



Excellence | Respect | Courage | Resilience | Integrity

Assistant Headteacher Candidate Pack

March 2026

The Post

School: Stanborough Secondary School

Job title: Assistant Headteacher (part-time considered)

Salary: £41,500 - £45,056

Location: Watford, Herts

Start date: Flexible Start

Closing date: Monday 22nd June 2026

Interviews are scheduled for week commencing: 29th June 2026

Are you an inspiring leader with a passion for outstanding teaching, learning, and whole-school improvement? Stanborough Secondary School is seeking a dynamic Assistant Headteacher to join our Senior Leadership Team.

The Role:

- Lead on key aspects of the curriculum and support whole-school strategy
- Oversee and develop extracurricular provision
- Monitor teaching quality, assessments, and homework systems
- Engage and support parents, including leading parents' evenings
- Drive a culture of excellence throughout the school
- Uphold robust safeguarding practices across the school and undertake additional responsibilities as directed by the Headteacher to support whole-school priorities and student wellbeing

We can offer you

- an inclusive school culture
- a school of students who are keen to learn
- a strong commitment to your own professional development
- the chance to be pivotal in the founding culture of the school and its journey to provide outstanding education to all children in the local community
- The possibility of part-time/flexible working arrangements to support work-life balance can be considered

We would like you

- to be an outstanding teacher
- to be a strong and sensitive leader who others follow
- have successful senior leadership experience working in a secondary school environment and show a keen knowledge of the curriculum intent and implementation
- to have high expectations of yourself and our students

- to be a team player willing to contribute to all aspects of school life.
- to have made a significant impact in your current role
- be able to deputise for the Headteacher in any aspect of her work
- be a strong presence around the school and must be a clear strategic thinker, whilst at the same having the attention to detail and operational oversight that makes sure that routines and communication are effective

A strong candidate will be confident in leading any aspect of school life. The specific duties of the post will be negotiated with the successful candidate.

We encourage and value candidates who have varied lived experiences and inclusive mindsets, either due to their engagements in the world or due to their protected characteristics (as set out in the Equalities Act 2010). We are committed to continued development of a community that is representative of the environment in which we work and in nurturing an equitable society.

Please click on the link for further details, including application forms and candidate pack <https://www.spsch.org/employment-opportunity-assistant-headteacher/>

For informal enquiries, please contact, Jeanetta Liburd, Headteacher, through the Headteacher's Personal Assistant, Mrs Pauline Okelo, who can be contacted on 01923 673268 or by email at: pokelo@stanboroughpark.herts.sch.uk

Visits to the school are very much welcomed and encouraged and can be arranged through the school. Contact: Mrs Pauline Okelo at pokelo@stanboroughpark.herts.sch.uk

Please note we reserve the right to close this vacancy earlier than the specified deadline if a suitable candidate is found. **Please note we do not accept CVs.**

Stanborough Secondary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We follow safer recruitment practices; the successful candidate will be subject to enhanced DBS clearance and all necessary pre-employment checks.

In line with KCSIE (Keeping children Safe in Education) we will complete online searches as part of our due diligence on all shortlisted candidates. If anything is identified as part of these checks, they will be discussed with you at interview. If any safeguarding concerns are identified, we reserve the right to withdraw your application.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

A copy of the school's Safeguarding Policy, including Child Protection Policy can be found on our website: <https://www.spsch.org/policies/>

Stanborough Secondary School requires all applicants to be eligible to work in the UK with no restrictions as we are unable to offer sponsorship/work visas. You will be required to provide proof of eligibility to work in the UK, evidence of your qualifications and suitable references.

The School



Stanborough Secondary School, is a coeducational independent school with a rich heritage rooted in Christian values. Established in 1919, the school was founded by the British Union Conference of Seventh-day Adventists to provide faith-based education that nurtures both academic excellence and spiritual growth.

At Stanborough Secondary School we are ‘Educating for Eternity’.

Stanborough is nestled within the beautiful 40-acre Stanborough Park in Watford. Our school is a nurturing and inclusive Seventh-day Adventist Christian community. With a vibrant ‘mini-United Nations’ atmosphere and class sizes no larger than 20, we offer a personalised, holistic education for our diverse student body of under 100 students.

The school operates a 100-bed boarding facility. Our dedicated staff provide exceptional pastoral care, creating a safe space for students to thrive academically, emotionally, and spiritually. We value high standards, quality education, and values-based learning, helping students understand their God-given identity and become compassionate, lifelong learners.

Over the decades, Stanborough has evolved into a vibrant learning community, known for its commitment to holistic development and its strong moral foundation. The school’s motto, *“God is the Master of our school”* reflects its mission to glorify God through Christ-centred education.

Its aims are to provide a strong spiritual and moral foundation, to help each student realise their academic potential, to foster students' social and cultural growth, to enable them to achieve optimum physical vitality and health, and to inculcate the characteristics of a good citizen.

The school is an incorporated organisation, owned by the registered charity, the British Union Conference (BUC) of the Seventh-day Adventist Church. Governance is provided through a Board of Governors, some of whom are members of the BUC. The school regularly accommodates international students in the Boarding School for short term cultural tours, EAL classes and full immersion visits. This creates a vibrant atmosphere throughout the year and gives our students the opportunity to interact with students from, Japan, Hong Kong, Brazil, Saudi Arabia, France, Mexico, USA, etc

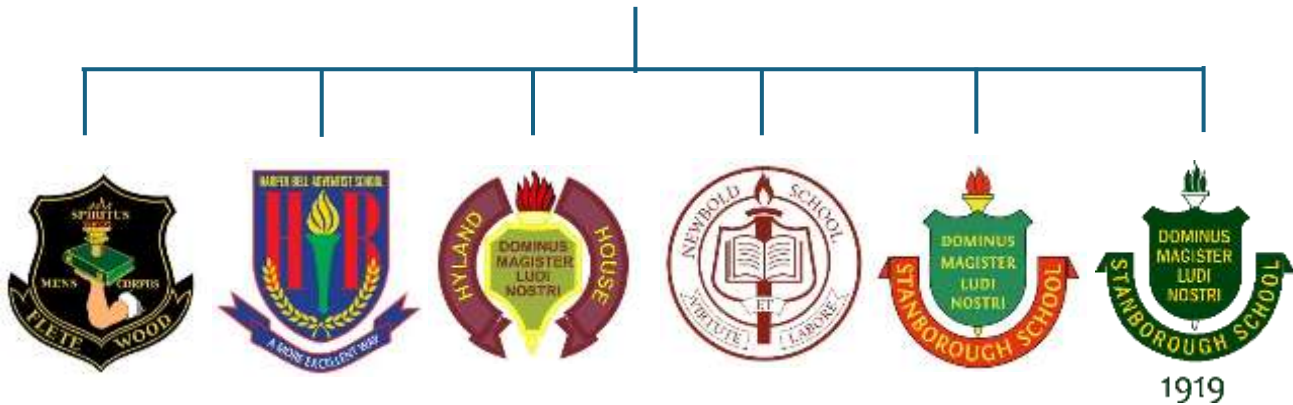
A complete prospectus is available at: <https://www.spsch.org/wp-content/uploads/2021/05/Prospectus.pdf>

Seventh-day Adventist Schools



Educating for Eternity

BUC Education Department



Information about BUC of SDA Education Dept

The Seventh-day Adventist Church operates the largest Protestant education system in the world. In the UK, this includes Stanborough Secondary, one of six schools and a higher education college overseen by the British Union Conference (BUC) Education Department.

Role of the British Union Conference Education Department

The British Union Conference of Seventh-day Adventists Education Department plays a central role in ensuring that all Adventist schools in the UK:

- Deliver high-quality education within the established biblical worldview framework of global Adventist education.
- Maintain strong internal quality assurance processes.
- Achieve excellent student outcomes while remaining faithful to the Church's beliefs, mission, and educational philosophy.
- Meet national safeguarding and regulatory requirements.
- Receive external validation through the AAA inspection process, providing objective measurement of institutional effectiveness.

The department supports school leadership teams — including new Assistant Headteachers as part of Senior Leadership Teams — to secure the best possible academic, spiritual, and personal outcomes for students, and to position schools as first-choice institutions within their communities.

Mission and Educational Purpose

Adventist schools aim:

- To nurture a life of faith in God,
- To equip learners with knowledge, skills, and understanding for service to God and humanity.

Education is delivered within a caring Christian environment where:

- Teachers intentionally integrate a biblical worldview across all subjects.
- A broad and balanced curriculum encourages intellectual growth, character development, leadership, service, and mission.
- Pastoral care and safeguarding are strong and effective.
- Staff wellbeing and work–life balance are valued.

All activities are Bible-based, Christ-centred, service-oriented, and kingdom-directed.

Strategic Aims and Community Engagement

Under the oversight of the BUC Education Department, schools:

- Provide a curriculum that enables students to thrive academically and socially.
- Promote respect for diversity and the environment.
- Collaborate closely with parents, churches, and local communities.
- Ensure most students make good or better progress, with high or rapidly improving attainment.

Accountability and Accreditation

Quality assurance is reinforced through accreditation by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA), the official accrediting body of the global Adventist education system. Operating from the General Conference of Seventh-day Adventists (GC) in the US, and working regionally through the Trans-European Division of Seventh-day Adventists (TED) for the UK, AAA ensures institutions fulfil their educational mission while maintaining alignment with Adventist beliefs and standards.

In summary, the British Union Conference Education Department provides strategic leadership, quality assurance, and spiritual direction for Adventist schools in the UK, ensuring excellence in education, faith integration, safeguarding, community partnership, and accountability within the global framework of Seventh-day Adventist education.

Christian ethos

Christian values are at the centre of everything we do at Stanborough Secondary School. Students will develop an understanding of Christian history, faith and the values which will impact positively on their life choices. All activities of the school are Bible based, Christ-centred, service-oriented and kingdom directed. Our Christian values demonstrate inclusiveness to all, shown through the dispositions of love, acceptance and forgiveness. Our Christian values are aligned to our British Values.

The Seventh-day Adventist church believes that every child is unique, made in the image of God and deserves the very best education, and therefore we believe that education should be provided for students that allows:

Educating for Wisdom, Knowledge and Skills

Seventh-day Adventist schools seek to provide excellent academic education and enable every individual to know how to apply those skills.

Educating for Hope and Aspiration

In Seventh-day Adventist schools, education goes beyond the classroom and affects every part of our students' lives. Through ongoing pastoral support for young people and their families, Seventh-day Adventist schools aim to encourage confidence, generosity and compassion, and to equip every individual to engage effectively with those around them and the wider world.

Educating for Community and Living Well Together

Seventh-day Adventist schools are places where collaboration, teamwork and respect for each other are valued and prioritised within the school life. A Seventh-day Adventist school is a safe environment where people respect and care for each other, behave well and share the belief that together we can achieve more.

We believe that education is a significant and vital part of the role of the Seventh-day Adventist church to share the tangible love of Jesus with everyone. Our aim is to develop the God-given potential of all students through a Christ-centred experiential curriculum, real world learning, quality instruction, and a grace-filled environment, creating leaders who will remain rooted in their love for Jesus and His church.

Ultimately, we are **Educating for Eternity!**

Job Description

Assistant Headteacher

Stanborough Secondary School requires a well-qualified, enthusiastic and accomplished teacher, who is eager and committed to supporting students' education. The Assistant Headteacher is to work collaboratively with the Headteacher to secure the continued success and improvement of the school, ensuring that all students receive a high-quality education and achieve improved standards of learning and attainment.

This role also requires a post holder who is passionate about the school's vision and mission and in developing the school's CPD offer and the fostering of a culture where we are all stakeholders and part of a learning community. It will be necessary to undertake whole school responsibility in specific areas as designated by the Headteacher. In consultation with the Headteacher and the Senior Leadership team, the successful candidate will lead aspects of school improvement towards achievement of the School Development Plan, and long-term Strategic Plan, working with other members of the Senior Leadership Team and stakeholders to deliver those plans. All members of the community at Stanborough Secondary School are expected to actively promote the highest standards of teaching, learning and leadership.

Main Duties and Responsibilities

Under the direction of the Headteacher, the Assistant Headteacher will:

- Lead on aspects of the School Development Plan, monitor progress provide evidence of impact.
- Oversee analysis of data relevant to the above.
- Lead on teaching and learning.
- Line manage staff, as required.
- Contribute to the effective safeguarding of all students, undertaking suitable DSL training.
- Liaise with appropriate outside agencies.
- Contribute to the effective day to day management of the school including organising and carrying out supervisory duties.
- Be a high-profile presence during the school day and at school events.
- Represent the school within the local and wider community as required.
- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct.
- Build positive and respectful relationships across the school community.
- Report to stakeholders eg, governors or parents on successes, achievements as required.
- Support with parent engagement, including organising and leading parents' evenings.
- Contribute to inspection readiness and success.

Other Responsibilities and Duties

Under the direction of the Headteacher, the Assistant Headteacher will:

School Culture and Behaviour

- Uphold and promote the vision, mission and values of the school.
- Understand the importance of inclusion, equality and diversity, both when working with students and with colleagues, and to promote equal opportunities for all.
- Contribute to the creation of a culture where students experience a positive and enriching school life.
- Promote a culture and practices that enables all students to access the curriculum.
- Evaluate and drive actions to uphold and develop the quality of teaching and learning in order to prepare students from all backgrounds for their next phase of education and life.
- Encourage high standards of behaviour from students, built on rules and routines that are understood by staff and students and clearly demonstrated by all adults in school.
- Implement and uphold the policies, procedures and codes of practice of the school, including data protection, health & safety and safeguarding, curriculum.
- Promote the effectiveness of the school's behaviour policy and strategies.
- Analysing whole-school data to inform future improvement strategies for example student performance data, outcomes from evaluation of teaching and learning, attendance data, behaviour data, and data re. exclusions and student wellbeing
- Have ambitious expectations for all students with SEN and disabilities.
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate.
- Participate and engage with workplace learning and development opportunities, working to continually improve own performance and that of the team and school.

Leadership of Staff and Professional Development

- Deputise in the absence of the headteacher.
- Model outstanding leadership for all stakeholders.
- Lead a subject or department where required.
- Deliver training for other staff.
- Monitor and challenge professional standards within the school.
- Participate in the performance management process both as a line manager, holding others to account, and in your own development as a leader.
- Support the development of colleagues through monitoring, mentoring, coaching and if necessary, capability procedures.
- Participate in the interview process for teaching or support staff posts when required and support effective induction of new staff in line with school procedures.
- Attend and participate in relevant meetings and events as appropriate.
- Establish and sustain high-quality teaching across subjects and phases, based on evidence.
- Ensure the teaching of a broad, structured and coherent curriculum.

- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities.
- Use valid, reliable and proportionate approaches to assessing students' knowledge and understanding of the curriculum.

Organisational Management and School Improvement

- Establish and oversee systems, processes and policies so the school can operate effectively.
- Ensure staff and students' safety and welfare through effective approaches to safeguarding, as part of duty of care.
- Ensure effective development and implementation of the curriculum.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Ensure effective use of budgets and resources.
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context.
- Make sure these school improvement strategies are effectively implemented.

Student Focus

- Track and analyse student performance and contextual data, paying particular attention to disadvantaged groups such as those with special educational needs, or who speak English as an additional language.
- Plan and implement interventions for those students who are not progressing.
- Establish and implement whole-school systems that support student outcomes and/or wellbeing.
- Oversee extracurricular provision to broaden student opportunities.
- Conduct student voice surveys to ensure student voice is captured and informs evaluation and strategic decision making.
- Undertake any other additional duties commensurate with the grade of the post as directed by the Headteacher.

Person Specification

All of the competencies outlined below will be evidenced in the application, during the interview and via references.

<i>Category</i>	<i>Essential</i>	<i>Desirable</i>
1. Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • A degree (at least upper second class) or equivalent from a recognised university in an appropriate subject • Evidence of commitment to continual professional development including recent participation in a range of relevant in-service training • Recent Level 3 DSL training 	<ul style="list-style-type: none"> • NPQML/NPQSL • English Subject Lead
2. Experience	<ul style="list-style-type: none"> • Proven track record of successful senior leadership • Excellent subject knowledge • Experience of successful curriculum development that meets the current requirements of ISI/Ofsted. 	<ul style="list-style-type: none"> • Teaching and/or school leadership experience in the independent sector
3. Professional Development	<ul style="list-style-type: none"> • Ability to identify own learning needs and to support others in identifying their learning needs • Experience of working with other schools/organisations /agencies • Experience of leading/co-ordinating professional development opportunities 	
4. Leadership & Management	<ul style="list-style-type: none"> • Evidence of successful strategies for implementing whole-school plans • Ability to assist in the analysis of data, developing strategic plans, setting targets and monitoring/evaluating progress towards challenging targets • Knowledge and experience of what constitutes quality in secondary provision, the characteristics of effective schools and strategies for raising standards and the achievement of all students • Understanding of and commitment to leading on the safeguarding of students and staff • Ability to line manage and support teachers, holding them to account while developing leadership capacity • Ability to build and maintain good relationships with a range of stakeholders • Ability to articulate and develop the school's vision and Christian ethos 	
5. Teaching and Learning	<ul style="list-style-type: none"> • Knowledge and experience of successful teaching and learning strategies to meet the needs of all students • A secure understanding of assessment strategies • Experience of effective monitoring / evaluation of, and intervention in, teaching and learning • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management • High quality teaching skills 	<ul style="list-style-type: none"> • Experience as a provider of professional development to other teachers

<i>Category</i>	<i>Essential</i>	<i>Desirable</i>
	<ul style="list-style-type: none"> • Experience of organising extra-curricular activities including successful interventions • Use of ICT in teaching 	
6. Managing Staff	<ul style="list-style-type: none"> • Demonstrable experience of working with governors/trustees to enable them to fulfil their responsibilities • Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues arising 	<ul style="list-style-type: none"> • Involvement in staff recruitment, appointment /induction
7. Accountability	<ul style="list-style-type: none"> • Knowledge of school self-evaluation processes • Ability to communicate school performance effectively, orally and in writing to a range of audiences • Ability to provide clear information and advice to staff and governors • Awareness of DfE performance measures applicable to the school • Up to date knowledge of current external accountability frameworks • Experience of leading sessions to inform parents and carers on aspects of school performance 	<ul style="list-style-type: none"> • Experience of Section 48 inspections and/or denominational inspections
8. Personal Attributes	<ul style="list-style-type: none"> • To enthuse students by teaching imaginatively, employing a variety of teaching styles • Ability to diagnose and intervene wisely when solving problems • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively including in relation to the work of others • Empathy with students/parents • Excellent communication and negotiation skills • Excellent presentational skills • Stamina and resilience 	<ul style="list-style-type: none"> • Ability to manage public relations effectively including high profile contexts
9. Ethos Commitment	<ul style="list-style-type: none"> • To actively support and develop the school's vision and Christian ethos • Supportive of developing and promoting the school's role in the churches and wider community 	<ul style="list-style-type: none"> • Experience of effective senior leadership in a Seventh-day Adventist school