

Langley Grammar School



Assistant Headteacher Full-time Required January 2026 *Application information*

Langley Grammar School
Reddington Drive
Langley
Berkshire SL3 7Q

Tel: 01753 598300

Email: school@lgs.slough.sch.uk

Web: www.lgs.slough.sch.uk

From the Headteacher

June 2025

Dear Applicant

Thank you for your interest in Langley Grammar School and in the post of Assistant Headteacher.

We hope this application information will help you decide whether this would be the appropriate next step for your career.

This is an exciting time to join a very successful school. The recent completion of an £18 million building project has provided the school with exceptional new facilities. Our academic outcomes consistently demonstrate the commitment and ability of our students and we were delighted with their GCSE and A Level results in the 2024 summer examination series. We believe that we provide a supportive, secure, and innovative environment that allows our students to flourish and develop as confident and well-rounded, independent and creative, responsible, and caring young people. Ofsted confirmed this in November 2021 when we were judged Outstanding in each of the four areas of the current framework.

We have always sought to combine our selective status with a close involvement in the local community of schools. We have supported primary and secondary schools through our previous specialisms, helping them to raise standards and learning much ourselves in return. Our academy status and current designations as the Teaching School Hub for Berkshire and as an Apple Distinguished School have provided opportunities to develop these relationships further and to have a significant impact on the educational provision in the area.

We offer an excellent working environment and additional benefits for staff, and our students are a joy to work with. We constantly review our systems and processes so that all our staff can focus on what matters – providing the best education we can offer our students. Our staff are our greatest asset, and we place staff wellbeing and professional development at the heart of our decision-making. The staff body is friendly and collegiate and colleagues report that they are proud to work at our school. We offer a range of additional benefits to staff. Langley Grammar School is a special place to work.

We are committed to maintaining our high standards and to developing ourselves as a centre of innovation and excellence. If you would like to share in that development and have the skills and expertise we are looking for, we would welcome your application.

Yours sincerely



David Harding
Headteacher



The School

Langley Grammar School is a co-educational state selective school operating as a single academy trust. There are 1270 students on roll, of whom 370 are in the Sixth Form. The school was founded in 1956, and is one of four grammar schools serving the borough of Slough and the surrounding area. We aim to enable students to develop themselves personally and academically, achieving high standards within a supportive and friendly environment that stimulates and challenges them. We place great emphasis on participation in a wide range of cultural, social and sporting activities. Parental support for the school is strong, and we are heavily over-subscribed.

We admit 180 students into 6 forms in Year 7, typically from more than 60 different primary schools. The great majority of Year 11 students stay on to the Sixth Form, where we usually also admit around 30-40 additional students into Year 12 from other schools.

The school occupies a 16-acre site in Langley close to the M4 and M40 and has good rail links into London via the Elizabeth Line. The site has benefitted from substantial developments over the last fifteen years, with new classrooms, sports centre, all-weather pitch and a Sixth Form Centre with a 220-seat lecture theatre. As part of the Government's Priority Schools Building Programme, our original 1956 school buildings have been replaced to provide state of the art accommodation for science, art, technology and computing, and new public areas of the school such as hall, library and dining room. This £18 million building programme was completed in autumn 2021.

We have a record of innovative practice and extensive outreach and targeted support to schools in the local area and beyond. We are currently designated as one of the DfE's Teaching School Hubs, serving schools across the six local authority areas in Berkshire. A number of our staff are Lead Practitioners or facilitate on the Teaching School Hub NPQ programmes. Our innovative work with iPads for learning has been recognised with our designation as an Apple Distinguished School. The schools' network SSAT has designated a number of aspects of our practice as 'transforming' through their Framework for Exceptional Education.

Ofsted last inspected the school in November 2021, when it was judged outstanding in all categories.

Our students

Students enter the school in Year 7 on the basis of an 11+ examination administered by a consortium of the four grammar schools in Slough. Our students represent approximately the top third of the ability range as measured by the 11+ selection process. Around 50% of our students come from the borough of Slough, and in particular the local area of Langley, and reflect the diverse local community. The remainder come from a wider geographical area including west London boroughs and south Buckinghamshire.

Over 90% of our students come from minority ethnic backgrounds, giving the school a rich and varied cultural mix. The school is a well-ordered and respectful community; students are polite, courteous and well-motivated. They are also high achieving; the great majority stay on into the Sixth Form, achieve very good A-level grades and move on to higher education at highly reputable universities.

Examination outcomes are consistently excellent. Pre-pandemic, A-level and GCSE were consistently high, with students making excellent progress from their already high starting points. In the 2024 public examinations, 85% of A Level entries were graded A*-B with a 3-year ALPS score of 3; At GCSE, 75% of entries were graded 9-7 with a Progress 8 score of 0.75.

Our staff

We have 120 staff; 90 teachers and 30 in support or administrative roles. Teaching staff work in subject teams, led by subject leaders who are line managed by members of the Senior Leadership Team. Most teaching staff act as form tutors in teams led by Phase Leaders covering Year 7, Years 8 & 9, and Years 10 & 11. The large Sixth Form team is overseen by the Director of Sixth Form with two deputies. The school has a strong community ethos and our staff are highly professional, innovative and committed to the academic and personal development of the students.

There is a very comprehensive and well-regarded programme of professional development. All staff receive an annual Professional Review as part of a strong and supportive performance management system, with high quality induction and on-going support. There are opportunities for staff to advance within the school, and we offer support for those who wish to find promotion elsewhere. We have a clear focus on staff wellbeing, which is reflected in our track record of excellent staff retention.



Curriculum and student support

All students in Year 7 study English, Mathematics, Science, French or German, History, Geography, Religious Studies, Information Technology and Computing, Music, Drama, Art, Design Technology, Personal and Citizenship Studies and Physical Education. This programme is broadly the same in Years 8 and 9. We emphasise a broad and balanced curriculum through to the end of Year 9.

All Year 10 & 11 students follow GCSE courses in English Language and Literature, Mathematics, Biology, Chemistry and Physics, French or German. Students also choose three further subjects from a range including: a second foreign language, Art, Business Studies, Design Technology, Drama, Geography, History, Music, Religious Education and Physical Education. The non-examined core curriculum includes PSHE and Citizenship and elements of RE/Philosophy and ethics.

The great majority of Year 11 students stay on into our Sixth Form. Most choose four subjects from a wide range; the majority currently take an AS examination in one of those subjects at the end of Year 12, and continue the other three subjects through to the final examinations in Year 13. There is a programme of timetabled enrichment activities including other qualifications such as Public Speaking or Community Sports Leader Award, or non-examined courses such as Photography.

We place great emphasis on students' physical and emotional wellbeing. Throughout the school there is a strong tutorial system providing individual guidance and support. Reporting of academic progress and personal development operates through a rolling programme of parent/teacher consultations and summative reports. This structure provides for both systematic target setting and evaluation and offers an opportunity to discuss reports in review interviews with form tutors.

Our ethos

We are privileged to work with able students who have the potential to be in significant positions of influence and leadership in the future.

We encourage our students to discover their own talents, to be confident of their abilities and to follow their passions across academic subjects, in sports and the arts.

We support our students in developing themselves as innovative, effective and independent learners with high-level skills, willing to think in new ways, solve new problems and create new opportunities for the future.

We help our students build up a set of sound values so that they have the strength of character, moral integrity and resilience to deal with the challenges they will face, and the motivation and willingness to work hard to achieve their ambitions.

In addition to supporting strong academic outcomes, we therefore seek to develop our students as young people who are...



Confident and well-rounded...

...demonstrating a positive mindset; secure in their own identity and aware of their own strengths; effective and persuasive communicators; believing in their own self-worth, with a broad and balanced outlook; striving for excellence in all they do; resilient and willing to persevere.



Independent and creative...

...able to think critically and make wise decisions; curious and inquisitive; eager to explore and discover; willing to make mistakes and embrace challenges that may at first appear daunting; adaptable and flexible; innovative and enterprising.



Responsible and caring...













...grounded in sound ethical and moral values; socially and culturally aware; recognising and appreciating diversity; having the courage to stand up for what is right; acting with kindness and compassion to bring out the best in themselves and others; engaged in communities with a local, national and global outlook.

External recognition

Langley Grammar School was last inspected by Ofsted in November 2021 and was judged 'Outstanding' in all categories.



As a member of the SSAT network, and designated as a Leading Edge school we have used the SSAT Framework for Exceptional Education to inform the development of our practice. We have been judged as having 'transforming practice' in all twelve of the framework strands – we are only the fourth school to achieve this. .

Climate for learning	Culture of reflection	Effective learning behaviours	Variety of teaching approaches
 <p>TRANSFORMING PRACTICE IN Climate for learning SSAT Framework for Exceptional Education</p> <p>Reaccredited July 2023</p>	 <p>TRANSFORMING PRACTICE IN Culture of reflection The Framework for Exceptional Education</p> <p>Awarded April 2022</p>	 <p>TRANSFORMING PRACTICE IN Effective learning behaviours SSAT Framework for Exceptional Education</p> <p>Awarded July 2019</p>	 <p>TRANSFORMING PRACTICE IN Variety of teaching approaches The Framework for Exceptional Education</p> <p>Reaccredited May 2021</p>
Engagement with key stakeholders	Engaging with evidence and research	Principled assessment	Principled curriculum design
 <p>TRANSFORMING PRACTICE IN Engagement with key stakeholders The Framework for Exceptional Education</p> <p>Awarded June 2023</p>	 <p>TRANSFORMING PRACTICE IN Engaging with evidence and research The Framework for Exceptional Education</p> <p>Awarded July 2022</p>	 <p>TRANSFORMING PRACTICE IN Principled assessment The Framework for Exceptional Education</p> <p>Reaccredited July 2023</p>	 <p>TRANSFORMING PRACTICE IN Principled curriculum design SSAT Framework for Exceptional Education</p> <p>Awarded May 2021</p>
Leadership through moral purpose	Professional learning	Quality assurance	Wellbeing
 <p>TRANSFORMING PRACTICE IN Leadership through moral purpose SSAT Framework for Exceptional Education</p> <p>Awarded January 2020</p>	 <p>TRANSFORMING PRACTICE IN Professional learning SSAT Framework for Exceptional Education</p> <p>Awarded July 2019</p>	 <p>TRANSFORMING PRACTICE IN Quality assurance The Framework for Exceptional Education</p> <p>Reaccredited July 2021</p>	 <p>TRANSFORMING PRACTICE IN Wellbeing The Framework for Exceptional Education</p> <p>Awarded July 2022</p>

Our role as a centre of excellence for the professional development of teachers has been recognised by our designation as one of the **DfE's Teaching School Hubs**. As **TSH Berkshire** we are responsible for promoting initial teacher training, the Early Career Framework, and leadership development across the six local authority areas in Berkshire.



Our work with using iPads for effective teaching and learning has been recognised by Apple; we are part of the international network of Apple Distinguished Schools



Distinguished School



Regional Training Centre

We also have a commitment to an international outlook and to developing arts subjects in school.



Background to the vacancy

The post represents an exciting opportunity to take on significant responsibilities in a school with an outstanding record of academic success and student development.

The new Assistant Headteacher will work in collaboration and partnership with other members of the school's senior leadership team and will play a significant role in the strategic development of the school, leading a range of initiatives.

Specific whole-school leadership responsibilities will depend on the skills, experience and interests of the person appointed. To give the successful candidate a broad range of experience to help them to develop their potential for promotion, responsibilities will be regularly reviewed and varied. Appropriate induction and strong support will be provided within and beyond the school's CPD programme.

Schools in Slough are committed to a high level of collaborative working and with Langley Grammar School being re-designated as the Teaching School Hub for Berkshire, there are ample opportunities for the development of partnership working and contributing to the educational provision in the local area and beyond.

The Headteacher, the staff, and the Governors are very proud of the school and of the success of its students. We look forward to appointing an enthusiastic, committed and innovative school leader to share in the development of the school over the next few years.

This vacancy has arisen due to the current Assistant Headteacher securing promotion.

The senior leadership team currently consists of the following:-

Headteacher	David Harding
Deputy Headteachers	Jo Holdsworth, Ashley Johnson
Assistant Headteachers	Nicola Dobbs, Dan Mace
Director of Sixth Form	Helena Makowski
Business Manager	Gary Botha

This vacancy offers an opportunity for a highly motivated individual to take responsibility for aspects of the school's operation and development as part of a focused and collegiate senior leadership team.

Details of the post

We are seeking a skilled and dedicated Assistant Headteacher to join our supportive senior leadership team, in our outstanding selective school.

We can offer:

- a welcoming, caring, and stimulating environment with excellent facilities;
- students who strive to maximise their achievement and are fully supported by parents who work with us in partnership;
- friendly, dedicated and professional colleagues, fully committed to supporting students' academic and personal development and wellbeing;
- a range of wider benefits and excellent opportunities for your professional development.

We welcome applications from experienced middle leaders who can demonstrate impact at a whole school level and current senior leaders looking to extend their experience in a new professional context. Whatever applicants' current roles, experience of safeguarding and pastoral leadership would be advantageous. Specific roles will be finalised after appointment, considering the strengths and experience of the successful candidate and other members of the senior leadership team.

The successful candidate will demonstrate they:

- are person of integrity with high professional standards;
- are an excellent subject teacher of any specialism on our curriculum;
- can motivate staff and inspire students to build on their current achievements;
- have excellent interpersonal skills and a commitment to collaborative working;
- have the drive and energy to implement a strategic vision;
- are committed to providing an exceptional education for our students.

Job description – Assistant Headteacher

Job title	Assistant Headteacher
Purpose of the role (as defined by the STPCD)	
<p>In addition to the responsibilities of a classroom teacher, Assistant Headteachers play a major role under the overall direction of the headteacher in:</p> <ul style="list-style-type: none"> (a) formulating the aims and objectives of the school; (b) establishing the strategies and policies through which they are to be achieved; (c) managing staff and resources to that end; (d) monitoring progress towards their achievement; <p>and undertaking any professional duties of the headteacher reasonably delegated by the headteacher.</p>	
Scope of the role	
<p>Assistant Headteachers combine a timetabled teaching commitment in their own specialist subject (or other subjects where required) with significant whole-school responsibilities linked to aspects of the school development plan.</p> <p>Assistant Headteachers play a full part in Senior Leadership Team discussions and will usually have line management responsibility for middle leaders and/or support staff.</p>	
Operational responsibilities	
<p>Shaping the future</p> <ul style="list-style-type: none"> a) Support the headteacher in developing and maintaining the vision, ethos and policies of the school. b) Contribute to the creation and implementation of the school development plan and take responsibility for appropriately delegated aspects of it. c) Encourage creativity, innovation and the use of appropriate new technologies to enhance the learning experience of students. <p>Leading learning and teaching</p> <ul style="list-style-type: none"> a) Support a consistent focus on sustaining and improving student achievement, demonstrating and articulating high expectations. b) Support the establishment of creative, responsive and effective approaches to learning and teaching, within a culture and ethos of challenge and support for all students. c) Support the implementation of a diverse, flexible curriculum and effective assessment framework. d) Monitor, evaluate and review classroom practice and promote improvement strategies. <p>Developing self and working with others</p> <ul style="list-style-type: none"> a) Develop positive and collaborative working relationships with and between staff, and provide them with appropriate support and guidance in achieving the school's priorities and targets. b) Regularly review own practice, set personal objectives and take responsibility for own development. c) Prioritise staff wellbeing; manage own workload and that of others to allow an appropriate work/home life balance. 	

Managing the organisation

- a) Support the headteacher in the appointment, deployment and development of staff to make most effective use of their skills, expertise and experience.
- b) Contribute to the development and implementation of effective policies, procedures and routines to enable the school to achieve its objectives.

Securing accountability

- a) Support the headteacher in developing a school ethos which enables everyone to work collaboratively, to share knowledge and understanding, celebrate success and be held to account.
- b) Ensure individual staff roles and responsibilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- c) Support the headteacher in the monitoring and evaluation of student achievement and the quality of teaching and learning.

Strengthening community

- a) Create and maintain effective partnerships with parents to support and improve students' academic achievement and personal development.
- b) Work effectively with governors and educational professionals, as appropriate.
- c) Ensure appropriate pastoral care for students while providing for their academic, spiritual, moral, social, emotional and cultural development.
- d) Ensure staff and pupils' safety and welfare through effective approaches to safeguarding.
- e) Develop and maintain effective links with local schools and the wider community.
- f) Contribute to the school's remit as a centre of excellence.

Assistant Headteachers will be expected to carry out

- a) the professional duties of a school teacher as identified in the School Teachers' Pay and Conditions, and the Professional Standards for teachers, and
- b) any other duties which may reasonably be required by the Headteacher or the Governing Board.

Assistant headteachers are required to safeguard and promote the welfare of students, and to follow school policies and the staff code of conduct.

Pay and conditions

Salary range	Leadership scale London Fringe, ISR L15-L19 (Currently (£71,665 to £78,926)
Conditions	<p>The Governors agreed to mirror national pay and conditions for staff at Langley Grammar School following conversion to academy status.</p> <p>Assistant Headteachers are therefore employed according to the conditions set out in the School Teachers Pay and Conditions Document.</p>
Line management	<p>An Assistant Headteacher is responsible to the Headteacher, and through him, to the Governing Board.</p> <p>Line management and review or performance may be provided by the Headteacher or a Deputy Headteacher.</p>











Person specification

The following list shows the essential and desirable characteristics for which we are looking for when considering your application and at interview.

Characteristic	Essential	Desirable
Experience and qualifications		
Qualified Teacher Status and a good honours degree in a relevant subject area	✓	
Evidence of excellent classroom practice	✓	
Experience of an academic Sixth Form environment		✓
Evidence of responsibilities beyond own subject or pastoral team	✓	
Shaping the future – strategic direction		
Knowledge and understanding of current educational issues, national policies, legislation and priorities	✓	
Ability to contribute to the development of academic standards and the quality of the wider curriculum	✓	
Experience of successfully leading and managing change	✓	
Experience of working with the wider educational community		✓
Commitment to the selective ethos of the school	✓	
Leading learning and teaching		
Ability to inspire, demonstrate and support the highest expectations and standards for all	✓	
Strong knowledge and understanding of curriculum development		✓
Ability to raise standards of attainment, progress and quality of teaching	✓	
Developing self and working with others		
Capacity and ability to make decisions and delegate appropriately	✓	
Evidence of recent and relevant own professional development	✓	
Contribution to the professional development of others		✓
Managing the organisation		
Understanding of the principles of self-evaluation	✓	
Ability to implement strategic development plans and policies	✓	
Experience of building and managing high performing teams	✓	
Securing accountability		
Experience of developing a team ethos to facilitate collaborative working, sharing of knowledge, understanding and effective practice	✓	
Experience of holding others to account for professional performance and standards through a process of review and evaluation	✓	

Strengthening community and support for students		
Evidence of building effective links and partnerships with parents		✓
Evidence of active promotion of students' academic, spiritual, moral, social, emotional and cultural well-being	✓	
Evidence of effective pastoral care and active promotion of students' academic, spiritual, moral, social, emotional and cultural well-being	✓	
Sensitivity to the needs of a diverse school community	✓	
Ability to safeguard and promote the welfare of children and young people	✓	
Personal qualities		
Strong organisation and time management skills, and the ability to prioritise effectively.	✓	
Strong IT skills	✓	
Ability to work effectively and calmly under pressure	✓	
Evidence of good relationships with children and young people	✓	
Adaptable and flexible with excellent inter-personal skills	✓	
Demonstrable professionalism, integrity and loyalty	✓	

Staff benefits

	Healthcare and mental health <ul style="list-style-type: none"> Up to £25 for an annual flu vaccination Eye care vouchers to cover some/all of the costs of eye tests and spectacles Free confidential and independent counselling helpline
	Connection and community <ul style="list-style-type: none"> An active staff association that organise social events and gifts Regular social opportunities to connect with colleagues beyond their immediate teams
	Fitness <ul style="list-style-type: none"> Free access to a small onsite gym available outside of working hours On-site yoga / HIIT exercise classes offered where possible and subject to demand
	Timetabling and cover <ul style="list-style-type: none"> Maximum teacher contact time set at 42 hours per/ fortnight Additional protected PPA period for form tutors We employ Cover Supervisors to reduce the amount of cover by teachers
	Planning, marking, assessment, and reporting <ul style="list-style-type: none"> Specific staff support for administration planning of educational visits and other activities Teachers encouraged to set homework when it is meaningful, not to a rigid timetable Feedback policy designed to make marking and feedback demands on staff manageable Reporting requirements reviewed regularly and streamlined where possible
	Communications and technology <ul style="list-style-type: none"> All teachers provided with two devices – an iPad and a laptop school@lgs.slough.sch.uk email filters enquiries to minimise excessive external emails Communication streamlined through the use of weekly bulletin and staff briefing ClassCharts and School Cloud used to help teachers work more efficiently and flexibly iPads are used to support efficient communication between staff and students
	Calendar planning <ul style="list-style-type: none"> Parents' evenings end at 6.30pm to reduce late evening working Occasional CPD 'twilight' sessions run from 2.00pm to 4.30pm Deadlines and events scheduled to spread workload where possible Programme of after school meetings is relatively light compared to many schools Off-site INSET day in December allows flexibility over when to complete CPD tasks Term dates are carefully set to maximise the number of weekends in school holidays
	Flexible working and leave of absence <ul style="list-style-type: none"> Staff leave of absence policy is applied generously Informal and formal requests for flexible working considered Teachers with no afternoon lessons or other commitments are free to sign out and work at home
	Professional development <ul style="list-style-type: none"> Extensive in-house CPD programme and opportunities for external training. Funding to support teaching and support staff working towards relevant professional qualifications.
	Other benefits <ul style="list-style-type: none"> Cycle to work scheme, ample on-site parking, electric car charging points Free tea and coffee, free coffee machine, discounted breakfasts for staff Admissions policy favours prioritises access to children of permanent school staff Attractive campus with modern facilities and buildings across the whole site

Application process

How to apply

Where possible we would prefer candidates to complete the **Langley Grammar School application form**. This should be returned with a covering letter of no more than 2 sides of A4, which takes account of the person specification and should:

- explain why you are applying for the post,
- outline the relevant experiences you believe have prepared you for this post,
- describe the skills and attributes you will bring to the school.

Letters of application should be addressed to:

Mr D Harding, Headteacher

Langley Grammar School, Reddington Drive, Langley, Berkshire, SL3 7QS

Completed applications should be returned directly to Mrs Dionne Cheyne, Headteacher's PA at the address above or via the e-mail address vacancies@lgs.slough.sch.uk

If you are submitting an online application through the Times Educational Supplement or another similar application platform, please ensure that your personal statement follows the guidance for letters of application above. Application forms or online applications must be completed in full. **CVs on their own are not accepted.**

Deadlines for application:

**Midday on 30th June 2025 with interviews
scheduled fortnight commencing 7th July.**

Preliminary visits

Prospective applicants are welcome to arrange a visit the school or a telephone conversation prior to the deadline for applications. If you wish to take advantage of these opportunities, please contact Mrs Dionne Cheyne, Headteacher's PA, on 01753 598356 or via the email address above.

References

Please note that in line with safer recruitment practices for schools, we will take up references **at the point of shortlisting** for interviews. We may also contact current and previous employers as part of the process of pre-appointment checks. If you are shortlisted, any discrepancies or anomalies in the information provided, or issues arising from references will be taken up at the interview. Your referees must include your current/most recent employer; references from friends or relatives are not acceptable.

Safeguarding

Langley Grammar School is committed to safeguarding and promoting the welfare of children. Potential applicants should be aware that it is a criminal offence to apply for a role if barred from engaging in regulated activity relevant to children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers. Shortlisted applicants will be asked to provide details of all unspent convictions and those that would not be filtered, prior to the date of interview. Referees will be asked whether applicants have been subject to any safeguarding concerns. The successful applicant will be subject to an enhanced disclosure check with the Criminal Records Bureau.

Equal Opportunities

Langley Grammar School will not discriminate directly or indirectly by applying conditions or requirements, which cannot be shown to be justified. We will not discriminate on the grounds of race, gender, nationality or origin, marital status, disability, economic status, sexual orientation, age, trade union, political or religious belief, or responsibility for dependents.

Disability Statement

Langley Grammar School will give favourable consideration to application for employment made by people with disabilities having regard to their particular aptitudes and abilities. A disability or health problem does not preclude full consideration for the job and applications from suitably skilled people with disabilities are welcome.