



# AMERY HILL SCHOOL

## Education for Life

### Assistant Headteacher

<b>Reports To</b>	Headteacher
<b>Contract Term</b>	Permanent Contract
<b>Salary</b>	L13 - L18
<b>Location</b>	Alton, Hampshire
<b>Start Date</b>	13 April or 01 September 2026
<b>Closing Date</b>	9am Friday 23 January 2026
<b>Interview Date</b>	Thursday, 29 January (Day 1) and 30 January (Day 2 – for selected candidates)





## Welcome from Rob Jeckells, Headteacher

A very warm welcome to Amery Hill School - a thriving and welcoming learning community which is proud to serve the town of Alton and its surrounding villages. Amery Hill School is a very popular, fully inclusive secondary school where excellence and high aspirations permeate every aspect of school life. Every student is valued as an individual and, whatever their goals, staff are there to support, nurture and assist them along their journey to success. Our motto, 'Education for Life', underpins all that we do.

Our vision is to provide a welcoming and supportive learning community where all students are encouraged to become independent, creative, active and resilient learners with the empathy to respond responsibly and morally to the challenges of this ever-changing world. As the Headteacher of Amery Hill School, I am motivated by a sense of the absolute importance of what schools do and a conviction that education should be inspiring and enjoyable. I am delighted you are interested in applying for this position and joining our school community.

## Delivering our Vision, for Every Child, Every Day

We aim for academic excellence and achievement for all of our students. We inspire and develop a genuine love of learning through the dedication of our staff in creating an ambitious educational environment that is exciting and accessible to all. This is supported by a wide range of extra-curricular activities and enrichment opportunities for students to explore and deepen their own interests.

We work hard to identify and enhance each student's strengths, focussing attention on personal development so that their time at Amery Hill is not just about a journey to academic success but also one of self-understanding. Our aim is that on leaving Amery Hill our students can think, learn and cope independently so that they have the confidence to seize life's opportunities and make a real contribution to the communities where they live and work.



## Investing in our Staff

We recognise that our staff are our greatest asset and we are committed to providing a comprehensive CPD programme for all. Inspirational teaching and support for our students is core to delivery of our vision and we actively encourage every member of staff to continue their learning by participating in our Professional Learning Groups (PLGs) through which they will conduct research on pedagogy, trial its usefulness and embed its practices to ensure that we stay at the forefront of educational thinking, innovation and enquiry.



We encourage you to visit our school website to better understand our vision and values and see the range of activities that our students participate in. We also welcome in person visits on Wednesday 14th and Thursday 15th January. To arrange an appointment, please contact our Personnel Administrator, Mrs Natalie Percy, on 01420 81307 or email [recruitment@ameryhill.school](mailto:recruitment@ameryhill.school).

Staff wellbeing is equally important to us and we have a number of wellbeing initiatives to provide a supportive work environment. In doing so, we acknowledge that the needs of staff change over time and are committed to allowing staff to balance their working lives with their personal needs and responsibilities.

## Job Profile

What do you value most about working alongside students, staff and families to ensure that young people thrive, and have the best possible futures? At Amery Hill School, we are seeking an Assistant Headteacher to join our cohesive and highly experienced senior leadership team, and to help us ensure that our students truly receive an 'Education for Life'.

We know that a relentless focus on inclusion and exceptional pastoral care is central to our students' success, wellbeing and achievement, and we believe that this should be purposeful, relational and aspirational. Our school benefits from respectful and engaged students, a strong culture of inclusion and high expectations, and experienced and supportive staff at all levels. Every day we celebrate seeing students grow in confidence, and watch them demonstrate our ICARE values, whatever their starting point. We are unashamedly restless in our pursuit of the very best ways to ensure excellent progress, behaviour, attendance and wellbeing, and firmly believe that every child should feel known and valued.

If you are an ambitious and reflective leader, committed to continual improvement and making a tangible difference to young people's lives, you will relish the opportunities available at Amery Hill School and the chance to champion the aspects of school leadership that you value most.

This role will have a clear focus on inclusion, pastoral leadership, and safeguarding. It is a role with a wide remit, though, which initially is planned to include line management of three year groups; line management of subject areas; and leadership of the school's Pupil Premium Strategy, alongside other responsibilities. The post holder will become part of our strong safeguarding team, as one of our Deputy Designated Safeguarding Leads, and, in time, may assume the role of Designated Safeguarding Lead for the school.

## Duties and Responsibilities

### School Culture

- Sustain and develop our school culture, so that students experience a positive and enriching school life
- Uphold educational standards in order to prepare students from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Ensure high standards of behaviour from students, built on expectations and routines that are understood by staff and students and clearly modelled by all adults in the school
- Lead consistent and fair approaches to behaviour management, in line with the school's Behaviour for Excellence Policy
- Promote and evaluate the effectiveness of the school's Behaviour for Excellence Policy and strategies
- Encourage high levels of student attendance and help to uphold a school culture of safety, enjoyment, and engagement with learning, to support attendance
- Monitor student attendance and ensure it is continuously improving
- Analyse whole-school data, including that on attendance, behaviour, suspensions and wellbeing to inform future improvement strategies
- Have ambitious expectations, which are shared with all staff, for all students - with a particular focus on those who are disadvantaged, those with SEND, those who are known (or previously known) to social care and those who may face other barriers to their learning and / or wellbeing
- Lead and promote a culture, and practices, that allow all students, including those who are disadvantaged, those with SEND, those who are known (or previously known) to social care and those who may face other barriers to their learning, to access the curriculum, and to make excellent progress
- Ensure that the school works effectively with parents, carers and professionals to identify where specific interventions are needed, and provide support and adaptation where appropriate

## **Teaching, Curriculum and Assessment**

- Develop and sustain high-quality teaching across subjects and key stages
- Ensure the teaching of a broad, structured and coherent curriculum
- Develop and sustain curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Ensure the use of valid, reliable and proportionate approaches to assessing students' knowledge and understanding of the curriculum

## **Organisational Leadership and School Improvement**

- Establish and oversee systems, processes and policies so the school can operate effectively and efficiently
- Ensure staff and students' safety and welfare through effective approaches to safeguarding, as part of our ongoing duty of care
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Ensure effective use of budgets and resources
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Ensure school improvement strategies are effectively implemented

## **Leadership of Staff and Professional Development**

- Performance-manage middle leaders / other staff, including carrying out appraisals and holding staff to account for their performance
- Lead and manage staff effectively, with due attention to workload
- Provide staff with training and support so they can play a part in enhancing all aspects of students' personal development
- Ensure staff have access to appropriate, high-quality professional development opportunities
- Keep fully up to date with developments in education, both on a local and national level
- Seek training and continuing professional development to meet their own needs

## **Governance, Accountability and Working in Partnership**

- Work with the Board of Trustees, as appropriate
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work positively and successfully with other schools and organisations
- Build and maintain excellent working relationships with fellow professionals and colleagues to improve educational outcomes for all students



## Person Specification

EDUCATION & TRAINING
<ul style="list-style-type: none"><li>• Qualified teacher status</li><li>• Degree</li><li>• Professional development in preparation for a senior leadership role e.g. NPQSL</li></ul>
EXPERIENCE
<ul style="list-style-type: none"><li>• Highly successful middle and / or senior leadership experience in a school including significant inclusion and / or pastoral-related elements</li><li>• A strong understanding of, and commitment to, safeguarding, ideally, including leadership experience linked to this</li><li>• Teaching experience evidencing sustained and excellent progress from students over time</li><li>• Active participation in school self-evaluation and strategic development planning</li><li>• Demonstrable experience of successful line management of teams and individuals</li><li>• Planning and delivery of staff training / development at a whole school level</li></ul>
SKILLS & KNOWLEDGE
<ul style="list-style-type: none"><li>• Excellent leadership skills which inspire all members of the school community to work together to achieve our shared aims</li><li>• An absolute commitment to inclusion in its widest sense, and a high level of skill in the pastoral domain</li><li>• Detailed understanding of the elements of high-quality teaching and learning, and the ability to model this for others and support others to improve</li><li>• Understanding of school finances, and the importance of these to strategy development</li><li>• Highly effective communication and interpersonal skills including an ability to communicate a vision clearly and inspire others</li><li>• Ability to build highly effective working relationships both within, and beyond, the senior team</li></ul>
PERSONAL QUALITIES
<ul style="list-style-type: none"><li>• A commitment to getting the very best outcomes for all students and promoting the ethos and values of the school</li><li>• A commitment to upholding public trust in school leadership and maintaining high standards of ethics, behaviour and professional conduct</li><li>• Ability to work under pressure and prioritise effectively</li><li>• Ability to build positive and respectful relationships across the school community</li><li>• Commitment to maintaining confidentiality, where required, at all times</li><li>• Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position</li><li>• A sense of humour – this is essential!</li></ul>

## Further Information

### Safeguarding

This role will involve contact with children. Amery Hill School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. We follow a strict safer recruitment process and carry out a number of pre-employment checks, including enhanced DBS checks. All applicants are required to declare any criminal convictions, cautions or disciplinary proceedings related to young people and must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Services. Full details are given on the application form.

### Application Process

Please click on the 'Apply' button on the vacancy advert on the My New Term portal. A Curriculum Vitae (CV) is not required and will, therefore, not be considered within the short-listing process.

Amery Hill School is committed to ensuring that the privacy of applicants and employees is protected. The School Privacy Notice sets out how the school uses and protects any personally identifiable information that is collected as part of the recruitment process.

If you have any queries about the recruitment process, please contact our HR Officer, Mrs Percy, at [recruitment@ameryhill.school](mailto:recruitment@ameryhill.school) or on 01420 81307.

### Equal Opportunities

Amery Hill School is an equal opportunities employer and welcomes applications from appropriately qualified persons from all backgrounds. We are dedicated to creating and sustaining an environment that values individuality and difference and celebrates the diversity of both staff and students by fostering perseverance, tolerance and integrity. We believe in equal opportunity for everyone, irrespective of age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sexual orientation or socio-economic background. Candidates will be assessed against relevant criteria only (i.e. skills, qualifications, abilities, experience) in selection and recruitment.

### Staff Benefits of Working at Amery Hill School

Amery Hill School enjoys a very positive working environment and staff often dedicate their whole careers to the school. We also pride ourselves, however, on developing individuals and moving them on to promoted posts both within and outside the school through a comprehensive Continuing Professional Development programme. Like all education institutions we demand a great deal from those who are employed here but in return we provide a caring atmosphere within which to work.



Amery Hill School is committed to promoting high levels of health and wellbeing and recognises the importance of identifying and reducing workplace stressors.

The benefits include:

- Generous employer contributions to both The Teachers' Pension Plan and to the Hampshire Local Government Pension Plan
- Access to a free and strictly confidential counselling support line and face to face sessions if deemed appropriate for both employees and their immediate family
- Access to free eye tests and to the cost of glasses if, as a result of the examination, it is considered necessary by the optician that glasses be worn for display screen work
- Opportunities for overseas travel during our extensive programme of school visits
- Staff sporting events
- Whole staff social events
- Free tea and coffee available in a large and well-equipped staff room



## AMERY HILL SCHOOL

### Staff Workload and Wellbeing Charter

#### OUR PROMISE

We will endeavour to ensure that the workload and wellbeing of all our staff will remain a priority as we try and support all colleagues to balance the demands of their jobs with those of home. We recognise that in everyone's life there will be good and bad times and therefore it is everyone's responsibility to support each other through both.

#### CULTURE



The culture of trust and professionalism is critical in ensuring we have an enjoyable and rewarding working environment in which all colleagues believe the demands of their job are reasonable and manageable. We ask all leaders to set a good example in how they behave and that they will try and reduce levels of stress and anxiety across the community. External professional support is available to those who need it.

#### DATA COLLECTION AND REPORTING



The school will continue to explore ways in which technology can reduce the workload involved in data collection. Currently the school requires three data captures a year, which range from inputting one to three pieces of data. Only in one data capture is a summative comment required by the teacher and tutor.

#### WORKLOAD



The school supports the principal of 1265 directed hours for teaching staff and contracted hours for support staff. Where a colleague is not required to attend a particular event, for reasons such as not teaching a particular year group, they will not be given directed work to do. All decisions are made considering the impact on staff workload across the school; this is shared openly and with transparency.

#### EMAILS AND COMMUNICATIONS



There is no expectation for staff to read or respond to emails out of normal working hours and our policy states that they should not be sent between the hours of 6pm and 8am. To reduce emails, we have two staff briefings a week which are recorded and a weekly all staff bulletin (Friday). Staff are asked, where possible, not to send whole school emails and not to use the 'reply all' function.

#### LESSON PLANNING



Teaching staff will not be required to submit daily or weekly lesson plans. The use of Google Suite by each department will ensure resources and schemes of work are shared and ease collaboration. Department Professional Working Groups will focus on specific areas of pedagogy and practice to aid staff in supporting student learning.

#### PROFESSIONAL DEVELOPMENT AND APPRAISAL



Investing in our most valuable asset, our staff is essential in creating a thriving school community. A fully planned internal CPD programme focuses on areas of SIP and our DIPs. New Staff, ECT, Aspiring Middle Leaders courses run each year as well as opportunities to follow the NPQ programmes.

#### MARKING AND FEEDBACK



As a school we only require one piece of formal marking and feedback each half term from each department in each class that is taught (Summative). Each subject will decide how weekly marking (Formative) will help inform their teaching and student progression. We mark less in terms of the number of pieces but with greater impact.

#### FLEXIBLE WORKING AND WELLBEING



We fully appreciate that colleagues across the school at times need to make some difficult decisions around home and work. Wherever possible we will try and support colleagues who need to attend immediate family events and personal appointments during the school day as well as considering flexible working for those who request it.



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