



JOHN HAMPDEN GRAMMAR SCHOOL

HEADTEACHER

APPLICATION PACK



JOHN HAMPDEN
GRAMMAR SCHOOL

Quit Ye Like Men

WELCOME FROM THE CHAIR OF GOVERNORS

Thank you for considering an application to lead our school, John Hampden Grammar School. Our current Headteacher, Miss Hartley, is retiring after an outstanding decade in the role. She herself joined after her predecessor had spent 16 years at JHGS. We consider this stability and continuity one of the hallmarks of our success.

The Governors, staff, parents and the students themselves are, I believe, rightly proud of John Hampden. We take pride in its pursuit of academic excellence; but even more than this, in its values. The school seeks to attract students from *all* backgrounds and to provide them with the support which will allow them to thrive as individuals; in the terminology of the school to #BeMore.

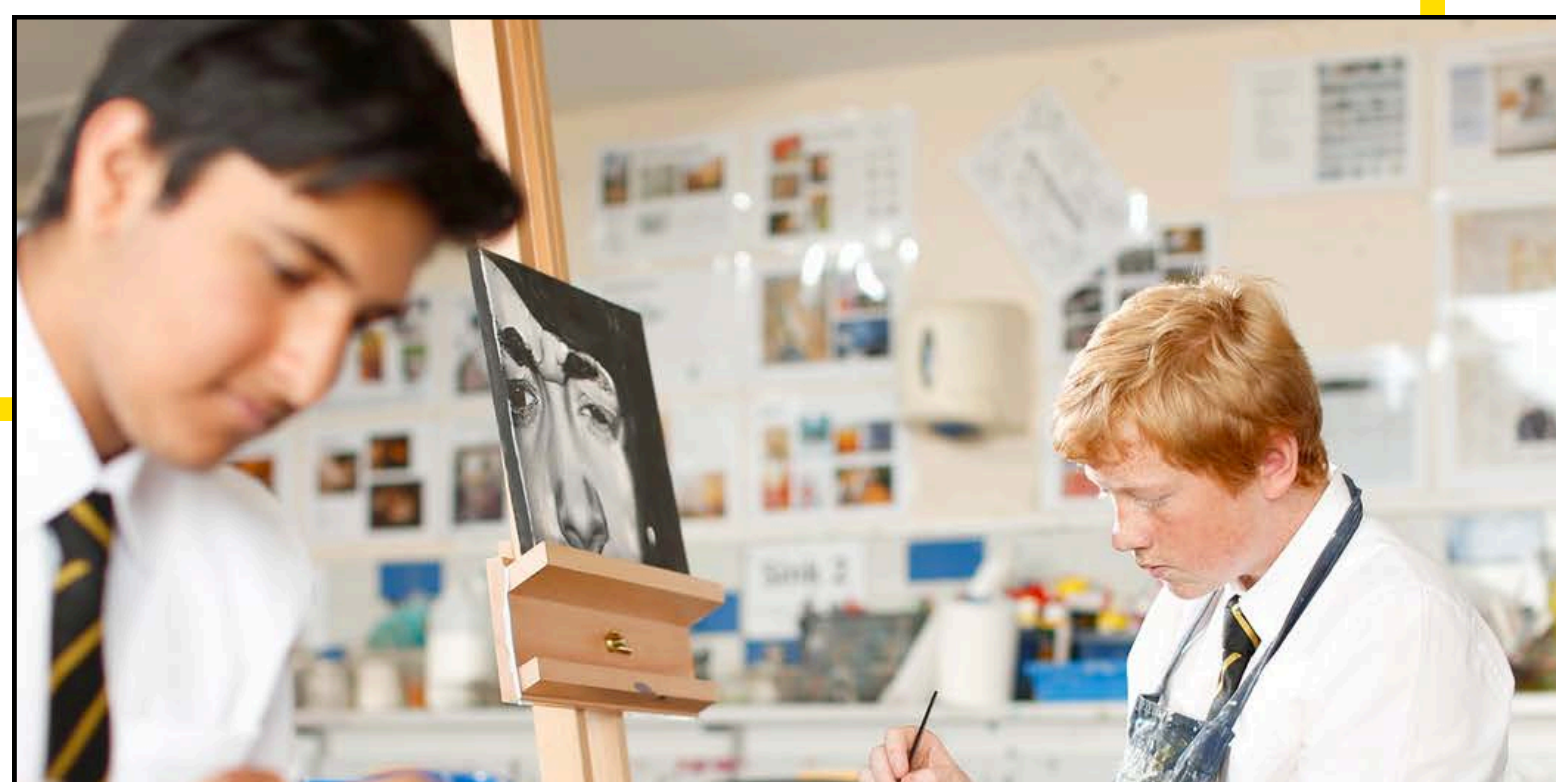
Ofsted (September 2022) categorised JHGS as Outstanding in all categories and highlighted not just the excellent academic results that our boys achieve, but their character. Students enjoy a rich programme of extra-curricular activities. The boys have told me that there is 'something for everyone', whether their individual strength lies in sport, the arts, public speaking, chess, or whatever....every boy can find his own fulfilment. We are very aware of the challenges that boys and young men can face in understanding their place in society and we support them every step of the way. This year the Head Boy Team and Senior Prefects have devised a Positive Masculinity course which they have delivered to Year 9 students. I believe that the school is doing a great job in equipping our young men to be kind, involved and resilient.

Just as we want our students to be ambitious, we remain ambitious as a school. We think John Hampden is an outstanding school indeed, but we will never allow ourselves any complacency. The next leader will find the whole school community open to new ideas and we have a thirst for constant improvement.

When you walk into John Hampden you will feel it's a welcoming, caring community and you will find everyone to be engaged, hard-working, enthusiastic and happy.

I look forward to reading your application.

Mr Peter Phippen
Chair of Governors



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ABOUT THE SCHOOL

OUR VALUES AND MISSION:

JHGS is an outstanding boys grammar school in High Wycombe. We have 1282 inspirational students on roll including 353 in the Sixth Form. Our values are summed up in the school motto "Quit Ye Like Men" but this doesn't mean we're a macho environment, far from it. For us "Quit Ye Like Men" means:

- to be aware of your actions
- to follow your principles
- to be courageous and strong
- to act with love

Our mission is for everyone at JHGS to **#BeMore** which we define as being:

- Knowledgeable
- Ambitious
- Independent
- Kind
- Involved
- Resilient

OUR COMMUNITY:

Admission to JHGS is via the Bucks Secondary Transfer test, taken in the autumn term of Year 6. We have 70 members of teaching staff (FTE) and 58 members of support staff (FTE). The JHGS community is a strong one. We work together, helping each other to be the best we can be. The staff at JHGS are exceptional; everyone is highly professional, caring and considerate which is why we achieve excellent exam results within a very supportive pastoral environment. The school is a Single Academy Trust. The Governors draw on their experience to work alongside the Senior Leadership Team to continuously develop the school.

Our parents are very supportive and endorse the school's values and mission. They attend parents evenings, enjoy sporting fixtures, concerts and productions and above all work in partnership with the staff for the benefit of their sons. Finally the boys are great fun to work with and be around! They are the best ambassadors for JHGS.



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THE CURRICULUM AND RESULTS:

We have a 2 year KS3 programme and a 3 year GCSE programme. All students do 10 GCSEs including a Modern Foreign Language and triple Science. GCSE Option subjects are: History, Geography, RS, Computer Science, Business Studies, Music, PE, Art, Design Technology, Food and Nutrition and Drama.

We offer 26 A-levels, Core Maths, EPQ and AS French, German and Spanish at KS5. The highly experienced Learning Support Team work closely with the teachers, enabling all students to complete their GCSEs and A-levels.

GCSE Results	2023/24 Exam Results	2024/25 Exam Results
Attainment 8	73.2	75.3
% 9-8 grades	44.2	39.1
% 9-7 grades	66.8	62.0
% 9-6 grades	84.2	83.9

A-level Results	2023/24 Exam Results	2024/25 Exam Results
% A*	15.3	16.6
% A*-A	41.4	43.3
% A*-B	72.9	75.1
% A*-C	88.2	90.7



DESTINATIONS:

We have a very high retention rate from Year 11 to Sixth Form. From Sixth Form the vast majority of students go on to study at University. Popular subjects are Business, Economics, Engineering and International Relations at Universities such as Oxford, Kings College, Imperial College London and Exeter. Growing numbers of students are choosing degree apprenticeships at top UK companies such as the BBC, Airbus, Deloitte, KPMG and Dyson.

ENRICHMENT OPPORTUNITIES FOR STUDENTS:

There are a huge range of extra curricular activities offered to the boys at lunchtime and afterschool. We are the 38th best state school in the country for Sport. The boys are involved at international, national, regional, county and local fixtures in the mainstream sports; football, rugby, hockey, athletics, cricket and tennis as well as sports such as squash, fencing and handball. Over 120 students have peripatetic music lessons and over 100 students take part in the annual house music competition. Each term we have the pleasure of watching boys perform in concerts and productions. The Duke of Edinburgh Award is offered at Bronze, Silver and Gold with boys and staff going to Buckingham Palace to collect awards. Lunchtimes are abuzz with clubs such as chess, debating, Ink (creative writing), Formula 1, NFL, Science Club and Business Tycoon. Staff give generously of their time to run these clubs ably assisted by many Sixth Form students.

YESTERDAY, TODAY, TOMORROW:

JHGS began as a Technical College over a hundred years ago and since then it hasn't stood still. We moved to our current site in 1966, became a Grammar school in 1970 and in 2021 we opened the Innovation Hub. Funded by a successful bid from the SSEF, the £4m investment in classrooms and Computer Suites provides excellent facilities for our innovators, entrepreneurs and problem solvers of the future. At the same time we built 2 more Science Labs and refurbished the Design Technology department. Currently we are expanding the Dining Room and shortly hope to build 2 further classrooms. This investment can happen due to the secure financial position of the school.

We work closely with the adjacent girls' grammar school, Wycombe High School, providing opportunities for our Sixth Form students to study some A-levels together as well as Wednesday afternoon enrichment sessions. Together we are also delivering an outreach programme to 10 local primary schools helping the children with their numeracy, literacy and social skills.



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WHAT OFSTED SAY:

Inspected in September 2022, JHGS is graded Outstanding in all categories. The full Ofsted report can be read [here](#).

HIGHLIGHTS OF THE REPORT SAY:

“Pupils and students are ambitious, confident, happy and kind.”

“Pupils and students behave exceptionally well and display exemplary character. Pupils get on with each other and with staff.”

“Leaders have designed a rich and ambitious curriculum for all year groups and for all pupils, including for those with special educational needs and/or disabilities (SEND).”

“Teachers are subject experts.”

“Pastoral care and inclusion are strengths.”

“Trustees know the school very well and have set the school’s clear vision. They hold leaders closely to account for standards, safeguarding, and staff development and well-being.”



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JOB DESCRIPTION

DETAILS OF THE POST

This permanent post becomes available from 1 September 2026.

MAIN PURPOSE

To provide inspirational and strategic leadership that empowers teachers and staff to deliver exceptional learning and personal development for all students. The Headteacher will build on the school's existing strengths, champion its values and lead the community with vision, compassion and integrity.

The role exists to ensure that the school continues to be a centre of excellence where academic achievement, personal wellbeing, mutual respect and cultural development are equally prioritised and celebrated.

The Headteacher will develop and implement effective policies and practices that realise the school's strategic objectives and ensure full compliance with statutory obligations in safeguarding, health and safety, employment and financial management. Through their leadership, the Headteacher will shape the next chapter of the school's success, inspiring both staff and students to achieve their highest potential.

KEY RESPONSIBILITIES

LEADERSHIP AND ETHOS

- Model the highest standards of professional conduct and integrity
- Inspire, motivate and challenge the school community to achieve excellence
- Promote a culture of respect, inclusion and shared responsibility
- Champion a passion for lifelong learning across the school

STRATEGIC PLANNING

- Work collaboratively with the governors to develop and communicate a clear strategic vision reflecting the values and aspirations of the school community
- Manage resources effectively and innovatively to achieve school priorities
- Ensure compliance with legislation, policies, and national initiatives
- Build and sustain partnerships within the wider educational community and with external agencies



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TEACHING, LEARNING AND CURRICULUM

- Lead the design, delivery and evaluation of a broad, rich and inclusive curriculum
- Secure consistently high standards of teaching, learning and assessment
- Encourage staff collaboration, innovation and continuous professional improvement
- Celebrate progress, achievement and personal development

STUDENT SUPPORT AND PERSONAL DEVELOPMENT

- Place safeguarding and student welfare at the heart of the school's work
- Ensure inclusive provision for students of all abilities, backgrounds and characteristics
- Promote high standards of behaviour, attendance and engagement
- Encourage participation in wider curricular, cultural and enrichment opportunities

MANAGEMENT AND DEVELOPMENT OF STAFF

- Recruit, support, develop and retain high-quality staff
- Provide robust systems for professional development, appraisal and performance management
- Promote a culture of teamwork, accountability and shared leadership
- Address under-performance constructively and fairly

GOVERNANCE, ACCOUNTABILITY AND PARTNERSHIPS

- Work successfully with governors, recognising their strategic role as a critical friend and appreciating their responsibilities to hold the Headteacher and leadership group to account
- Ensure effective use of data for evaluation and improvement



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PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE	EVIDENCE
QUALIFICATIONS	<ul style="list-style-type: none">• Honours Degree• Qualified Teacher Status• Recent, relevant professional development	<ul style="list-style-type: none">• National Professional Qualification for Headship• Higher Degree or evidence of post-graduate study/research	<ul style="list-style-type: none">• Application Form• Certificates
EXPERIENCE	<ul style="list-style-type: none">• Substantial senior leadership experience in the secondary sector, including post-16 provision• Successful track record of improving pupil outcomes• Evidence of effective management of staff and resources• Experience of leading whole-school initiatives with measurable impact	<ul style="list-style-type: none">• Experience in at least two schools at senior leadership level• Experience of working across schools to raise standards• Experience in selective education• Experience of working in single sex education	<ul style="list-style-type: none">• Application Form• Letter of application/ statement• Interview process• References



PERSON SPECIFICATION (Cont'd)

CRITERIA	ESSENTIAL	DESIRABLE	EVIDENCE
LEADERSHIP AND STRATEGIC DIRECTION	<ul style="list-style-type: none">• Ability to develop, articulate and deliver a shared vision for the school• Capacity to motivate and influence all stakeholders to raise aspirations and outcomes• Understanding of national educational policy and its impact on schools• Experience of school self-evaluation and improvement planning• Experience of school funding and financial management	<ul style="list-style-type: none">• Experience of leadership within a Single Academy Trust	<ul style="list-style-type: none">• Application Form• Letter of application/ supporting statement• Interview process• References
LEADING LEARNING AND TEACHING	<ul style="list-style-type: none">• Proven track record of successfully and systematically improving student outcomes• Experience of curriculum development• Effective use of data to inform decision-making• Experience and understanding of how to raise standards of learning and teaching, maintaining attendance and high standards of behaviour	<ul style="list-style-type: none">• Experience of teaching high achieving students	<ul style="list-style-type: none">• Application Form• Letter of application/ statement• Interview process• References



PERSON SPECIFICATION (Cont'd)

CRITERIA	ESSENTIAL	DESIRABLE	EVIDENCE
DEVELOPING SELF AND WORKING WITH OTHERS	<ul style="list-style-type: none"> • Proven ability to lead, inspire and develop staff teams • Experience of managing change positively and constructively • Ability to build strong relationships with governors, parents, and the wider community • Effective conflict resolution and negotiation skills 		<ul style="list-style-type: none"> • Application Form • Letter of application/ supporting statement • Interview process • References
COMMUNICATION SKILLS	<ul style="list-style-type: none"> • Excellent written, verbal and presentation skills • Ability to act as an ambassador for the school and enhance its reputation 		<ul style="list-style-type: none"> • Letter of application • Interview process • References
PERSONAL QUALITIES	<ul style="list-style-type: none"> • Energetic, self-motivated and resilient • Reflective, innovative and enterprising • Emotionally intelligent, supportive and collaborative • Well organised and able to delegate effectively 		<ul style="list-style-type: none"> • Letter of application • Interview process • References
SAFEGUARDING CHILDREN	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people 		<ul style="list-style-type: none"> • Interview process • References



APPLICATION PROCESS

CLOSING DATE AND TIME:

Wednesday 7 January 9:00am - applications by email addressed to hr@jhgs.bucks.sch.uk

Thursday 8 January - shortlisted candidates will be notified by HR

Wednesday 14 January - initial interviews and tasks

Thursday 15 January - final interviews

START DATE:

1 September 2026

SALARY:

Pay scale - minimum point 31 on the Leadership Scale (England excluding London/Fringe).

Relocation expenses up to £8,000 will be paid if appropriate.

HOW TO APPLY:

All applicants must fully complete an [Application Form](#), in line with our safeguarding protocols. Please include a statement or covering letter, outlining skills and experience in relation to the job description and person specification. Your letter or statement should be no more than 2 sides of A4, font size 11.

CVs may be submitted in addition to the application form in order to supply any additional background information. All information within your application will be treated in confidence.

To learn more about JHGS please see our website or follow us on Instagram.



www.jhgs.bucks.sch.uk



[@johnhampdengrammarschool](https://www.instagram.com/johnhampdengrammarschool)



01494 529589



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Marlow Hill, High Wycombe, HP11 1SZ

SAFEGUARDING

JHGS is committed to safeguarding and promoting the welfare of children and young people. All staff are required, before taking up post, to undertake an enhanced criminal record check through the Disclosure and Barring Service (DBS). Candidates for teaching and support staff posts will be assessed at interview for their suitability to work with children. Appointment is conditional upon at least two satisfactory references which include specific comments on working with children and young people. All staff at the school have a responsibility to promote and safeguard the welfare of students at the school.

EQUAL OPPORTUNITIES

JHGS is committed to equal opportunities for all its students and staff, irrespective of race, colour or nationality, gender, marital status, family circumstances, religion, sexual orientation, age or disability. There will be no discrimination on these grounds, or for any other reasons which cannot be shown to be justified. Students applying for admission to the school and candidates for posts at the school will be treated according to school policies on admission and recruitment and with regard to British and European legislation.



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