PARK HIGH SCHOOL

APPOINTMENT OF **DEPUTY HEADTEACHER**

CANDIDATE INFORMATION PACK

Appointment for September 2026

Permanent, Full Time, Outer London Pay Scale L21 - L26

Closing date: 25th February 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 to contact us to book a time to visit.

Thank you for your interest in working at Park High School

This is an exciting opportunity to join the leadership team at Park High School, a community that prides itself on being inclusive, ambitious and supportive. As we enter a significant new chapter in the school's journey, our current Headteacher will conclude her distinguished service at the end of August 2026, with our Deputy Headteacher appointed as her successor. We are now seeking an exceptional leader who can build on our strong foundations while shaping the next phase of the school's development. This position offers the chance to inspire staff and students alike, guiding a successful and forward thinking school into its future.

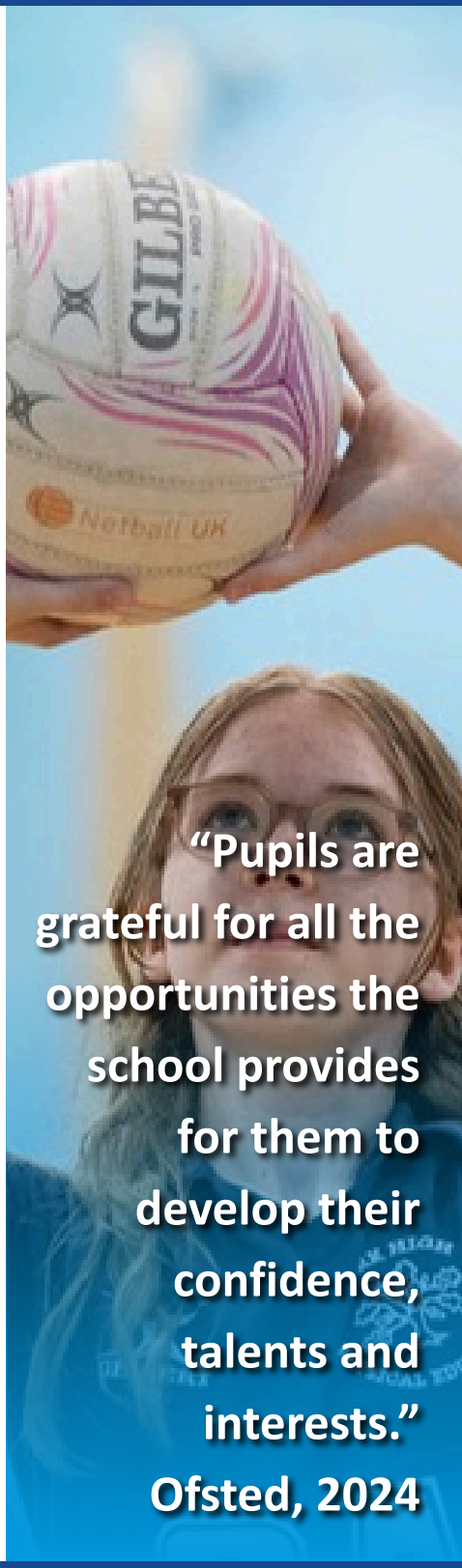
Park High is a school of Character and Opportunity, where students achieve academic excellence and are supported to develop their strengths and discover their passions. Visitors frequently note the caring and harmonious ethos, which empowers students to be themselves. High standards and aspirations from 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

A School of Character and Opportunity

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 29th 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 23rd 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.

Vision 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.

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.

Our Character Virtues

Central to our ethos are the school's five Character Virtues. These lay the foundation of how we teach, the expectations we set and the results we strive for.

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."

"The school's values are deeply embedded in every aspect of school life. The pupils I spoke with were able to articulate these values clearly and, more importantly, were living them in their interactions, attitudes, and approach to learning."

Harrow Director of Education, 2025

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.

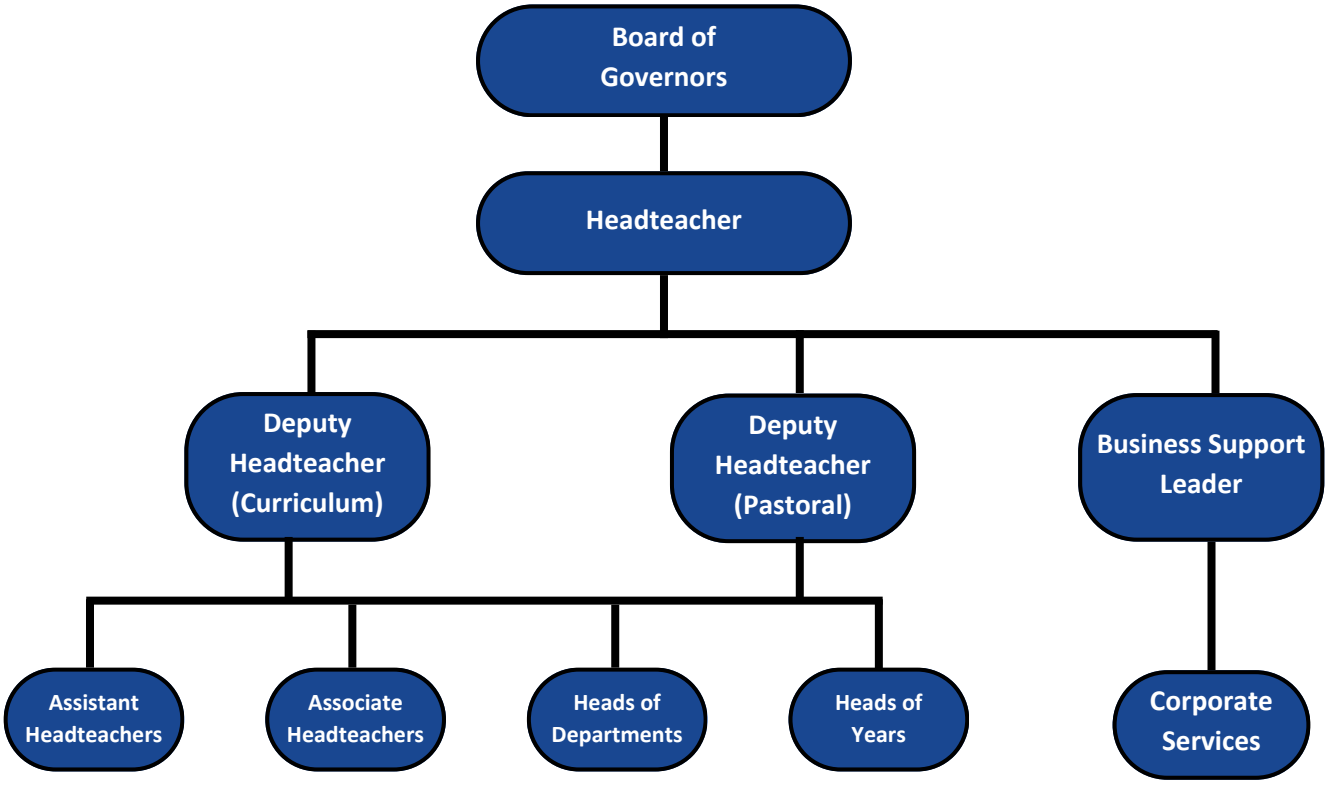
Student Population:

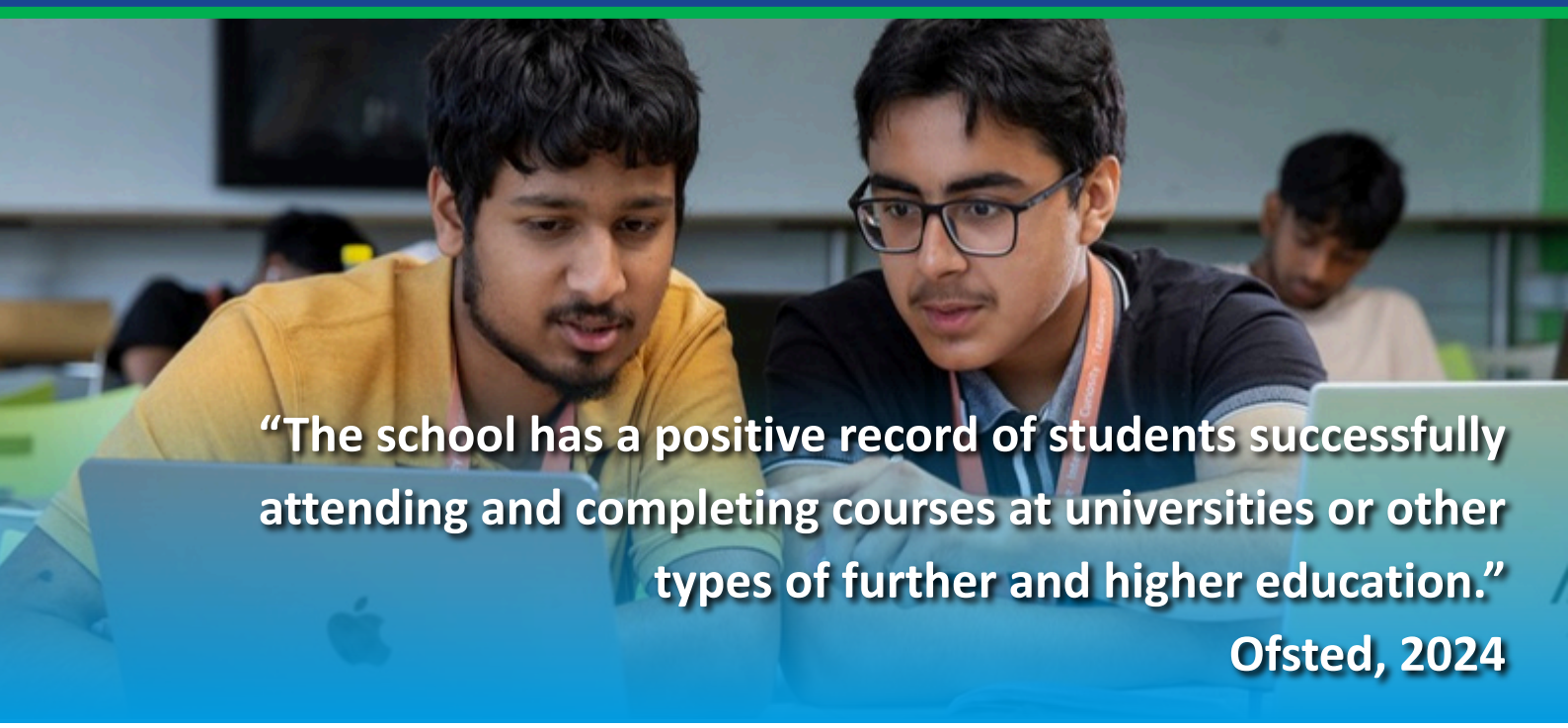
1,476 (1,256 at KS3-KS4; 220 at KS5)

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.

Senior Leadership Team Structure





"The school has a positive record of students successfully attending and completing courses at universities or other types of further and higher education."
Ofsted, 2024

Summer 2025 exam results

GCSE Success

Core subjects such as Mathematics, English and Science achieve high pass rates, with 100% Grades 9-5 in Biology, Chemistry and Physics. EBacc and creative subjects exceed national benchmarks.

73% of all grades were 9-4
25% of all grades were 9-7

Students achieving grades 9-4:
English Literature: 83%
English Language: 76%
Mathematics: 76%

English & Mathematics: 73%

A Level Achievements

Several subjects rank in the top 25% nationally (ALPS), with strong A*-C grades across English Literature, History, Economics and the Arts.

44% of all grades were A*-B
68% of all grades were A*-C
97% of all grades were A*-E

A*-C grades in our Top Subjects
Art/Photography: 100%
History: 92%
English Literature: 90%
Economics: 88%
Business Studies: 85%

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 students' 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.

"It was evident that staff know their students well and are committed to their well-being, personal growth, and success."
Ofsted, 2024

Application Process

Applications Open:
Thursday 4th February 2026

School Visits:
9th-13th and 23rd-24th February 2026
To organise a school visit, please email:
HeadsPA@parkhighstanmore.org.uk

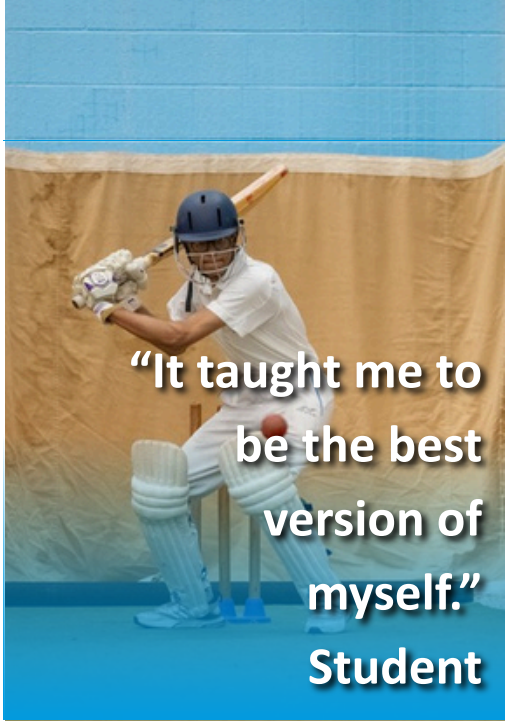
Application Closing Date:
25th February 2026, Midday

Shortlisting Date
2nd March 2026

Interview Days:
9th - 10th March 2026

To complete an application form, please click here.

"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

Deputy 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: **Headteacher**

Responsible for: **Assistant Headteachers, Associate Headteachers, Heads of Departments, Heads of Years**

Job Purpose:

- To deputise for the Headteacher in his absence, in conjunction with the Deputy Headteacher – Pastoral, providing leadership and decision-making across the school.
- As part of the senior leadership team, to continue to develop and communicate the School's Vision, Ethos, Character Virtues and priorities.
- Lead the development and implementation of a clear vision for teaching and learning, ensuring consistency and excellence in classroom practice to maximise student progress and achievement.
- Be the strategic lead for delivering the highest standards of pedagogy.
- To draft workplace policies, procedures and practice, ensuring they take account of statutory requirements and/or national and local priorities and promoting collective responsibility for their implementation.
- Ensure that curriculum and teaching is judged to be at least 'Strong' at our next inspection.

Strategic

- Assist the Headteacher and Pastoral Deputy Headteacher in identifying evidence-based priorities for the School Development Plan, work collegiately on preparing the SEF.
- Have a forensic understanding of the current educational thinking and approaches.
- Understands how to translate strategy into effective practice, ensuring priorities are implemented and have measurable impact.
- Have a detailed working knowledge of the new Ofsted requirements and be alert to changes and developments in the Education Inspection Framework.
- Devise, maintain and implement clear development plans in relation to all areas of the curriculum and teaching.
- Continue to build, develop, sustain and empower a high performing team of middle leaders through the delivery of high-quality training, coaching and mentoring.
- Have strategic oversight of CPD, Performance Development, staff induction, Department Development Plans and annual subject or themed reviews.
- Demonstrate a strong ability to work collaboratively with a range of partners, both within and beyond the school, and to represent and advocate for the school with external agencies and stakeholders.
- Attend governing body meetings and be the staff adviser to the governors committee on Curriculum, Inclusion and Achievement.

Curriculum, Teaching and Achievement

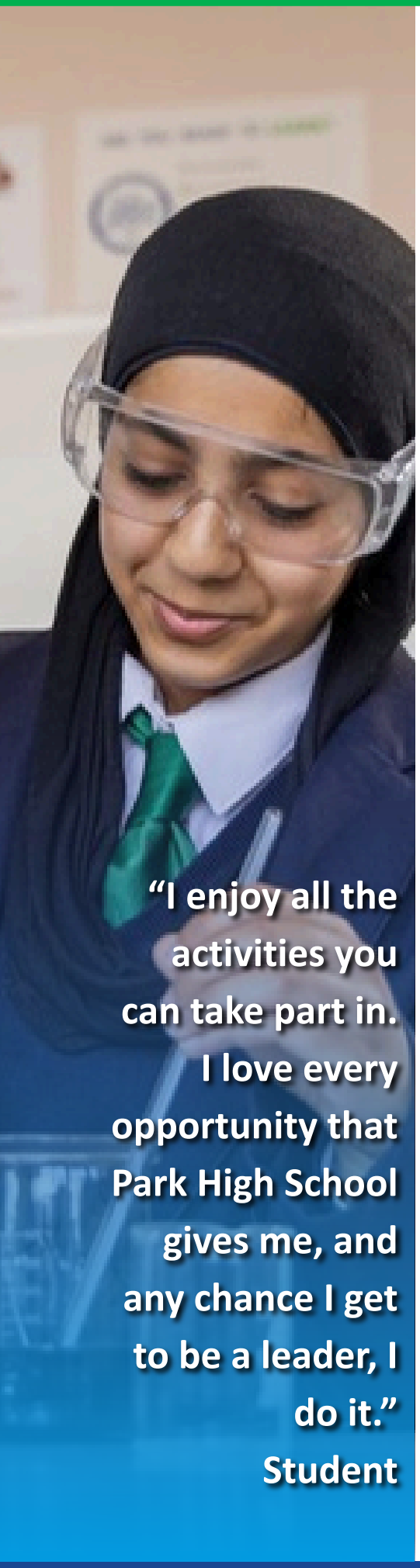
- Have strategic responsibility for the design, quality and implementation of the school's curriculum.
- Develop and articulate a clear philosophy for the curriculum that ensures breadth, relevance and innovation across all key stages.
- Have strategic lead on the review, refinement and implementation of the new national curriculum, ensuring all postholders including governors and parents understand the changes and accountability.
- Lead consultation processes with staff, students and governors when introducing significant curriculum changes at Key Stage 4 and Key Stage 5.
- Champion a strong, evidence-based culture of teaching and learning across the school.
- Ensure a consistent and continuous focus on all students, particularly those denoted as SEND and/or disadvantaged, supporting their engagement with and access to a high-quality education, supporting them to be confident, successful learners who contribute positively to society as responsible citizens.
- Lead on a strategic plan for improving achievement as well as progress across all key stages ensuring precise use of data to support targeted intervention.
- Ensure that the school's assessment strategy is fit for purpose and is designed to ensure that students know and remember more, providing real time information to teachers, ensuring that teaching is always adaptive and responsive to students.
- Ensure that quality assurance data is used to inform action plans that drive improvement within and across subjects.
- Ensure the school timetable is produced annually in a timely manner as set out by the Headteacher, ensuring efficient deployment of staff and reflecting accurate costing of the curriculum.
- Have strategic oversight and implementation of the school calendar.
- Have strategic oversight of the work of Assistant Headteachers as directed by the Headteacher.
- Have strategic responsibility for the oversight of subject areas as agreed with the Headteacher.
- Have due regard for staff workload and wellbeing by ensuring that all initiatives and changes are stress-tested for impact.

Leading and Managing Staff

- Provide high visibility leadership and be a leading voice in all areas of the school's leadership direction and operations.
- Inspire, lead, motivate and challenge all members of the school community to be the very best versions of themselves.
- Sustain high levels of personal motivation and inspire the same in colleagues for whom they are accountable.

Efficient and effective use of staff and resources

- Work with the Headteacher to recruit, develop and retain high quality staff.
- Undertake any tasks required to support the Headteacher at any such time as is necessary, and at the Headteacher's discretion, to ensure the effective functioning of the organisation.



Person Specification - Deputy Headteacher

Qualifications

- Degree and teaching qualification.
- NPQSL/NPQH.
- Strong track record of regular, recent and appropriate professional development in the last two years and evidence of impact.
- Have successfully undertaken accredited 'safer recruitment' training or have a commitment to do so within 12 months of taking up the post.

Experience

- Evidence of clear impact on student outcomes over time.
- Effective implementation of strategies and initiatives as an AHT or DHT.
- Recent evidence of whole-school impact in relation to teaching and learning.
- Evidence of ability to manage change effectively.
- Evidence of being able to lead, motivate and challenge to deliver sustained improvement.
- An understanding of working with data at a strategic level to support school improvement.
- Demonstrate excellent and sustained leadership of a curriculum team.
- Experience of teaching in at least two schools and leadership in at least one school.
- Successfully undertaken appropriate safeguarding training.

Skills, Ability, Knowledge

- Clear knowledge and understanding of educational thinking.
- Knowledge of the most effective approaches to curriculum assessment and pedagogy.
- Excellent 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.
- Exceptional communication and presentation skills, with the ability to engage, influence and communicate effectively with a wide range of audiences.

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

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