

BOURNEMOUTH SCHOOL



DEPUTY HEADTEACHER

REQUIRED FOR SEPTEMBER 2026

APPLICANT PACK



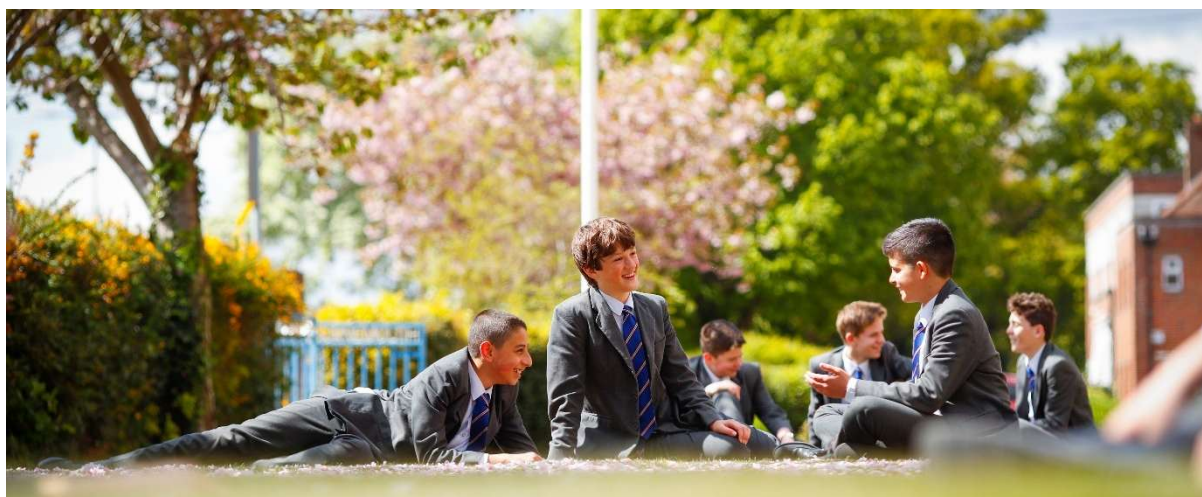
April 2026

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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 Deputy Headteacher at Bournemouth School.

The successful applicant will be joining the School at an exciting time. The current headteacher is retiring at the end of December after 17 years in post, with his place being taken by one of the current Deputy Headteachers, Mrs Katie Ateaque. This position is being advertised from September to build capacity within the team and secure a smooth and orderly transition in the School's Leadership.



The Board of Trustees was delighted to appoint Katie Ateaque as the next Headteacher of Bournemouth School. She has a proven track record of exceptional leadership and has a clear vision for the future. We are confident she will lead the School with ambition, integrity and great care for its community.

Students at Bournemouth School benefit from our ambitious curriculum: a wide range of GCSE and A-level courses, complemented by a vibrant extra-curricular 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.

We are now looking for an exceptional and inspirational leader to work alongside our newly-appointed Headteacher — someone who will help 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 contribute to leading a thriving, high-performing and values-driven selective school, then we warmly invite you to apply.

We look forward to hearing from you.

A handwritten signature in blue ink, appearing to read 'Mike Jones'.

Mike Jones

Chair of Trustees, Bournemouth School

A Message from Dorian Lewis

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

The last 16 or so years have been quite some journey – and for much of it, Mrs Katie Ateaque has been at my side; she can take a great deal of credit for the improvements that have been effected. I was delighted that, at the end of the last term, Katie was appointed as my successor. I have every confidence in her leadership ability, and with her deep understanding of the School, I am sure that she will build upon our many strengths and successes.



I will be working alongside Katie until the end of the calendar year to help build a new Senior Leadership Team, in which the successful applicant will play a key role. I believe that this role will be an excellent opportunity for anyone wishing to seek further promotion in the future.

A Message from Katie Ateaque



It is a tremendous honour to have been appointed the ninth Headteacher of Bournemouth School.

As a stand-alone 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.

Throughout my time as a senior leader at the School 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.

As we build a new Senior Leadership Team, we have the flexibility to consider applications from those with a wide range of skills and experiences. The specific responsibilities of the new Deputy Headteacher will be determined upon appointment. No matter what the specific responsibilities, the person appointed will be an excellent teacher and communicator, able to inspire confidence in all stakeholders, and motivate learners to achieve the highest outcomes.

I am excited to lead the whole School community into its next chapter, and hope that you will join me on that journey.

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 co-educational 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 to 8.
- Three-quarters of the cohort achieved 5 or more GCSEs at grades 9 to 7
- 38% achieved 10 or more GCSEs at grades 9 to 7
- 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 out-performed 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 Student Premium Grant 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, the chief finance officer and the 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: £82,654-£91,158 Annually (Actual) (L20-L24)

Contract type: Permanent

Reporting to: The Headteacher

Main purpose

The Deputy Headteacher will work in partnership with the Headteacher to provide strategic leadership across Bournemouth School. The postholder will play a central role in shaping vision, culture, and school improvement, ensuring outstanding outcomes, exceptional pastoral provision, and high-quality teaching and learning.

The Deputy Headteacher will contribute to whole-school leadership, deputise for the Headteacher when required, and lead significant whole-school priorities aligned with the school development plan. This role reflects national expectations for senior leaders with cross-school responsibility and strategic impact.

Duties and responsibilities

Core Responsibilities

1. Strategic Leadership and School Improvement

- Support the Headteacher in articulating and delivering the vision, values and ethos of Bournemouth School
- Lead strategic school improvement priorities and contribute to the School Development Plan
- Use evidence, research and performance data to evaluate effectiveness and drive improvement
- Provide professional challenge and support to senior and middle leaders
- Ensure alignment of curriculum, pastoral systems and enrichment with the school ethos
- Contribute to governance reporting and accountability processes
- Deputise for the Headteacher as required

2. Quality of Education

- Lead the development of outstanding teaching and learning across the school
- Monitor curriculum intent, implementation and impact across departments

- Ensure high standards of academic achievement for all students
 - Use assessment and progress data to identify priorities and evaluate impact
 - Promote evidence-informed teaching and learning approaches
 - Lead professional development aligned to school priorities
 - Support subject leaders in curriculum innovation and excellence
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3. Behaviour, Culture and Personal Development

- Promote a calm, purposeful and inclusive school culture
 - Ensure high expectations for behaviour, attendance and student conduct
 - Lead strategic approaches to personal development and enrichment
 - Support safeguarding culture and student welfare systems
 - Develop student leadership and voice
 - Strengthen relationships with parents and the wider community
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4. Leadership and Management of Staff

- Line manage senior and middle leaders as directed by the Headteacher
 - Develop leadership capacity across the school
 - Lead appraisal and performance management processes
 - Support recruitment, induction and retention of high-quality staff
 - Promote staff well-being and professional growth
 - Model exemplary professional conduct
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5. Operational Leadership

- Contribute to day-to-day leadership and management of the school
 - Support timetabling, staffing and resource allocation where required
 - Lead specific whole-school operational areas (to be agreed annually)
 - Represent the school externally and work with partner organisations
 - Support collaborative work with selective schools and other partners
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6. Safeguarding

- Promote a strong safeguarding culture
 - Ensure policies and procedures are implemented effectively
 - Support staff training and compliance
 - Act as a safeguarding leader as required
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7. Teaching Commitment

The Deputy Headteacher will maintain a reduced teaching timetable and model excellent classroom practice.

Professional Expectations

The Deputy Headteacher will:

- Uphold the highest professional standards
- Act as a role model for staff and students
- Demonstrate commitment to equality and inclusion
- Maintain up-to-date knowledge of educational developments
- Contribute to wider school life and extracurricular provision

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 Deputy 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 Deputy Headteacher is conducted by the Headteacher, using the job description and the [NPQSL 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
Experience	<ul style="list-style-type: none"> • Successful middle and/or 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 self-evaluation and contributing to planning and leading initiatives 	<ul style="list-style-type: none"> • Experience in working across schools to raise standards • Demonstrable experience of successful line management and staff development
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 • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others 	<ul style="list-style-type: none"> • Experience of working with senior colleagues at a strategic level • Experience of supporting middle leaders in effecting improvements in student outcomes and resolving staffing issues • Evidence of having built effective working relationships with trustees
Personal qualities	<ul style="list-style-type: none"> • Commitment to uphold the 7 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 	

The Appointment Process

Timeline

Window for applications	16 – 30 April
Visits from prospective applicants	20 – 24 April
Closing date for applications	30 April (9 am)
Shortlisting	1 May
Candidates invited to interview	1 May
Interviews	11 & 12 May

Visits to the school prior to application are encouraged between 20 and 24 April and can be arranged by emailing recruitment@bournemouth-school.org

The deadline for the receipt of applications is **9 am on Thursday 30 April**. Applications received after this time will not be considered for shortlisting.

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 issues of transgender), 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 share 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 Mrs Katie Ateaque, and email 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 [NPQSL framework](#).

As you will be aware, the NPQSL is organised into **three content areas**:

A. Teaching

Focus: Improving teaching quality across a team, phase, or subject

Key areas:

1. Developing high-quality teaching
 2. Effective curriculum leadership
 3. Assessment and feedback
 4. Using data meaningfully
 5. Supporting pupils with additional needs
 6. Behaviour and classroom culture
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B. School Culture

Focus: Creating a positive, professional environment

Key areas:

7. Establishing strong behaviour systems
 8. Building a culture of high expectations
 9. Staff well-being and workload
 10. Professional development for staff
 11. Safeguarding and inclusion
 12. Working with parents and stakeholders
-

C. Leadership & Management

Focus: Leading teams and implementing change

Key areas:

13. Leading effective teams
14. Managing difficult conversations
15. Implementation and change management
16. Strategic thinking at departmental/phase level
17. Resource and time management
18. Monitoring and evaluation

We do not anticipate any applicant to this role to be “the finished article”. We do, however, need to have a clear understanding of each applicant’s strengths and areas for further development. This will not only assist the shortlisting process, but will also help the School meet the successful applicant’s professional development needs over time, enabling him or her to secure further career progression. To this end, if appointed, you should anticipate your portfolio of responsibilities to change over time to offer challenge and professional development.

Applicants are invited to structure their supporting statement as follows:

Outline your current position and why you wish to apply for the role focussing on the NPQSL framework. You should write no more than two pages of A4, font size 10.

Closing date

The closing date for applications is **Thursday 30 April 2026 at 9 am** and shortlisted candidates will be invited to attend interviews at the school on Monday 11 and Tuesday 12 May 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 – 4.30 Monday to Thursday and 8.00 – 4.00 on a Friday).

Completed application forms should be emailed to:

recruitment@bournemouth-school.org

or posted to:

Bournemouth School

East Way

Bournemouth

BH8 9PY

