



Candidate Information Pack Head of Year

April 2026

Appointment for September 2026

Permanent - Full Time, Outer London Pay Scale Permanent -Full Time, Outer London Pay Scale (M1-UPS3) + TLR1C

Closing date: 21st May 2026

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 you to contact us to book a time to visit.

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

Park High is a school of character and opportunity. Visitors to the school recognise its caring and harmonious ethos providing our students with the opportunity to truly be themselves. Having high standards and aspirations for all our students from day one, allows them to flourish both academically and personally throughout their seven years at the school.

Introduction

Are you a committed and ambitious teacher with a passion for pastoral leadership and student development? This is an exciting opportunity for a skilled and compassionate colleague to take on the role of Head of Year and play a central part in shaping the culture, ethos and success of a designated year group at Park High School.

As Head of Year, you will lead with clarity, warmth and high expectations, promoting excellent behaviour, strong attendance and a culture of recognition rooted in Park High's Character Virtues. Working closely with tutors, pastoral staff, families and senior leaders, you will ensure that students are supported to thrive academically, socially and personally, while feeling safe, valued and inspired to achieve their very best.

We can offer:

- An exciting learning environment where challenging, innovative and engaging learning is at the core of all we do.
- An award-winning vibrant school which continues to achieve extremely high standards, both in Harrow and beyond.
- A genuine and active pursuit of well-being for all members of our community.
- Outstanding outcomes with a significantly positive Progress 8 score and zero NEETS.
- Students who exhibit excellent behaviour for learning and a desire to acquire knowledge and improve themselves.
- A supportive, enthusiastic and inspiring team within which to grow and develop.
- An opportunity to develop your craft of teaching across three Key Stages.



Head of Year 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: Senior Leadership Team

Responsible for: Professional leadership and management of a designated Year Group of Form Tutors and students

Job Purpose:

- Actively supporting the vision and ethos of Park High School, the post holder will ensure a strong culture of behaviour and attendance in the Year Group by promoting our Character Virtues and delivering a pastoral curriculum which teaches students the values and expectations of Park High School.
- To lead a culture of recognition within the Year Group by implementing consistent systems for rewarding positive behaviour, attendance, character virtues and academic effort; ensuring that individual and collective achievements are regularly celebrated, shared with families, and used to motivate students to aspire to excellence.
- To lead a Year Team of Tutors (as allocated by the Headteacher) and a Pastoral Support Assistant (PSA) in ensuring that students are supported and enabled to succeed in all aspects of their school life, maximising their chances for high levels of attainment and progress and monitoring and securing their safety, progress and overall well-being.
- With the Headteacher and other senior staff, to support the leadership, development, monitoring and implementation of all whole school policies and procedures primarily within, but also beyond, the Year Group.



Specific Responsibilities

Leading students in the Year Group

- Take responsibility for securing consistently high standards of behaviour across the Year Group by reinforcing the agreed expectations relating to uniform, conduct, attendance and punctuality.
- Foster positive behaviour and character development by recognising and celebrating students' achievements, ensuring an inclusive approach that values and highlights a broad range of accomplishments.
- Support the safeguarding of young people by identifying risks and supporting appropriate intervention and referral, as well as facilitating opportunities for safeguarding learning (Year Team and students).
- Identify, monitor and provide expert support for 'at-risk' and vulnerable students, working effectively with other staff to maximise appropriate support and intervention.
- In conjunction with the SENDCo, ensuring that the transfer process from primary school is managed effectively (if allocated Year 7), or induction for mid-year admissions with an identified need.
- Ensuring high levels of visibility around the school site and visiting lessons regularly to ensure a high standard of behaviour and learning.
- Liaising with parents and carers, teachers and Heads of Department as necessary to promote achievement and well-being.
- Build strong and positive relationships with our students, valuing their opinions and encouraging the development of our Character Virtues.
- Promoting social, enrichment and extra-curricular activities for the Year Group.
- Manage in-year admissions (student induction, timetable, parent/carers communication).

Student Progress

- Together with the relevant Senior Leadership Team Line Manager, monitor, analyse and evaluate the achievement and attainment of all students in the Year Group, with a focus on DA and SEND.
- Work with leaders and relevant staff to address underachievement of individual students and/or focused cohorts of students by developing and implementing intervention strategies and processes.
- Working closely with the SENDCo and external support agencies to maximise student achievement and well-being.
- Conduct reintegration meetings and take the appropriate actions including updating CPOMS, feeding back to staff and ensuring the agreed actions are put in place.
- To evaluate and review the impact of behaviour strategies for individual students, recording appropriately (such as reintegration forms and provision maps).
- Maintain a pastoral environment in which individual guidance is provided and students are supported to make appropriate choices at various points in their school careers (i.e. Yr 9 into 10 preferences, Yr 11 to Yr 12), working closely with the CEIAG co-ordinator.

Leading, Managing and Developing the Year Team

- Lead on implementation of behaviour management strategies and the evaluation of their impact.
- Lead and implement an aspirational culture for students and tutors to support successful outcomes for all students.
- Lead tutors in the development and delivery of the tutor time programme and PSHCEe.
- Contribute to the quality assurance programme, working with tutors and leaders as appropriate.
- Deploying the Year Group PSA as appropriate and in line with their job description, reviewing performance regularly.
- Keep up to date with developments in year team leadership and wider professional policy changes, and lead development within the team.
- Managing and deploying the tutor team as appropriate.
- Reviewing health and safety in all activities.
- Prepare and lead weekly tutor team briefings, and calendared year team meetings.
- Co-ordinating parent-teacher consultations for the Year Group.
- Being routinely available before, during and after school to support students and staff as necessary.

Teaching and Learning

- To plan and deliver well-structured, adaptive and inclusive lessons that meet the needs of all learners, including disadvantaged students, high prior attainers, and those with SEND.
- To model consistently high-quality classroom practice and set expectations for excellent teaching and learning.
- Follow departmental schemes for learning and contribute to their ongoing development.
- Create a positive learning environment using the school's Behaviour policy.
- Work with support staff effectively where applicable.
- Promote literacy, oracy and a love of learning within the taught subject and through extra-curricular activities.
- To support staff to reflect on practice and develop subject pedagogy through coaching and professional dialogue.
- Prioritise and manage time effectively, ensuring continued professional development in line with the role.
- To follow the school policies and procedures.



Communication, Marketing and Liaison

- Communicate effectively with parents and carers as appropriate.
- Liaise constructively with colleagues, external agencies and partner schools to support curriculum development and student outcomes.
- Contribute to marketing and liaison activities such as Open Evenings, Parents' Evenings and transition events.
- Ensure that all communications are in line with school policy.

Personal Responsibilities:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To actively promote school policies and procedures.
- To be responsible for own continued professional development.
- To comply with the school's Health & Safety Policy and undertake risk assessments as appropriate.
- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment.
- To undertake duties at break times.
- To attend meetings scheduled in the school calendar punctually.
- To set cover work during any leave of absence.
- To adhere to the school's Safeguarding Policy.

Notes:

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- This job description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and no part of it may be so construed.
- 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 discretion of the Headteacher.

Person Specification

We will be looking for the following:

Qualifications:

- Qualified teacher status.
- Appropriate degree or equivalent qualifications in a teaching subject

Experience

- Successful experience as a teacher, achieving high standards for a wide range of students.
- Experience of leading or contributing to subject improvement and raising achievement.
- Experience of supporting the wider pastoral development and achievement of students.
- Experience of supporting the professional development of colleagues.

Skills and Ability

- Excellent classroom practitioner with strong subject knowledge.
- Ability to inspire, support, challenge and motivate staff and students.
- Ability to use data effectively to monitor progress, identify trends and inform intervention.
- Strong organisational, communication and interpersonal skills.
- Ability to plan strategically and manage competing demands effectively.

Disposition/Attitude

- High levels of initiative, integrity and professionalism.
- Commitment to teamwork, collaboration and continuous improvement.
- Creativity, flexibility and a willingness to innovate.

Commitment and Other Requirements

- Commitment to equality, diversity and inclusion.
- Satisfactory Enhanced DBS disclosure.
- Suitability to work in an environment where safeguarding and promoting the welfare of children is paramount.
- Excellent attendance, punctuality and reliability.

History of our School

Park High is an 11-18 mixed multi-ethnic comprehensive school of almost 1500 students, situated in the London Borough of Harrow. There are very high achievement levels and excellent facilities.

Park High School opened 29th August 1939. Originally as two schools Chandos Girls School and Chandos Boys School. Both Schools closed shortly after, as on 3rd September 1939 Prime Minister Chamberlain declared war on Germany, and it was announced: "all schools should be closed until further notice."

On 23rd October 1939 the school was operational once more. On the reopening of the school student numbers were limited until adequate protection could be provided. The Anderson shelters which were built now reside under the 'grassy knoll' beside the English block; these were concrete shelters five or six steps below ground level, each shelter holding two classes and two teachers. As raids became more frequent, more lessons were delivered by the teachers in the shelters, using the back of the toilet doors as a blackboard.

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.

In 2007 we welcomed our first sixth formers in a Harrow schools' response to the movement of post 16 young people out of Harrow.

In 2010, our first cohort of Year 7 students arrived, as Harrow joined other boroughs nationally in removing middle schools from the system.

In August 2011 Park High converted to an Academy status.

We have partnered with Challenge Partners, a national network of schools and trusts committed to reducing educational inequality. In particular, we work closely with the Chrysalis Hub, who provide us with training and bespoke programmes to support whole school improvement.-school improvement.

We have been awarded three prestigious Areas of Excellence in SEND, CEIAG, and CPD, and were judged to be Leading in all areas in our most recent Quality Assurance Review. These accolades highlight our dedication to providing an inclusive, aspirational, and forward thinking education for every student.-thinking education for every student.

Our latest Ofsted inspection 2024 found us to be 'GOOD' in all areas.



Investing in each other to be the very best we can be.

Values and Ethos

Our Vision

To inspire young people to be confident and successful learners who contribute positively to society as responsible citizens.

Our Ethos

Investing in each other to be the very best we can be.

Our Character Virtues

Resilience: *“The ability to recover quickly from struggles and setbacks.”*

Integrity: *“The ability of having and following strong moral principles.”*

Curiosity: *“The ability to be eager to know or to learn something new.”*

Teamwork: *“The ability to work with others effectively and efficiently.”*

Compassion: *“The ability to show care and concern for others.”*

We use these terms as part of our daily language and encourage their use in classrooms by using the praise points system. These Character Virtues underpin everything we do at the school and are seen across all areas of the Academy.

School Priorities

Adaptive teaching: *Every teacher is an expert in their subject. All planning must be underpinned by adaptive teaching and learning strategies to meet the needs of every student.*

An inclusive school: *All staff are precise in the identification and removal of barriers to learning for individual students.*

Intentional and precise leadership at all levels: *Leaders at all levels are responsible for driving school improvement. They are accountable for empowering those they lead and the outcomes for students.*

“Pupils, and students in the sixth form, at Park High are welcoming and polite to visitors. They show respect to the adults who work with them and consideration towards each other. They understand and embody the school’s ‘character virtues’ of curiosity, integrity, resilience, teamwork and compassion. They are helped to be the best version of themselves and expected to achieve well, which most do.”

Ofsted 2024

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.

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

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.

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.

Communication

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

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.

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



Pastoral Role

All staff are involved in the tutorial system, most as tutors with tutor groups. This is an important part of our work.

We are committed to the delivery of Personal Social Health Citizenship & Economic Education (PSHCEe) which all teachers as tutors are expected to teach. As part of a whole-school approach, PSHCEe develops the qualities and attributes students need to thrive both as individuals and members of society. We have a high-quality provision of PSHCEe at Park High which has been recognised nationally.

Extensive support and CPD is provided for practitioners of the subject. Teaching this subject provides an invaluable opportunity to further develop your pastoral provision as a tutor, in addition to growing professionally by participating in the delivery of our outstanding provision.

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 well-being and counselling service
- Annual Staff Voice
- Staff social committee

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.

"Quality assurance, continuing professional development and performance development all work together well. Training is high quality and often personalised. There is an impressive suite of in-house training resources and these match school values and priorities."
Challenge Partners 2024

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.



Investing in each other to be the very best we can be.

Safeguarding

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

Ofsted 2024

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.

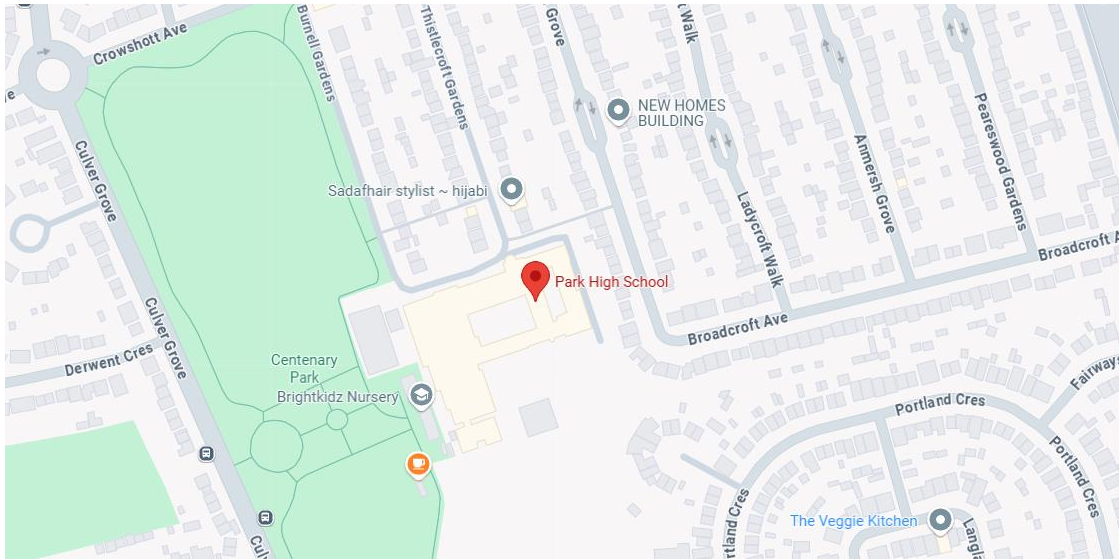
We recognise that the treatment of a pupil during their learning years can have a significant impact on their future. Every member of the school, from governors to support staff, has a role to play in providing pupils with the best possible grounding for their personal and educational development.

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.



Getting Here



By Car

There is no visitor parking on site. You can 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.

Headteacher: Mrs Colette O'Dwyer

Park High School

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Facebook: [@ParkHighStanmoreOfficial](https://www.facebook.com/ParkHighStanmoreOfficial)

LinkedIn: [Park High School](https://www.linkedin.com/company/Park-High-School)



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