



**PARK HIGH  
SCHOOL  
APPOINTMENT OF  
ASSISTANT  
HEADTEACHER -  
KEY STAGE 3, STUDENT  
LEADERSHIP, REWARDS  
AND RECOGNITION**

**CANDIDATE  
INFORMATION  
PACK**



## Appointment for September 2026

Permanent, Full Time, Outer London Pay Scale L14-L18

Disclosure Level: Enhanced

Closing date: Monday 20<sup>th</sup> April, 9.30am

For further details and an application form, [click here](#).

An early application is advised as we reserve the right to close the vacancy early if sufficient suitable applications are received.

If you are interested in learning more about the school and the role, we invite to contact us to book a time to visit.

### Thank you for your interest in working at Park High School

This is a fantastic opportunity to join a dynamic and high-performing senior leadership team. Park High is entering an exciting new chapter with the appointment of a new Headteacher from September 2026. We are seeking an inspirational and driven Assistant Headteacher to help shape the future direction of the school and motivate both students and staff to achieve their full potential.

Park High is a school of Character and Opportunity, where students achieve academic excellence and are supported to develop their strengths and discover their passions. Visitors frequently note the caring and harmonious ethos, which empowers students to be themselves. High standards and aspirations from day one allow every student to flourish both academically and personally throughout their seven years with us.

We are seeking an exceptional leader who is ambitious for every child and committed to ensuring all students continue to thrive and succeed. You will believe in our school vision and ethos, embodying the values that are deeply embedded in our culture. You will drive a culture of high achievement and inclusivity. This is an important role, offering the opportunity to shape the future of our school, strengthen our reputation and support a dedicated team towards continued success.

If you are passionate about making a lasting impact and have the experience and ambition to join the leadership team of a thriving school community, we would love to hear from you.

#### We can offer

- A dynamic, innovative learning environment focused on challenge and engagement.
- An award-winning school with a strong reputation for excellence locally and nationally.
- A genuine commitment to the well-being of all staff and students.
- Outstanding academic outcomes, including a highly positive Progress 8 score and zero NEETs.
- Students who are motivated, well-behaved and eager to learn.
- A collaborative, enthusiastic team dedicated to professional growth and success.
- An experienced and supportive Governing Body working in partnership to achieve the school's vision.



**“Pupils are grateful for all the opportunities the school provides for them to develop their confidence, talents and interests.”**  
**Ofsted, 2024**



"Students see this as their school and are keen to have an influence in how it is improved further."

Teacher

## About Park High School

Park High School is an 11-18 mixed multi-ethnic comprehensive school of 1,476 students, situated in the London Borough of Harrow. We proudly boast very high achievement levels and excellent facilities, with our latest Ofsted review rating us as 'Good' in all areas.

We have a deeply held set of school Character Values, which is underpinned by our school Ethos: *Investing in each other to be the very best we can be.*

Our school's story began on 29<sup>th</sup> August 1939, as two schools – Chandos Girls School and Chandos Boys School. Both schools opened, and then promptly shut less than a week later as Prime Minister Chamberlain declared war on Germany and announced that all schools should close. We reopened on 23<sup>rd</sup> October 1939 with limited numbers and many lessons being held in Anderson shelters to protect from air raids.

Chandos Girls School and Chandos Boys School continued to co-exist and provide education until 1974, when they were amalgamated and became Park High School.

Throughout our school's journey, we have always been on the lookout for opportunities to embrace change and deliver the very best educational opportunities for our students. In 2007, we welcomed our first sixth form students, becoming a member of the Harrow Collegiate Alliance in 2009. In 2010, Harrow joined other boroughs across the country in removing middle schools, and enrolling our first Year 7 students. In 2011 we converted to an Academy status.

This drive to challenge ourselves and continually improve has been recognised through numerous awards in recent years. The Association for Character Education recognised us as a School of Character, for how our values are central to the culture we build within the school community; Arts Council England presented us with the Artsmark Gold Award for our commitment to diverse arts and cultural opportunities; and we achieved the Bronze Equalities Award for fostering a culture of genuine equality, diversity and inclusion. These are all a powerful testament to the hard work of our staff and dedication of our students.

Furthermore, we take inclusion seriously and know that students thrive when they learn in a happy and supportive environment. We are committed to ensuring that everyone feels valued, cared for and empowered. We have a strong support network to address students' needs, including dedicated pastoral teams for every year group and a Student Services Team.

Students have access to SEND support, Mental Health and Wellbeing services, as well as a range of opportunities that include Speech and Language Therapy, Equine Therapy, Forest School, and much more. We make sure we can cater for the needs of all our students.

Additionally, we have partnered with Challenge Partners – a national partnership of schools and trusts focused on tackling inequality within education. In particular, we work closely with Chrysalis Hub who support us in training and bespoke programmes for whole school improvements.

We are proud of our school's journey, and our recent academic and pastoral successes confirm that we are able to achieve great success while recognising we are always able to push ourselves further. We now look forward to the next chapter in our story, building on these successes and continuing to set high standards for our students and ourselves.



**“Staff feel well supported and value the opportunities they have to develop professionally.”**  
**Ofsted, 2024**

## **Curriculum, Staffing and Resources**

Park High School is a vibrant, high-achieving community with 150 dedicated staff, a low rate of staff turnover and a budget of nearly £13 million which is supported by an appropriate level of reserves.

We have recently upgraded IT facilities throughout the school, to ensure that teaching and learning are enhanced by modern technology – such as interactive touch screen boards in every classroom. We have also recently renovated our Quad, creating an outdoor space suitable for recreation and learning all year round.

Following our latest Ofsted review in October 2024, we are proud to have achieved ‘Good’ ratings across all areas, reflecting our commitment to excellence. We enjoy a strong reputation locally, with excellent links to primary feeder schools and other local secondary schools, and we are supported by an experienced and engaged Governing Body.

We boast a strong and highly collaborative Senior Leadership Team, and with minimal staff vacancies, we offer stability and continuity for staff and students alike. Our oversubscribed Sixth Form College predominantly recruits from our own Year 11 students, demonstrating that our students are happy and achieve well, and families have trust and confidence in our school.

Our students receive tailored guidance from our full-time team of Careers and Employability Advisors, ensuring they leave school equipped with skills and confidence to achieve success and fulfilment in the world of work.

### **Student Population:**

1,476 (1,256 at KS3-KS4; 220 at KS5)

### **SEND:**

Student services provide students with additional learning support, help students with English as an Additional Language, provide mental health and wellbeing services and more. Additionally, our SENCO is the chair of the Harrow SENCO Forum, and sits on the local advisory board.

# The Park Way of Teaching and Learning

To ensure all our classes are up to the highest standards, and students and teachers know what is expected of them, we developed the 'Park Way' of teaching. This was one of the key mechanisms we put in place to improve our teaching and learning offerings and raise our Ofsted ratings in this area.

A key part of The Park Way are **The 5 Cs**:

## 1. Creativity & Challenge

- Lessons should be planned to impart new knowledge, stimulate the student's intellectual curiosity, and create a lifelong love for learning through creative teaching.
- New knowledge should be delivered with clarity and in manageable chunks.
- Set a range of challenging (not extension) tasks which extend and deepen learning.

## 2. Checking for understanding

- Make sure that students have a clear understanding of what success looks like through modelling strategies, e.g. I do - We do - You do.
- Actively use effective formative assessment to check for understanding; encourage all students to think; demonstrate knowledge; and inform teaching. For example, cold calling, whole class and higher order targeted questioning.
- Ensure that students receive specific and timely feedback that promotes progress and to which they respond in green pen.

## 3. Communication

- Ensure that students' literacy is addressed, whether in written communication or developing their oracy.

## 4. Context

- Lessons should be inclusive and accessible to all students, taking into consideration individual learner needs and context.
- Effective deployment of support staff to support students' progress, based on expert knowledge of their needs.

## 5. Character

- Promote the Park High Character virtues: Integrity, Resilience, Curiosity, Compassion & Teamwork.



**“The ‘Park Way’ is embedded. Students know their learning routines. They behave very well and are respectful.”**

**Challenge Partners, 2024**



**“The School encourages all students to be their best and have aspirations and goals for the future. We have an amazing offer of extra curricular activities for students to participate in.”**

**Teacher**



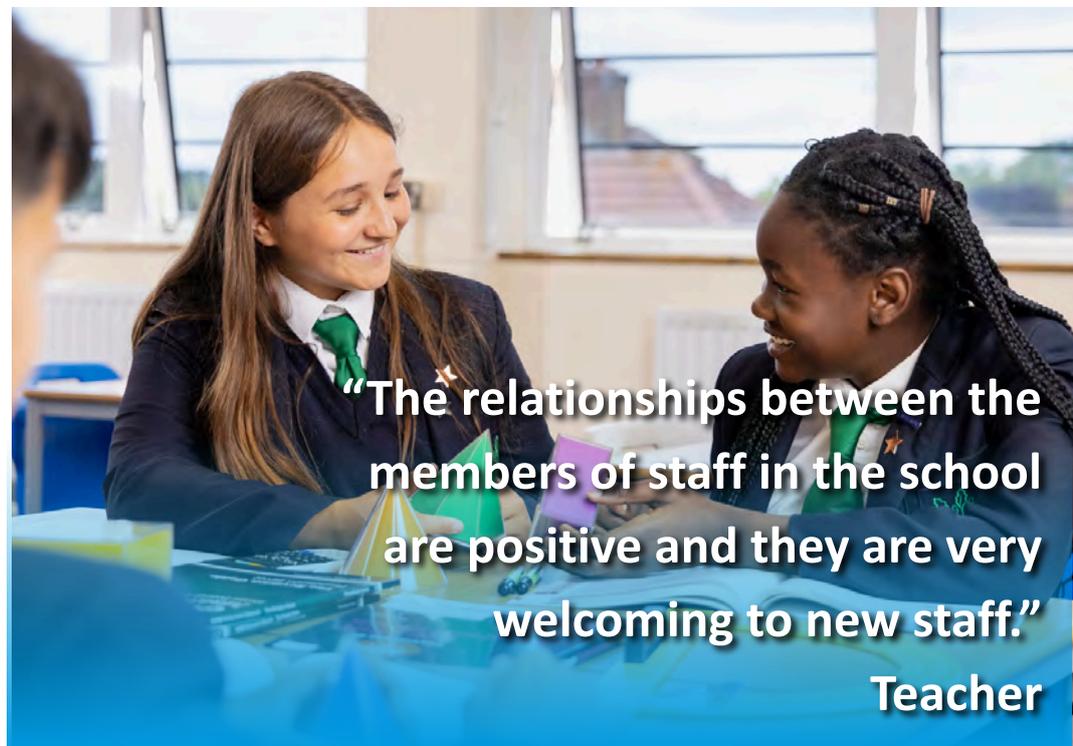
**“It taught me to be the best version of myself.”**

**Student**



**“It brings people with different backgrounds and opinions together, and gives us a safe place to coexist.”**

**Student**



**“The relationships between the members of staff in the school are positive and they are very welcoming to new staff.”**

**Teacher**



**“I enjoy having shoutouts and Celebration Assemblies to reward students who have done well.”**

**Student**



**“Teachers and support staff are dedicated to our students.”**

**Teacher**

## Assistant Headteacher Job Description

*This job description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment of Teachers contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.*

**Responsible to:** Deputy Headteacher

**Responsible for:** Key Stage 3, Heads of Year

### Main Responsibilities:

- To support and assist the Headteacher and Deputy Headteachers in providing dynamic and professional leadership for the school, ensuring high quality education for all students and high quality professional learning for all teaching staff.
- To provide strategic leadership, under the direction of the Headteacher, in formulating the aims and objectives of the school.
- Establishing the policies through which they will be achieved, managing staff and resources to achieve the aims and objectives of the school and monitoring progress towards their achievement.

### Whole-School Leadership:

- To provide strategic leadership and oversight of Key Stage 3, ensuring all policies and practices are underpinned by the vision, ethos, and culture of the school. This includes academic, pastoral and behaviour systems, ensuring they are effective in inspiring and sustaining the highest standards of student academic outcomes, behaviour, and attitudes to learning.
- To work in collaboration with those responsible for DA, SEND and otherwise vulnerable students to develop inclusive and adaptive practices for all students.
- Make a proactive contribution to whole-school self-evaluation, improvement planning and the ongoing development of a high-performance culture.

### Leadership of Key Stage 3:

- To lead the team of Key Stage 3 Heads of Year and Form Tutors, providing coaching, direction, and supporting the delivery of high-quality professional development.
- To work with the Deputy Headteacher and other Key Stage leads to ensure high standards of behaviour and safety across Key Stage 3.
- To collaborate with the AHT for Assessment and Data to ensure effective use of data to monitor, track and improve academic, pastoral and behavioural standards.
- To support Key Stage 3 Heads of Year in promoting Review Days for reflection and target setting.
- To report Key Stage 3 performance to Senior Leadership and Governors as part of the evaluation and reporting cycle, focusing on the impact.
- To work with relevant staff to identify at risk cohorts in Key Stage 3 (vulnerable students, disadvantaged, underachievement, attendance and behaviour) and to plan effective programmes of support and intervention.



**“The school believes that the entitlement should be the same for all pupils and has high expectations for all within their community. All staff are seen as leaders of inclusion.”**  
Challenge Partners, 2025

- To lead the transition and induction process for Year 7 in conjunction with the Deputy Headteacher and Headteacher.
- To work in collaboration with the Key Stage 4 lead to support Key Stage 3 students in preparation for their Key Stage 4 experience.

### **Assemblies, Culture & Ethos:**

- To lead and contribute to a high-quality, values-driven programme of assemblies and tutor time activities, that support all students to belong, achieve and thrive.
- To have strategic oversight of assemblies in collaboration with senior leaders to reinforce whole-school priorities, character education and a strong sense of community.
- To oversee the tutor time programme for, ensuring its content is purposeful, progressive and aligned with whole-school priorities such as literacy, oracy, wellbeing and personal development.

### **Student Leadership:**

- To provide strategic leadership for the continued development, embedding and evaluation of the House System as a key driver of student involvement, identity and belonging.
- To coordinate the four student Heads of House, overseeing agendas, chairing meetings, developing their leadership skills and ensuring actions impact the wider school community.
- To oversee, quality-assure and expand inter-house competitions, ensuring a broad and inclusive programme encompassing sport, academia, the arts, community engagement and character development
- To have strategic oversight of a whole-school Student Leadership Framework.
- To ensure student voice is systematically gathered, analysed and acted upon, feeding directly into school improvement processes.

### **Student Recognition and Rewards:**

- To lead the strategic development and evaluation of the school's rewards and recognition systems, ensuring they are motivational, inclusive, consistent and aligned with the school's values.
- To monitor the impact of rewards on behaviour, engagement and attitudes to learning; adjust approaches based on data, feedback and best practice.
- To work with Key Stage Leads and other relevant staff to take a lead role in ensuring an effective programme of assemblies and the tutor time programme.
- To lead on the design, quality assurance and delivery of celebration assemblies, ensuring they reflect whole-school expectations and celebrate a diverse range of achievements.
- To ensure achievements are regularly communicated to students, staff, parents and governors through various channels including assemblies, displays, newsletters, the website and the Student Bulletin.
- To develop systems to ensure consistency of reward use across staff, supporting training and guidance where needed.



**“Pupils say this is a place where everyone is welcomed and included. They are proud of the diversity at the school and how differences are celebrated.”**  
**Ofsted, 2024**

## **In Addition, to Assist the Headteacher by:**

- Leading by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff.
- Securing a climate for the exemplary behaviour of students.
- Setting expectations for high academic standards within and beyond Park High School, recognising differences and respecting cultural diversity

## **Qualities and Knowledge:**

- Holding and articulating clear values and moral purpose, focused on providing a world-class education for our students.
- Demonstrating optimistic personal behaviour, positive relationships and attitudes towards our students and staff, and towards parents, governors, and members of the local community.
- Leading by example; with integrity, creativity, resilience, and clarity, drawing on their own scholarship, expertise, and skills, and that of those around them.
- Sustaining wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursuing continuous professional development.
- Communicating compellingly the school's vision and driving the strategic leadership, empowering all students and staff to thrive.

## **Students and Staff**

- Demanding ambitious standards for all students, overcoming disadvantage, and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
- Securing excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' wellbeing.
- Establishing an educational culture of 'open classrooms' as a basis for sharing effective practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identifying emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Holding staff to account for their professional conduct and practice.

## **Systems and Process:**

- Ensuring that the school's systems, organisation, and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity, and probity.
- Providing a safe, calm, and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.

## Supporting the Improving School System:

- Helping to create an outward-facing school which works with other schools and organisations, in a climate of mutual challenge, to champion best practice and secure excellent achievements for all students.
- Developing effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
- Challenging educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research.
- Shaping the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Inspiring and influencing others, within and beyond the school, to believe in the fundamental importance of education in young people's lives and to promote the value of education.



**“As an Artsmark School, Park High is offering a broad, ambitious, and creative curriculum that builds character, resilience, and lifelong skills.”**  
**Arts Council England, 2024**

## Personal Specification - Assistant Headteacher

### Qualifications

- Degree and teaching qualification.
- NPQSL or undertaking NPQSL.
- Strong track record of further professional development in the last two years and evidence of impact.

### Experience

- Evidence of clear impact on student outcomes over time.
- Effective implementation of strategies and initiatives as a senior leader or experienced middle leader.
- Recent evidence of impact in relation to teaching and learning.
- Evidence of applying effective strategies to support students with challenging behaviour through proactive, relational, and inclusive approaches.
- Evidence of being able to lead, motivate and challenge to deliver improvement.
- An understanding of working with data at a strategic level to support school improvement.
- Demonstrate excellent and sustained leadership of a curriculum team.
- Proven ability to set and maintain high expectations for behaviour, ethos and culture across the student body

### Skills, ability, knowledge

- Clear knowledge and understanding of educational thinking.
- Knowledge of the most effective approaches to curriculum assessment and pedagogy.
- Understanding of effective staff development.
- Knowledge and understanding of the Ofsted toolkit.
- Experience of aspects of school operations and processes beyond current role.
- The skills and ability to take people with you when implementing change.
- The ability to implement strategies effectively, monitor progress, adapt and refine to ensure maximum positive impact.

### Personal qualities

- Highly developed interpersonal skills.
- Personal values and principles which align with those of the school, and which firmly place the needs of all our students at the heart of decision making.
- Team player who will work collegiately within our high performing senior leadership team.
- A willingness to listen to and learn from and with others.
- Resilient and compassionate understanding the balance between challenge and support.
- Self-aware.
- Ability to think analytically and creatively, with the initiative to problem solve.

## Staff Benefits

At Park High School, we recognise that our employees are our greatest asset, and we take pride in offering a comprehensive range of benefits designed to support your wellbeing, professional development and work-life balance:

- Teacher Pension Scheme with an employer contribution of at least 28.68%.
- Paid lunchtime duties with a free lunch
- Comprehensive CPD programme
- Own laptop for all teaching staff
- Comprehensive support and mentoring programme for ECTs
- Collaboration with local high schools
- Cycle to work scheme
- Staff wellbeing and counselling service
- Annual Staff Voice

## Staff Development

Park High School recognises that its staff are our greatest resource and so we invest time and effort into everyone's professional development. We offer an extensive programme of professional development, which offers a whole range of opportunities for colleagues to develop their potential within and beyond Park High School. Recent visitors to our in-house offer include Ross Morrison McGill, Isabella Wallace and Martijn Van der Spool. Professional development underpins all our work.

Staff development is highly regarded and we have strong partnerships with universities and other higher education institutions and we actively support our staff in pursuing Master's and other higher qualifications.

## Equal Opportunity

We are an equal opportunities employer, recently achieving the Bronze Equalities Award by EqualTeach in recognition of our commitment to equality of opportunity and to providing a service and following practices which are free from unfair and unlawful discrimination.

The aim of this policy is to ensure that no person receives less favourable treatment on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation, or is disadvantaged by conditions or requirements which cannot be shown to be relevant to performance. It seeks also to ensure that no person is victimised or subjected to any form of bullying or harassment.

## Safeguarding

The school is committed towards safeguarding and promoting the welfare of all pupils and young people under the age of 18. This commitment includes:

- preventing maltreatment and/or abuse
- preventing their health or development being detrimentally impacted
- providing safe and effective care in School
- taking positive action to enable each pupil to succeed.

We recognise that the treatment of a pupil during their learning years can have a significant impact on their future. Every member of the school, from governors to support staff, has a role to play in providing pupils with the best possible grounding for their personal and educational development.

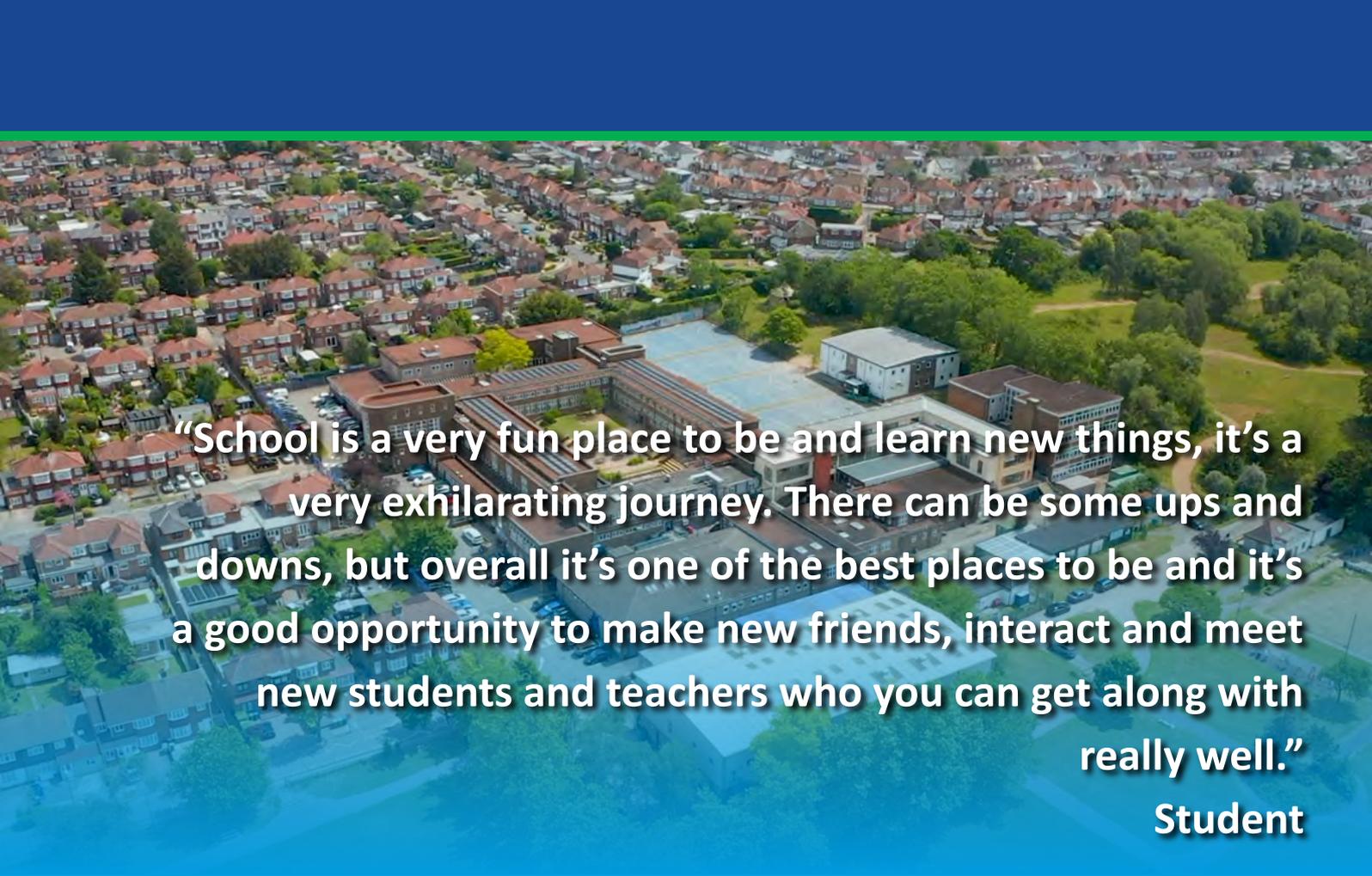
We are committed towards implementing a high standard of behaviour and conduct within our school. This policy applies to every member of staff working or volunteering within the school.

*The school is committed to safeguarding and promoting the welfare of children and young people, and the successful applicant must provide satisfactory references and will be subject to an enhanced Disclosure and Barring Service check.*



**“Pupils are kept safe.  
They can identify trusted  
adults and know who to  
go to for help if they  
need it.”**

**Ofsted, 2024**



**“School is a very fun place to be and learn new things, it’s a very exhilarating journey. There can be some ups and downs, but overall it’s one of the best places to be and it’s a good opportunity to make new friends, interact and meet new students and teachers who you can get along with really well.”**

**Student**

## Getting Here

**Park High School, Thistlecroft Gardens, Stanmore, Middlesex, HA7 1PL**

### By Car

If you are visiting the school, please confirm if you are travelling by car so that parking can be arranged. You may also park on the surrounding roads, but please be mindful of our neighbours.

We operate a one-way system so please approach the school via Burnell Gardens and exit via Thistlecroft Gardens.

Please note Harrow Council have introduced ANPR cameras at the beginning of Burnell Gardens and Thistlecroft Gardens, the restrictions are in place from **8.15am to 9.15am and 2.30pm to 3.30pm.**

### By Tube

Canons Park on the Jubilee Line is the nearest tube station with a 20 minute walk to the school, or take the No. 79 bus towards Alperton).

### By Bus

79 bus to Honeypot Lane (Wigton Gardens)

324 bus (Hail&Ride) to Culver Grove

114 bus to Streatfield Road (Kenmore Road)

186 bus to Wemborough Road (Abercorn Road)

*All followed by a 5-minute walk*



**Park High School**

Thistlecroft Gardens  
Stanmore, HA7 1PL

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