

BOURNEMOUTH SCHOOL



HEADTEACHER

REQUIRED FOR JANUARY 2027

APPLICANT PACK



February 2026

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“Students flourish at this exceptional school”

Ofsted, 2024



Welcome from the Chair of Trustees

Thank you for your interest in the position of Headteacher at Bournemouth School. The school has been proudly serving the Bournemouth community since 1901. The successful applicant will be only the ninth Headteacher in the school's history!

At Bournemouth School, we combine deeply held traditional values — hard work, discipline, smart appearance and respect — with a commitment to providing a rich, broad and balanced education.



Students at Bournemouth School benefit from our ambitious curriculum: a wide range of GCSE and A level courses, complemented by a vibrant extracurricular programme, including sport, cultural and enrichment opportunities. This holistic approach nurtures well-rounded, confident and resourceful young men (and in sixth form, young men and women), ready to flourish in further education or the world of work.

We take great pride in our inclusive and supportive environment. Every student's welfare, progress and personal development are supported through a robust pastoral structure — with dedicated tutors, year co-ordinators, directors of learning, learning support assistants and a small but effective SEND department working together to ensure no student is left behind. We are proud of the collaborative, caring and ambitious professional community that defines our school.

In February 2024, Bournemouth School was judged "Outstanding in all aspects of its provision" — a testament to the quality of teaching, leadership, and the success of our students. Over the last 16 or so years, our current Headteacher has led the school through two Ofsted inspections, and secured more than £10m of investment into our facilities and infrastructure. With students having achieved the best-ever GCSE outcomes in 2025, he has now decided it is time to retire.

We are now looking for an exceptional and inspirational leader to become our next Headteacher — someone who will champion our values and build on our heritage, guiding Bournemouth School into its next chapter with vision, ambition and compassion.

If you are passionate about nurturing young people — academically, personally and morally — and are excited by the opportunity to lead a thriving, high-performing and values-driven selective school, then we warmly invite you to apply.

We look forward to hearing from you.



Mike Jones

Chair of Trustees

A Message from the Current Headteacher

It has been a real privilege to serve as Bournemouth School's eighth headteacher, and play a small part in its continuing success.

As a standalone academy we set our own priorities — and we choose to focus our efforts upon improving the quality of teaching and learning, and raising student attainment across the curriculum. We enjoy an excellent local reputation, the support of parents and the community, and talented and dedicated staff, both at the chalk face and behind the scenes. Most important of all, we benefit from an able and receptive student body that never fails to impress and surprise.



We have not rested on our laurels and are constantly seeking ways to improve all aspects of our provision. We are proud of our traditions and our heritage but also acutely aware of our responsibility to nurture, inspire and prepare our students to take their places as leaders and innovators in a rapidly changing world.

We strive to ensure that every student reaches their full potential and enjoys learning. At the same time, we appreciate the importance of giving our students the broadest possible range of opportunities outside the classroom and encouraging them to develop their sporting, artistic and creative talents. Throughout all aspects of our work are embedded our core values of hard work, discipline, smart appearance and respect. We encourage our students to contribute positively to their own community and beyond.

Having joined the school in 2009, and led it through two Ofsted inspections, I feel that the time has now come to hand over the “bridge”. I believe that my successor needs to be passionate about the power of education to change people's lives, be continually seeking to improve, and, above all, have the credibility of being an excellent classroom practitioner, with a deep understanding of how children learn most effectively.

I am sure that the successful applicant will quickly come to realise how fortunate they are to be able to work alongside such talented colleagues, have the support of a dedicated Board of Trustees and have the privilege of sharing in the learning journey of our wonderful students. I will miss the school greatly – I wish the new incumbent well!

A handwritten signature in black ink, appearing to read "D. Lewis".

Dorian Lewis

Headteacher



Vision and Aims

The primary purpose of our school is to achieve outstanding outcomes for all through exemplary teaching and learning.

We achieve this through:

- Providing students with a strong foundation in academic subjects
- Developing transferable skills including metacognitive abilities, critical thinking and communication
- Encouraging a sense of responsibility, ethical behaviour and resilience
- Instilling an understanding of diverse perspectives and the need to contribute positively to the community
- Fostering a lifelong love of learning
- Preparing students well for further education and future careers

Focusing upon teaching and learning

We believe that exceptional teaching and learning happens when the teacher captivates students' attention with deep expertise and a clear understanding of what they need to learn.

By applying Rosenshine's principles of instruction, informed by cognitive load theory, the teacher delivers high-quality, well-structured lessons that prioritise meaningful learning.

Teachers continually assess students' understanding and adapt their approach based on what students have truly learned, not just what has been taught.

A culture of high expectations, combined with targeted support and challenge, fosters motivation and drives students towards consistently excellent outcomes.

This dynamic approach ensures that every student is engaged, empowered, and equipped to succeed.

Our Values

✓ Hard Work ✓ Discipline ✓ Smart Appearance ✓ Respect



About our School

Bournemouth School is an 11–18 selective grammar school for boys, with a coeducational sixth form. Established in 1901 and converted to academy status in 2011, the school serves Bournemouth and the surrounding areas. The school has a published admission number of 180 for Year 7, increased from 150 in 2019, and continues to be oversubscribed, with 1,323 students on roll, including 412 in the sixth form, 52 of whom are girls.

Recent developments include the construction of a new block comprising classrooms, a sixth form centre, and extended dining facilities. Building improvement works have been undertaken following successful bids to the Condition Improvement Fund, including improving site security and accessibility, and to replace the heating system and domestic hot water supply. School reserves have been used recently to refurbish a further block, including ICT suites, toilets, and a lecture theatre. Further improvements are planned over the next academic year.

Quality of Education

Curriculum Intent and Implementation

Bournemouth School offers a broad and balanced curriculum that is ambitious and designed to meet the needs of all learners. The curriculum is underpinned by a commitment to academic excellence and personal development. In the sixth form, students are expected to follow three or four two-year A level courses, with a comprehensive offer that includes the Extended Project Qualification, Core Maths, sport, volunteering, and work experience. Since 2022–23, the number of periods devoted to the study of a given subject has increased through the inclusion of additional supervised study periods.

Curriculum Impact



Students at Bournemouth School receive an excellent quality of education and, as a result, achieve highly. A high proportion of students continue to follow subjects which make up the English Baccalaureate at key stage 4, whilst in the sixth form the study programmes are ambitious and tailored to students' needs.

A Level Results 2025

Headlines

- Fifteen students attained 3 or 4 A* grades, with 39 students achieving at least 3 A*/A grades (from a cohort of 164).
- The proportion of entries resulting in the award of an A*-C grade increased by more than 5% compared to last year to 88%.
- The average points score per entry increased to 40.0 (the equivalent of a B grade).
- Students studying mathematics performed exceptionally well, with 49% and 57% of entries being graded A* or A in mathematics and further mathematics respectively.

A Level Key Performance Indicators (2025)

- APS was 40.0 (37.0 in 2023; 39.6 in 2024); the value-added score was 0.01
- The proportion of students achieving 3 A Levels at grades AAB or higher with 2 facilitating subjects was 28% (23% in 2023; 35% in 2024)
- The percentage achieving an approved L3 maths qualification was 85.5

GCSE Results 2025

Headlines

- Most students completed 11 GCSEs, with two thirds of entries being graded 9 to 7
- 45% of all entries were graded 9-8
- Three-quarters of the cohort achieved 5 or more GCSEs at grades 7-9
- 38% achieved 10 or more GCSEs at grades 7-9
- Two students achieved a “clean sweep” – each was awarded 11 grade 9s!

GCSE Key Performance Indicators (2025)

- A8 was 74.1 (70.8 in 2023; 73.3 in 2024)
- P8 in 2024 was 0.72 (0.56 in 2023)
- The proportion of students achieving a strong pass in English and mathematics was 96% (94% in 2023; 96% in 2024)
- 91% of the cohort were entered for the English Baccalaureate (80% in 2023; 83% in 2024), with 81% (65% in 2023; 74% in 2024) achieving a strong pass (EBacc APS of 6.65 in 2023; 6.98 in 2024; 7.16 in 2025)
- In 2025, the small cohort of disadvantaged students outperformed their peers, with A8 of 75.8, an average EBacc score of 7.39, and 91.7% achieving a strong pass in the EBacc
- 2025 subject area attainment scores (figures for disadvantaged students in brackets)
 - English 14.34 (15)
 - Mathematics 14.9 (15.5)
 - EBacc 22.91 (23.17)
 - A8 Open 22 (22.17)

Disadvantaged and SEND Students

The school has implemented significant changes to its Admissions Policy to ensure that high-ability students from all backgrounds can access selective education. Priority is now given to boys eligible for the Pupil Premium who have met the required standard in the entrance tests. Frustratingly, despite these changes, the proportion of students known to be eligible for free school meals remains low at around 7%, and the proportion of students with special educational needs and disabilities (SEND) is 6.7% for SEND Support and 0.5% with Education, Health and Care Plans (EHCPs). Currently, 19% of students have a first language not believed to be English.

Behaviour and Attitudes

Students at Bournemouth School conduct themselves in an exemplary manner. They engage in respectful debates and discussions, valuing and celebrating commonalities and differences

among each other. As a result, students are very well prepared to be active and responsible members of society.

The school benefits from a stable roll and serves an area with, on average, low deprivation (even though over half of the local authority's households are deprived in some way). Attendance rates have consistently been above the national average for secondary schools, and both suspensions and permanent exclusions have historically been significantly lower than the national average.

Personal Development

Bournemouth School places a strong emphasis on the personal development of its students. Through a comprehensive personal development programme, students are encouraged to develop their spiritual, moral, social, and cultural understanding. The school offers numerous opportunities for students to engage in leadership roles, community service, and enrichment activities, preparing them for life beyond school.

The school is one of very few maintained schools in the United Kingdom that has a Combined Cadet Force (CCF), with membership also offered to girls from Bournemouth School for Girls. Additionally, the school has a Royal Navy accredited Sea Scout group and is a Duke of Edinburgh (DofE) Award Directly Licensed Centre. These programmes contribute to the development of students' character and leadership skills.

The school enjoys close links with many local schools and all of the main faith communities in the Bournemouth area. There is an extensive assembly programme, including House and year group assemblies, that afford the opportunity to consider spiritual, moral, social, and cultural development and to reinforce the school's ethos.

Leadership and Management

The leadership team at Bournemouth School is dedicated to continuous improvement and the pursuit of excellence. The senior leadership team currently comprises the headteacher, two deputy headteachers, two assistant headteachers, a chief finance officer and a business manager. Leaders have established clear systems for monitoring and evaluating teaching and learning, ensuring that all students receive high-quality education. The school's governance is effective, with the Board of Trustees providing strong support and challenge to school leaders.

The school was last inspected by Ofsted on 27–28 February 2024, and judged to be outstanding in all areas.

The school is in a strong financial position, thanks to careful planning and strong levels of recruitment into Years 7 and 12. This has allowed us to continue investing in our infrastructure without compromising the quality of teaching and learning.

The 2024–25 outturn was significantly better than estimated, with an in-year surplus of around £9k (a deficit of nearly £190k had originally been anticipated). The 2025–26 budget submitted to the DfE showed a deficit of £277k. This has now increased to £390k, but does include a transfer to capital of £605k and leaves a cumulative reserve at year end of almost £1.2 million (significantly above the desirable level). The anticipated capital expenditure includes a contribution to the replacement of the fire doors (CIF), IT improvements, lighting upgrades, and the refurbishment of classrooms, two science laboratories and a technology room. The increased numbers in Year 12 will attract around £47k of additional funding for 2026–27.

Job Description

Salary: L33-39 (£113,646-£131,578)

Contract type: Permanent

Reporting to: The Board of Trustees

Working closely with the Trustees, the postholder will provide strategic direction and operational leadership for Bournemouth School, articulating the vision, values and ethos of the organisation and empowering others to share in achieving them. They will shape the school's culture and ultimately be accountable for the performance of the school, enabling young people to develop their potential and thrive.

Main purpose

The headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the Board of Trustees and, through consultation, with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- 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
- Monitor progress towards achieving the school's aims and objectives
- Allocate financial resources appropriately, efficiently and effectively

Qualities

The headteacher will:

- 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
- Serve in the best interests of the school's pupils

Duties and responsibilities

School culture and behaviour

The headteacher will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards in order to prepare pupils from all backgrounds for their next phase of education and life

- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils, and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Teaching, curriculum and assessment

The headteacher will:

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- 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 pupils' knowledge and understanding of the curriculum

Additional and special educational needs (SEN) and disabilities

The headteacher will:

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils 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
- Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#)

Managing the school

The headteacher will:

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of a duty of care
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk

Professional development

The headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities

- Keep up to date with developments in education
- Ensure training and continuing professional development is effectively planned, delivered and evaluated
- Make sure professional development opportunities draw on experts both within and beyond the school
- Seek training and continuing professional development to meet the needs of all staff members

Governance, accountability and working in partnership

The headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

This is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

The annual performance review of the headteacher is conducted by Trustees, using the [Headship NPQ framework](#)



Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and training	<ul style="list-style-type: none"> Qualified teacher status Degree Recent, relevant professional development 	<ul style="list-style-type: none"> National professional qualification for headship (NPQH)
Experience	<ul style="list-style-type: none"> Successful senior leadership and management experience in a secondary school Successful track record of improving student outcomes (as an individual and as a leader) Involvement in school self-evaluation and development planning and leading whole-school initiatives Demonstrable experience of successful line management and staff development 	<ul style="list-style-type: none"> Experience in working across schools to raise standards Experience in selective education
Skills and knowledge	<ul style="list-style-type: none"> Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve Data analysis skills, and the ability to use data to set targets and identify weaknesses Understanding of school finances and financial management Effective communication and interpersonal skills Ability to communicate a vision and inspire others Ability to build effective working relationships with trustees, parents and the wider community 	<ul style="list-style-type: none"> Experience of working with trustees at a strategic level Experience of supporting middle leaders in effecting improvements in student outcomes and resolving staffing issues

Personal qualities	<ul style="list-style-type: none"> • Commitment to uphold the seven principles of public life (the Nolan principles) at all times • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality 	
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The Appointment Process

Timeline

Advertise post	11 February
Window for applications	12 February – 11 March
Visits from prospective applicants	23 February – 4 March
Closing date for applications	11 March (9.00 am)
Shortlisting	12 March
Interview candidates invited	13 March
Interviews	23 & 24 March

Visits to the school prior to application are encouraged between 23 February and 4 March and can be arranged by emailing recruitment@bournemouth-school.org

The deadline for the receipt of applications is **9.00 am on Wednesday 11 March**. Applications received after this time will not be considered for shortlisting.

Shortlisting will be carried out by the selection panel appointed by the Board of Trustees. The panel will also decide the assessment methods and other selection tests to be used. The interview panels will all include at least one trustee. An education personnel expert may be present for the purpose of advising the panel.

Safeguarding

Bournemouth School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All shortlisted candidates will be required to complete a Criminal Records Self-Declaration Form. This will allow the school to identify whether you may be ineligible for a role based on barring or a section 128 direction. Any successful applicant will be required to undertake an Enhanced DBS Check with Children's Barred List information. They will also be required to provide the relevant criminal record checks for time spent living or working outside of the UK

within the last 10 years. Applicants can find further information via gov.uk. Please note that any cost for these checks will not be covered by the school.

Further information on safer recruitment processes can be found on our website and we encourage you to read these before submitting your application. Alternatively, please contact our Business Manager if you have any questions by calling the school on 01202 512609. Our Child Protection and Safeguarding Policy can be found on our school website.

Equality and Diversity

We are committed to maintaining a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school.

We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, trustees and parents/carers. We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity, and foster good relations in relation to age (applicable only to staff), disability, race, gender (including transgender issues), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education and Inspections Act 2006 to promote community cohesion, *i.e.* developing good relations across different cultures and groups, which is also covered within our spiritual, moral, social and cultural activities.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

- All pupils, families and staff are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- We observe good equalities practice in relation to staff
- We aim to reduce and remove inequalities and barriers that already exist
- We consult and involve, ensuring views are heard
- We aim to foster greater community cohesion
- We base our practices on sound evidence
- We set ourselves specific and measurable equality objectives

How to Apply

All applicants must complete the school's application form (CVs are not accepted). The application form offers you the opportunity to include a supporting statement (see below). You should address your application form to Mike Jones, Chair of Trustees at Bournemouth School, and forward it to recruitment@bournemouth-school.org or send to the school by post.

The supporting statement

The supporting statement should address the competencies outlined in the job description and person specification. These are based upon the [Headteachers' Standards](#). The first section of

the headteachers' standards outlines the ethics and professional conduct expected of headteachers. The second section sets out 10 headteachers' standards.

To assist the Trustees in the shortlisting process, applicants are invited to structure their supporting statement as follows:

Paragraph 1

An introductory paragraph outlining your current position and why you wish to apply for the role advertised.

Paragraphs 2-6

You should select the **five** aspects from the second section of the Headteachers' Standards that you feel are the most important in the school's current context. For each aspect (**in priority order**), you should write a paragraph explaining:

- i. Why you believe the aspect to be important
- ii. How you have fulfilled this leadership responsibility in your current role
- iii. How you envisage doing so if you were appointed to this role

Paragraph 7

A concluding paragraph emphasising your suitability for the role.

As a guide, we expect the supporting statement to be between 1,250 and 1,750 words in total.

Closing date

The closing date for applications is **Wednesday 11 March 2026** at 9.00 am and shortlisted candidates will be invited to attend interviews at the school on Monday 23 and Tuesday 24 March 2026. The school will, of course, refund any reasonable expenses, including overnight accommodation if you are coming from a long distance and it is impossible for you to travel on a daily basis.

In line with GDPR legislation, the information you have provided will be stored on our secure database and will only be used to process your application. It will not be passed to any other organisation.



Contact Us

If you would like more information about Bournemouth School please visit our website:

www.bournemouth-school.org

Should you have unanswered questions, please email recruitment@bournemouth-school.org or call 01202 512609 (8.00 am – 4.30 pm Monday to Thursday and 8.00 am – 4.00 pm on a Friday).

Completed application forms should be forwarded to:

recruitment@bournemouth-school.org

or posted to:

Bournemouth School

East Way

Bournemouth

BH8 9PY

