



DR CHALLONER'S
GRAMMAR SCHOOL

Assistant Headteacher - Astra Co-Principal
(Teacher Development)

Start Date: September 2026

Challenge with reward



Assistant Headteacher - Astra Co-Principal (Teacher Development)

Salary	L12 - L16 (£69,332 - £76,481 pa inclusive of Fringe allowance) (starting salary commensurate with experience) plus generous pension scheme.
Contract	Permanent; to start September 2026
Hours per week	Full time

Astra Teaching School Hub, based at Dr Challoner's Grammar School, has responsibility for a range of key national priorities supporting teacher career development, working collaboratively with local curriculum hubs, national providers and research institutions.

As Assistant Headteacher - Astra Co-Principal (Teacher Development) your role will be to provide clear vision and purpose for all stakeholders of the Teaching School Hub business unit, leading and overseeing the delivery of services including Appropriate Body provision, the Early Career Teaching Programme, NPQs and other accredited training. The successful candidate will have a strong academic background, QTS, and a track record of successful teaching up to A level. You should have experience of mentoring or coaching other colleagues, an understanding of teacher professional development pathways and a clear understanding of research and practice in learning and teaching. Experience of managing change in a whole school context, and of developing and evaluating innovative learning strategies, would be an advantage.

If you would like to discuss the role further please contact David Atkinson, Headteacher (headteacher@challoners.org)

Closing date: Monday 13 April 2026, 12 noon.

To apply for the post, please complete an application form via My New Term (<https://mynewterm.com/school/Dr-Challoner's-Grammar-School/136419>)

At Dr Challoner's Grammar School we ensure breadth of opportunities for all and actively promote open and outward facing attitudes to diversity and inclusion. As such, we actively encourage suitably qualified people from all backgrounds to apply for roles at our school. If there are any issues which you feel could be barriers to your application, as part of this process, please let us know.

Dr Challoner's Grammar School is committed to safeguarding and promoting the welfare of children, therefore successful candidates will be required to complete an enhanced DBS check.

A warm welcome...

From Mr David Atkinson, Headteacher, Dr Challoner's Grammar School



Dear Applicant,

I hope that the information which follows will help inform your decision about whether to make a formal application for this post. Like most job applicants you will want to find out a bit more about us. These days there is a wealth of data about schools which you may wish to look at. Proud though we are of that data, such research never tells the whole story and you will only be sure that you want to work here when you get 'that feeling' within the first few minutes of walking through the door.

When you do your research you'll find that our Ofsted inspections, in 2019 and 2024, graded the school as outstanding in every respect. We believe this is an accurate reflection of the school as a genuinely special place. The reports echo what many visitors tell me - that we have a distinctive ethos of teamwork, loyalty and aspiration, with the well being of staff and students at the heart of what we do. Our students are intensely proud of coming to school here, and our staff feel similarly about their place of work. The relationship between staff and students is a very special one, and we see ourselves as running the school with the students rather than for them.

We want our students to leave Dr Challoner's equipped for academic and career success, and ready to lead lives of integrity and service, contributing to a society that is fairer, kinder and stronger for all. This shared mission involves our whole community: staff parents, governors, and students. By working together, we aim to shape a better future, one where our students make meaningful contributions as leaders in society, guided by their values and strengths. All our staff are committed to preparing our students to flourish personally and professionally in adult life. To achieve this, we foster a rigorous school culture focused on two pillars: excellent learning & teaching and deep character development. Through this we ensure students gain the knowledge, understanding, and skills needed to succeed, while also helping them develop resilience, empathy, and a clear sense of purpose.

Our motto - Excellence with Integrity - drives this purpose. We also highlight three key values which we believe can underpin the effective education of all our students. These are Aspiration, Kindness and Resilience. Our staff demonstrate these characteristics in their own ways, and inculcate the same attitudes in our students. This is not an attempt to produce a 'standard Challoner' student, but a means of encouraging our young people to find their own ways of demonstrating those crucial characteristics to help them flourish in the future.

Despite its impressive academic record, Challoner's is not an examination hothouse - it's a place of genuine creativity, fun

and comradeship. In staff we appoint, we look for that much undervalued quality of humanity, along with an acceptance that young people will always make a few mistakes - and that it's our job to ensure that they learn from them.

Two of the most immediately noticeable qualities of the people who work here are their humour and their sense of proportion. Even on the dullest of days, laughter pervades the school and reflects a genuine warmth and professional respect amongst colleagues. Sharing a laugh and a joke with the students is the norm and serves to brighten our daily work no end. One of the reasons our staff are prepared to give up so much of their time to run educational visits (we do more than any other school I know) and other co-curricular activities is that spending time with our students is so rewarding and enjoyable.

You will find a lot more information about the school on our website www.challoners.com, which we hope encapsulates that intangible 'feel' of the school, and about the Astra Teaching School Hub and SCITT at www.astrahub.org. If you would like further clarification, or just an informal chat with someone, please feel free to contact us by phone or email. I enclose some information about your subject at Challoner's along with some general information about the school, a Role Profile and a Person Specification. When I read your application, I will be trying to assess whether you would be a 'good fit' for our school, so I hope that some of the things I have said will be useful to you in writing your supporting statement. I do hope that you will decide to make an application to join us and that we will have the chance to welcome you to our school.

With best wishes

Mr D Atkinson,
Headteacher

Challoner's is the Teaching School Hub for Buckinghamshire, a function we fulfill through the Astra Teaching School Hub. As a result we offer a wide and diverse range of professional development opportunities for staff. Astra is also a School Centred Initial Teacher Training provider (SCITT) ensuring Challoner's is at the cutting edge of curricular and pedagogical developments in education. Now leading the delivery of the ECF and NPQ programmes across the county, colleagues at Challoner's are able to contribute to, and benefit from, our leadership of high quality teacher training and CPD across over 200 schools in the local area.



Information about Astra and this role



Based at Dr Challoner's Grammar School, Astra Teaching School Hub works in collaboration with 240 schools across Buckinghamshire, spanning all phases and settings. Our vision is to be a transformational partnership, working together with schools to enhance teacher development and improve educational outcomes for all.

Astra supports teacher development at every career stage, from initial teacher training through to leadership qualifications. We work in partnership with the DfE and national lead providers, including UCL, IoE and Best Practice Network, to deliver DfE-accredited training and qualifications for schools across Buckinghamshire. This is achieved through the expertise of practitioners drawn from a wide range of educational settings across the county.

In partnership with the Astra SCITT, the Teaching School Hub delivers initial teacher training to approximately 60 trainees each year across all phases and settings. As the designated Appropriate Body for Buckinghamshire, we are also responsible for providing induction services to nearly 400 Early Career Teachers annually.

We have a highly committed team of support staff and benefit from dedicated office space for the Astra team.

We are seeking a Co-Principal (Teacher Development) with a strong commitment to, and genuine interest in, education and teacher development, and the vision and leadership skills to drive the continued success of Astra Teaching School Hub. The successful candidate will be able to work confidently with a wide range of stakeholders and will have a strong understanding of current priorities within the DfE's 'Golden Thread' of teacher development, including ITT, ECT, and NPQ provision.

In addition to leading the Teaching School Hub, there is the opportunity to undertake a small teaching commitment within the school. This ensures the Co-Principal remains closely connected to classroom practice while continuing to develop expertise in teacher development.

See www.astrahub.org for more information about the Astra Teaching School Hub.



'The facilities are outstanding in many respects. The forward-thinking management and leadership ensure learner-led environments are possible'.

Why work for Dr Challoner's Grammar School?



- Outstanding modern facilities, including recently modernised sports, music, arts and science facilities
- High staff retention
- A friendly working environment with supportive and caring colleagues
- Culture of teamwork, loyalty and aspiration



- Engaging, able and well-motivated students
- An innovative approach to learning
- Outstanding facilities in every subject
- Access to an Employee Assistance Programme including financial and legal advice, counselling and health programmes
- Preferential admission for qualified children of staff (some restrictions apply)
- Access to onsite cardio fitness and weights room
- Access to Blue Light card benefits
- Generous pay based on the London Fringe Allowance



- Staff Buddies - all new staff are allocated a staff buddy
- Hero of the Week! - recognition for staff who go above and beyond
- Free onsite parking
- Access to join the Teachers' Pension Scheme ("TPS"). The TPS is a Career Average Related Earnings ("CARE") Defined Benefit Pension Scheme.



- A successful and well recognised professional development scheme, which all colleagues have access to and are encouraged to make use of
- Support for National Professional Qualifications (NPQs)
- Teaching staff are issued with a Chromebook computer for use during their employment at Challoner's
- An extensive induction programme for all staff joining the school, with components tailored to individual requirements, such as for those new to the teaching profession



Our commitment to Character Education



Character Education

As well as our enviable track record of academic performance, we are equally proud of our focus on character, and our development of young people who will go on and improve their lives and our society with their education. Our core vision, to deliver education of excellence with integrity, is underpinned by values of Aspiration, Kindness and Resilience. We want to support students so that they develop their own well informed aspirations for their futures. We help our students understand how to flourish as young adults, with the resilience to adapt and be flexible while also helping others. We emphasise the need to be kind by looking after yourself, and through positive and productive personal relationships with others.

We encourage our staff, whatever their job, to play a part in this. This may be through classroom teaching, but role modelling good habits in these areas is something we expect of all our colleagues. As a result we have a cohesive staff body with a shared belief in the school's purpose, to develop thoughtful young people who can make a noticeably positive impact on society as a result of their education at Challoner's.





Our commitment to Diversity, Equity and Inclusion (DEI)



Diversity, Equity and Inclusion (DEI)

At Challoner's, we strive to create a safe environment where everyone feels they belong, and kindness, respect and equity inform everything we do. Our school is a rich and diverse community, so we must develop thinking and attitudes appropriate for the global society in which we live.

Our DEI charter is for current and prospective students and staff, as well as the wider community, to understand the commitments of our school in this vital area, and to outline the expectations of all members of the school community:

Our key commitments:

Maintain a positive ethos: We stand for an atmosphere of empathy, inclusion and respect that empowers all members of the community.

Commitment to curiosity: We will retain a curiosity about others in our diverse community; whilst also remaining tolerant of others who might make genuine mistakes along the way.

Accountability: We will accept responsibility for our actions and any negative impacts our comments and actions have upon those close to us and the wider community.

Stand strongly against discrimination: We will actively oppose any form of discrimination including the protected characteristics of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. This will be treated with the same protocols and rigour as other harmful acts.

Our DEI pledge:

Educate: Address problematic stereotypes and prevalent prejudices by showing each other how such intolerance directly affects individuals and society as a whole.

Encourage dialogue: Offer a safe space in which everyone can openly discuss issues they feel are important, share their own experiences and ask questions.

Set clear expectations: Make clear in the school's code of conduct that any form of prejudice and discrimination is unacceptable and detail the consequences. Breaches of these rules will be followed with swift action.

Promote diversity and inclusion: Encourage the celebration of diversity and sharing culture through activities that can be enjoyed by all.

Promote & empower upstanders: Encourage students and our whole school community to challenge intolerance and teach them how to support those affected by intolerance effectively.

Involve parents: Ensure that families are aware of the positive work being undertaken by school. Involve them in what students are learning and encourage them to reinforce the same messages in a more direct and personalised way at home.



DR CHALLONER'S GRAMMAR SCHOOL

ROLE PROFILE

Job Title

Assistant Headteacher – Astra Co-Principal (Teacher Development)

Job Purpose

To provide clear vision and direction for all stakeholders of the Astra TSH business unit. Lead and oversee the delivery of services including Appropriate Body (AB) provision, Early Career Teacher Programme (ECTP), National Professional Qualifications (NPQ) and other DfE-accredited training offers. Play a key role in the overall strategic development of the Astra Hub as an innovative, cohesive and effective educational organisation which provides an excellent service to Buckinghamshire.

Reports To

Headteacher

Direct Reports

Marketing and Events Manager
Appropriate Body and ECT Engagement Manager

Objective

- To ensure the Astra Teaching School Hub delivers a large scale and effective DfE-accredited teacher development provision across Buckinghamshire.
- To ensure Astra maintains effective partnerships with other organisations to help deliver a high quality Teaching School Hub service.
- To ensure opportunities to innovate and develop new best practice in the sphere of teacher development are evaluated and implemented appropriately.

Principal Responsibility Areas

A Leadership, Vision and Direction

B	DfE-Accredited Training including ECTP and NPQ
C	Appropriate Body
D	Quality assurance, evaluation and improvement planning
E	Leading and managing staff/Other

Key Tasks

A	Leadership, Vision and Direction
	In close collaboration with the Astra Co-Principal (Initial Teacher Training), CFSO and Headteacher, work:
A1	To ensure a clear vision for the Astra TSH is established, shared and sustained, in collaboration with the Astra Leadership Group (Headteacher, Chief Finance and Strategy Officer, 2 Astra Co-Principals), DCGS SLT & other appropriate leadership and governance groups
A2	To ensure that the Astra TSH vision is aligned with the local and national priorities
A3	To communicate the Astra TSH vision to all partner organisations and stakeholders
A4	To attend DCGS SLT on a half termly basis
A5	To oversee the various leadership and management groups responsible for Astra's affairs
A6	To liaise with and report to the DCGS governing body Astra Committee
A7	To liaise with all partner schools, lead delivery partners, the local authority and other relevant organisations as necessary
A8	To liaise with nominated representatives at the Teaching School Council and DfE, as necessary and attend appropriate training and support sessions
A9	To agree annual KPI targets in liaison with the Accounting Officer and Chief Financial Strategy Officer and report to the DfE on progress against these targets
A10	To take fiscal responsibility for the Astra TSH business unit, including: <ul style="list-style-type: none"> To liaise with the Accounting Officer and Chief Financial and Strategy Office in setting budgets at the start of year. To liaise with the Chief Financial and Strategy Officer regarding new contracts required for service delivery. To liaise with the Chief Financial and Strategy Officer regarding the management and deployment of start up and core TSH funding. To review and amend existing contracts annually for Chief Financial and Strategy Officer review To authorise spending on marketing and staffing within approved budgets, and To meet agreed recruitment targets to each area of the business unit, liaising with the Accounting Officer and the Chief Financial and Strategic Officer as needed
A11	To identify and critically evaluate the benefit of new opportunities available to Astra, and to effectively manage associated growth phases
A12	To make recommendations to the Accounting Officer and Chief Financial and Strategy Officer regarding the staffing structure required to meet Astra's objectives.
B	DfE accredited training, including ECTP and NPQ
B1	To take lead responsibility as Delivery Partner for the chosen Lead Provider(s) across all DfE-accredited training programmes
B2	To publicise and recruit to all DfE-accredited training programmes across Buckinghamshire, liaising with the chosen Lead Provider(s) and utilising the data management system to track take up and participation

B3	To plan and organise the facilitation of training events and conferences associated with the DfE-accredited training programmes, deploying facilitators and other designated staff appropriately
B4	To lead on communications with participants in liaison with the chosen Lead Provider(s)
B5	To lead a rigorous programme of quality assurance of programmes in liaison with the chosen Lead Provider(s), as well as responding to feedback from participants
C	Appropriate Body
C1	To publicise and recruit to the Astra Appropriate Body service across Buckinghamshire and, if appropriate, beyond
C2	To oversee the process of onboarding ECTs and liaising with the Department for Education to confirm or deny successful induction according to the Teachers' Standards and Statutory Guidance for Appropriate Bodies
C3	To liaise with ECTs and their schools regarding any reduced or extended induction periods and ensure compliance with DfE statutory regulations
C4	To organise appropriate quality assurance visits and monitoring visits, including troubleshooting and responding to any issues raised following submission of the ECT reports
C5	To organise and participate in the review of ECT reports
C6	To provide training for Induction Tutors in order to ensure high quality of report submissions and understanding of the appropriate requirements, as laid out in the Statutory Guidance for Appropriate Bodies
C7	To review and update the website, handbook and other paperwork to ensure information for ECTs and their schools is clear and up-to-date
C8	To oversee and participate in a rigorous programme of quality assurance to ensure that schools choosing to deliver their own Early Career Training Programme are based on the ITTECF
C9	Manage and deploy Appropriate Body Advisors for quality assurance visits and reviewing of ECT reports as required
D	Quality assurance, evaluation and improvement planning
D1	To contribute to a robust process of quality assurance which ensures consistency throughout the partnership
D2	To quality assure the provision offered by partner schools
D3	To handle any relevant complaints according to the Astra complaints process
D4	To proactively identify opportunities for improvement and innovation within Astra
E	Leading and managing staff/Other
E1	To act as the line manager for nominated staff within Astra
E2	To act as a team leader in managing the performance of Astra staff as set out in the school's Appraisal Policy
E3	To lead the recruitment of Astra staff as required
E4	To lead the recruitment, training, deployment and quality assurance of Astra facilitators and advisors
E5	To support the wider life of the school, including teaching
E6	Undertake any other reasonable task required by the Headteacher or Line Manager.

Person Specification



ASSISTANT HEADTEACHER – ASTRA CO-PRINCIPAL (TEACHER DEVELOPMENT)

At DCGS we want to employ people who share our desire to deliver the best experience and outcomes for our students. This person specification is designed to show the personal and professional characteristics that we would like to see in a successful applicant for this post.

	ESSENTIAL	DESIRABLE	EVIDENCE
Qualifications			
A strong academic background and a track record of successful teaching up to A level	Y		Application, Certificates
Qualified Teacher Status	Y		Application, Certificates
Evidence of commitment to further study and professional development	Y		Application, Certificates
A higher degree or qualification in educational leadership		Y	Application, Certificates
Previous work experience			
Practical experience of developing and evaluating innovative learning strategies		Y	Application, Interview, Reference
Experience of managing change in a whole school context		Y	Application, Interview, Reference
Experience of mentoring or coaching other colleagues	Y		Application, Interview, Reference
Professional skills, abilities and knowledge			
A clear understanding of research and practice in learning and teaching	Y		Application, Interview
Understanding of teacher professional development pathways	Y		Application, Interview
A high level of written and oral communication skills	Y		Application, Interview
A high level of personal ICT competence	Y		Application, Interview, Reference
Knowledge and understanding of education and school systems locally and nationally	Y		Application, Interview

Knowledge and experience of safeguarding and child protection issues	Y		Application, Interview
Ability to plan and prioritise work to manage competing demands	Y		Application, Interview
People management skills and experience			
Excellent communication skills, both verbally and written, in order to communicate effectively with individuals from a range of contexts	Y		Application, Interview, Reference
Ability to lead, manage and develop a team of staff, leading by example with integrity, kindness and resilience drawing on individual and group skills and expertise	Y		Application, Interview
Evidence of ability to build good working relationships	Y		Interview, Reference
Ability to act as a positive role model for staff and students	Y		Interview
Other Personal qualities			
Ability to think creatively to develop, implement and evaluate new ideas	Y		Interview
Strong personal 'presence'	Y		Interview, Reference
The potential and aspiration to proceed to more senior positions in due course	Y		Interview
Ability to work with minimal supervision and to handle competing demands and deadlines effectively	Y		Interview
The capacity to be reflective and self-critical	Y		Interview
The ability to use time and resources in a disciplined and effective manner to complete projects	Y		Interview
A full clean driving licence and the use of a car	Y		Application, Interview
Commitment to uphold the school's Child Protection Policy	Y		Interview
Commitment to equity, diversity and inclusion	Y		Interview
Commitment to continued professional development	Y		Interview
Willingness to contribute to the wider life of the school, including aspects of leadership	Y		Interview
Commitment to the school's values of aspiration, kindness and resilience	Y		Interview

Making an application



The purpose of the selection process is to assess your suitability for the post and give both the panel and yourself an opportunity to gain further information before making a successful appointment. It is also an opportunity to seek clarification on information which you have provided on the application form and accompanying information. As this post holder will be working in regulated activity and will have contact with children, the interview will also assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.

How to apply

To apply for this position, you will need to complete an application form, which can be found on the Vacancies page of our website, or via the My New Term website.

Please note that only fully completed application forms will be considered. CVs will not be included in the short-listing process

Short-listing

Applications will be assessed based on the information provided on the application form; only those best fulfilling the criteria for the role and the person specification will be short-listed.

Subject to the number of applications, short-listing may take place before the deadline for applications has passed.

If you have not heard from us within three weeks of the closing date, you can assume that your application is not being progressed on this occasion.

Interview

Short-listed candidates will be interviewed initially informally by a member of the senior team.

Candidates will also be given a tour of the School, and there will be a chance to meet members of the department informally over lunch or coffee.

The interview will also include a lesson sample for teachers or administration task for support staff.

Selected candidates will then be formally interviewed by the Head and other members of the School management team.

(Teachers) Sample Lesson

Teaching candidates invited to interview in person will be expected to prepare and deliver a sample lesson of one hour, which will be observed by the Head of Department or Subject Leader. Details of the material to be covered will be sent in advance.

Candidates are advised to avoid trying to cover too much in the lesson, but to have enough material to fill the time available: pupils at the school are of differing degrees of high ability and will expect to be involved in lessons that challenges them.

As part of our safer recruitment process please find here links to our Child Protection Policy, Safeguarding Statement and Recruitment of Ex-offenders Policy.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore the amendments to the Exceptions Order 1975 (2013 and 2020) provide that certain spent convictions and cautions are 'protected', are not subject to disclosure and cannot be taken into account. Further information about filtering offences can be found at DBS filtering guide. It is an offence for any applicant to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

In accordance with Keeping Children Safe In Education (KCSIE) guidance, we will conduct online searches to research information on shortlisted candidates, to determine suitability to work with children and keep them safe. This is not part of the shortlisting process; if there are any findings of concern, you will be given the opportunity to address them at interview.

DR CHALLONER'S GRAMMAR SCHOOL



PURPOSE AND VALUES

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This shared mission involves our whole community: staff, parents, governors, and students. By working together, we aim to shape a better future, one where our students make meaningful contributions as leaders in society, guided by their values and strengths.

All our staff are committed to preparing our students to flourish personally and professionally in adult life. To achieve this, we foster a rigorous school culture focused on two pillars: excellent learning & teaching and deep character development. Through this we ensure students gain the knowledge, understanding, and skills needed to succeed, while also helping them develop resilience, empathy, and a clear sense of purpose.



DCGS Learning and Teaching Purpose

The classroom culture at DCGS is consistently positive and inclusive, with staff upholding the highest expectations for every student, without exception. This is reflected in learners who actively engage, build expertise, and show strong motivation across all areas of their learning.

DCGS Character Development Purpose

DCGS students develop into young adults with a sense of belonging, purpose and contribution, and an understanding of themselves and others. They demonstrate this through aspirations to use their education wisely and kindly, whilst understanding how they can flourish and feel personally fulfilled.

Dr Challoner's Grammar School, Chesham Road, Amersham, Buckinghamshire HP6 5HA

Headteacher: Mr D Atkinson Email: admin@challoners.com

General Enquiries: 01494 787500 Web: www.challoners.com