



Withington
GIRLS' SCHOOL EST 1890

**Appointment of Deputy Head
(Academic)**
September 2026

About Withington Girls'

WHERE GIRLS SHINE

Withington is a leading independent day school for girls aged 7 to 19, achieving some of the best academic results in the country with dedication, compassion and joy.

We prioritise knowing each pupil as an individual, providing tailored care and support in a nurturing environment. This allows us to maintain our position as the North West's top-performing independent school, whilst ensuring our girls grow into happy, confident and independent young women who feel genuinely valued throughout their journey with us. Above all, Withington is a place where enthusiastic learners flourish, supported by staff who are deeply committed to pastoral care and personal development. Our proactive wellbeing programme ensures every pupil receives the support she needs to thrive academically and personally.

The most recent ISI report recognised our commitment to cultural understanding and respect as "**a significant strength of the school**", highlighting the opportunities we provide for discussion and reflection across all faiths. Read more [here](#)

Finances:

With an annual turnover of over £10M, Withington is in a healthy financial position and can look to the future with confidence. The Governors are keen to explore potential increases to commercial income, currently derived from facility lettings and holiday activities.

WGS Trust:

Withington Girls' School is a company limited by guarantee and registered charity. The WGS Trust is a separate registered charity supporting the School's educational advancement, with nine Trustees appointed by the Governors. The School's Development Team supports fundraising activities with integrated finance functions and the Trust currently invests over £900,000 per annum to provide outstanding educational opportunities for talented girls, irrespective of financial background.



"Withington's motto is 'Ad lucem' (towards the light), a most fitting way of encapsulating the standard of education at this remarkable school. It's an inspiring place where very able girls who thrive on being fully engaged in a broad and stimulating curriculum will shine brightly."

The Good Schools Guide



About Withington Girls'

True to our founding principles, we believe that the pleasure of learning brings its own reward, sustaining and enriching individuals throughout their lives. We aim to open as many doors as possible for our pupils in terms of learning. Respect for ourselves and others alongside personal responsibility underpin our school community. We celebrate diversity, value teamwork, and encourage everyone to play their part, with older pupils and alumnae providing inspirational role models.

Equality, Diversity and Inclusion

We're an inclusive school and our proactive approach to equality, diversity and inclusion reflects this culture. It enables everyone, whatever their background, to feel safe, respected and valued here, drawing on diverse voices and experiences that make us proud to be the best possible reflection of Greater Manchester's diversity. We never take these principles for granted, which is why we continue developing our strategy so that every girl feels welcome applying here.

Proudly All Girls

Our single-sex environment is a powerful catalyst for unlocking every girl's potential. Without the subtle pressures of gender dynamics, our pupils feel genuinely free to explore every aspect of themselves – speaking up fearlessly, taking creative risks, and pursuing leadership without hesitation. When they leave, our young women carry an unshakeable confidence that they belong anywhere, pursuing any ambition.

Being proudly all girls means creating an environment where young women don't just succeed – they soar.

Bursary Programme

We don't want financial circumstances to be a barrier preventing girls who have demonstrated their potential to take up a place at our school. Our ambitious bursary programme is central to the ethos and values of the school and 1 in 6 senior school pupils receive means tested financial support.

“Leaders provide a warm, caring and supportive environment. The school has a clear sense of community.”

ISI Report 2025

ETHOS

OUR WITHTINGTON E T H O S

WELLBEING and INCLUSION

All pupils are nurtured, supported and encouraged to reach their full potential, academically, socially and personally within our caring community

RESPECT and RESPONSIBILITY

The golden rule of respect for self, respect for others and personal responsibility underpins our school community and extends beyond the classroom into the wider world

WHERE GIRLS SHINE

LOVE of LEARNING

The pleasure of learning is its own reward; valuing and understanding how to learn sustains and enriches us throughout our lives

BEYOND the CLASSROOM

Pupils develop talents, skills, interests and character through the wealth of extra-curricular opportunities on offer

COMMUNITY and DIVERSITY

We are a community where diversity is celebrated, teamwork valued and every pupil is encouraged to play their part; older pupils and alumnae provide inspirational role models

AIMS

OUR WITHTINGTON A I M S

1



TO INSPIRE PUPILS WITH AN OUTSTANDING EDUCATION...

...through a strong, regularly reviewed curriculum, evidence-based teaching strategies, and transformative technology, ensuring relevance, inclusivity, engagement, and enhanced pupil outcomes

2



TO CULTIVATE PERSONAL DEVELOPMENT, WELLBEING AND A SENSE OF SAFETY...

...by fostering an inclusive school environment, holistic pastoral care and enshrining strong values that shape the school's culture and community relationships

3



TO CHAMPION OUR COMMUNITY...

...by ensuring the quality, motivation, and wellbeing of its staff, fostering meaningful relationships with parents, alumnae, and local stakeholders, and strengthening the school's influence through robust community engagement

4



TO EMPOWER FUTURE GENERATIONS...

...by further securing long-term financial health, maintaining a strong and stable pupil body, developing additional income streams for the school, and implementing a well-defined marketing strategy to remain competitive and attractive to all

VALUES

OUR WITHTINGTON V A L U E S

RESPECT FOR SELF

RESPECT FOR OTHERS

PERSONAL

RESPONSIBILITY

LOVE OF

LEARNING



School Structure

Withington offers pupils a continuous and supportive journey from Junior School through to the Sixth Form. At every stage, the school combines academic challenge with dedicated pastoral care and opportunities to develop confidence, curiosity and a strong sense of community.

Junior School

Pupils begin their Withington journey in a welcoming environment that encourages confidence, curiosity and independence. Teachers get to know each pupil well personally and academically, whilst specialist teaching in subjects such as IT, Music and Languages, and well-used outdoor spaces, enrich learning. The House system, varied activities and wraparound care help build a strong sense of belonging and community, with Form Tutors providing consistent support and guidance. Outdoor play and learning form an important part of daily life.

Senior School

As pupils move into the Senior School, they enjoy a broad curriculum whilst having opportunities in sport, music, drama and a wide range of clubs. The House system, dedicated form time and assemblies create strong friendships and allow for personal growth, whilst trips, visiting speakers and enrichment activities broaden horizons. Academic challenge is balanced with strong pastoral support from Heads of Year and Form Tutors, and pupils are encouraged to discover and develop their talents both in and beyond the classroom within a caring environment that celebrates individual achievement.

Sixth Form

In the Sixth Form, pupils join a close-knit community where they are encouraged to excel whilst taking on new challenges. Small classes, a wide choice of A Levels, the Extended Project Qualification and a varied enrichment programme prepare pupils for life beyond school. Sixth Formers take on leadership roles, support younger pupils and contribute to the wider life of the school, with many progressing to Russell Group universities and other competitive courses.



“We were bowled over by the girls. Every single one was confident, but not arrogant. In discussion with us they were respectful of their peers and made some extremely mature and insightful comments, often well beyond their years.”

The Good Schools Guide



“Girls told us they came to Withington because, ‘It has an amazing academic reputation, I knew I would be able to meet my goals here. I’ve gained such self confidence, you feel you can do anything.’”

The Good Schools Guide

Academic Success

A genuinely outstanding school isn’t judged solely on its results and league tables.

That’s why a Withington education is about so much more than academic performance. However, we can’t help but feel a deep pride in the remarkable results achieved by our students. They’re a credit to our dedicated staff – and, most importantly, the results are a testament to our wonderful girls.

But please don’t just take our word for it. We’ve been named [Independent School of the Year for Academic Performance in the North West](#) in the prestigious Sunday Times Parent Power Schools Guide 2026. It’s our seventh consecutive year of receiving awards from The Sunday Times, including being named as [North West Independent Secondary School of the Decade](#) in 2021.

Ambitious attitude:

Our students’ university destinations

When our girls leave us to continue their educational journey, we’re delighted to see that 80% of leavers gain places on their preferred degree courses at their chosen universities. We’re proud of each and every student. The breadth of subjects our students progress to study reflects the wide range of opportunities they experience here at Withington.

In the last five years:

Oxbridge:

12.6%

Russell Group:

74.2%

Other (including gap years):

13.2%



82%

of GCSE grades achieved
at 8/9 in 2025

91%

of A level grades were
A*-B in 2025

12.6%

Five year average of leavers
securing Oxbridge places

Curriculum

Withington Girls' School offers an exceptional, carefully structured curriculum that supports pupils at every stage, from Junior School through to Sixth Form, combining academic rigour with creativity, curiosity and personal development.

Junior School

The Junior School Curriculum is based on the National Curriculum but extends beyond it to provide a broad, enriched educational experience that fosters curiosity and a love of learning. Pupils study a wide range of subjects alongside enhanced opportunities in physical education, music, languages, and creative thinking, with five PE lessons and two music lessons each week and a different language introduced in each year group. The curriculum places strong emphasis on personal development through PSHCE, encourages exploration of big ideas through dedicated thinking lessons, and is enriched by trips, outdoor learning, and close links with the Senior School, allowing access to specialist facilities and teaching.

Senior School

The Senior School Curriculum provides a balanced and inspiring academic programme designed to help pupils discover their strengths and interests while building on elements of the National Curriculum that best support their learning. Pupils in Years 7–9 study a wide range of subjects including English, maths, sciences, languages, humanities, arts, design and technology, and physical education, with some lessons taught in smaller groups to enhance learning. At GCSE, core subjects such as English Language, English Literature, mathematics and science are complemented by optional courses including modern languages, arts, computer science and more, and all pupils also have timetabled PSHCE and PE. Technology is integrated purposely across the curriculum, with students using their own devices for learning and homework. As pupils progress, the curriculum becomes more specialised, preparing them for future study and careers through a combination of academic rigour and broader personal development.

Sixth Form

The Sixth Form Curriculum allows students aged 16–19 to specialise in subjects they are most passionate about by choosing to study three or four A Levels from a broad list that includes sciences, languages, humanities, arts, maths and more. Students are encouraged to take the Extended Project Qualification (EPQ) alongside their A Levels to pursue independent research in an area of personal interest, and there are extension sessions for those applying to highly competitive university courses or wanting to go beyond standard A Level content. Learning is enriched by trips, conferences and extra-curricular opportunities.



“A broad and enriching curriculum enables pupils to develop self-esteem, moral values, spiritual knowledge and an understanding and respect for one another.”

ISI Report 2025

Co-Curricular

Our broad curricular and co-curricular programmes support pupils in developing confidence, creativity, and a lifelong love of active engagement, whether through sport, music, drama, or a wide range of other opportunities, while fostering an understanding that a balanced, healthy lifestyle underpins wellbeing in all its forms.

We believe that co-curricular activities are key to a full and rounded education, contribute to physical and mental wellbeing and help our pupils to develop confidence and skills in creativity, communication, time management, leadership, critical thinking and resilience.

An extraordinary array of clubs and societies means there is something for everyone, from coding to garage band, photography to sign language and much more in between.

Enquiring minds can dig deeper into a subject that captures them and engage beyond the curriculum through our clubs. And of course, there is the opportunity to take the lead by joining a committee, running activities for younger pupils or by starting a new club or society.

Clubs meet at lunch time or after school and many of the school buses provide a late service to make taking part easy.



“Co-curricular activities are many and diverse. Pupils have the opportunity to experience a variety of physical, creative, fun and thought-provoking activities, enabling them to develop their talents and explore their interests.”

ISI Report 2025



Pastoral Support and Wellbeing

At Withington Girls' School, we believe that exceptional education flourishes when both students and staff feel genuinely supported and valued.

Pupil Wellbeing

By knowing and understanding each pupil as an individual, we can nurture her potential within our exceptionally warm, friendly and caring environment. Withington girls achieve outstanding academic success alongside vital personal and social development.

We work closely with families throughout each girl's time at Withington, helping us identify anything that might impact her personal development so we can offer relevant support at every stage. Through our proactive Personal, Social, Health & Citizenship Education (PSHCE) programme, pupils learn about themselves and the wider world. Our specialist team, including Form Tutors, Heads of Year and health professionals, works together to ensure their wellbeing.

Staff Wellbeing

We recognise that outstanding teaching comes from staff who feel valued and well-cared for. Our comprehensive wellbeing package includes highly attractive remuneration and pension schemes, healthcare through Simply Health, death in service benefit, and complimentary school lunches. Staff benefit from our fitness suite and classes, on-site parking, EV car charging, library access, and additional PPA time for teaching staff.

This approach to staff wellbeing contributes to our notably stable and happy staff community - colleagues who are genuinely invested in the school's mission and enjoy long, fulfilling careers here. It's this stability that helps create the supportive environment in which our pupils flourish.

National Wellbeing Award

Withington Girls' School has received the national [Wellbeing Award for Schools](#), recognising its strong commitment to pupil and staff wellbeing. The accreditation followed a thorough assessment of the school's pastoral care, inclusive culture and embedded wellbeing practices, with pupils and parents highlighting accessible support and a positive community that underpins both personal development and academic success.

“Pupils reported that if they have any concerns, they are able to access the pastoral team easily, and staff consistently make time to speak with them when needed. They described staff as welcoming and approachable, stating that they never feel unable to speak to someone. They expressed that they never feel “lost in the crowd” and that their individual needs are recognised.”

Wellbeing Award for Schools Report







“Pupils’ sensitivity to and awareness of the needs of others are reflected in their voluntary work and community and fund-raising activities where they participate in local, national and international projects.”

ISI Report 2025

Community and Partnerships

As a forward-thinking, outward-looking school, our ethos of respect for self, respect for others and personal responsibility underpins our connections beyond the school gates.

We have a strong track record of delivering sustained, mutually beneficial partnerships with state schools and community organisations that benefit local, national and international communities. Hundreds of pupils each year benefit from enterprising, fun and engaging activities that develop their skills and knowledge while forging new experiences and friendships.

Locally, our partnerships create meaningful impact across Manchester and beyond. One of our longest running programmes, SHiNE Together, provides Saturday morning classes for boys and girls in Years 5 and 6 in an exciting range of subjects. Our musical partnership, Manchester Sings, brings together hundreds of children from our region to celebrate music and recognise the power of community. Meanwhile, our Science Communicators – Sixth Form scientists who deliver exciting science shows and activities to primary and secondary school partners – inspire younger audiences while developing valuable communication and personal skills alongside their subject knowledge.

Looking ahead, Future Focus represents our commitment to empowering the next generation of young women. This series of conferences aims to inspire confidence, develop self-esteem and improve mental health – equipping participants with essential skills to succeed and flourish in their future lives and careers.

Our reach extends far beyond the UK through our transformative Gambia programme, which has developed over the last 20 years to advance educational opportunities in remote rural locations. We have established a strong partnership with the Mama Tamba Nursery School in Illiasa, a small village in inland Gambia, where we are guided by local contacts who work with village elders to assess needs and advise how we can best support the community.

Our Location

Withington Girls' School is ideally situated in Greater Manchester, one of the UK's most dynamic and culturally rich regions. The school benefits from excellent transport connectivity, with direct rail links to London, Birmingham, Bristol, Leeds, and York. Manchester Airport is conveniently nearby, and the school's proximity to the M6 and M62 motorways allows for good road connections.

The school sits within reach of some of Greater Manchester's most sought-after residential areas, including Didsbury, Cheadle, and Altrincham - leafy suburbs that offer the best of both worlds: metropolitan amenities alongside green spaces and a strong community feel.

Manchester's cultural landscape is particularly compelling, with the city attracting world-renowned artists and hosting internationally acclaimed festivals such as the Manchester International Festival. The region is home to leading universities, including The University of Manchester, recognised as a centre of teaching excellence and world-class research.

For those who appreciate the outdoors, the location offers excellent access to the Peak District and Lake District, both within easy reach.

As the birthplace of the industrial revolution, Manchester has always been a place where things happen. Today, that energy translates into a forward-thinking region that provides an exciting backdrop for anyone working and living in the area.



Picture: Manchester Cathedral

The Role

The Deputy Head (Academic) is a key member of the Senior Leadership Team who supports the Head in leading the School and securing a safe, caring and ambitious environment in which pupils and staff can flourish. The core purpose of the role is to contribute to the smooth and effective running of the School, uphold and model its values, and provide senior academic leadership so that the quality of pupils' learning and achievement is consistently of the highest standard. The role is available from September 2026, but the School would accept applications from candidates with alternative start dates, depending on notice periods.

Role Overview

The Deputy Head (Academic) is the School's senior academic leader and works closely with the Head, Governors and colleagues on the Senior Leadership Team to shape and deliver the School's academic strategy. The post holder leads the development of curriculum, assessment and pedagogy so that learning at Withington is intellectually ambitious, inclusive and enriching, and so that it remains aligned with the School's values and Development Plan. The Deputy Head (Academic) sets high expectations for academic standards and culture, promotes a love of learning, and ensures that pupils are supported and challenged to realise their full potential.

The Deputy Head (Academic) has day to day oversight of the academic life of the School, including responsibility for academic standards, systems for monitoring progress and attainment, and the quality assurance of teaching and learning. The post holder works closely with the Assistant Head (Academic), Heads of Department and other key colleagues to ensure that schemes of work, assessment practices, use of data and approaches to digital learning, including AI, are coherent, effective and evidence informed. The Deputy Head (Academic) ensures that academic provision meets and exceeds regulatory and inspection requirements, and that the School is well prepared for inspection in respect of its educational provision and outcomes.

This is a significant and wide-ranging leadership role that also requires visible presence in the classroom and wider school community. The Deputy Head (Academic) will teach a reduced timetable in a subject currently offered at the School and will play a full part in the broader life of Withington. The outline that follows indicates the main areas of responsibility and is not intended to be exhaustive; the precise duties will be reviewed periodically in consultation with the post holder to reflect the evolving needs and priorities of the School.

Leadership and Management

The Deputy Head (Academic) is a key member of the School's Senior Leadership Team (SLT), which currently comprises the Head, the Chief Financial and Operating Officer (CFOO), the Deputy Head (Pastoral), the Assistant Head, the Assistant Head (Academic), the Assistant Head (Pastoral), the Director of Sixth Form and the Head of the Junior School. The Deputy Head (Academic) works closely with these colleagues to provide coherent and collaborative leadership across all areas of school life.

The Deputy Head (Academic) provides day to day leadership of the academic life of the School and has a key role in motivating and supporting all teaching staff. The post holder line manages the Assistant Head (Academic), the Director of Sixth Form, a number of Heads of Department, the Examinations Officer and the School Librarian. The Deputy Head (Academic) works particularly closely with the CFOO, other SLT colleagues, and the Timetabler on the academic implications of timetabling, staffing and resource allocation so that academic priorities are properly planned for and funded.

In addition to the formal role, the Deputy Head (Academic), is required to participate in the wider life of the School.

Child Protection and Safeguarding

Withington Girls' School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. The School will carry out online searches on shortlisted applicants and all applicants will be required to provide details of their online profile, including social media accounts, as part of their application.

It is the post holder's responsibility to promote and safeguard the welfare of children. You will comply with the Withington Girls' School Child Protection and Safeguarding Policy, and the requirement to report to the Designated Safeguarding Lead any concerns relating to the safety or welfare of children.

The Role

Main Duties and Responsibilities:

Strategic Leadership, Management & Educational Vision

- As a member of the Senior Leadership Team, contribute to the overall leadership and smooth running of the School and play a central role in shaping, delivering and reviewing the academic strands of the School Development Plan
- To provide clear and ambitious educational vision for all pupils and colleagues by leading the strategic development of curriculum, teaching, learning and assessment, partnering with senior and middle leaders throughout WGS
- To anticipate educational trends and developments, including in qualifications, inspection, digital learning and AI, and to lead on the opportunities and challenges that change presents for WGS
- To be responsible for the development, implementation and regular review of all academic and curriculum policies and practices, working closely with the Head of Junior School and Deputy Head of Junior School to ensure coherence across the whole School
- To lead and have oversight of the academic enrichment and super curricular programme at WGS, including but not limited to Oxbridge preparation, academic societies, lectures, competitions and research opportunities
- To lead the strategic development of digital learning at WGS, including the effective and responsible use of IT and AI in teaching, learning and assessment
- To ensure that the School remains inspection ready in respect of its educational provision by maintaining robust academic policies, evidence and self-evaluation, and by fostering a culture of reflection and continuous improvement
- To provide regular, analytical reports on academic matters, including pupil progress and attainment, to the Head and Governors, and to use these to inform strategic decision making
- In conjunction with the Deputy Head (Pastoral), to provide leadership of the School in the absence of the Head
- To support, promote and protect the ethos, values and culture of the School in all aspects of its academic life.

Staff Leadership & Management

- To provide visible, credible academic leadership for teaching staff, modelling high standards of professional practice and fostering a culture of ambition, collaboration and trust
- To line manage the Assistant Head (Academic) and the Director of Sixth Form, setting clear expectations and supporting them in the effective day to day leadership of academic systems and processes
- To lead and empower Heads of Department and other colleagues with academic responsibilities, enabling them to work together on strategic initiatives, curriculum development and continuous improvement
- To oversee the quality assurance of teaching and learning, including lesson visits, work scrutiny, review of pupil progress and outcomes, and departmental self-evaluation, and to act on findings in a timely and constructive manner
- To lead, and where appropriate deliver, a coherent programme of academic professional development for staff that promotes evidence informed practice in teaching, learning, assessment and digital learning, including AI
- To use appraisal and professional review processes to support colleagues' growth, recognise excellence and hold staff appropriately to account for academic standards and classroom practice
- To work with other senior colleagues to promote staff wellbeing in relation to academic workload, assessment and curriculum design, seeking proportionate and sustainable approaches that support high quality teaching
- To create and sustain an ethos within which all colleagues are motivated, feel valued for their contribution to the academic life of the School, and are encouraged to contribute ideas and innovations.

The Role

Operational Leadership

- To lead, with the Assistant Head (Academic), the coordination of pupil progress and assessment, including the effective use of nationally standardised scores, pupil progress tracking and value-added data, and to maintain an overview of pupil academic information across the School
- To lead, with the Assistant Head (Academic) and relevant colleagues, the development of digital learning at WGS, including the effective and responsible use of IT and AI in teaching, learning and assessment
- To lead robust processes for the quality assurance of academic standards, including the monitoring and evaluation of departmental value-added data, examination results and the quality of teaching and learning, and to ensure that appropriate follow up and support are in place
- To oversee departmental budget expenditure for academic areas, providing guidance and training for budget holders so that resources are used effectively and align with academic priorities
- To work with senior colleagues, the Chief Financial and Operating Officer and Human Resources to ensure the cost effectiveness of the School's curriculum and staffing, and to see that the timetable is both educationally sound and operationally efficient
- To set and model expectations for timely, professional and constructive responses to parental queries and concerns about academic matters, and to handle escalated or complex academic issues as appropriate
- To work closely with pupils, for example through academic councils, surveys and focus groups, to gather views and suggestions that inform academic planning, quality assurance and strategic decision making.

External & Community Relations

- To communicate Withington Girls' School's academic vision clearly and compellingly, in ways that inspire and inform colleagues, pupils and parents, and that reflect the School's values and high expectations
- To ensure that communication with current and prospective parents about academic matters is timely, accurate and accessible, and that it supports parents' understanding of pupils' progress, achievement and curriculum pathways
- To play a key role in marketing and admissions activity from an academic perspective, for example by contributing to open events, publications and website content, and showcasing the academic strengths and distinctive character of WGS
- To take a significant role in Senior School admissions, including organising the Senior School Entrance Examination day, planning and overseeing academic assessments of prospective pupils, and interviewing candidates in partnership with the Head and other senior colleagues
- To act as an ambassador for the School in external forums, building and maintaining positive relationships with partner schools, universities and other organisations that enhance academic provision and enrichment opportunities for pupils
- To contribute to the wider life of the School community through a visible presence at key events, the cultivation of positive relationships with parents and alumnae, and the promotion of the School's ethos and culture in all external engagement.

Benefits of Working at Withington Girls' School:

In addition to providing a warm and inclusive working environment, Withington Girls' School also offers a comprehensive package to its teaching staff. This package includes:

- A competitive Withington Pay Scale
- A choice of remaining within the Teacher's Pension Scheme or taking a Defined Contribution Scheme
- Free School lunches
- 20% PPA time
- Small examination class sizes
- Fully Funded Healthcare Plan through Simply Health
- Following induction, free use of the fitness suite

The Person

Qualifications & Experience:

Essential

- Good honours degree in a relevant subject
- Qualified Teacher Status (QTS) or equivalent recognised teaching qualification
- Substantial successful teaching experience with pupils aged 11 to 18
- Proven track record as an outstanding classroom practitioner
- Significant experience of academic leadership at whole school or substantial departmental level, with clear impact on outcomes
- Experience of leading curriculum and assessment development within a subject or phase
- Experience of line managing and developing staff, including giving feedback and holding colleagues to account
- Demonstrable experience of using data, including examination and value-added information, to monitor performance, inform planning and contribute to school self-evaluation and inspection preparation

Desirable

- Higher degree in a relevant discipline or in education, for example MA or MEd
- Additional professional qualifications in leadership or education, for example NPQSL or NPQH
- Experience of working in a high performing independent school and or girls' school
- Experience of serving on a Senior Leadership Team or undertaking significant whole school leadership responsibilities
- Experience of leading academic enrichment, such as Oxbridge preparation, extended research projects, academic societies or competitions
- Experience of working with external organisations, for example universities, examination boards or partner schools, to enhance academic provision
- Senior involvement in inspection or external review processes
- Evidence of engagement with educational research or leading evidence informed change, including in relation to digital learning or AI

Skills and Knowledge:

Essential

- Proven ability to provide clear strategic academic leadership and translate educational vision into effective practice
- Excellent understanding of curriculum design and review across Key Stages 3 to 5, including progression and schemes of work
- Secure knowledge of assessment, tracking and reporting, including the use of standardised tests and value-added measures
- Strong data literacy, with the ability to analyse, interpret and present attainment and progress data to different audiences
- Deep understanding of high-quality teaching and learning and of evidence informed approaches to pedagogy and classroom practice
- Ability to lead and quality assure teaching and learning through lesson visits, work scrutiny and departmental review
- Knowledge of the regulatory and inspection frameworks for independent schools, including ISI requirements, and secure understanding of safeguarding principles
- Strong interpersonal, communication and organisational skills, with confident use of digital technologies in education and awareness of the opportunities and risks presented by AI

Desirable

- Detailed knowledge of current developments in GCSE and A level curriculum and qualifications
- Strong understanding of issues and opportunities in girls' education and single sex schooling
- Deeper specialist knowledge of assessment design, including approaches that support stretch, challenge and effective feedback
- Familiarity with school management information systems and data analytics tools, and the ability to use them creatively to support planning
- Advanced knowledge of digital learning approaches, including blended and independent learning models and the effective integration of AI
- Understanding of how to design or lead research informed professional development for staff
- Well-developed understanding of change management in schools and awareness of wider educational policy and debate
- Knowledge of approaches that promote equality, diversity and inclusion in the curriculum and classroom, and awareness of academic considerations in marketing and admissions

The Person

Personal Competencies and Qualities:

Essential

- Clear alignment with, and commitment to, the ethos, values and aims of Withington Girls' School, with high levels of personal integrity and professionalism
- High expectations of pupils and colleagues, with a strong commitment to equality, diversity and inclusion, and an aspirational education for all
- Genuine enthusiasm for teaching and learning and for the intellectual and personal development of young people
- Ability to think strategically while remaining attentive to detail and the operational realities of school life
- Commitment to ongoing professional development
- Resilience and emotional intelligence, with the capacity to remain calm, constructive and solutions focused under pressure
- Proven ability to work collaboratively as part of a team and to lead confidently in one's own areas of responsibility
- Excellent oral and written communication skills, and openness to reflection, feedback and continuous professional learning
- Warmth, approachability, and a sense of humour
- An outstanding ambassador for Withington Girls' School

Desirable

- Proven capacity to act as a positive role model for girls and young women, encouraging confidence, ambition and resilience
- Evident passion for curriculum and pedagogical innovation, coupled with a pragmatic sense of what will work in a busy school
- Ability to inspire and influence others through authentic presence and confident articulation of academic vision
- Confidence and poise when presenting to larger or external audiences, for example at open events, parents' evenings or conferences
- Willingness to engage with wider educational networks, professional bodies or subject associations
- Reflective, outward looking mindset, with curiosity about developments in education and the wider world
- Capacity to balance loyalty to collective decisions with the confidence to offer constructive challenge when appropriate
- Creativity and flexibility in problem solving, with personal interests in academic or cultural enrichment activities that can add to the life of the School





How to Apply

Saxton Bampfylde Ltd is acting as an employment agency advisor to Withington Girls' on this appointment.

Candidates should apply for this role through our website at www.saxbam.com/appointments using code LAXAXC

Click on the 'apply' button and follow the instructions to upload a CV and cover letter and complete the online equal opportunities monitoring* form.

The closing date for applications is midday on Thursday 5th February.

Key Dates:

- First round panels will be held on Wednesday 25th February
- Final round panels will be held on Wednesday 11th March

*The equal opportunities monitoring online form will not be shared with anyone involved in assessing your application. Please complete as part of the application process.

An application form will be required for all shortlisted candidates.

GDPR personal data notice

According to GDPR guidelines, we are only able to process your Sensitive Personal Data (racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, genetic data, biometric data, health, sex life, or sexual orientation) with your express consent. You will be asked to complete a consent form when you apply and please do not include any Sensitive Personal Data within your CV (although this can be included in your covering letter if you wish to do so), remembering also not to include contact details for referees without their prior agreement.

Due diligence

Due diligence will be carried out as part of the application process, which may include searches carried out via internet search engines and any public social media accounts.



withington
GIRLS' SCHOOL EST 1890



Saxton Bampfylde