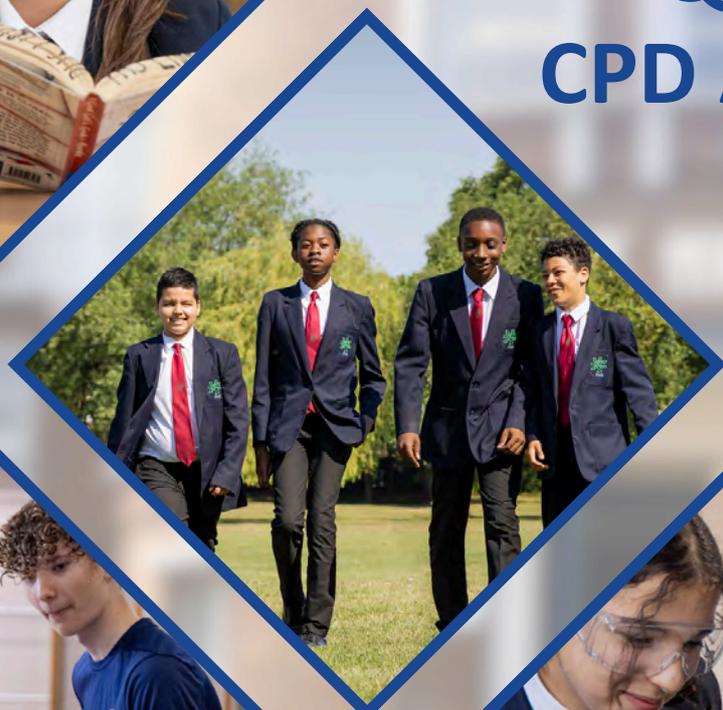




# PARK HIGH SCHOOL

## APPOINTMENT OF ASSISTANT HEADTEACHER - QUALITY ASSURANCE, CPD AND TEACHING AND LEARNING

### 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 (Ultimately the Headteacher)

**Managing:** Heads of Subject, Teaching & Learning Champions

### Main Responsibilities:

- To provide strategic leadership and oversight of Teaching and Learning, 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.

### Quality Assurance

- To develop and refine the rigorous whole-school quality assurance system, ensuring that teaching and learning are systematically monitored and evaluated, under the strategic oversight of the Deputy Headteacher.
- To refine and build on the QA cycle that triangulates lesson visits, work scrutiny, assessment analysis and student voice to evaluate curriculum implementation and teaching quality.
- To analyse quality assurance data to identify strengths and areas for development, using evidence to implement targeted strategies that secure rapid improvement in teaching and learning for individual teachers, teams, and departments.
- To analyse insights from quality assurance processes and present to a range of stakeholders, enabling informed, timely action to maintain high expectations, support professional development, and ensure consistently strong outcomes for all students, including disadvantaged students and those with SEND.
- To support the development of a culture of professional accountability, ensuring that staff receive constructive feedback rooted in evidence and aligned with school priorities.
- Provide strategic leadership of the teaching staff appraisal process, ensuring outcomes are developmental and informed through effective triangulation of appraisal evidence, QA insights and CPD participation to strengthen the quality of teaching across the school.

### Continuous Professional Development

- To lead a coherent, research-informed whole-school CPD offer, aligned with the Park Way, ensuring it provides progression pathways for staff at all career stages and supports high-quality teaching for all students, particularly students identified as disadvantaged and those with SEND.
- To plan and facilitate a targeted professional development offer, including whole school training days and structured opportunities for professional dialogue, ensuring that development is evidence-based, meets the needs of teaching and learning, and promotes high expectations across the school.
- To monitor and evaluate the impact of CPD, ensuring that professional development leads to tangible improvements in teaching and learning, strengthens leadership at all levels, and drives improved outcomes for all students.



**“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**

## Teaching and Learning

- To lead an evidence-based approach to pedagogy, aligned with the Park Way, which develops consistently high-quality teaching and strong outcomes for all students, with a particular focus on disadvantaged students and those with SEND.
- To work in partnership with senior leaders to ensure pedagogy enables the curriculum to be delivered effectively, with teaching that is consistently adaptive and responsive, meeting the needs of all students, particularly those who are disadvantaged and those with SEND.
- To lead whole school approaches that strengthen metacognition and self-regulation, enabling staff to embed consistent strategies and supporting students to recognise their strengths, address areas for development, and take greater ownership of their learning.
- To support staff in working effectively with students with challenging behaviour by promoting proactive, relational, and inclusive strategies.
- To drive continuous improvement in teaching through rigorous monitoring and professional collaboration, ensuring that best practice is identified, shared and embedded across the school and beyond, and that teaching is consistently strong so that all students, including disadvantaged students and those with SEND achieve in every lesson.

### 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.

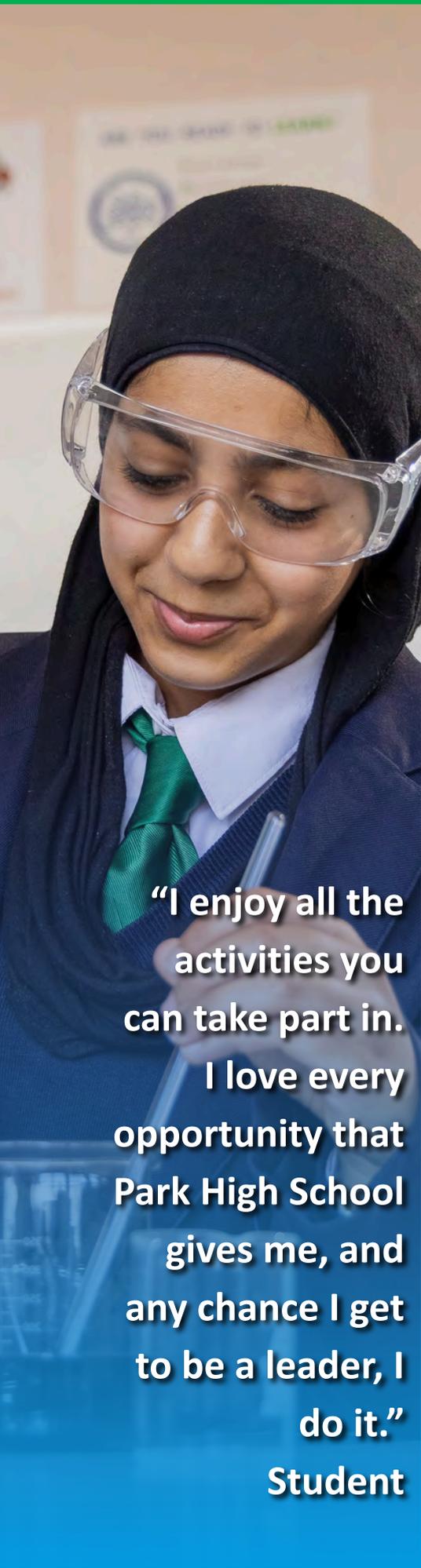
### Students and Staff

- 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.



**“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**



**“I enjoy all the activities you can take part in. I love every opportunity that Park High School gives me, and any chance I get to be a leader, I do it.”  
Student**

- 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 and 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.

**This job description is not necessarily a comprehensive definition of the post.**

It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

## 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.

### 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 EqualITeach 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:

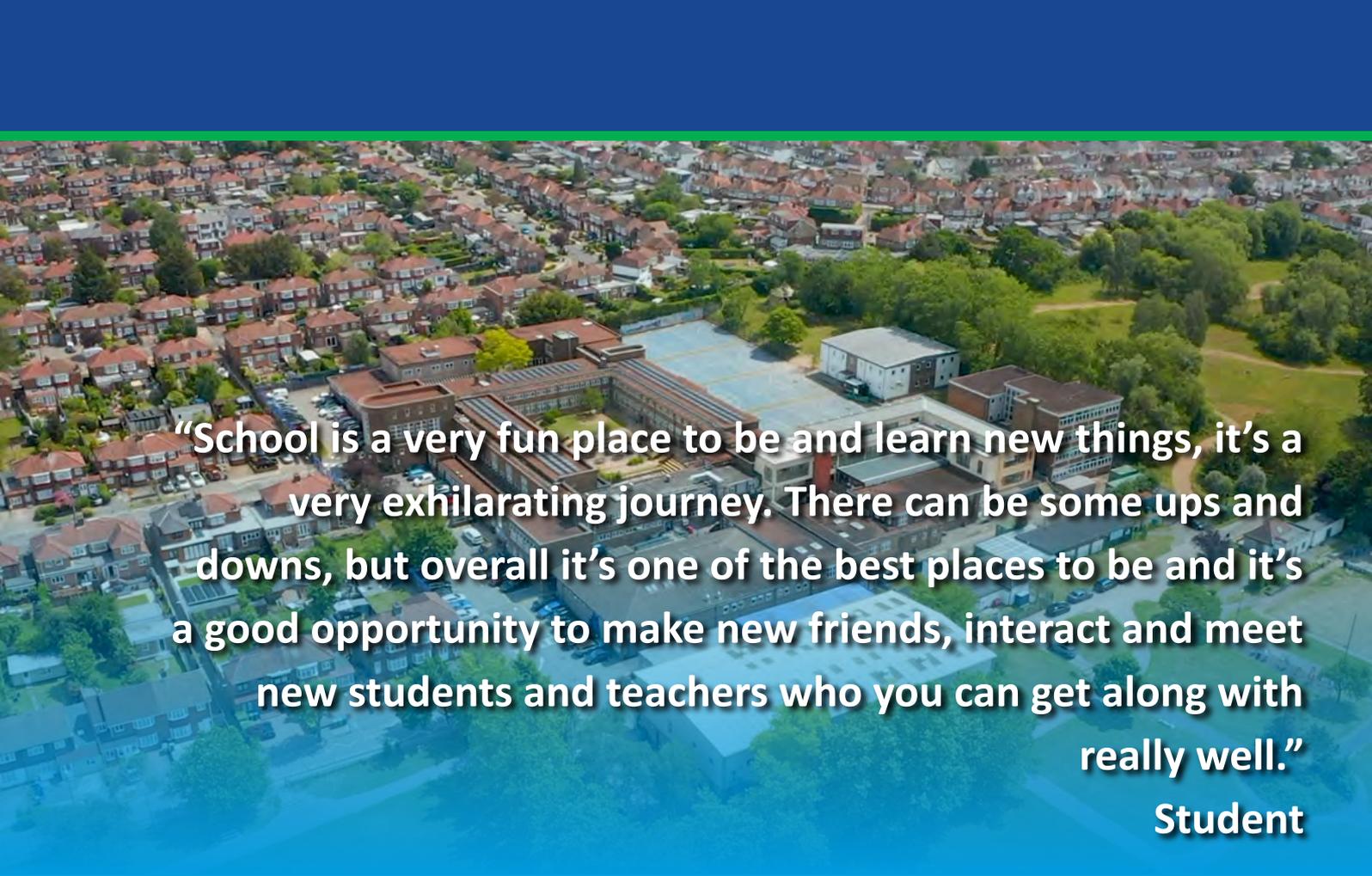
- preventing maltreatment and/or abuse
- preventing their health or development being detrimentally impacted
- providing safe and effective care in School
- taking positive action to enable each pupil to succeed.

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.*





**“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

**T 020 8952 2803**

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