	Dance	English Lit	Gap Year
Student 2	A Dist* Dist.	Drama	Dance	BTEC Human Biology	Physiotherapy UEA
Student 3	A A Dist.	Business	Psychology	BTEC Sport	International Relations Leeds University
Student 4	B Dist* Dist.	Psychology	BTEC Sport	BTEC Sport	Sport & Exercise Science John Moore's University

Vocational Pathway

Names	Grades	Qualification 1	Qualification 2	Qualification 3	Course & Destination
Student 1	Dist* Dist* Dist*	BTEC Sport	BTEC Sport	Sports Coaching	Veterinary Apprenticeship
Student 2	Dist* Dist*Dist*	BTEC Sport	BTEC Sport	Sports Coaching	Gap Year
Student 3	Dist* Dist* Dist*	BTEC Sport	BTEC Sport	Sports Coaching	Outdoor & Adventure Chichester
Student 4	Dist* Dist*	BTEC Sport	BTEC Sport		Gap Year

In Recent years several students have also embarked upon Degree Apprenticeships with such initiations as Pfizer and Unilver.

JOB PROFILE



The Aim

To support, hold to account and develop a team of form tutors – focussing on high standards of personal, social and academic development helping to maximise the progress that students make across the Curriculum. The Head of Year will emphasise a Growth Mindset modelling the characteristics of hard work, resilience, innovation and improvement. The Head of Year is responsible, through the team of form tutors, for the pastoral care of the students in their year group, focusing on behaviour, safeguarding, attendance and progress.

Accountable to

- Assistant Headteacher – Pastoral Lead

Supporting roles

- The Head of Year will be supported by a dedicated pastoral support team including a team of pastoral facilitators, attendance officer, form tutors, pastoral administrator and the school secretariat.

Job Purpose

To ensure that Form Tutors:

- help ensure that all students in the year group are supported appropriately so they are able to make maximum progress across the curriculum. This particularly applies to vulnerable students and the successful candidate will work closely with the Assistant Headteacher – Inclusion Lead, in this regard;
- communicate and empathise with families of students in the year group ensuring they remain engaged with their son/daughter's progress at school;
- work closely with the pastoral facilitators to ensure students are supported and challenged as necessary and achieve optimum levels of engagement with school life;
- help maximise student attendance in conjunction with the attendance officer;
- role model excellent practices including going 'above and beyond' and intervening with students outside the curriculum as necessary;

- ensure that students are correctly equipped and parents are held to account for providing their son/ daughter with the tools students need to learn effectively;
- communicate appropriate information to teaching and support staff;
- are highly visible and a point of contact for students.

Safeguarding

- To be familiar with school policies, in particular safeguarding procedures, and promote the welfare of children.
- To train to be a safeguarding officer.

Key responsibilities

To ensure that Form Tutors:

- help raise the aspirations of vulnerable and disadvantaged students;
- help contribute to high levels of student attendance and punctuality;
- be a point of contact for students and families when personal matters affect learning and progress;
- support and challenge Heads of Department so that underachieving students 'catch up', particularly in Maths, English and Science;
- contribute to a confidential record of issues affecting the educational progress of students;
- work with agencies in school and beyond to support students and their families, conducting home visits when required;
- lead and deliver assemblies;
- ensure school uniform is worn correctly and a minimum of five uniform codes are issued each week, by all Form Tutors as well as the Head of Year;
- produce internal and external reports as necessary;
- work within school systems on safeguarding and communication to inform teaching and non-teaching staff about issues affecting students' progress and wellbeing;
- work with parents, as necessary, to engage them in their child's education and support their child's achievement;
- liaise with the SEND Department to ensure the best cohesive support packages are in place for the most vulnerable students;
- monitor, evaluate and review attitude to learning within the year group, developing and implementing strategies as required in conjunction with Assistant Headteacher- Pastoral Lead;
- uphold and promote the values and ethos of the school;
- lead and ensure the smooth running of parents' evening, analysing attendance and impact;
- supervise students in the reflection room, conduct regular restorative justice and run readmission meetings;
- attend, contribute and monitor those students on a pastoral support plan;
- attend and contribute proactively to the weekly 8.00am (day subject to change) pastoral meeting;
- ensure policies and procedures are effectively implemented by the year team;
- ensure that all students in your year group arrive promptly to school and lessons, dressed ready to learn and take part in designated daily tasks;
- conduct learning walks with varied foci;
- implement the 10 Typical best practices consistently;
- **support and challenge the Pastoral Facilitators so that the balance is found between caring for student's well being and upholding their performance in the curriculum.**

Person Specification

- A willingness to embrace a growth mindset.
- A commitment to help students improve their Cultural Capital so that their chances of success in the world are enhanced.
- A motivated individual who can inspire.
- The ability to 'absorb' the challenges of the day and still maintain high standards of professionalism.
- A team player putting students first and working with colleagues efficiently and effectively; recognising the 'greater good' and playing a full part in #TeamBlenheim.
- Excellent interpersonal and communication skills both orally and in writing.
- A genuine interest and enjoyment in working with teenage students, educators, schools and learning.
- Ability to demonstrate flexibility and tenacity.
- Confident, assertive and able to thrive in a challenging environment.
- Ability to motivate pupils through a variety of methods, including competition, rewards, sanctions and the setting of SMART goals.
- Ability to interpret and track student progress through the use of data.
- Ability to successfully encourage students to achieve their academic and social potential.
- A commitment to provide a supporting and challenging environment for students, particularly vulnerable students including those with Special Educational Needs.
- A commitment to individual continuous professional development, wanting to 'get better' by building on strengths but also recognising development areas and actively seeking to improve them.

General

- Demonstrate a keen interest in all aspects of school life.
- Show solidarity by supporting school policy, and the leadership team, publicly.
- Challenge school policy, and the leadership team, privately.
- Carry out any other reasonable duty as directed by the Headteacher.



THE APPLICATION PROCESS

Please either click on 'Quick Apply' or complete the school's application form including a Statement of Application outlining achievements to date and detailing why you are the right person for the role given the candidate brief. Please ensure this is no more than two sides of A4.

If choosing to complete the school's application form then please email your completed application to recruitment@blenheim.surrey.sch.uk. Applications should be received by **12.00pm (noon) Monday 5th October 2026** with interviews scheduled for later that week. **The school reserves the right to interview and appoint this position ahead of any advised application closing date should an appropriate candidate be found. Therefore, it is advisable to submit applications as early as possible.**

Please be reminded that you are liable to prosecution if you are included in the Disclosure and Barring Service's/Disclosure Scotland's Children's Barred List and engage, or seek or offer to engage, in work which either involves contact with children or provides opportunities for contact with children.

