

Our ref: POR/If

25<sup>th</sup> February 2026

Dear Colleague,

Thank you for your interest in the position of Assistant Headteacher at Falinge Park High School.

Falinge Park is more than just a place of learning; it is a community built on the belief that every interaction matters. As we look to appoint a new leader to our senior team, we are seeking someone who doesn't just understand our values but can model these on a daily basis. In short we expect all to Aspire, Thrive and Achieve.

At Falinge Park, inclusion isn't a policy or a standalone department—it is our heartbeat and a fundamental driver of whole-school improvement. We operate under the firm conviction that every interaction matters. From the way we greet a student at the gate to the way we navigate challenging conversations in the classroom, corridors or unstructured times. We recognise that every conversation, look or behaviour is an opportunity to reinforce a sense of belonging. This relational approach is explicit for all and built on a foundation of mutual respect. If you have a strong belief that a relational approach is important in a school then this role is right for you.

We do not view "pastoral care" and "academic achievement" as two separate entities. In our school, care and education are fully integrated. We understand that a child cannot learn effectively if they do not feel cared for; conversely, providing a high-quality, empowering education is one of the highest forms of care we can offer. To this end we provide a balance of both and know that success looks differently for each of us. We remain curious about ourselves and others so that we are constantly improving.

Because of this synergy, we hold a firm stance on our results: academic and personal outcomes are of equal importance. We have unapologetically high expectations for all, refusing to sacrifice a student's well-being for a grade, nor lowering our academic standards in the name of support. We believe that to live well in the world a student should have choices and feel that they are empowered to make them.

We are a school that never stands still. We believe that we must take every opportunity to learn—as individuals, as a staff body, and as an institution. Falinge Park has a strong reputation for professional learning, and we pride ourselves on being deeply research-informed.

Crucially, psychological approaches and the creation of psychological safety are embedded into everything that we do. We understand that for staff and students to perform at their best, they must feel safe to be vulnerable, to voice ideas, and to admit mistakes. As an Assistant Headteacher, you will be instrumental in maintaining this environment where this approach is the bedrock of our professional and pedagogical practice.

For a deeper insight into how we translate these values into daily practice, I encourage you to read our [Relationships and Interaction Policy](#).

If you are a leader who is passionate about social justice, deeply committed to inclusive practice, and driven by the desire to see young people succeed against the odds, Falinge Park is the place for you. You will join a dedicated, resilient, and incredibly supportive staff body that is constantly evolving to meet the needs of our vibrant community. Furthermore, as part of Watergrove Trust we are committed to 'providing more' and have strong links with both secondary and primary schools within our part centralised organisation. To learn more about Watergrove click here <https://www.watergrovetrust.co.uk/>

We look forward to reading your application and discovering how you can help us continue to shape a school where everyone can Aspire, Thrive, and Achieve.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'P O'Reilly', with a stylized flourish at the end.

**Mrs P O'Reilly**  
**Headteacher**

## **FALINGE PARK HIGH SCHOOL**

### **Assistant Headteacher: Relationships and Interactions (ISR 13-17)**

#### **Job Purpose**

- To uphold the values and vision of FPHS so that all pupils are: Encouraged to Aspire, Equipped to Thrive, Empowered to Succeed
- To assist the Headteacher with the management and organisation of the school in seeking to achieve the highest standards of student achievement and school efficiency
- To work closely with the Headteacher and the Senior Leadership Team to provide outstanding leadership for FPHS which secures its success and continuous improvement, ensuring high quality care and education for all its students and the highest standards of learning and achievement in accordance with statutory requirements.
- To drive strategic leadership and management of Relationships and Interactions across the school
- Work alongside the Headteacher and Deputy Headteachers to decide on specific areas of responsibility and line management duties of themselves, and Directors, in a responsive way

#### **Leadership: Qualities and knowledge**

- Hold and articulate clear values and moral purpose, focused on providing exceptional education for our students in line with our school vision.
- Communicate the school's vision and drive the strategic leadership, empowering all students and staff to excel.
- Support the ethos of an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students, staff, parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into our school's context.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-improvement within school.
- Contribute to the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- Support and promote the school's policies on diversity and equality of opportunity. To be aware of and comply with policies and procedures relating to child protection and safeguarding ensuring all concerns are reported appropriately in a timely manner.

- To be aware of and comply with policies and procedures relating to data protection and the security and confidentiality of data, ensuring all concerns are reported appropriately in a timely manner.
- The Assistant Headteacher will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

### **Leadership: Relationships and Interactions**

- Lead Relationships and Interactions as part of the wider school approach to inclusion developing a strategic approach to both areas, implementing and evaluating so that we improve both academic and personal outcomes for all students
- Be responsible, alongside the DHT, for the implementation of the Relationships and Interactions Policy
- Be responsible for ensuring that all staff follow the FPHS principles of inclusion
- Line-manage other leaders so that pastoral care is excellent and so that care and education are integrated
- Encourage an educational culture of collaboration as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Develop an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other with a focus on embedding inclusion into all school improvement priorities
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, contributing to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

### **Leadership: Resources and Operations**

- Ensure that systems and process support the development of school systems, organisation and processes ensuring that they are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Develop and maintain a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
- Support rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the governing board to deliver its functions effectively
- Manage identified budgets accordingly

### **Additional Information**

VARIATION IN ROLE - Given the dynamic nature of the role and structure of FALINGE PARK HIGH SCHOOL, it must be accepted that, as the school's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The responsibilities specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the postholder.

You are employed in the capacity of a teacher subject to, and with the benefits of, the conditions of employment set out, or referred to, in your letter of appointment and statement of particulars.

**Signatories:**

(Both Headteacher or Head of Service and postholder are asked to sign and date this Job Description following consultation on its contents).

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**(Postholder)**

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**(Headteacher/Head of Service)**

## PERSON SPECIFICATION

### POST: Assistant Headteacher – Relationships and Interactions

| QUALITIES AND ATTRIBUTES                                                                                                                             | ESSENTIAL | DESIRABLE | EVIDENCED BY              |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|---------------------------|
| <b>TEACHING</b>                                                                                                                                      |           |           |                           |
| Appropriate teaching experience/minimum of 5 years                                                                                                   | √         |           | Application               |
| Honours degree or equivalent                                                                                                                         | √         |           | Application               |
| Consistently good and outstanding teaching                                                                                                           | √         |           | Application               |
| Further study                                                                                                                                        |           | √         | Application               |
|                                                                                                                                                      |           |           |                           |
| <b>KNOWLEDGE &amp; UNDERSTANDING</b>                                                                                                                 |           |           |                           |
| Knowledge and understanding of the current OFSTED framework                                                                                          | √         |           | Interview                 |
| An appreciation and understanding of current research on Inclusion and Pastoral Care                                                                 | √         |           | Application/<br>Interview |
| Secure knowledge and understanding of all National Curriculum requirements, Behaviour, Attendance, Safeguarding strategies and School Accountability | √         |           | Application/<br>Interview |
| Knowledge of effective strategies regarding Inclusion, Relational Approaches and Pastoral Care                                                       | √         |           | Application/<br>Interview |
|                                                                                                                                                      |           |           |                           |
| <b>LEADERSHIP AND MANAGEMENT</b>                                                                                                                     |           |           |                           |
| Understanding and experience of using psychological approaches within an organisation                                                                |           | √         | Application/<br>interview |
| A commitment to raising standards and evidence where this has been achieved                                                                          | √         |           | Application/<br>Interview |
| Evidence of good people management skills                                                                                                            | √         |           | Application<br>/Interview |
| Excellent organisational and planning skills                                                                                                         | √         |           | Interview                 |
| Excellent ability to analyse data                                                                                                                    | √         |           | Application/<br>Interview |
| Experience of sourcing and leading staff INSET                                                                                                       | √         |           | Application/<br>Interview |
| Experience of Senior Leadership                                                                                                                      |           | √         | Application/<br>Interview |
| Evidence of supporting/challenging staff                                                                                                             | √         |           | Application/<br>Interview |
|                                                                                                                                                      |           |           |                           |
| <b>GENERAL/PERSONAL QUALITIES AND CHARACTERISTICS</b>                                                                                                |           |           |                           |
| An effective team player, but can think and work independently                                                                                       | √         |           | Interview                 |
| Able to motivate students and staff                                                                                                                  | √         |           | Interview                 |
| Commitment to undertake personal and professional development                                                                                        | √         |           | Interview                 |
| Strong interpersonal skills, with good sense of humour                                                                                               | √         |           | Interview                 |
| Enthusiastic, ambitious and resilient                                                                                                                | √         |           | Interview                 |
| An effective decision maker                                                                                                                          | √         |           | Interview                 |

|                                                                                                   |   |  |           |
|---------------------------------------------------------------------------------------------------|---|--|-----------|
| Willingness to support colleagues and challenge under performance                                 | √ |  | Interview |
| Able to work under pressure and meet deadlines                                                    | √ |  | Interview |
| Commitment to school's ethos and values                                                           | √ |  | Interview |
| Commitment to staying fully informed of IT developments and their potential for raising standards | √ |  | Interview |
| Commitment to the school's aims and strategies for improving standards                            | √ |  | Interview |