



Information for candidates applying for the role of:

Head of year

Permanent, full time
Salary: MPS/UPS outer London + TLR 1C
Required: September 2026



Highlands
School & Sixth Form



Dear candidate,

I am delighted that you are considering applying for the position of head of year at Highlands School. Highlands is a very successful and popular school with a thriving sixth form. Our students come from a range of socio-economic and cultural backgrounds and we are proud to be one of the most popular and high achieving schools in London.

Our stated goal is “To provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools.” This is an aspirational goal, but one we judge ourselves against at all times. If you are successful in your application you will play a key role in improving Highlands towards achieving this.

We are judged ‘Outstanding’ in all areas by Ofsted. When we were recently inspected in November 2024, [the Ofsted report](#) highlighted the excellent curriculum, behaviour, safeguarding and personal development the school offers. The report said that students “thrive in this diverse and inclusive school”. Academic achievement is excellent at Highlands and we are featured in the Times ‘Parent Power’ lists of the top schools in England. .

I am committed to developing staff and supporting their wellbeing. We have two hours of CPD every Wednesday; no other meetings are held during the week. We use centralised collaborative resources to support planning. Pastoral leaders oversee centralised detentions to free up other teaching staff. We have a two week October half term break. Teaching staff can have their PPA time blocked together and work from home.

Our approach to curriculum and teaching is influenced by the writings of theorists such as Christine Counsell and the principles of Rosenshine - yours should be too. We want to recruit a hard working and driven colleague with very high standards, someone who wants to make a real difference at Highlands.

Before reading on, I recommend you watch this [video](#), which will introduce you to our school. I look forward to receiving your application and meeting you in person,

Vincent McInerney, Headteacher



History, ethos and values

Highlands was opened by Sir Tony Blair in 2000, the first PFI school in the country. Recently the school has successfully transitioned to our direct management and we couldn't be more proud. It is set in beautiful grounds and has a modern building in excellent condition. Mr McInerney is the third headteacher at Highlands. The previous head, Mr Goddard, led the school on a successful journey from 'Satisfactory' in 2007 to 'Outstanding' twice. The school's Outstanding status was confirmed in the November 2024 Ofsted inspection. The school has a strong reputation in the area for high academic standards and high standards of behaviour.

Our stated goal is "To provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools." We take this very seriously and we have very high expectations of ourselves and each other. We are outward facing and research focused. We look at what the very best schools are doing nationally and internationally and then try to do it better.

Our values are determination, aspiration, respect and equality (DARE). These values underpin all of our work, and are our guiding principles. They summarise what we expect from students and staff. Our motto is 'Dare to flourish'. We chose this very carefully. The word 'dare' was chosen as it links to our values. The word 'flourish' was also carefully selected. The origin of the idea of flourishing dates back to Aristotle, who believed that the human purpose is to try and flourish, or live well. The modern spelling of the word is derived from the Latin, *flos*, which means flower. We like this word because we want all of our school community to grow and to develop. We know not everyone will grow and develop in the same way, but we will support them and be proud of them regardless.

Curriculum

Our curriculum has been carefully sequenced by highly skilled heads of department and faculty with the support, where appropriate, of nationally recognised experts such as Christine Counsell and David Didau. Our curriculum intent statements will give you a good sense of our philosophy towards the curriculum:

The Highlands School curriculum is highly ambitious and designed to educate students in the best that has been thought and said in each subject and to build cultural capital. At Key Stage 3 the curriculum goes beyond the requirements of the National Curriculum, introducing students to carefully sequenced core knowledge and ideas that will allow them to participate in the community of educated citizens.

The Highlands School curriculum supports a culture of reading. Reading and literacy open the doorway into the other subjects in the curriculum and to future success. The curriculum at Highlands encourages reading for pleasure and ensures students can access texts across the curriculum.

The wider curriculum at Highlands is an entitlement, not a privilege. All students take part in 28 days of carefully selected trips and visits over their seven years at Highlands to support the learning in lessons, build cultural capital and broaden their horizons to a world of opportunities.

The taught and wider curriculum, particularly through PSHE, teaches students about diversity, equality, inclusion and British values.



Teaching, Learning and CPD

Our approach to teaching is underpinned by Rosenshine and the principles of direct instruction so, before applying, we advise potential candidates to be familiar with the principles and comfortable using them in the classroom. We value the teacher as the subject expert and we expect key knowledge to be delivered to students in a scaffolded and 'chunked' manner. We expect understanding to be checked throughout the lesson with the use of hinge questions, no hands up questioning and mini whiteboards. We buy all students mini whiteboards at the start of the year so they can all participate. Paired discussion is encouraged as a carefully planned part of the learning process. All departments have shared resources that are collaboratively developed and which staff are expected to use. This significantly reduces planning time for staff and means that every class has access to the same high quality resources.

Staff have CPD every Wednesday and this is built into the school day. This is a valuable opportunity for staff to share best practice, and work on curriculum development.

Highlands staff have unique access to a range of professional development opportunities, delivered by the school. These include middle and senior leadership programmes. Uptake on these programmes is high amongst our staff. For ECTs, the school offers the early career framework.

We are committed to developing our staff. You can watch some of our current staff talk about their professional journeys by clicking on the videos here: [Alice](#), [Mia](#)

For more details of our benefits package and tailored CPD programme you can read our [people offer](#) here.





Enrichment

At Highlands we think about more than exam results. The extracurricular provision at the school is excellent. In recent years Highlands students travelled to Madrid, Morocco and New York. This year students studying physics will be visiting Cern in Switzerland, language students will be visiting Madrid and there are international trips to Morocco and Eswatini planned. Our students take part in the Duke of Edinburgh programme and other visits locally and nationally.

The performing arts are a strength at the school and the shows and performances are very popular. This year students performed in the school show, Chicago, at the Millfield Theatre. Sports are another area of success at the school; girls' football at Highlands is amongst the strongest in the region.

At Highlands students leave with excellent results but also with experiences and an appreciation for the world beyond school that will stay with them forever.

All students at Highlands participate in 'DARE days'. These are four days each year when all lessons are suspended and students and staff participate in a range of trips and activities designed to enrich their learning experience and broaden their horizons.

When school finishes early on Wednesdays for staff CPD, we run compulsory Ed-Extra for year 7. These range from rugby to fashion, from dance to judo. It is a good example of an area in which the school does something that other schools look to as an example of best practice and innovation. We believe our extracurricular programme at Highlands should rival that of any other secondary school in London.



The Sixth Form

Highlands has an Ofsted 'Outstanding', high performing and oversubscribed sixth form. In February 2024, the Department for Education value added performance tables put Highlands Sixth Form 106th out of 4,362 schools in England and 47th out of all state school sixth forms. Watch our 2025 sixth form video [here](#).

Students go on to a range of destinations including top universities (Oxford, Cambridge, UCL, King's College London), others have gone on to do degree apprenticeships at companies like Deloitte, Blackrock and law firms such as Allen and Overy. Whether it be A levels or BTECs we support students to the next stage of their life.

At Highlands it is not just what students achieve academically that matters, but what type of young people they become and what they choose to do when they leave.

It is for this reason that we have built a diverse and challenging curriculum, along with excellent enrichment opportunities for our students. Students participate in a thriving FemSoc, a debating society and other sporting events. We are an inclusive sixth form, with a welcoming, diverse and grounded community in which our students feel cared for and supported.

Supporting students to make the right university or career choices is a priority at Highlands. We have a dedicated team of staff who bring outside speakers into the school to develop students' understanding of the world of work. We have a flourishing enrichment programme which encourages sixth form students to take up leadership opportunities. We have a special pathway for students wishing to enter careers such as law or medicine, study at Russell Group universities or who wish to study at Oxford or Cambridge. We are committed to supporting each student into the career or university of their choice. Learn more about the sixth form on our [sixth form website area](#).

School priorities

Our goal is to provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools.

To achieve that the school has three strategic priorities:

1. Achieve academic excellence, underpinned by a curriculum that meets the needs of all learners.
2. Create a culture that celebrates diversity and equality and that supports inclusivity and excellent behaviour.
3. Promote a culture of leadership, self-reflection and professional development across all staff.



Pastoral care at Highlands School

At Highlands School we have high expectations of student behaviour. The core principle of our approach to behaviour is 'prevention before sanction'. This means we emphasise the importance of routines and the consistent application of our behaviour policy so that students do not reach the point where they need to be sanctioned. We use STAR expectations (sit up, track the speaker, ask and answer questions, respect those around you) as our core classroom expectations, to ensure that students can focus on their learning. Our sixth form students play a key role in modelling these standards and expectations to our school community. Centralised detentions and an on-call system reduces teacher workload and ensures that all teachers are supported by clear and effective behaviour systems. These systems are in place from year 7-13

Highlands School has a large and experienced pastoral team, all of whom play a crucial role in delivering excellent pastoral care. Each year group has a senior leader line manager, a head of year and an assistant head of year or behaviour mentor. The pastoral team is also supported by a student wellbeing coordinator, a behaviour manager, a family liaison officer and a safeguarding and inclusion officer.



The Role: Head of year

Job Purpose

Together with the senior leaders, heads of year create a cohesive year group that embodies the school's DARE values. The head of year ensures that a nurturing and supportive provision is in place for their year group, while also ensuring high standards of behaviour and of academic achievement. Heads of year hold to account and develop a team of form tutors, focusing on high standards of social, personal and academic development of students. Heads of year also line manage the behaviour mentor attached to their year group.

Job Details

The position is full time

The candidate will report to SLT

The salary MPS/UPS outer London + TLR 1C

The posts start September 2026



Job description

Key accountabilities

- To lead both the team of tutors and cohort of students. This involves giving a clear vision and direction to work, identifying key areas for improvement and planning appropriate actions to meet them.
- To manage both the people and resources associated with the allocated year group.
- To implement the school's behaviour policy.
- To promote the ethos of the school.
- To act as a role model for tutors by demonstrating high quality pastoral care and academic monitoring of students, continuous professional development and professional presence in the year team.
- To line manage and oversee the work of their behaviour mentor.
- To oversee safeguarding within their year group.
- To oversee behaviour within their year group.
- To oversee behaviour interventions such as PSPs for their year group.
- To develop strategies to reduce suspensions and internal exclusions in their year group.
- To analyse behaviour through the weekly behaviour tracker and the bromcom behaviour dashboard.
- To manage the reward system for their year group.
- To monitor academic progress within their year group and to plan pastoral support for students who are not making expected progress.

Academic Responsibilities:

- To track students' progress, identifying any underachievement and liaising with curriculum leaders to ensure appropriate intervention is implemented.
- To use assessment data to analyse individual student progress.
- To have an overview of the range of barriers to learning that impact on student progress and to put support in place to overcome these.
- To liaise with tutors, curriculum leaders and SENCO, regarding all groups of students' achievement in the year group.
- To report to their SLT line manager on the progress of the year group and individuals.

- To monitor the regular setting and quality of homework by managing the regular checking of planners.
- To work closely with the careers advisor to ensure an appropriate programme of CEIAG is planned for the year group.

Pastoral responsibilities

- To lead and manage a team of tutors and maintain contact with tutors.
- To make a significant contribution to the induction of tutors.
- To have an overview coordinate interventions, where appropriate, using internal referrals and work with outside agencies.
- To initiate and respond to communications with parents ensuring that they are kept fully informed and involved in the progress and behaviour of their children.
- To organise parent information evenings and ensure attendance is high.
- To monitor, analyse and follow up attendance at parent information evenings.
- To monitor student attendance and punctuality on a weekly basis with the attendance officer.
- To take appropriate steps to ensure that attendance and punctuality of students in the year group is meeting the targets set by the senior leader responsible for attendance.
- To monitor student behaviour, attendance and achievement and, in consultation with key staff, decide on appropriate sanctions, interventions and rewards.
- To oversee students on report and make contact with parents when necessary.
- Monitor student behaviour applying appropriate sanctions as necessary, ensuring that any serious misconduct is reported to the SLT line manager.
- To contribute to the management of key school events; for example induction, transfer arrangements, outings, extra curricular and social events, as applicable to your year group.

Job description, continued:

- To ensure that all tutors have access to relevant materials in order to deliver high quality tutorial activities.
- To maintain individual student records as necessary and ensure that they are kept up to date.
- To monitor the settling in of new students.

Teaching Responsibilities

- Teacher timetable as allocated.
- Set high expectations so that all students are inspired, motivated and challenged to reach their full potential, and in doing so meet their progress and attainment targets.
- Plan and teach well-structured, differentiated lessons that are aligned to the school and/or network curriculum and cultivate every student's intellectual curiosity.
- Use data to inform teaching and learning, identify areas for intervention and provide feedback to students, staff and families in order to promote progress and outcomes.
- Manage behaviour effectively to create a safe, respectful and nurturing environment so that students can focus on learning .
- Professional Development
- Lead, develop and line manage the team through the provision of CPD, inset training days and the appraisal process.
- Identify needs and participate in training opportunities in school and within the local authority
- Participate fully in the School's induction, CPD and appraisal process.

Other responsibilities

- Actively promote the safety and welfare of our students
- Ensure compliance with the school's data protection rules and procedures.

- Liaise with colleagues and external contacts at all levels of seniority with confidence, tact and diplomacy
- To undertake weekly duties as directed, including the supervision of students at the beginning of school, during break times and at the end of the school day.
- To follow school policies and procedures as laid down in the staff handbook and guidelines as provided by line managers and the school's senior leadership team.
- To attend meetings, parents' evenings and other functions, as required by the Headteacher, within directed time.
- To uphold agreed standards of dress, behaviour and discipline around the school and when supervising students outside the school.

Equal opportunities

To work within and encourage the school's Equal Opportunities Policy and contribute to diversity policies and programmes in relation to discriminatory behavior. Click [here](#) for our equal opportunities statement.

Review Arrangements

The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the headteacher will expect to revise this job description from time to time and will consult with the postholder at the appropriate time.

All schools in Enfield are committed to safeguarding and promoting the welfare of children and young people. Therefore, all employees working at this school are expected to share this commitment as and when required.

Person specification

The following outlines the key knowledge, skills and experience required for this position. As part of the shortlisting process, the selection panel will assess each candidate against the criteria listed below.

Skills and Knowledge and Experience

- Qualified Teacher Status (QTS) or equivalent.
- Evidence of being an exceptional classroom practitioner, with a tangible and demonstrable passion for your subject.
- Experience of leading pastoral improvement with evidence of positive impact on students.
- A clear philosophy in terms of what outstanding teaching and curriculum development looks like and an understanding of how to achieve it.
- Knowledge of how to safeguard children and a commitment to doing so.
- A clear vision of what excellent student behaviour and attitudes look like, and a understanding of how to achieve them.
- Strong analytical skills and the ability to interpret and utilise data effectively to inform strategic planning, target setting, and intervention strategies.
- Experience of supporting high performing teams, inspiring and motivating others.
- The ability to build strong relationships with students, parents, staff.
- Knowledge of Highlands, its specific context and challenges, and a desire to serve its community.
- A commitment to putting inclusion and equal opportunities at the forefront of decision making and planning.

Personal Qualities

- Rigour.
- Integrity.
- Commitment.
- A high level of emotional intelligence.
- Ability to work well under pressure and prioritise and meet deadlines.
- Excellent communication, interpersonal, and presentation skills.
- A belief in a systems based approach to school improvement.
- A willingness to hold others and oneself to account and to give and receive respectful and candid feedback on the quality of work.

Dare to
flourish



The application process

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

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

If you have any questions, please contact Kavita Tailor, HR Officer, at hsjobapp@highlearn.uk or **020 8370 1166**.

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



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