



Appointment of Assistant Head

September 2026



Job Title: Assistant Head

Strategic Focus: Academic Enrichment

Line Manager / Performance Reviewer: Executive Head

Leadership Scale range: 13-17 (Outer London)

Aims & Ethos

In keeping with the ethos of the school, the Assistant Head will:

- promote a safe and kind environment for learning, helping to build pupils' self-confidence and actively supporting their wellbeing.
- support all pupils to reach the highest levels of academic enjoyment and achievement, reflecting the school's commitment to excellence.
- encourage independent thinking and intellectual risk-taking, ensuring that pupils are confident and able to engage with challenging ideas.
- support pupils in developing their spiritual, moral, social and cultural (SMSC) understanding, giving them opportunities to grow in character.
- ensure that students benefit from rich opportunities beyond the classroom, in co-curricular and super-curricular life so that every pupil can enjoy achievement and personal fulfilment.
- help prepare students to thrive, fostering the attitudes, resilience, and skills they need to enjoy satisfying careers and happy lives.
- embrace and model the school's motto *Non Sibi Sed Omnibus* (Not for oneself, but for all), fostering a spirit of service, community, and respect in all that she/he does.
- promote inclusion and equality, enabling a caring and inclusive environment where diversity is celebrated and all students are valued equally.

Key Responsibilities

Super-curricular: Departments

- Lead subject-specific enrichment across KS3-5 fostering intellectual curiosity from Year 7. Ensure pupils – particularly those who are disadvantaged – build knowledge and relevant skills far beyond the requirements of the National Curriculum and or exam board specifications.
- Ensure that the timetabled enrichment curriculum across Years 7-13 (including, as example, the Year 7 Music Programme, enrichment in Years 8 & 10, the Elizabethan



in Year 9, Futures in Year 11 and the Sixth Form lecture programme) has a demonstrable impact on pupils' knowledge and understanding, including (where relevant) of the relevant National Curriculum frameworks (e.g. Citizenship).

- Work closely with the Post-16 lead and Templeton Head of Higher Education to ensure Sixth Form super-curricular provision is expertly tailored to the entry requirements of elite university requirements.
- Assist Heads of Department in developing the deep knowledge required to lead and execute subject-specific provision skilfully.

Super-Curricular: Current Affairs, Trips and Visits

- Proactively identify and address gaps in pupils' cultural knowledge, current affairs and life experiences, ensuring that disadvantaged students and those with SEND have prioritised access to cultural and academic opportunities.
- Strategically evaluate all aspects of school life — including the pastoral system, planned curriculum and the reading programme — to ensure pupils develop a sophisticated and up-to-date understanding of both domestic and foreign affairs.
- Ensure students develop age-appropriate critical thinking skills so that they can develop informed perspectives on world affairs.
- Provide strategic oversight of the school's trips and visits programme, working collaboratively with subject leaders and trip coordinators to map opportunities and proactively identify and resolve gaps in provision, particularly for the disadvantaged.
- Maximise the unique learning opportunities afforded by our proximity to London, providing clear guidance to parents on the best cultural experiences available and ensuring that pupil involvement in Central London's museums, galleries, and theatres is celebrated.
- Establish and uphold clear minimum expectations for engagement with current affairs and wider cultural experiences, leading interventions from Year 7 to Year 13 to ensure every pupil develops the knowledge required for informed, confident scholarship.
- Establish robust systems to monitor and assess the impact of the super-curricular programme, ensuring it provides the growth in cultural capital and intellectual fluency required for success in higher education and beyond.

Reading

- Promote a vibrant culture of reading, ensuring it is celebrated as a rewarding and high-status activity, with a strategic focus on removing barriers to engagement for EAL and disadvantaged pupils.
- Lead a strategy to ensure students are well-read across a wide range of genres and topics, encouraging a curiosity for fiction and non-fiction that extends beyond the requirements of the academic curriculum.
- Support parents in encouraging their sons' transition to high-level secondary reading, providing clear and helpful guidance on how to curate a demanding home reading diet that challenges them to engage with complex texts.



- Foster a culture where a sophisticated vocabulary is caught as much as it is taught, encouraging pupils to take pride in expanding their lexicon so they can express complex ideas with nuance and precision.
- Develop and lead a whole-school approach to disciplinary literacy, ensuring pupils are explicitly taught to navigate the unique reading demands and complex vocabulary of subject-specific contexts across the curriculum.
- Champion the school library as a high-profile, welcoming space that sits at the heart of school life.

Communication

- Ensure that high-quality speech is used as a tool to showcase deep learning, teaching pupils how to articulate the breadth of knowledge they have gained from the curriculum, trips, and current affairs with confidence and flair.
- Set and maintain clear minimum expectations for speech across the school, leading targeted interventions from Year 7 to Year 13 to ensure every pupil meets the expected standard of articulacy and confidence.
- Ensure pupils are equipped to handle high-stakes verbal interactions, from formal interviews and Q&A sessions to the sophisticated small talk and informal networking required to navigate elite professional and social circles.
- Provide strategic oversight of the school's debating programme, ensuring it is a core expectation for all pupils through the House system rather than a niche opt-in activity, while providing elite opportunities for competitive debaters.
- Create formal and informal opportunities for students to engage in high-level conversation, ensuring that confident and respectful speech is a hallmark of the school's student body.
- Establish robust frameworks to monitor pupils' spoken language, triggering early interventions that remove communication barriers and close the achievement gap for disadvantaged learners
- Take strategic responsibility for the cultivation and supervision of student journalism, providing a high-profile platform for pupils to report on a wide range of academic and cultural interests—including current affairs, the sciences, and the humanities—while refining their ability to write with a clear, authoritative voice for a public audience.
- Champion the profile of speech, reading, and journalism as high-status achievements across the school, ensuring success in these areas is celebrated through formal praise systems, public-facing literature, and the school's social media platforms

Evaluation, Reporting & Development

- Develop, review and evaluate relevant policies to ensure they are evidence-informed, aligned with statutory guidance, and consistently applied across the school.
- Produce high-quality, timely and incisive reports for the Senior Leadership Team and Trustees, ensuring informed decision-making and effective oversight of key priorities.



- Use internal and external datasets, including (for example) the IDSR and Arbor reports, to identify priorities, inform improvement planning, and evaluate the impact of interventions.
- Plan for and lead / facilitate high-quality meetings, ensuring they are purposeful, well-structured and drive clear actions and improvement.
- Lead the school's preparation for Ofsted inspection in the relevant toolkit areas.
- Identify and determine strategic priorities within the School Development Plan, ensuring actions are evidence-based and aligned with whole-school improvement goals.
- Support staff appraisal, performance management, and development needs arising from these processes, to ensure the highest standards of pastoral and inclusion practice is maintained.

Wider Responsibilities

- Undertake additional duties as delegated by the Executive and Associate Heads, recognising that this job description is not intended to be exhaustive and that, as Assistant Head, day-to-day responsibilities will span all areas of school leadership.
- Take responsibility for school operations as directed by the Executive Head, which may include whole areas or selected aspects of functions such as: admissions, estates, health and safety, educational visits and data protection.
- Promote and support staff wellbeing, fostering a positive, sustainable working culture and ensuring appropriate systems are in place to identify and address workload and wellbeing concerns.
- Line manage heads of department and other middle leaders as determined by the Executive Head, ensuring strong leadership, accountability and high performance.
- Observe and provide developmental feedback on teaching, leading performance management and appraisal processes alongside other evaluations to improve the quality of education.
- Confidently showcase the school's work to external leaders and stakeholders, demonstrating effective practice and representing the school with professionalism and credibility.
- Oversee selected areas of super-curricular provision, including responsibility for specific programmes that support pupils preparing for elite university entrance.
- Represent the leadership team in Trustee or other meetings as required.

Meetings & Events

- Oversee school events as directed, ensuring they run smoothly and professionally, and enhance the school's reputation.
- The postholder will be required to attend evening and weekend events, Trustee meetings and GCSE and A level result days, on occasion deputising for other members of the leadership team.





Person Specification

Qualifications & Training

Essential

- Strong academic background, including a degree-level qualification from a highly regarded university.
- Qualified Teacher Status (QTS).
- Evidence of ongoing, relevant professional development.

Desirable

- Commitment to undertake the NPQSL or other relevant qualification

Experience

Essential

- Successful and sustained (at least three years) experience as a middle leader in a high performing secondary school.
- Demonstrable impact in improving provision in current role.
- Experience contributing to or leading school policy development and strategic planning.
- Experience of leading on the use of data at department and or year group level
- A strong record of leading teams and holding staff to account while supporting their professional growth.
- Evidence of improving teaching, learning, or curriculum outcomes through effective leadership and quality assurance.
- Experience working with external agencies, local authorities, trustees, and community partners.

Desirable

- Experience teaching or supporting highly able pupils.
- Experience in leading significant aspects of super curricular provision at department, year group or whole school level.
- Experience of debating, or other public speaking provision.
- Experience of preparing pupils for elite level university entrance in one or more subjects.



Professional Knowledge & Skills

Essential

- Consistently model excellent teaching and professional conduct, inspiring colleagues through high expectations, reflective practice and a commitment to continuous improvement.
- Routinely secure exemplary outcomes for students in public examinations by driving high-quality teaching, rigorous monitoring of progress, and targeted support for all learners.
- In-depth understanding of safeguarding legislation, KCSIE, and statutory responsibilities.
- Strong knowledge of the effective uses and misuses of data and how it can inform the ongoing improvement.
- Knowledge of the Ofsted framework and its implications for school improvement.
- Ability to lead, motivate, and hold staff to account, fostering a culture of continuous improvement.
- Avid reader who is in turn knowledgeable about and interested in current affairs.
- Excellent public speaker, able to model the standard of speech we aspire to for our pupils.
- Excellent communication, interpersonal, and organisational skills. An unwavering sense of humour!
- Ability to lead complex, multi-strand improvement projects from conception to evaluation.
- Commitment to safeguarding and promoting the welfare of children and young people.
- Proficiency in using school management systems and data platforms.

Desirable

- Knowledge of evidence-informed approaches to any aspect of the job description.
- Understanding of operational management, including (but not limited to) health and safety, finance and estates management.



Personal Qualities

Essential

- High expectations of pupils, students, staff, and self.
- Integrity, emotional intelligence, and resilience.
- Calm, considered and measured, even when under pressure.
- Visible, approachable, and proactive.
- Reflective and open to feedback, committed to self and school improvement.
- Ability to build positive, professional relationships across the school community.
- Strong commitment to equality, diversity, inclusion, and the school's ethos.
- Strategic thinker able to translate vision into effective operational action.

Leadership Attributes

Essential

- Ability to contribute to and help drive a strategic vision for whole-school improvement across all areas of provision.
- Skilled in managing large-scale change with clarity, consistency, and sensitivity.
- Capacity to inspire confidence and trust among staff, students, parents, and trustees.
- Commitment to developing others, including middle leaders, ECTs, and aspiring senior leaders.
- Able to take responsibility for significant areas of school leadership, including statutory duties, at short notice.

This job description is a guide to the duties the post holder will be expected to undertake and is not intended to be exhaustive. These responsibilities may be subject to review and amendment in consultation with the post holder to reflect the changing needs of the school, commensurate with the seniority of the post.

Wilson's School, 2026.