



Queen
Elizabeth's
School

FOUNDED IN 1573

Assistant Head (Destinations and Progress)

INFORMATION PACK

A STATE SCHOOL LIKE NO OTHER



WELCOME

Thank you for considering an application to become Assistant Head (Destinations and Progress) at Queen Elizabeth's School, Barnet. We are seeking an exceptional candidate who relishes the opportunity of playing a significant role in taking the School forward from its present strong position into an exciting future. This vacancy has arisen owing to the promotion of the existing holder of this position to Deputy Head (Staff) from September this year.

For more than 450 years, boys have benefited from a Queen Elizabeth's School education. We are a selective school, committed to developing pupils' intellectual abilities and to celebrating academic accomplishment. QE is, as the *Good Schools Guide's* 2025 review put it, a "traditional, well-organised state school, where all expectations are high...A unique and unashamed meritocracy in which clever, hard-working boys who like a challenge will thrive".

Proud as we are of our stellar

examination results, there is much more to QE than GCSEs and A-levels, as *The Sunday Times* School Guide recognised when it awarded us its State Secondary School of the Year for 2026.

In our 2025–2030 School plan, *Boundless*, we set out how we will continue to fulfil our longstanding mission "to produce young men who are confident, able and responsible" in our exciting and fast-changing world. This includes nurturing habits of genuine scholarship that take boys well beyond the classroom curriculum. We provide a plethora of exciting and worthwhile co-curricular activities. And we inculcate a spirit of service, encouraging Elizabethans to give time to causes greater than themselves.

At Queen Elizabeth's, we aim to provide a state education like no other. If you can assist us in this endeavour, I look forward to hearing from you.

Neil Enright
Headmaster



OUR MISSION

Queen Elizabeth's School aims to produce young men who are **confident, able** and **responsible**.



THE SUNDAY TIMES

**SCHOOLS GUIDE
2026**

**STATE
SECONDARY SCHOOL
OF THE YEAR**



**Queen
Elizabeth's
School**

FOUNDED IN 1573

REALISING *BOUNDLESS* POTENTIAL

Our current School plan, *Boundless*, identifies six key qualities that will help our pupils flourish, both while they are here at QE and afterwards, in their future education and careers.

We are nurturing pupils in becoming:

- Deep thinkers and compelling communicators
- Future-ready
- Self-aware people who make things happen
- Leaders of influence and valued collaborators
- Community-orientated
- Sustainability-literate.




Queen Elizabeth's
Global Schools
FOUNDED IN 1573

QE GLOBAL SCHOOLS

While we are proud of our rich 450-year-plus history, we recognise that in a world where technologies such as AI are making the future both exciting and unpredictable, it is not only our pupils who need to be adaptable: the School itself must be agile. Bold decision-making is, therefore, one of the hallmarks of our leadership and governance. Nowhere is this better demonstrated than in the establishment of the QE Global Schools programme. In a first for any UK state school, we are establishing aspirational

independent schools in the UAE and India that draw on our ethos and our focus on excellence. In time, staff and pupils both in Barnet and overseas will be able to benefit from a new global network of Elizabethans. In addition, we intend to use revenue from QE Global Schools to support long-term educational excellence here at Queen's Road.

FURTHER INFORMATION:

- [Boundless – Priorities for Development, 2025–2030](#)
- [QE Global Schools](#)

Junior and Senior Choir

A state school like no other



QUEEN ELIZABETH'S SCHOOL

A highly successful and very well-run grammar school

QE offers a highly rewarding working environment, where staff thrive on teaching and guiding some of the most able young men in the country to fulfil their *Boundless* potential.

Our GCSE and A-level results consistently place QE among the very best schools nationally. Moreover, our QE Flourish initiative encourages boys to pursue intellectual interests through our extensive academic enrichment programme and to take up co-curricular activities in areas as diverse as music, drama, sport, chess, AI and robotics. All boys are expected to participate in the wider life of the School.

The firm foundations underpinning the School's academic and co-curricular achievements are reflected in its six consecutive "outstanding" ratings from Ofsted. QE is heavily oversubscribed; large numbers attend our annual

open day and sit the entrance examination.

There are presently 1,320 boys on the roll. More than 95% are from ethnic minority groups, with a high proportion being multilingual learners, reflecting the School's inclusive and socially diverse intake.

In a typical year, 90% of Year 13 leavers win places at Russell Group universities. Forty-four Elizabethans have been offered places at Oxford or Cambridge in 2026, taking the total over the past three years to 155.

FURTHER INFORMATION:

- [The School brochure](#)
- [Our mission in detail](#)
- [School performance](#)
- [The School's curriculum](#)
- [Our vision for a diverse and inclusive curriculum at Queen Elizabeth's](#)
- [Our digital strategy](#)



The future

This is an exciting time to join QE! Following last year's opening of The Robert Dudley Studio, a 200-seat drama and lecture theatre, our Main Building is currently undergoing its biggest repair and upgrade programme since the 1950s. Meanwhile, our sights are set on our next major project, the construction of a new sports hall.



Leadership and Governance





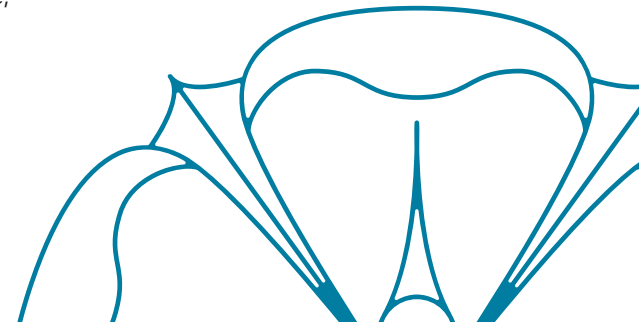
THE GOVERNING BODY

Queen Elizabeth's Governing Body was established by the Charter of 1573 which founded the School. The Governing Body is ultimately responsible for the performance of the School, setting its overall strategic direction and ensuring that the highest standards of education, safeguarding and financial probity are maintained.

Our experienced and talented Governors bring to bear their considerable professional experience in business, finance,

the law, the media, and the civil service, as well as a range of educational institutions, to provide constructive support and challenge to the Headmaster and the senior leadership team.

Further information is available from the [School website](#).



SENIOR LEADERSHIP TEAM



Neil Enright MA (Oxon), MBA, NPQH, FRSA was appointed QE's 40th **Headmaster** in 2011. He read Geography at St John's, Oxford. In 2002, two years after he started teaching, he came to QE, where he has remained. His voluntary roles include school governorships in the state and independent sectors.



Anne Macdonald MA, **Deputy Head (Academic) & Staff Governor**, read Geography at Cambridge and then worked for The Basic Skills Agency and the Learning and Skills Development Agency. She is responsible for curriculum development, the quality of teaching and learning, and continuing professional development.



Tara O'Reilly BEng, our **Deputy Head (Operations), and Company Secretary** has many years' experience of managing business teams and leading digital development. Before joining the School in 2020, she spent nearly 16 years with the BBC.



David Ryan BA, MEd, **Deputy Head (Pastoral)**, read English and American Literature at Warwick. He took up his first teaching job at QE in 1997. He has remained here, working in various positions of increasing seniority, and is QE's Designated Safeguarding Lead.



After graduating in Classics from St Andrews, **Crispin Bonham-Carter** MA, NPQSL, **Assistant Head (Co-curricular and Partnerships)** became a well-known actor and theatre director. Before taking up his current position here in 2019, he taught for ten years at Alexandra Park School.



Assistant Head (Destinations and Progress) James Kane BA, PGCE, NPQSL, NPQH took his first degree at the London School of Economics. After working at schools in Lewisham, Newham, Harrow and Stratford, he joined QE in 2022. He completed his Master's degree in Education in 2024.



Sarah Westcott BSc, MA, PhD, **Assistant Head (Inclusion and Wellbeing)**, completed her PhD at the National Institute for Medical Research, before taking a research fellowship with Cancer Research UK. Since joining QE in 2008, she has completed an MA in Educational Leadership and a Postgraduate Diploma in SEN leadership.



Michael Noonan, BEd, was appointed **Head of Digital Teaching and Learning** in April 2023, having served as Head of Technology since 2017. Graduating in 2013 from Limerick, he joined QE that same year. He has been a mentor with School Direct and a mentor to ECTs.



Having read Chemical Engineering at the University of Nottingham, **Chief Finance Officer Reena Pandya** BEng, ACA, began her career in banking, then going on to qualify as a Chartered Accountant. Before taking up her current post at QE in 2022, she was Head of Finance at AIM-listed Safestay Plc.



Matthew Rose MA, **Head of External Relations/ Executive Assistant to the Headmaster**, the 2008 School Captain, returned here in 2016 after working as a local government political advisor. His responsibilities include School policies, governance arrangements, marketing & communications, alumni relations and emerging strategic initiatives.

The Role



THE ROLE: INTRODUCTION

The Assistant Head (Destinations and Progress) is a key member of the Senior Leadership Team, responsible for ensuring outstanding academic progress across the School and sustaining QE's exceptional post-18 outcomes.

The postholder leads QE Futures, Queen Elizabeth's School's comprehensive and progressive framework for academic development, aspiration, careers education and university preparation for Years 7–13. They ensure that pupils—whatever their background—are challenged, supported and inspired to achieve ambitious futures.

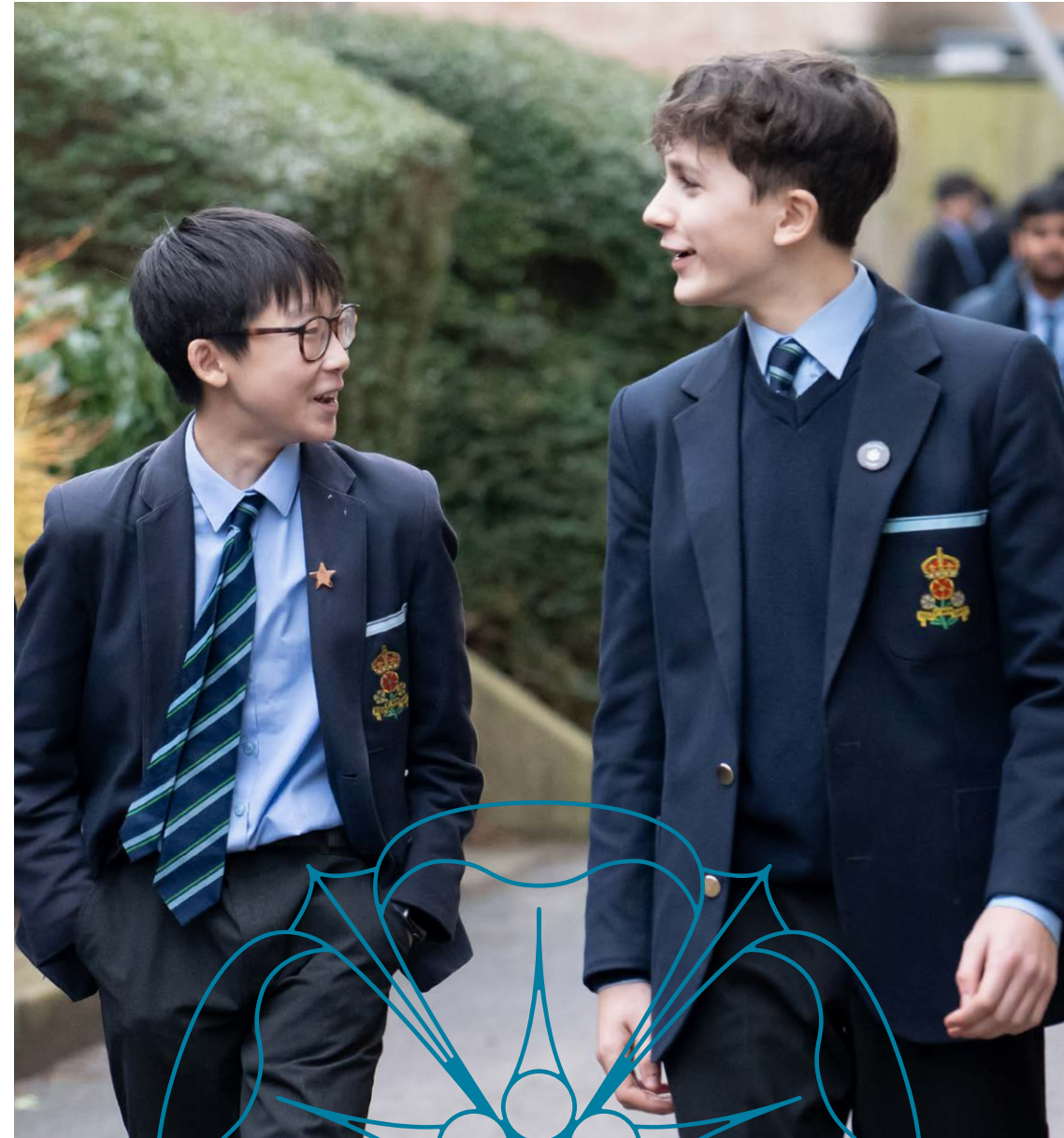
The Assistant Head (Destinations and Progress):

- Leads academic progress strategy and intervention
- Leads the School's post-18 destinations strategy, including UCAS, competitive UK courses, degree apprenticeships and international pathways

- Ensures Ofsted expectations are met regarding identification and progress of all pupil groups, including disadvantaged pupils
- Analyses destinations and progress data, reporting trends and priorities to the Headmaster and Governing Body
- Leads pupil progress meetings attended by senior staff
- Supports the Deputy Head (Academic) in leading Subject Heads' meetings
- Engages alumni and parents to enrich QE Futures through interviews, careers events and mentoring
- Support the staff team leading the Queen's Library to ensure it inspires free-thinking scholarship, a love of reading and supports independent learning
- Line manages the QE Futures Coordinator
- Contributes to the wider Senior Leadership Team, including line management of allocated academic departments,

participation in supervision duties, and involvement in whole-school strategic planning and operational leadership.

This role is central to ensuring QE continues to deliver sector-leading academic outcomes and world-class destinations.



QE FUTURES

QE Futures is our ambitious whole-school programme of careers and universities guidance & support. It is through QE Futures that we seek, as *Boundless* puts it, to ensure that every Elizabethan is 'exceptionally well equipped to find his path in this future'.

The programme is delivered through the pastoral curriculum, assemblies, information evenings, School-based events, work experience placements, university taster and progression activities, and, importantly, through one-to-one guidance conversations. QE Futures is underpinned by six hugely important employability skills that will enable pupils to transition successfully from school to university, and from university to the world of work. These are shown opposite.

The QE Futures programme:

- Provides pupils from Years 7–13 with a wide range of opportunities to engage with higher education institutions and employers – within and beyond QE;

- Encourages all pupils to broaden their horizons and consider careers within and beyond the 'traditional' professions, including entrepreneurial routes and opportunities in emerging sectors of the economy;
- Equips pupils with the six employability skills;
- Provides pupils with bespoke guidance on how best to navigate their future pathways;
- Supports pupils with the knowledge and advice to feel confident when applying for the most competitive and demanding courses or opportunities.

READ MORE:

- [The QE Futures page on the School website](#) provides further details about the programme.
- [A recent QE Update email](#) gives guidance for parents and an update on the latest QE Futures developments.



QE FUTURES EMPLOYABILITY SKILLS



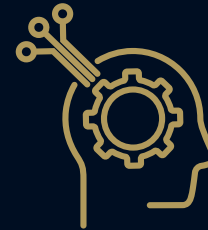
COMMUNICATION

Building rapport and feeling confident engaging others through listening, observing, writing, and presenting. Confident networkers who enjoy meeting others.



CRITICAL THINKING

Thinking critically, problem-solving, researching, and being intellectually curious. Creative in their thinking.



DIGITAL

Safely engaging with online material to research, process, and present information. Confident with basic computer skills in word processing and data analysis.



LEADERSHIP

Motivating, influencing, and guiding plans and people including by providing vision and demonstrating integrity.



RESILIENCE

Adaptability when handling challenges, bouncing back from setbacks, being flexible and open to new ideas or approaches. An optimistic mindset that navigates problems with confidence.



TEAMWORK

Respecting the perspective of others, co-operating, collaborating, negotiating, persuading, and contributing to discussions or joint projects. Successfully achieving a joint goal.

Reporting to:

HEADMASTER



DEPUTY HEAD
(ACADEMIC)



ASSISTANT HEAD
(DESTINATIONS
AND PROGRESS)

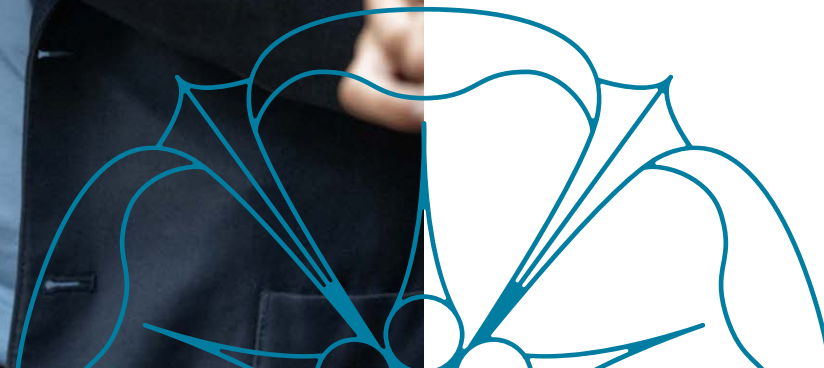


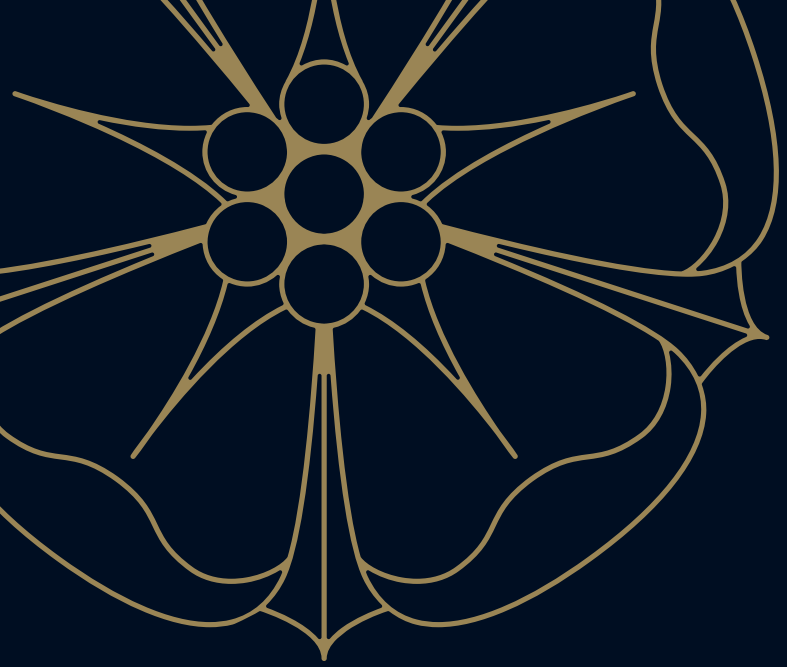


THE ASSISTANT HEAD (DESTINATIONS AND PROGRESS)

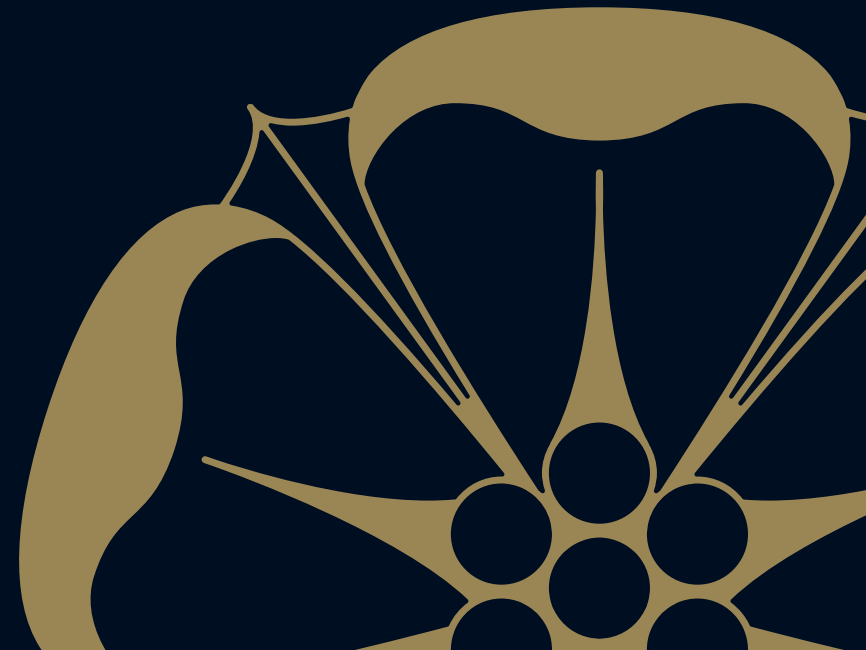
WILL LINE-MANAGE:

- Subject Heads allocated by the Headmaster
- The Head of Library Services and QE Collections
- The QE Futures Coordinator
- Other staff contributing to progress and destinations work





JOB DESCRIPTION



KEY RESPONSIBILITIES

PLEASE NOTE: The following is not an exhaustive list of duties. The nature of senior leadership roles at Queen Elizabeth's School means that responsibilities will be dynamic and may evolve to reflect the School's changing needs and priorities. The postholder may, therefore, be required to undertake other duties, as reasonably directed by the Headmaster.

A. Strategic Leadership of Progress (through QE Futures)

- Lead the School's whole-school progress strategy, ensuring clarity, coherence and ambition across all year groups.
- Ensure rigorous identification of pupils requiring support or additional challenge, with careful monitoring of all groups, including disadvantaged, SEND and EAL pupils.
- Develop, coordinate and evaluate targeted academic interventions.
- Establish and lead regular Pupil Progress Meetings (PPMs), in collaboration with the Assistant Head (Individual Needs and Wellbeing) along with Heads of Year, Heads of Subject and senior colleagues, ensuring robust analysis and clear action planning.
- Lead the Sixth Form study offer process so that pupils are supported to make carefully informed A-level subject choices.
- Provide strategic progress reports to SLT and Governors, ensuring transparency and challenge.

B. Leadership of QE Futures

- Lead the design, implementation and evaluation of QE Futures, ensuring it provides structured academic and careers development from Years 7–13.
- Ensure QE Futures integrates academic mentoring, super curricular enrichment, careers education, study skills, and post-18 preparation.

- Work closely with the QE Futures Coordinator (line management responsibility), providing direction, oversight and support.
- Promote QE Futures across the School, ensuring a shared understanding of its purpose and impact.
- Ensure QE Employability Skills are widely adopted and embedded across the School, and that pupils are routinely reflecting on how they are developing these skills.
- Lead on the design, implementation, and evaluation of the University Support Programme (USP).
- Be responsible for full and effective use of Unifrog for pupils across Years 7 – 13, including for logging work experience, Futures encounters, and Employability Skills development.



C. Leadership of Destinations and Post-18 Pathways

- Closely supporting the Senior Year Head with the planning and delivery of Sixth Form transition and induction.
- Lead and oversee all aspects of post-18 guidance, including:
 - Oxbridge preparation
 - Russell Group and competitive UK university pathways
 - Degree apprenticeships (supporting research, applications and employer processes)
 - Medicine, Law, Engineering and other specialist pathways
 - Ivy League and international university applications
- Lead and oversee the UCAS process, working closely with Upper School Year Heads and tutor teams to ensure consistency, high standards and timely submissions.
- Ensure pupils receive high-quality support in personal statement writing, interview preparation and super curricular engagement.

- Analyse destinations data annually and report findings—including trends, strengths, group level differences and issues arising—to the Headmaster and Governing Body.
- Ensure destinations work aligns with QE Futures and reflects QE's high aspirations.
- Working with the Deputy Heads (Academic and Pastoral) to successfully lead the A-level offer-making process.

D. CEIAG (Careers Education, Information, Advice & Guidance)

- Lead the School's CEIAG provision, ensuring compliance with statutory requirements and the Gatsby Benchmarks.
- Oversee work experience, Community Action, careers fairs, employer engagement and enrichment opportunities within QE Futures.
- Ensure the School is providing pupils with personalised and high-quality careers guidance, including through meetings with an impartial careers adviser.

E. Engagement with Alumni and Parent Communities

- Engage purposefully with the School's alumni community, coordinating their involvement in:
 - Mock university interview programmes
 - Careers talks and panels
 - The Careers Convention
 - Sector-specific insight sessions, mentoring and professional networking events
- Harness the strengths of the parent community, inviting them to contribute to QE Futures through talks, interviews, insight days, professional expertise and opportunities for pupils.
- Work with the QE Futures Coordinator to ensure alumni and parent engagement is well-organised, safeguarding compliant and impactful.



F. Data, Assessment & Reporting

- Oversee assessment and reporting systems across key stages.
- Ensure data informs pupil progress strategy and QE Futures planning.
- Produce detailed progress and destinations data reports for SLT, Governors, and external inspection.
- Ensure all reporting explicitly reflects Ofsted's emphasis on the performance of groups, including disadvantaged pupils.

G. Individual Pupil Support

- Ensure pupils with diverse needs—including high achievers, disadvantaged pupils, SEND/EAL learners and those pursuing competitive pathways—receive bespoke support.
- Work closely with pastoral, safeguarding and SEND colleagues to address barriers to progress and aspiration.

H. Staff Leadership & Development

- Line-manage the QE Futures Coordinator, Queen's Library staff and those who are also involved in delivering support for pupils in finding their optimum path post QE.
- Provide training for tutors, Heads of Year and Subject Heads on progress tracking, academic mentoring and QE Futures delivery.
- Support the Deputy Head (Academic) in preparing and leading Subject Heads' meetings, ensuring progress priorities are embedded in curriculum and assessment discussions.

I. Whole-School Leadership

- Contribute fully to SLT strategic planning and School improvement.
- Represent the School at internal and external events.
- Teach a reduced timetable, modelling excellent teaching and academic ambition.



Person Specification



A. QUALIFICATIONS & EXPERIENCE

ESSENTIAL

- Qualified Teacher Status (QTS).
- Proven success in raising attainment and leading academic progress.
- Experience guiding pupils through university applications (UCAS).
- Experience analysing attainment/destinations data to inform strategy.
- Experience supporting the progress of disadvantaged and other key groups.
- Experience in CEIAG or related guidance roles.
- Experience leading meetings or collaborative forums with senior staff.

DESIRABLE

- Experience supporting Oxbridge, Russell Group and/or international (US/overseas) applications.
- Experience in selective or high-attaining schools.
- Experience reporting to Governors or external reviewers.

B. KNOWLEDGE & SKILLS

ESSENTIAL

- Strong understanding of progress measures (e.g. Progress 8, ALIS, ALPS, MIDYIS and internal tracking).
- Excellent knowledge of UK university admissions and competitive pathways.
- Understanding of degree apprenticeships and employer selection processes.
- Strong understanding of Ofsted expectations regarding group-level progress.
- Excellent data analysis and reporting skills.
- Ability to lead pupil progress meetings and support Subject Heads' meetings.
- High-level communication, presentation and mentoring skills.

DESIRABLE

- Knowledge of international admissions (Common App, SAT/ACT).
- Familiarity with QE's ethos and destinations profile.

C. PERSONAL QUALITIES

- Strong alignment with QE's mission and values.
- Ambitious for all pupils, especially those facing disadvantage.
- Strategic, analytical and highly organised.
- Collegial, collaborative and able to inspire confidence.
- Reflective, innovative and able to drive improvement.
- High integrity, discretion and professionalism.

D. SAFEGUARDING

- This post requires an enhanced DBS check.
- Full compliance with KCSIE and all school safeguarding policies is essential.
- The postholder must maintain the highest standards of child protection and professional conduct.



KEY FACTS ABOUT THE ROLE



JOB TITLE

Assistant Head
(Destinations and Progress)



SALARY

L14–L18 Outer London salary range
for Assistant Heads



HOURS

8am–5.30pm on-site during term-time
(190 days per annum)



REPORTING TO

The Headmaster, Mr Neil Enright,
and the Deputy Head (Academic),
Mrs Anne Macdonald



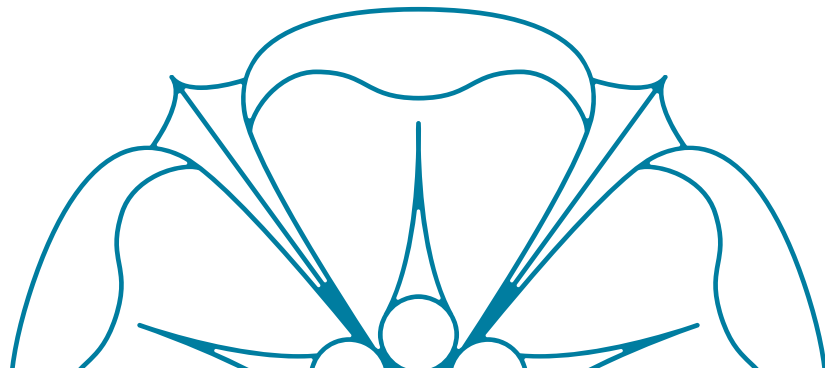
CONTRACT TYPE

Full time, permanent



WHY CHOOSE US?

- One of UK's leading academic schools across both state and independent sectors
- Heavily oversubscribed
- Consistently excellent examination performance: 20 years of 95%+ of pupils achieving A*-B at A-level
- Pupils go on to the best universities, including 155 to Oxford and Cambridge over past three years
- Acclaimed digital strategy
- High-quality co-curricular activities through QE Flourish programme
- Longstanding outreach programme to local primary schools
- Growing international links through QE Global Schools



QE BENEFITS



Free on-site parking



Extensive opportunities for professional development



Work with clever, highly motivated pupils



Supportive collegial environment



Attractive site close to countryside



Good transport links, close to M25, M1 & M11



Easy access to London on Northern Line



TERMS & CONDITIONS

The seniority of the role requires the appointed person to commit to contractual terms which are common to the most senior members of staff at QE.

These include an extended notice period and a requirement to be on-site during term-time (190 days per annum) from 8am until 5:30pm each day. Beyond this, senior staff are expected to undertake occasional evening and weekend work, including attendance at events and meetings.

The appointed person will also be expected to commit to some work out of term-time; this includes a requirement to be on-site for four days during the summer holidays on the day before, and day of, the publication of A-level and GCSE results.

We offer the L14–L18 Outer London salary range for Assistant Heads, plus the Teachers' Pension Scheme.

This Job Description will be reviewed annually to reflect the evolving priorities of Queen Elizabeth's School and ongoing development of QE Futures.



APPLICATION & APPOINTMENT PROCESS

To apply, you must complete the School's application form from My New Term available via [our website](#). This should include a supporting statement outlining: your motivation for applying; your suitability for the role; and how you satisfy the Qualifications and Experience elements of the Person Specification. For candidates invited to interview, these responses will be explored further, together with the other elements of the person specification. We will treat all enquiries, formal and informal, in confidence.

The closing date is 9am, Tuesday 5th May 2026. We expect that candidates will be invited to at least two rounds of interviews and will meet with a range of stakeholders. One round may be conducted online. We shall, however, certainly require all shortlisted candidates to visit the School in person. On the final interview day, candidates will be observed teaching a sample lesson; the process will also comprise formal and

informal meetings, together with a presentation task. Candidates selected for interview will be given appropriate notice of interview dates. The starting date for this appointment will be as agreed with the successful candidate.

If you have any queries, or would like a confidential discussion with the Headmaster, please contact his Personal Assistant, Nicola Weston, at recruitment@gebarnet.co.uk.

We are an equal opportunities employer. Queen Elizabeth's is a dynamic school supported by a diverse and enthusiastic community of staff, pupils, parents and alumni. It is important that our staff reflect the diversity of our community, and we therefore welcome and encourage applications from people of all genders and sexual orientation, those from Black, Asian and other minority ethnic backgrounds, and from those with disabilities.

The School is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure & Barring Service.







Queen Elizabeth's School

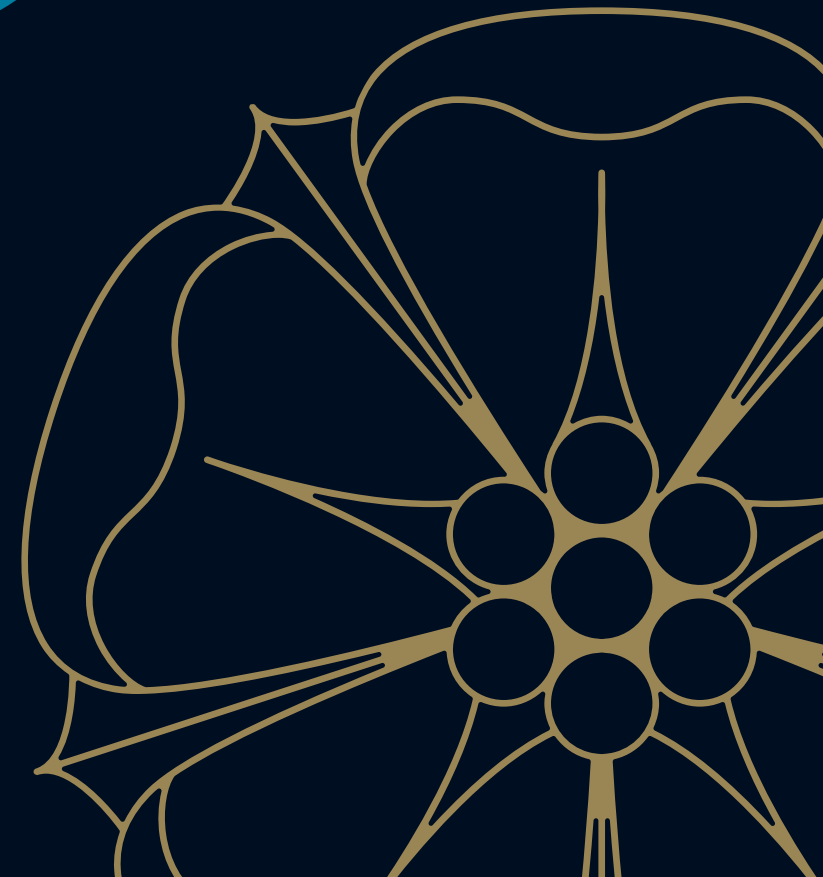
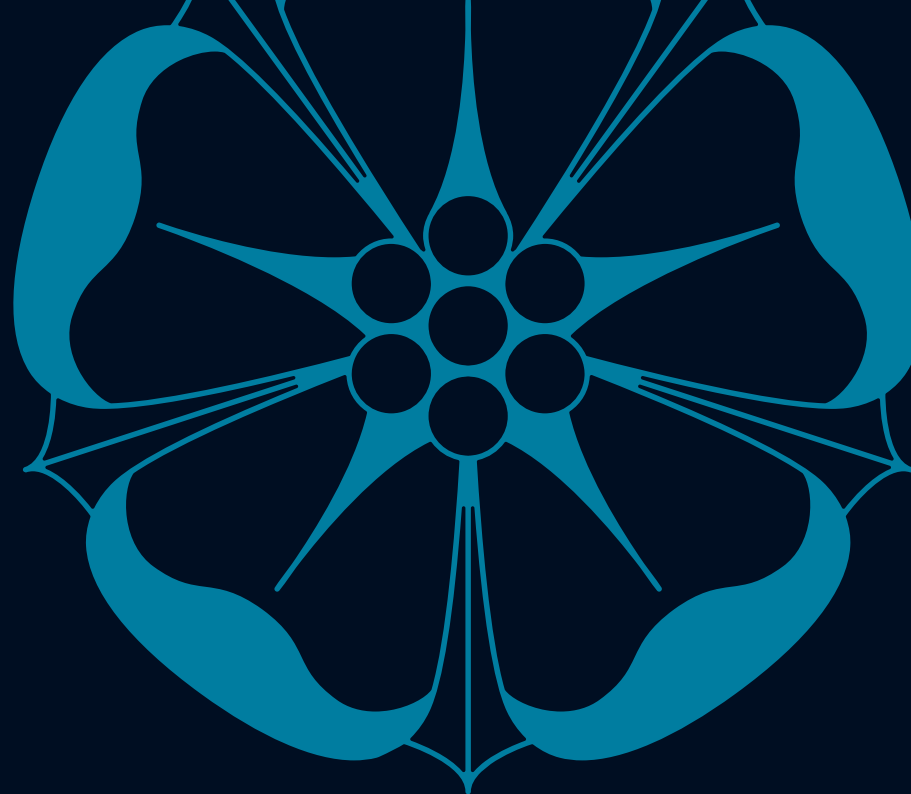
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