



Assistant Headteacher— Personal Development

Application Pack

Holly Lodge School
Smethwick, West Midlands





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Assistant Headteacher— Personal Development

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Welcome

Dear prospective candidate,

Thank you for considering an application to join the team at Holly Lodge.

At Holly Lodge, we believe that all students are entitled to an ambitious and diverse education, regardless of their background or starting point. We believe that it is our job to teach all of our students the best of what has been thought, said and created, through a powerful knowledge curriculum. In addition, we believe in the explicit teaching, practice and development of kindness, community and the soft skills which will stand our students in good stead for happy, successful and positive lives.

Our vision doesn't end with what we want for our students. We also believe that schools should be rewarding, inspiring places for staff to work, and that it is our responsibility to keep workload down and to intentionally build a positive and supportive culture. We do want our staff to work hard but we want them to have plenty of time and energy for the other things in life. We believe that supportive relationships between colleagues are fundamental to successful organisations.

Colleagues joining our team can expect the following:

- Comprehensive induction, a senior staff link and a buddy
- High expectations for student behaviour
- A senior team who believe their job is to create the conditions where teachers can teach and students can learn
- A focus on feedback and not marking



- No performative documents or requirements to “evidence” your work
- No graded lesson observations
- Research informed and subject-specific CPD
- Multiple career progression pathways
- An open-door and pro-active feedback policy – questions and suggestions are welcome all day, everyday

We are unashamedly ambitious in our aspirations, and our team of staff is key to our success. If you share our vision for the entitlement of all young people to an ambitious and diverse education, if you want to work in a school that focuses on what works and on genuine staff wellbeing, if you are prepared to work hard on the things that make a difference, and play your part in a strong, open and supportive culture, then please apply today. I strongly encourage you to contact the school and look forward to either arranging a telephone call, virtual or meeting in person through a visit to the school.

I look forward to meeting you.

Imran Iqbal
Headteacher





Vision and Values

Success for All

Ambition

Opportunity

Community

At Holly Lodge we believe in ambition: for students’ achievements, conduct and future pathways. We believe in opportunity, in noticing what we are lucky to have and in seizing the chances we have in life. And we believe in community: in serving each other through respect, kindness and responsibility.

Ambition

At Holly Lodge we believe that a truly excellent education should be the entitlement of every single young person. This means we pursue an ambitious, knowledge-rich curriculum, made accessible and memorable for all. We believe that our curriculum and teaching should equip students to pursue high-flying further study and careers on their chosen paths, and to join *“the great conversations of humankind.”*

As Aristotle said, *“Excellence is a habit.”* Thus **hard work** from students and staff alike sits at the heart of our ambition. Our job is to help students develop good habits of hard work, and to effectively support them in their learning. We are immensely proud of our SEND and EAL provision, and are committed to inclusion in education. We are ambitious not only for our students’ academic success but also for their personal development, soft skills and wider cultural capital. To this end we model and expect **excellent conduct** from all our students: *“We are becoming the best versions of ourselves.”*

Ambitions such as these do not come easily. When we are pushing ourselves we should expect to feel challenged; we should embrace the obstacles we face as opportunities to grow and learn. **Resilience** is therefore the final component of our Holly Lodge Ambition. *“If it was easy, it wouldn’t be worth doing.”*



Opportunity

An education at Holly Lodge represents many, many fantastic opportunities, from the learning itself, to extra-curricular clubs, to trips, to life-long friendships made. We see opportunity as a value in itself: it is a way to see the world, to notice, seize, and make the most of the opportunities we are so fortunate to have.

Crucial to our opportunity outlook is **appreciation**. It is vital that we take time each day to notice all the wonderful things we are lucky to have – *“even in the darkness there is light.”*

At Holly Lodge, we make the most of our opportunities by valuing **efficiency**. We spend our time on the things that make a difference, and we don’t waste time on things that don’t work. *Every second counts*: whether it is for learning, rest or leisure.

Openness is key to opportunity: openness in our minds and outlooks, a willingness to try new things and consider other viewpoints, and to receive and act on feedback that helps us to get better every day.

Community

Communities are valuable because together we are stronger. At Holly Lodge we value our school community and the wider community we serve as a school. Community is based on **respect**: tolerance, trust and consideration. It is also based on **kindness**: we do things to help others because it is the right thing to do. Finally, we take **responsibility**: we are independent thinkers and we have the power to make the world a better place – it is up to us to do so, in our actions every day.



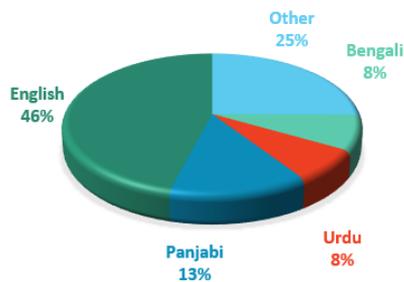
School Information

Smethwick Deprivation

Better than 13% of England.

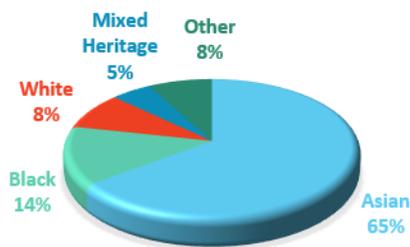
Worse than 87% of England.

European languages: 16
 Asian languages: 25
 African languages: 15
Total number of first languages: >60



First languages spoken

Heritage and Ethnicity



Bangladeshi 18%
 Chinese 1%
 Indian 27%
 Pakistani 26%
 Other Asian 10%

Black African 12%
 Black Caribbean 3%
 Other Black 3%

All Black and Asian

Number on roll: 1389

(Yr 7 to 11)

42%

Pupil Premium

SEND



Non SEND: 86%
 SEN Support: 12%
 EHCP: 2%





Job Description

Position: Assistant Headteacher—Personal Development

Scale: Leadership 12—16

Start Date: Easter 2026

Purpose of the Role

The Assistant Headteacher for Personal Development will provide strategic leadership to ensure that all students receive an exceptional, inclusive and ambitious personal development education. The post-holder will be responsible for shaping, delivering and evaluating a coherent whole-school approach to personal development that enables students to thrive academically, socially, culturally and morally.

Aligned with the school's vision and the Ofsted Education Inspection Framework, the role will ensure that personal development is embedded across the curriculum and wider school life, supporting students to develop character, confidence, resilience and a strong sense of belonging. The Assistant Headteacher will champion student voice, leadership, enrichment and careers education so that every student is prepared for success in education, employment and as an active citizen in modern Britain.

Personal Development (Curriculum)

The Assistant Headteacher will strategically lead the personal development curriculum to ensure it is ambitious, inclusive and responsive to the needs of all learners, particularly those who are disadvantaged or vulnerable.

Key responsibilities include:

- Strategic oversight of the personal development curriculum (including PSHE, RSE, citizenship and wider personal development learning), ensuring coherence, progression and impact across all year groups.
- Ensuring the curriculum reflects statutory guidance, the Ofsted framework and the school's context, with clear intent, implementation and impact, and that it meets the needs of all learners.
- Working with subject leaders and pastoral teams to embed personal development themes across the wider curriculum, ensuring inclusive practice for SEND, disadvantaged, EAL and other vulnerable groups.
- Using student voice, attendance, behaviour and safeguarding data to evaluate effectiveness and drive continuous improvement, with a clear focus on closing participation and experience gaps.
- Ensuring provision actively promotes equality, diversity and inclusion and removes barriers to engagement for vulnerable groups.
- Supporting staff professional development to ensure high-quality, inclusive delivery of personal development education.





Job Description

Development and Leadership of Belonging

The Assistant Headteacher will lead a whole-school strategy to foster a strong sense of belonging, identity and inclusion for all students, ensuring that every child feels known, valued and represented.

This will include:

- Developing and embedding a clear vision for belonging that permeates year-group education, pastoral systems and wider school culture, with particular attention to disadvantaged and vulnerable students.
- Strategic oversight of personal development programmes delivered through year groups, assemblies and enrichment that promote respect, inclusion and positive relationships.
- Leading a calendar of key events that celebrate religious, cultural and national heritage, reflecting the diversity of the school and wider community.
- Promoting equality, diversity and anti-discrimination through planned opportunities that educate, celebrate and challenge prejudice and inequality.
- Building and sustaining strong community links, ensuring mutually beneficial partnerships that enhance students' experiences, representation and sense of social responsibility.
- Evaluating impact through student voice, participation data and feedback to ensure all groups, including those most vulnerable, feel safe, included and able to thrive.





Job Description

Careers Education, Information, Advice and Guidance (CEIAG)

The Assistant Headteacher will strategically lead the school's careers provision to ensure all students, particularly disadvantaged and vulnerable groups, are well prepared for future education, employment or training.

Key responsibilities include:

- Strategic oversight of CEIAG, ensuring full alignment with the Gatsby Benchmarks and equitable access for all students.
- Evaluating current provision, developing a clear action plan and ensuring effective implementation to secure strong or outstanding provision.
- Mapping aspirational and progressive careers opportunities across all year groups, with targeted support to raise aspirations for vulnerable learners.
- Developing strong and meaningful employer engagement, including encounters with employers and employees that reflect diversity and promote social mobility.
- Leading and evaluating a high-quality work experience programme for relevant cohorts, ensuring barriers to participation are identified and removed.
- Working closely with external partners, post-16 and post-18 providers to broaden student horizons, particularly for those without existing social capital.
- Ensuring careers provision supports inclusion, social justice and positive destinations for all learners.





Job Description

Enrichment and Extra-Curricular Provision

The Assistant Headteacher will lead and develop a high-quality, inclusive enrichment and extra-curricular programme that enhances students' personal development and engagement with school life.

Key responsibilities include:

- Strategic oversight of a broad and balanced enrichment offer that caters for a wide range of interests, abilities and backgrounds.
- Working with all departments to ensure strong, well-planned and sustainable extra-curricular provision that is accessible to all students.
- Developing systems to promote, advertise and market enrichment opportunities effectively to students and families, with targeted encouragement for underrepresented groups.
- Monitoring and analysing participation and attendance, including by group, to identify and address barriers to engagement.
- Supporting departments and staff to ensure clubs and activities are well delivered, inclusive and of high quality.
- Establishing clear systems to ensure clubs run smoothly, including start and finish arrangements and safe exit from school.
- Promoting a strong culture of enrichment and extra-curricular participation as a core entitlement, not a privilege, for all students.





Job Description

Student Voice

The Assistant Headteacher will strategically develop and embed authentic, inclusive student voice across the school.

This will include:

- Establishing regular, systematic and inclusive student voice mechanisms across all cohorts and student groups, ensuring representation of disadvantaged and vulnerable students.
- Ensuring a strong and visible 'You said, we did' culture that demonstrates the impact of student feedback, particularly where it improves inclusion and equity.
- Leading an annual cohort survey process, including analysis by group, communication of outcomes and follow-up actions.
- Developing and strengthening the student council so that it plays an active and meaningful role in school improvement and represents the diversity of the school community.
- Creating multiple leadership opportunities for students across the school, enabling a wide range of students, including those who may be less confident, to contribute and develop leadership skills.
- Ensuring student voice meaningfully informs strategic decision-making at whole-school level.





Job Description

General Responsibilities

- To support the Headteacher and Deputy Headteacher in providing strategic leadership for the school.
- To contribute to whole-school self-evaluation, improvement planning and inspection readiness.
- To model and promote the highest standards of professional conduct.
- To demonstrate a strong commitment to safeguarding and promoting the welfare of children and young people at all times.
- To act as a Designated Safeguarding Lead (DSL) or Deputy DSL, as required, ensuring statutory responsibilities are fulfilled and safeguarding practice is robust, inclusive and effective.
- To work closely with pastoral leaders and external agencies to ensure timely, appropriate support for vulnerable students.
- To undertake safeguarding training in line with statutory guidance and keep knowledge and practice up to date.

To undertake other reasonable duties as directed by the Headteacher, commensurate with the role.

This job description may be amended in consultation with the post-holder to reflect the evolving needs of the school.

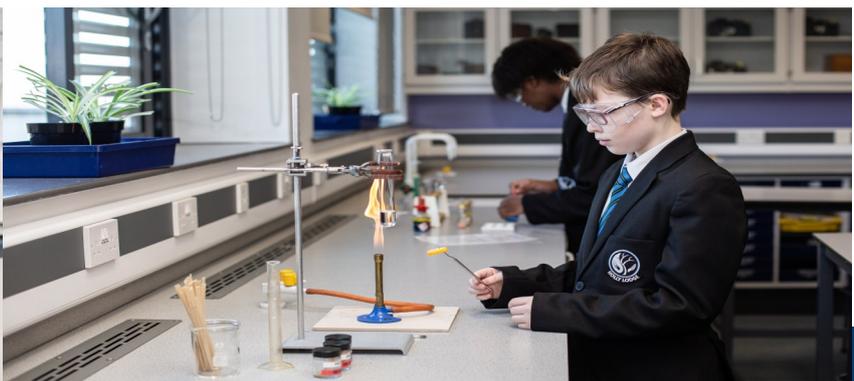




Person Specification

Essential (E)
Desirable (D)

Knowledge and Skills	
Evidence of degree and qualified teacher status	E
Minimum of 3 years' experience as a middle leader (Leading Department or Year Group)	E
Demonstrates a passion for learning and an outstanding practitioner	E
Articulate commitment, passion and vision for the School in an area of work related to the job description	E
An in-depth understanding of school leadership and school improvement strategies	E
The ability to manage, inspire, motivate staff and manage change in students learning, progress and personal development.	E
The ability to manage, inspire, motivate staff and manage change to secure, sustain and develop effective teaching and learning throughout the School	E
Outstanding inter-personal and communication skills with students, colleagues, stakeholders	E
High level organisational, leadership and management skills	E
Evidence of keeping abreast of current education issues, particularly in behaviour and attitudes; an awareness of current educational legislation and developments in 11-18 education.	E
Motivates and inspires students, staff and parents	E
Knowledge of factors supporting school improvement and student learning, including how to secure and sustain effective teaching, learning and student behaviours throughout the School.	E
Knowledge, experience / ability regarding barriers affecting the progress of and appropriate interventions	E
The ability to analyse trends in School/ faculty/ departmental /pastoral performance in order to set challenging but achievable targets	E
Knowledge of and ability to lead and manage change and inspire adults and students	E
Knowledge and use of SIMS and/or other data management systems to monitor students behaviour, attitudes and well-being and analyse data and evaluate progress in these	E
Knowledge and application of the whole school data systems	D
Knowledge of and experience in safeguarding and child protection	E
Evidence of dealing with classroom day to day issues and support for other colleagues across the School	E
Outstanding ICT skills	E
Knowledge and use of TEEP or other similar pedagogy model for example TEEP Level coach	D
Any other requirements specific to this post. Vetting & Barring Scheme Regulated Activity Registration and Enhanced CRB Disclosure Check required.	E
Commitment to follow the school's Equality Policy.	E





How to Apply

We believe that staff are fundamental to student success and happiness. We strongly encourage prospective applicants to visit the school prior to applying, to have a tour with Headteacher Mr Iqbal, to meet some of our lovely students, and to see for yourself our values in action. If you would like to arrange a visit, please contact: HLS_hr@holly-lodge.org.

If you would prefer to arrange a telephone conversation to discuss the role, or if you have any questions regarding the role or your application, please contact HLS_hr@holly-lodge.org.

Holly Lodge is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks and a willingness to demonstrate commitment to the standards which flows from our vision and values.

We very much look forward to meeting you.

Completed applications should be sent to: HLS_hr@holly-lodge.org

Deadline for applications: Wednesday 28th January 2026 at 09.00am

Interviews: W/C 2nd February 2026

Holly Lodge School

Holly Lane

Smethwick

West Midlands

B67 7JG

Telephone: 0121 558 0691

Email: info@holly-lodge.org

Main reception time:

7.45am until 4.00pm

(Monday to Friday)

