



# PRIESTLANDS SCHOOL

## LYMINGTON, HAMPSHIRE



Our vision is to offer an education of high quality which ensures our young people become creative, enthusiastic, hard-working learners who control their own success and contribute positively to the communities in which they live.

# Assistant Headteacher

## Information for Applicants





# Priestlands School

North Street, Pennington, Lymington, Hampshire, SO41 8FZ

Headteacher: Mr P G Main BSc

School Reception: 01590 677033  
Student Absence Hotline: 01590 613440  
Fax: 01590 670398  
www.priestlands.hants.sch.uk  
email: info@priestlands.hants.sch.uk  
Twitter: @PriestlandsSch

9 December 2024

Dear Colleague

## Assistant Headteacher

Thank you for your interest in the above post, details of which are given in this guide for applicants.

Priestlands is an exciting school in which to work and we are proud of its many achievements. We are committed to being a leading comprehensive school that serves the entire community, provides high quality education across the curriculum and has ambitious plans for its continued success and development.

We are proud of our academic record and believe all children are capable of making exceptional progress. We encourage them to embrace challenge, pursue excellence and to be resilient in overcoming obstacles. Above all we want to ignite in our students a love of learning which will serve them well throughout their lives. However, Priestlands is about far more than exam results as our motto, Learn more... Do more... Be more..., implies. Our aim is to develop well rounded young people who have the skills and attributes to be successful in life and make a positive impact in our community.

We are looking for someone with a commitment to education, a capacity for hard work and a passion for continuous improvement. We are also looking for someone who enjoys their work and has a keen sense of humour!

You can be assured that a warm welcome awaits whoever is appointed. Priestlands is a mutually supportive and friendly staff community, dedicated to the continued professional development of all staff.

I very much hope that having read the enclosed details, you will wish to apply for the post and become part of the Priestlands team. If so, please visit the vacancies page on our [website](#), click on the relevant vacancy and then the 'apply now' link which will take you to the online application form. The deadline for receipt of applications is 12.00noon on Monday 13<sup>th</sup> January. Interviews will be held on Thursday & Friday, 23<sup>rd</sup> & 24<sup>th</sup> January 2025, with shortlisting taking place at the end of the first day.

If you would like to have an informal chat on the phone about the post, or visit the school before application, please do contact me.

Yours sincerely

**P G Main**

Headteacher



Learn more... Do more... Be more...



## Application Procedure

We hope this guide is helpful and that, having read the details, you will wish to apply for the post.

Please visit our website - <https://www.priestlands.hants.sch.uk/about-us/vacancies>

Click on the relevant vacancy and then the 'apply now' link which will take you to the online application form.

**In the personal statement section we would ask you specifically to describe, in no more than 500 words:**

- Your experience to date and the main features of your current post;
- Your reasons for applying for the post; and
- How you will establish yourself in this senior position with staff, students and governors.

**In addition, please answer the following questions. Your answers should not exceed 500 words.**

- How have you improved the quality of teaching and learning in your current post?
- How have you contributed to improving student progress and well-being in your present post?
- How have the above helped you prepare for an Assistant Head position?

*NB: If you are unable to complete your answers to these three questions within the space allowed in the online application, please email them separately to [info@priestlands.hants.sch.uk](mailto:info@priestlands.hants.sch.uk)*

Completed applications should be submitted no later than: **12.00 noon on Monday 13<sup>th</sup> January 2025.**

**Interviews will be held on Thursday 23<sup>rd</sup> January 2025. At the end of the day candidates will be shortlisted and invited to a final interview on Friday 24<sup>th</sup> January 2025.**

*Priestlands School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. This post is covered by the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 and you will be required to declare whether you have any criminal convictions. Priestlands School is an equal opportunities employer and welcomes applications from all sections of the community.*



# The Vacancy

Information for applicants for the post of: **ASSISTANT HEADTEACHER**  
LEADERSHIP PAY RANGE, POINTS 14 - 18

Closing date for Applications: MONDAY 13<sup>TH</sup> JANUARY 2025, 12.00noon

Governors are seeking to appoint a dynamic and inspirational Assistant Headteacher with proven leadership skills to join a highly effective and well-motivated Senior Leadership Team in September 2025. If you are ambitious, committed and enthusiastic and can help us in our drive towards excellence, then we would like to hear from you.

We will endeavour to construct a timetable that reflects the successful candidate's subject specialism, but it is an expectation of senior leaders that they will also fill any timetable gaps if necessary.

## Person Specification

We are particularly keen to hear from candidates whose skill set includes data analysis, reporting to all stakeholders, timetabling and running a KS4 curriculum choices programme. Candidates must have a strong commitment to and understanding of what constitutes quality in teaching and learning. The role will include line management of several subject areas as well as some non-teaching functions, e.g. exams.

We would also welcome applications from those who have evidence of their contribution to improving the progress and achievement of disadvantaged students.

Nonetheless, there is some flexibility over the precise responsibilities to be taken on by the successful candidate. The Senior Team is sufficiently experienced to allow for a rotation of roles so that candidates should not be discouraged from applying if their experience does not necessarily lead them to take on elements of this portfolio. The precise responsibilities will be agreed with the successful candidate in due course, but will include line management of a number of subject areas and a year team, including supporting the designated middle leaders in dealing with complex issues.

What is important is a commitment to our values and vision; an understanding of our journey and intended destination; and a willingness to learn quickly!

This post offers excellent experience for the successful candidate, who will be someone who:

- Has graduate status with a teaching qualification
- Has current experience of leadership
- Has evidence of continuing professional development
- Has led and managed a major department, a group of departments, a year team or cross-curricular responsibility
- Has a track record of securing consistently good and outstanding student progress at both key stages
  - Has knowledge and understanding of what constitutes quality and effectiveness in teaching and learning
  - Has knowledge and understanding of strategies for school improvement
- Has understanding of and ability to implement strategies for monitoring and self-evaluation
- Has skills in the management of change
- Is an excellent classroom practitioner
- Is a good communicator
- Is able to enthuse and motivate others
- Is able to develop and maintain good working relationships with all members of the school community
- Has high expectations of students and colleagues, and will raise standards
- Is seeking further promotion and career enhancement
- Is confident, tenacious, resilient, resourceful and has a sense of humour
- Has sound judgement and integrity
- Has good health and stamina and the ability to work under pressure

## The Senior Leadership Team

Currently, there are seven members of the Senior Team:

- Headteacher:
- Peter Main (appointed as Headteacher January 2018; previously Assistant Headteacher from September 2013)
- Deputy Headteachers:
- Robert Kelly (appointed as Deputy Headteacher September 2022)
  - Tom Ritchie (promoted to Deputy Headteacher September 2022; previously Assistant Headteacher from September 2013; and Head of Year)
- Assistant Headteachers:
- Kerrie McAdam (appointed September 2011)
  - Hayley Yates (appointed January 2018; previously Head of Department)
- Acting Assistant Headteacher:
- Natalie Peacock (appointed September 2024)
- Business Manager:
- Samantha Fuell (appointed November 2019)

The senior team adopts a collegiate approach, sharing corporate responsibility for planning, decision-making and the day-to-day management of the school. There is an absolute commitment to continuous school improvement and raising levels of student achievement and progress, as well as their enjoyment and well-being.

Priestlands School places great emphasis on effective line management. Members of the senior team work closely with middle leaders to provide them with the support and monitoring they need to develop their teams and themselves.





# Priestlands School

## Job Description

Post Title: Assistant Headteacher (Leadership Pay Range, L14 – L18)

Accountable to: Headteacher

### **SPECIFIC ROLES AND RESPONSIBILITIES**

Within the context of this job description, Assistant Headteachers will have particular responsibilities as identified on the Senior Leadership Team grid.

### **STRATEGIC DIRECTION AND DEVELOPMENT OF PRIESTLANDS SCHOOL**

**The Assistant Headteacher, working with the Headteacher and Board of Governors, will help develop a strategic view for Priestlands School and plan for its future needs and further development within the local, national and international context.**

**The Assistant Headteacher will, as far as is reasonable:**

1. Lead by example, provide inspiration and motivation, and embody for the pupils, staff, governors and parents, the vision, the purpose and leadership of Priestlands School;
2. Help create an ethos and provide educational vision and direction which secure effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of adult life;
3. Help secure the commitment of parents and the wider community to the vision and direction;
4. Help the Headteacher create and implement a strategic plan;
5. Help ensure that all those involved in Priestlands School are committed to its aims, motivated to achieve them and involved in meeting long, medium and short-term objectives and targets which secure educational success;
6. Help ensure that the management, finance, organisation and administration of Priestlands School support its vision and aims;
7. Help ensure that policies and practices take account of national, local and school data and inspection and research findings;
8. Monitor, evaluate and review the effects of Priestlands School's policies, priorities and targets, advise the Headteacher and take action if necessary.

### **TEACHING AND LEARNING**

**The Assistant Headteacher, working with the Headteacher and Board of Governors, will secure and sustain effective teaching and learning throughout Priestlands School, monitor and evaluate the quality of teaching and standards of pupils' achievement, and use benchmarks and set targets for improvement.**

**The Assistant Headteacher will, as far as is reasonable:**

1. Help create and maintain an environment and a code of behaviour which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enable teachers to meet the standards set out in the professional development framework;
2. Help determine, organise, implement, monitor and evaluate the curriculum and its assessment in order to identify and act on areas for improvement;
3. Ensure that improvements in literacy, numeracy and ICT are priority targets for all pupils, including those with special educational needs;
4. Help ensure that effective, appropriate tutorial support is available to pupils and that pupils develop study skills in order to learn more effectively and with increasing independence;



### **TEACHING AND LEARNING**

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**The Assistant Headteacher will, as far as is reasonable:**

5. Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those with special educational or linguistic needs, in order to set and meet challenging, realistic targets for improvement;
6. Create and promote strategies for developing positive attitudes towards diversity and difference, including: racial; ethnic; religious; sexual orientation; gender; cultural; ability/disability;
7. Develop and promote positive attitudes towards equality, respect and personal responsibility in order to ensure the school community challenges sexual harassment and rejects bullying in all its forms;
8. Develop effective links with the community, including business and industry, to extend the curriculum and enhance teaching and learning;
9. Maintain an effective partnership with parents to support and improve pupils' achievement and personal development;
10. Engage with evidence based research to support the development of best practice.

### **LEADING AND MANAGING STAFF**

**The Assistant Headteacher will lead, motivate, support, challenge and develop staff to secure improvement.**

**The Assistant Headteacher will, as far as is reasonable:**

1. Maximise the contribution of staff to improving the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils;
2. Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities;
3. Help implement and sustain effective systems for the management of staff performance, incorporating performance review and targets for teachers, including targets relating to pupils' achievement;
4. Understand the expectations of all Priestlands staff, including subject leaders, SENCOs and ECTs, help enable them to carry out their roles to the highest standard and contribute to the induction, training and professional development of staff;
5. Sustain their own motivation and that of other staff.

### **EFFICIENT AND EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES**

**The Assistant Headteacher will help deploy people and resources efficiently and effectively to meet specific objectives in line with Priestlands School's strategic plan and financial context.**

**The Assistant Headteacher will, as far as is reasonable:**

1. Work with senior colleagues and governors to recruit, deploy and develop all staff effectively in order to improve the quality of education provided;
2. Help set appropriate priorities for expenditure, allocate funds and ensure effective administration and control;
3. Help manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
4. Help manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure best value.

## **ACCOUNTABILITY**

**The Assistant Headteacher will share corporate responsibility within the Leadership Team for the effectiveness and efficiency of Priestlands School to the Headteacher, governors and others, including pupils, parents, staff, local employers and the local community.**

**The Assistant Headteacher will, as far as is reasonable:**

1. Provide information, objective advice and support to the Headteacher to enable him to meet his responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and best value;
2. Help create and develop an organisation in which all staff recognise that they are accountable for the success of Priestlands School;
3. Present a coherent and accurate account of Priestlands School's performance in a form appropriate to a range of audiences, including the Headteacher, governors, pupils, parents, the LA, the local community, OFSTED, HMI and others, to enable them to play their part effectively;
4. Help ensure that parents and pupils are well-informed about the curriculum, attainment and progress and are able to understand realistic and challenging targets for improvement and to make a fully informed contribution to achieving them.



## General Information

Priestlands School, an 11-16 mixed comprehensive school, became an academy in August 2011. Serving the South of the New Forest, our catchment area covers an area of outstanding beauty, stretching from Beaulieu in the East, to Brockenhurst in the North, and Milford-on-Sea at its most westerly point. To the South lies the Solent, one of the most popular sailing areas in the country.

We serve eleven primary and junior schools, although our intake includes children from other schools, including a number of private schools. Our intake pattern is eight forms of entry. Our planned maximum capacity is 1215, however we are regularly over-subscribed and our current number on roll stands at 1238.



## Our Facilities

Priestlands is situated on a large and pleasant campus, which we share with Pennington Infant and Junior Schools, and is surrounded by some 25 acres of playing fields.

We are continually looking for opportunities to improve the facilities and site for the benefit of all students and staff. There are ten Science laboratories, Design and Technology workshops and food rooms, ICT facilities throughout the school, as well as general classrooms. We also have a Learning Support Centre known as The Hub and a contemporary study centre which KS4 students can also use after school to study independently to complete homework, research and revision.



Our buildings include a Grade II listed building, which houses Art and Child Development. We re-commissioned our formerly derelict Grade II listed Coach House building and reclaimed the original Victorian Walled Garden where we keep animals, as well as growing fruit, vegetables and flowers.

We have access to an excellent indoor swimming pool which is part of the Lymington Health & Leisure Centre, currently run by Freedom Leisure.

The school owns a gymnasium, synthetic turf pitch, sports hall and floodlit tennis courts, enabling us to offer a very wide range of sporting activities, and we are proud of our sporting record.

There are ICT clusters in many subject areas, including Art, Careers, Design Technology, Maths, Music, Science, the Study Centre and The Hub. All classrooms have data projector and visualisers for modelling and demonstrating.



## The Curriculum

At KS3, students follow a common timetable, which includes English, Mathematics, the Sciences, ICT, History, Geography, Religious Education, a Language (French, German and Spanish are offered), Technology, Performing and Visual Arts (Art, Drama and Music), Physical Education, and a tutorial PSHCE period.

We operate a condensed KS3 curriculum, so that all students complete their KS3 assessments at the end of Year 8, not Year 9. This has allowed the development of a more personalised and enhanced KS4.



At KS4, all students currently follow an extended core comprising: English Language and Literature, Mathematics, Science, Citizenship (Ethics and Philosophy, careers, enterprise and health), PE and tutorial work. Within Science, most students follow the Combined Science course with some taking Separate Sciences.



Option subjects currently available include: Art (3D and Fine Art), Applied Business, Child Development, Computer Science, Design Technology, Drama, French, Food & Nutrition, Geography, German, History, Horticulture and Small Animal Care (non-exam course), ICT, Music, Photography, Physical Education (GCSE and OCR Sports Studies), Religious Studies, and Spanish.

Students are taught mostly in mixed ability groups in Year 7, and may be 'set' thereafter, although subject areas use the opportunities offered by block timetabling to group

children flexibly. Our intention is to develop more individualised styles of teaching and learning, and we offer increasing opportunities for students to develop independence and a sense of ownership of their learning. Special Needs provision is overseen by our SENDCo. It is our policy that all teachers are teachers of children with special needs. For the most part, children are supported in mainstream lessons, withdrawal being rare.



## Pastoral Organisation

It is our intention that our curricular and pastoral work should be integrated. At present, almost all teachers are tutors, and all students have a tutorial lesson each week. The school is year-based, each year having a team of tutors and a Head of Year. Each year group has an assigned Pastoral Support Manager, an experienced member of the support staff who fields most phone calls, investigates incidents and supports and mentors students.

Heads of Years have responsibility for monitoring learning across their Year Groups. Year Teams rotate from Years 7 to 11, to maximise continuity. In addition, a House System operates to provide opportunities for competition and to cement relationships across year groups.

All students wear the school uniform, which is modern, comfortable, affordable and practical. Our Behaviour Management Policy defines expectations clearly, provides opportunities to reward and recognise students who model Priestlands Values, and provides a structure which can be fairly and consistently applied throughout the school. The Priestlands Values, developed by students and staff and based around the principles of the 3Rs, being Ready, Respectful and Responsible, are displayed throughout the school.

### At PRIESTLANDS We Are...



**Are you?**  
If the answer to any of the above is 'No' –  
what do you need to do to change things?



## Priestlands GCSE Results 2024

At Priestlands we pride ourselves on consistently delivering excellent outcomes at GCSE Level, year on year. We are proud of our academic record and believe all children are capable of making exceptional progress. We encourage them to embrace challenge, pursue excellence and to be resilient in overcoming obstacles. Above all we want to ignite in our students a love of learning which will serve them well throughout their lives.



The Class of 2024 did very well with a strong overall performance and many outstanding individual successes too. Students did well in the core subjects of English, Maths and Science sustaining high performance whilst there were a significant number of the top grades 9-7 awarded. Results show:

|               | Achieving 5+ 9-4 (including English & Maths) | Achieving 9-7 in English & Maths | Achieving 9-5 in English & Maths | Achieving 9-4 in English & Maths | Achieving EBacc 9-5 | Achieving EBacc 9-4 |
|---------------|--|----------------------------------|----------------------------------|----------------------------------|---------------------|---------------------|
| All students  |  |                                  |                                  |                                  |                     |                     |
| School 2024   | 68%  | 16%                              | 58%                              | 77%                              | 23%                 | 26%                 |
| School 2023   | 65%  | 20%                              | 52%                              | 72%                              | 17%                 | 22%                 |
| School 2022** | 77%  | 25%                              | 64%                              | 81%                              | 23%                 | 24%                 |
| School 2020** | 76%  | 19%                              | 59%                              | 79%                              | 20%                 | 22%                 |
| School 2019   | 75%  | 17%                              | 55%                              | 78%                              | 18%                 | 25%                 |

\* Provisional

\*\* Affected by Covid pandemic disruption

2021 saw a very strong cohort leave with outstanding GCSE grades but, because of the unique set of circumstances (covid related) at the time, we decided, alongside other local schools, not to publish headline figures.

## School Leadership

There is a regular pattern of meetings, which aims to provide ample opportunities for staff to participate in the decision-making process. We enjoy a close working partnership with our Governors, who are well integrated in the School's management structure.

At present, we have approximately 160 members of staff, more or less equally divided between teaching and support, who are characterised generally by their enthusiasm, and commitment to Priestlands and its students.



## Professional Development Opportunities

We are very proud of our Professional Development processes and opportunities. We are committed to the professional development of all staff, and aim to develop continually as a professional learning community. We work hard to ensure that opportunities for Professional Development are recognised in all that we do.

The following are examples of opportunities available to all staff:

- Well-established Performance Review processes
- 1:1 interviews with team leaders
- Mutual observation opportunities in school and with local schools
- Membership of Working Groups
- Opportunities to contribute to Inset Days
- Visiting external speakers
- External courses, online and in person
- Mentoring
- ECT induction programme
- New Teacher induction programme
- Identification of individual training needs
- Identification of team training and development needs
- Post-16 liaison opportunities
- Primary liaison opportunities
- Strong Line Management processes



Our Professional Development processes provide a framework in which needs can be identified and support planned to meet identified needs and objectives both for the development of the school and for the career development of the individual. Every member of staff takes a shared responsibility for their Professional Development.

## Ofsted

Priestlands had its most recent Ofsted inspection in February 2023. We were judged as Good, with many very strong features recognised in the report, which also said several things of which we are very proud, including:

- “The school has a welcoming and inclusive ethos.”
- “Leaders are rightly proud of the positive relationships between staff and pupils.”
- “Pupils feel safe in school, and they are confident that staff will deal with issues effectively.”
- “The curriculum in each subject is well organised. Leaders have clearly identified the important knowledge and skills that pupils need in order to achieve well. Teachers deliver the curriculum effectively.”
- “Clear routines and positive relationships ensure classrooms are effective learning environments.”
- “Staff are proud to work at the school. They appreciate the support and professional development provided.”
- “Leaders and those responsible for governance ensure the school has a strong safeguarding culture.”



## The Future

We want to continue to improve the quality of all that we do, especially the quality of the learning experiences we offer our students.

By becoming reflective practitioners, constantly reviewing and evaluating what we teach and how, we believe we can continue to develop as a school. We hope to provide good career development and opportunities for our staff.

The next few years will continue to be both challenging and interesting. We look forward to receiving your application.