

Oaks Park High School

DEPUTY HEADTEACHER



OAKS PARK HIGH SCHOOL

# Letter

## from the Headteacher

Dear Colleague,

Thank you for your interest in the post of Deputy Headteacher at Oaks Park High School. We are a highly successful, popular, and multicultural community school in Redbridge, where our motto is 'Learning together, achieving together'.

At Oaks Park, our child-centred philosophy is underpinned by traditional values. It is a school where students feel they can be themselves, achieve exceptionally well, and believe that success is truly for everyone. Our pupils are respectful and polite and thrive in a diverse school community where difference is valued. Developing positive relationships and fostering pride in all aspects of school life are essential ingredients that make Oaks Park High School special.

As recognised by Ofsted, in our most recent inspection (April 2025), the school is highly ambitious for all pupils. The excellent subject knowledge and commitment to meeting pupils' specific needs through bespoke adaptations ensures all pupils can access the same learning as their peers. This is a standout principle that the school upholds to deliver an inclusive environment for all pupils. Consequently, due to our record of pupils with SEND achieving highly, the school was approached to open a specially resourced provision to enable bilingual, deaf pupils join our school community and access learning within the main school curriculum.

This is an exciting time for Oaks Park. You would be joining a highly reflective, creative and courageous Senior Leadership Team, dedicated to a relentless pursuit of the highest standards. Staff are proud to work at the school and are ambitious to build on our strong track record of success in A Level and GCSE examinations. Pupils thrive here because they feel safe and well-cared for.

The Deputy Headteacher will play a key role in shaping and delivering the school's strategic vision, driving continuous improvement in teaching, learning, and pupil outcomes. The specific areas of responsibility will depend on the candidate's experience, but the successful applicant will be capable of providing

strong leadership across any of these areas, including curriculum, behaviour, safeguarding, and staff development. They will also support the effective day-to-day running of the school, foster positive relationships with our community, and deputise for the Headteacher when required.

Oaks Park is looking for a Deputy Headteacher who relishes the challenges of school improvement to make a significant difference to the lives of young people, can demonstrate a proven track record in this, and is actively considering Headship in due course.

Visits are warmly welcomed to see the school in action and experience for yourself why we are so proud of our students and staff. Should you wish to do so, please contact Ms S Uddin by email ([headteacherspa@oakspark.redbridge.sch.uk](mailto:headteacherspa@oakspark.redbridge.sch.uk)) or by telephoning the school on 020 8590 2245.

Should our school and the opportunity to work within an ambitious and dedicated Senior Leadership Team appeal to you, then I look forward to receiving your application.



A handwritten signature in black ink, appearing to read 'Joanne L Hamill', written in a cursive style.

Yours sincerely  
Joanne L Hamill Headteacher

# *Key* **Information** *about oaks park*

## **BACKGROUND**

Oaks Park High School is an 11-18 mixed comprehensive school situated in the London Borough of Redbridge. The school opened in September 2001 and quickly became a popular and oversubscribed community school.

Following an expansion to ten forms of entry in Year 7 in September 2015, our school roll now stands over 1850 students, including a large Sixth Form. Oaks Park is a truly comprehensive school, celebrating a wide range of abilities and diverse backgrounds. We serve the local community with the clear majority of our students coming from the local catchment area. We have built strong relationships with our feeder primary schools and families.

As an outward facing and ambitious school we contribute to supporting the education delivery of schools across our borough through many initiatives including peer review.

## **SCHOOL STRUCTURE**

The Senior Leadership Team currently consists of the Headteacher, four Deputy Headteachers, four Assistant Headteachers, and a School Business Manager. Working alongside our Senior Leadership Team is the Extended Leadership team whose members include our SENCo, Senior Curriculum and Pastoral Leaders and Lead Practitioners. We are supported by our Governing Body to be empowered to deliver on our priorities.

Our structure and responsibilities are strategically planned to meet the priorities of our ambitious and successful school. High visibility, shared decision-making, and a relentless pursuit of the highest standards in everything that we do is the cornerstone of our approach.

Oaks Park is organised into learning teams led by Curriculum Leaders and line managed by a member of SLT. We currently have over one hundred and twenty teachers and approximately eighty support staff. The school ensures that all staff access high-quality professional development opportunities and leaders take account of staff workload and prioritise staff well-being. Consequently, staff are proud to work at the school.





## CURRICULUM

The school operates a two-week timetable based on five one-hour lessons per day. We have developed an ambitious and well-sequenced curriculum. This enables pupils to deepen their knowledge and practice subject-specific skills, as observed by Ofsted during the recent inspection.

Our Reading Curriculum is a key strength of the school which opens the doorway to other subjects and future success. Our approach includes assessing reading attainment on entry to the school and regularly thereafter. This enables us to identify those who need extra help and provide targeted support to enable our pupils to become confident and fluid readers.

Strategic curriculum planning takes into account the context, needs and ambitions of our student body. This is then brought to life through careful sequencing to ensure full coverage and appropriate challenge which encourages students to pick a wide range of courses to study at GCSE. As a result of this, students have a secure foundation of knowledge, disciplinary skills and understanding to transition in Year 9. We ensure that students are highly ambitious and this has resulted in the majority of students opting to pursue EBacc studies at GCSE.

Our pupils benefit from the school's innovative 'super-curriculum' where they select from a broad range of subjects, including options that lead to additional

qualifications like Sports Leadership or Mandarin Chinese, to stretch their knowledge within and beyond the core curriculum. Our Pathways Programme ensures all students follow the most appropriate courses for their future study and career aspirations.

We are committed to providing excellent opportunities for our students to learn and thrive beyond the classroom. Our extensive extra-curricular programme offers a wide variety of clubs and activities designed to engage pupils of all abilities and interests. From LAMDA performance awards and the Duke of Edinburgh's Award to the Jack Petchey Achievement Award and the First Give charity initiative, our students are encouraged to develop confidence, leadership, and a sense of community responsibility. Running alongside this is our high-quality careers programme, which begins in Year 7 and continues through to Year 13, ensuring every member of our community receives meaningful guidance and support as they prepare for life beyond school. In addition, opportunities such as Big Ideas workshops, dedicated Personal Development Days, and a rich calendar of trips and residential experiences, both across the UK and internationally, enable all to broaden their horizons and create lasting memories. Together, these experiences help our young people to develop their skills, nurture their interests, and access opportunities they might not otherwise have encountered.





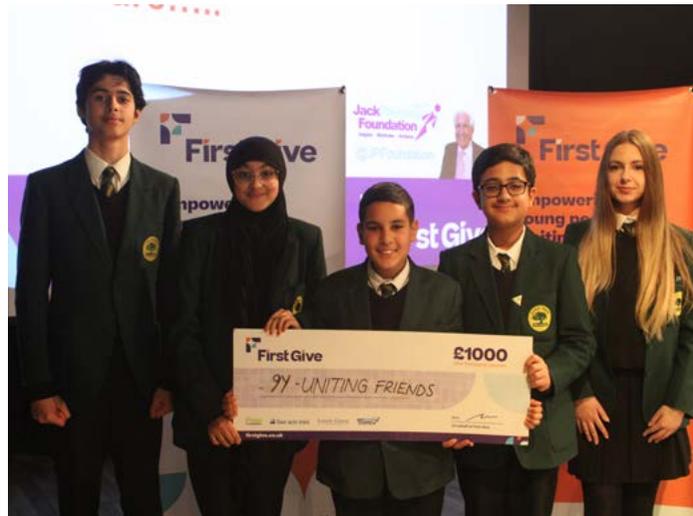
## PASTORAL CARE AND WELLBEING

Pupils thrive at our school because they are safe, well cared for, and supported at every stage of their journey. Our lower, middle, and upper school structure ensures that provision is tailored to pupils' developmental and academic needs as they progress through each phase.

Within each school it is organised into year groups, with each year group led by a dedicated Pastoral Leader and overseen by a Head of School. They are supported by form tutors alongside our Student Services Hub, which includes a team of Pastoral, Welfare, and Behaviour Officers, as well as a Student Services Manager. Together, they provide attentive and responsive support to ensure that every pupil feels known, valued, and well supported.

Our Pastoral Programme, including a well-planned careers curriculum, prepares pupils exceptionally well for their next steps. It features a rich variety of activities that promote cohesion, personal growth, and a strong sense of belonging across the school community. Pupils enjoy being part of our diverse environment where difference is celebrated and inclusion is at the heart of our ethos.

The school provides extensive support for pupils' mental health and wellbeing, alongside excellent medical and welfare facilities. The wellbeing of both students and staff is central to our approach. To further this commitment, we offer a comprehensive staff wellbeing care package with access to private medical services, physiotherapy, counselling, and nursing support.





## SIXTH FORM

Our outstanding Sixth Form has grown rapidly since opening in September 2006 and now accommodates nearly 400 students who achieve exceptionally well. Progression to Higher Education is excellent, and performance in post-16 examinations continues to improve, achieving positive value-added across the majority of qualifications. The quality of teaching, pastoral support and guidance, combined with our first-class facilities, have been instrumental in the sustained success and growth of the Sixth Form.

All students are equipped with their own Chromebook, enabling them to take full advantage of our study facilities and engage in independent learning both in and beyond the classroom. Students have numerous opportunities to represent the school through enrichment activities, leadership roles and community partnerships. As members of the Upper School they act as role models to younger students, embodying the values of commitment, integrity and ambition.

We also work in partnership with a number of high-performing London schools to provide additional academic and enrichment opportunities, ensuring our students are exceptionally well-prepared for the next stage of their journey.

Trips and visits designed to develop teamwork, confidence and resilience broaden their experiences and strengthen our sense of community.

'Belonging' is the theme that runs through the very fabric of our Sixth Form at Oaks Park, from the classroom to the friendships forged. Our student Headship and Prefect teams work alongside the Senior Leadership Team to give students a voice and ensure their needs are consistently met. In an increasingly competitive world, we equip our young people with the competencies, characteristics and confidence to progress successfully into university, apprenticeships or employment.



OAKS PARK SIXTH FORM





## FACILITIES

Our excellent facilities are a defining feature of Oaks Park. The high-quality buildings, resources, and learning environments are carefully maintained and valued by all members of our community. The Craig Foster Building and 4G playing field, opened in January 2016, provide state-of-the-art spaces for Sixth Form, PSHE, Drama, Business Studies, Media Studies, Social Sciences, and Science.

As a forward-thinking school, we invest significantly in technology to enhance learning, strengthen safeguarding, and streamline school systems. Our expertise in Google for Education supports communication and enriches teaching and learning through Google Classroom. Students are skilled, confident ICT users who regularly collaborate with peers globally through video conferencing.

Our outstanding facilities for music and the performing arts include dedicated music and drama suites, a Music ICT Suite and Recording Studio. These enable a thriving programme of whole-school performances that foster creativity and a lifelong appreciation of the arts.

Sport is equally celebrated at Oaks Park. Students enjoy extensive opportunities to represent the school in local and county competitions, supported by exceptional facilities such as our 4G pitch, sports hall, fitness suite, gymnasium, and school field. Achievements are recognised each year at the Oaks Park Sports Awards, reflecting the school's strong sporting culture.





## TEACHING, LEARNING AND CPD

Oaks Park has an excellent track record of developing and supporting colleagues at every stage of their professional journey. We offer a range of routes into teaching, including apprenticeships, trainee placements and Early Career Teacher roles, enabling aspiring and developing teachers to access high-quality training in a supportive and ambitious school. Our bespoke, strategically planned training programme, underpinned by instructional coaching and carefully sequenced whole-school CPD, ensures that all new staff are well supported throughout their first year and beyond.

Peer review is integral to how we maintain a sharp understanding of our strengths and next steps, and our approach seeks to constantly

refine aspects of our teaching for the benefit of our students. Staff regularly engage in collaborative reviews and networks with local schools and partners across London, enabling us to share best practice, build leadership capacity, and broaden professional experience in a high-performing context. Our CPD programme is further enriched by external speakers from the fields of education and child psychology, ensuring colleagues are exposed to the latest research-informed practice and ideas that directly enhance classroom provision.

The information provides a starting point for getting to know our school. Further information can be gained from our website at [www.oakspark.co.uk](http://www.oakspark.co.uk) or by arranging a visit.



# *Key* *Information* *about the role*

The SLT team at Oaks Park is made up of 10 members, and our Deputy Headteachers are given a substantial brief to lead within it. They are given significant whole school responsibilities, they manage a team of Assistant Headteachers and members of the Extended Leadership Team who support with delivering those responsibilities, and year groups and departments also work into their teams. This provides a balance of strategic, pastoral and curriculum responsibility.

The Deputy Headteacher will play a key role in shaping and delivering the school's strategic vision, driving continuous improvement in teaching, learning, and pupil outcomes. The specific areas of responsibility will depend on the candidate's experience, but the successful applicant will be capable of providing strong leadership across any of these areas, including curriculum, behaviour, safeguarding, and staff development. They will also support the effective day-to-day running of the school, foster positive relationships with our community, and deputise for the Headteacher when required.

Within the areas delegated to each Deputy Headteacher they are given autonomy to produce and implement the strategy for school improvement through their progress plan, and will ensure standards in those areas provide the best possible educational experience for our students and can be considered to be held as an example of best practice to other schools. They will report to the Governing Body on those areas.

Initially, the areas of responsibility that the successful candidate will lead on will reflect their knowledge, skills and experience. Over time, we expect them to lead on a range of different areas, developing them professionally, and preparing them for headship, should they choose to pursue it.

## **JOB DETAILS**

The position is permanent and full time. The successful candidate will report to the Headteacher. The salary is Outer London L24 (£95,268) - L28 (£104,649). The post starts September 2026 or sooner.





## JOB DESCRIPTION

The specific areas of responsibility will depend on the candidate's experience. But the successful candidate should be able to do the following, if required:

### Strategic leadership and school improvement

- To contribute significantly to the formulation, articulation, and implementation of the school's vision, ethos, values, and strategic priorities.
- To assist the Headteacher in developing and executing plans for school improvement and the self-evaluation processes. Monitoring that progress, and evaluating its impact.
- To lead on specific whole-school initiatives and strategic projects as delegated by the Headteacher, driving innovation and positive change.
- To ensure the school's aims and objectives are clearly understood and actively pursued by all stakeholders.
- To maintain professional development and stay abreast of current educational thinking

### Teaching, learning, and curriculum

- To lead on the development and implementation of high-quality teaching, learning, and assessment strategies across the school, based on evidence and best practice.
- To oversee and monitor the curriculum's breadth, balance, and effectiveness, ensuring it meets the needs of all pupils and leads to excellent outcomes.
- To ensure rigorous use of data to inform teaching, track pupil progress, identify underachievement, and implement effective interventions.
- To foster a culture of academic excellence, intellectual curiosity, and independent learning among pupils.

### Pupil welfare, behaviour, and safeguarding

- To lead on the development and consistent application of the school's pastoral systems, behaviour management policies, and safeguarding procedures.
- To create and maintain a safe, supportive, and inclusive learning environment where all pupils feel valued and can thrive.
- To promote high standards of attendance and punctuality, implementing strategies to reduce absence.

### Staff Leadership, management, and development

- To line manage, motivate, and develop a designated team of staff, providing effective coaching, mentoring, and performance management.
- To contribute to the recruitment, induction, and professional development of all staff, fostering a culture of continuous learning and growth.
- To promote staff wellbeing and a positive working environment, addressing issues fairly and effectively.
- To lead by example, demonstrating outstanding professionalism, integrity, and ethical conduct.





### Operational management

- To assist the Headteacher in the day-to-day running of the school, ensuring smooth and efficient operations.
- To manage delegated budgets and resources effectively and efficiently.
- To contribute to the development and review of school policies and procedures, ensuring compliance with statutory requirements.
- To oversee specific aspects of school routines, such as assemblies, duty rotas, and extracurricular activities.
- Community engagement and partnerships
- To build and maintain strong, positive relationships with pupils, parents, carers, governors, and the wider community.
- To represent the school effectively at internal and external events, fostering positive partnerships.

### Deputising for the Headteacher

- To undertake the professional duties of the Headteacher in their absence, to the extent required by the Headteacher or Governing Body, making decisions and taking action as necessary to ensure the continuous effective operation of the school.
- To carry out any other professional duties as circumstances may require, under the reasonable direction of the Headteacher.

### Equal Opportunities

- To work within and encourage the school's Equality Policy and contribute to diversity policies and programmes in relation to discriminatory behaviour. [Click here for our Equality Policy.](#)

### Review Arrangements

The details contained in this job description reflect the content of the role at the time it was prepared. However, it should be recognised that responsibilities on the leadership scale may change over time in response to the evolving needs and priorities of the school. As such, certain duties may no longer be required while new duties may be introduced, without altering the overall nature of the role or its level of responsibility. The Headteacher will review and, where necessary, revise this job description in consultation with the postholder at the appropriate time.

All schools in Redbridge are fully committed to safeguarding and promoting the welfare of children and young people, in line with the statutory guidance Keeping Children Safe in Education (KCSIE). Therefore, all employees working at this school are expected to share this commitment and to follow the school's safeguarding policies and procedures at all times.



# Person specification

The following outlines the knowledge, skills and personal qualities required for this post. Candidates will be assessed against these criteria as part of the shortlisting and selection process.

## Knowledge, skills and experience

- Qualified Teacher Status (QTS) or equivalent, with substantial experience of outstanding classroom practice across a range of contexts.
- A proven track record of driving significant and sustained school improvement with demonstrable impact on outcomes for students.
- Successful experience of leading whole-school initiatives that have enhanced teaching quality, curriculum design, and student achievement.
- A deep understanding of what constitutes exceptional teaching and learning, curriculum innovation, assessment and pedagogy and the ability to translate this into consistent, scalable practice.
- A precise understanding of safeguarding statutory requirements and an unwavering commitment to ensuring the safety and wellbeing of every child.
- A clear and evidence-informed vision for developing excellent student behaviour, attitudes and culture for learning across the school.
- Highly developed analytical and evaluation skills, with the ability to interpret performance data, diagnose priorities and lead effective improvement strategies.
- Experience of building, developing, and leading high-performing teams through coaching, professional development and intelligent accountability.

- Proven capacity to lead with influence, able to command professional respect while building authentic relationships with students, staff, parents and external partners.
- The ability to think strategically, plan effectively, and communicate a compelling vision that aligns with whole-school and trust-wide priorities.
- Experience of contributing to or shaping whole-school strategic plans, budgetary priorities, and performance management systems.

## Personal qualities

- High personal and professional integrity combined with a relentless commitment to excellence.
- Intellectual curiosity, resilience, and the capacity to thrive under pressure while maintaining high expectations of self and others.
- Exceptional communication, interpersonal and presentation skills, with the ability to inspire confidence and commitment.
- A disciplined and systematic approach to school improvement, grounded in research, evidence and evaluation.
- Commitment to reflective practice and continuous personal development, including active preparation for future headship.
- The ability to work collaboratively and strategically as part of a senior leadership team, while holding others to account with clarity and humanity.
- A willingness to give and receive honest, evidence-based feedback to secure continuous improvement for self and others.
- A visible and credible leader who embodies the school's values and models professionalism at all times.



# Application *process*

Please apply by visiting the vacancies page on our website and complete an application form (at the bottom) in full with a personal statement of no more than two sides of A4 outlining how you meet the person spec. This can be typed in the space on the application form or as a separate document.

In your letter please address the following:

- Why you are applying to be Deputy Head at Oaks Park High School
- Your experiences to date and how you will transfer your learning to our context
- The results from your classes of your current leadership over the past 3 years
- Your experience of the specified role or how you will apply your experience to this role
- The impact of your professional development on your practice
- What contribution you will make to the leadership of Oaks Park High School

Closing date: 9am on Friday 20th March 2026. Interviews will be held shortly afterwards.

Visits are warmly welcomed to see the school in action and experience for yourself why we are so proud of our students and staff. Should you wish to do so, please contact Ms S Uddin by email ([Headteacherspa@oakspark.redbridge.sch.uk](mailto:Headteacherspa@oakspark.redbridge.sch.uk)) or by telephoning the school on 020 8590 2245.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people. The successful candidate will be required to undergo an enhanced DBS check.



**Oaks Park High School**

45-65 Oaks Lane, Newbury Park, Ilford, Essex IG2 7PQ

Tel: 020 8590 2245 Fax: 020 8590 2246

Email: [admin@oakspark.redbridge.sch.uk](mailto:admin@oakspark.redbridge.sch.uk)

Website: [www.oakspark.co.uk](http://www.oakspark.co.uk)

Headteacher

Ms JL Hamill (BSc) Hons