



Walhampton

INDEPENDENT PREPARATORY SCHOOL

SENIOR DEPUTY HEAD

Start: September 2024



LETTER FROM THE HEAD

I hope you are already feeling something of the excitement I felt when presented with the opportunity to join this distinctive community. Walhampton is a vibrant place and it is fuelled by the creative energy that exists in our setting between the New Forest and the Isle of Wight. We are proud of our traditions, but with a new [vision and strategy](#) we have once again begun a new chapter. We are [radically traditional](#).

Our pupils are adventurous, pioneering and characterful. We have a devoted staff body; parents with interesting stories to tell; and governors who are generous with their time. We are a close-knit and nurturing community, where everyone belongs, but we are determinedly outward-looking, preparing young people to be independent thinkers in an ever-changing world. As soon as you step into Walhampton, you will be struck by its energy, but also by its warmth. The children revel in opportunities for outdoor learning, whether in the 'Forest School', in our equestrian centre, or building confidence on the water down on our lakes.

Difference and diversity are encouraged here, or as one pupil put it recently, we are a colourful school that 'caters for the unique'. It is a joy to behold. As soon as you step into Walhampton, you will be struck by its energy, but also by its warmth. The pastoral care is second-to-none and the sense of community is strong. We recently won Talk Education's '[Pastoral Care & Wellbeing](#)' Award for Innovation in Education. A future-focused approach to learning means that inquiry-based learning is part of the experience and, more recently, we have fully embraced the principles of the [Pre-Senior Baccalaureate](#) as a learning philosophy.

Before you choose whether to apply, I strongly urge you to look closely at our radically traditional vision. And if you buy into all this, then why should you be excited? The role of Senior Deputy Head is an exciting one: it presents a unique leadership opportunity to shape a school and to play a key role in bringing clarity and coherence to the educational offering. The post would suit an ambitious candidate aspiring for headship in a few years' time. I hope this letter has given you an insight into life at Walhampton, and I wish you all the best for the next stage of the process.

Jonny Timms





AIMS & ETHOS

“This co-ed school brims with happiness and is friendly rather than imposing: there’s not a trace of arrogance despite Walhampton more than pulling its weight as a top prep ensuring pupils head to their first-choice senior school.”

TATLER

Walhampton’s motto ‘Let us all rejoice in our work’ is no empty aspiration and the School aims to:

- Promote the importance of moral, spiritual and social values, inspired by the School’s underlying Christian ethos;
- Be a dynamic school in which teaching is exemplary and pupils develop both the discipline of study and the joy of learning;
- Develop the academic, creative and sporting potential of each child, ensuring a broad and balanced education of the whole person;
- Be a distinctly happy school to which children and adults feel a deep loyalty - a place in which children can laugh, feel safe and enjoy being children;
- Inspire in every child a love of nature and the outdoors;
- Be a school that is outward looking, building links with parents and the local community, as well as celebrating cultures from around the world;
- Develop in every child resilience so they leave Walhampton as confident, capable, compassionate and independent-minded young people.

BACKGROUND

Founded in 1948 in an idyllic country house setting, surrounded by ancient woodlands and lots of space, Walhampton was merged with the nearby Hordle House in 1997. The house and grounds have a fascinating and well-documented history.

It is non-selective and children attend a trial day for informal assessment. Nursery and pre-prep pupils are housed in their own purpose-built building a short walk from the main house. There is Forest School in the woods for all pre-prep children and, throughout the School, there is a great emphasis on spending time outside and being prepared for mud and rain if necessary.

Lessons start at 8.55am and finish at 5pm, followed by clubs and activities. There is a Saturday programme for boarders and day children may join in the activities. There are no Saturday lessons, apart from optional sessions for Year 8 pupils approaching exams. On Friday afternoons, many parents join their children at the weekly chapel service before whisking them away for the weekend.



ACADEMIC

‘Pupils achieve so well because the school is proactive in creating opportunities for them to do so and because of the pupils’ entirely positive attitudes to learning ... Pupils described how the school has helped them feel more confident in their learning compared to their experience in previous schools.’

ISI INSPECTION REPORT

Walhampton prides itself on its top-quality teaching, effective learning and excellent academic results. Year 8 leavers go on to a wide range of schools: Canford, Bryanston and Sherborne head the list but Winchester, Eton, Radley, St Swithun’s, Marlborough and King Edward VI Southampton are also popular. In recent years, many scholarships and awards have been won, approximately 15 per year.

The Independent School’s Inspectorate has been unstinting in its praise for the pupils’ academic and other achievements and for the emphasis on learning. In particular, it highlighted the development of their confidence that anything is possible and within their reach if they set their minds on it, responding to teachers’ constant encouragement ‘to have a go and do the best you can.’ The inspectors noted the outstanding communication skills of the boys and girls as integral to their success in learning. ‘The younger pupils are absorbed in a richly colourful and stimulating environment, rapidly learning new vocabulary, using it in conversations and applying it as they confront new situations and in solving problems. Older pupils are very articulate, responding well to the skilled, challenging questioning they receive in many lessons, and extending their expressive expertise through public speaking competitions or lively current debates, for example on current political issues.’

The Good Schools Guide (2019) described the teaching they observed as ‘exciting and vibrant’ and inspectors commented on ‘the consistent and positive relationships between pupils and staff, excellent role-modelling, high expectations for pupils’ personal and academic outcomes, and adherence to the School’s core values and ethos which aims to nurture and inspire’.

English and Maths are taught in ability sets (Maths from Year 3 and English from Year 6) which are regularly reviewed. English, Maths, Science and French form our core subjects, alongside History, Geography and PRE (Philosophy, Religion and Ethics). In the Juniors, Science and the Humanities are taught in a cross-curricular way under the title, ‘Exploration’. Physics, chemistry and biology are taught separately after Year 5. Included in their weekly timetable, are lessons in Art, Music, Drama, PSHE, Sport and STEM (or Computing and IT in the Juniors). One lesson per week is devoted to PSB; teaching and reviewing vital study and life skills. The PSB is interwoven throughout our academic curriculum.

In the Juniors (Years 3-4) the focus of homework is on the core subjects. From Year 6, pupils have homework in each examined subject (30 minutes per subject).

About 40 children receive learning support from a team of four, mostly one-to-one and charged as an extra. The Independent School’s Inspectorate have spoken favourably on ‘the successful implementation of previous recommendations, including developing a new assessment and teaching system, extending lesson times and engaging with a rigorous appraisal system for both academic and support staff’. The library is buzzing, welcoming and well-stocked.





BEYOND THE CLASSROOM

‘The strong Christian, family ethos and the warm and welcoming environment provides a home from home in which both day pupils and boarders can thrive. This is due to the consistent and positive relationship between pupils and staff, excellent role-modelling, high expectations for pupils’ personal and academic outcomes, and adherence to the School’s core values and ethos which aims to nurture and inspire. Pupils are very well prepared for the transition to the next stage of their lives.’

ISI INSPECTION REPORT

There is sport on four days a week, with matches on Wednesdays. The main sports for boys are football, rugby, hockey and cricket while girls play hockey, netball, cricket and football. Reception up to Year 6 have a swimming lesson every week and the outdoor swimming pool is used from April to October. Facilities include a large purpose-built sports hall, Astroturf pitch, long jump runway, 400m athletics track and cricket nets.

There are many other sports options including golf, archery and fencing.

More than 100 pupils have riding lessons at the School’s equestrian centre. This has an arena and a dedicated field with cross-country fences for those riders seeking to improve their jumping skills. Non-riders are welcome to come and groom the ponies, muck out stables and help to keep the yard looking immaculate.

Around a half of all pupils learn a musical instrument and music is a part of all pupils’ experience. There are Pre-Prep, Junior and Chapel choirs, a school orchestra, jazz band, string quartet and in-house rock bands.

Drama is also important, with plays for juniors and seniors and LAMDA exams. There is a purpose-built theatre and, at the centre of the school, a vibrant and busy drama studio.

The art, pottery, sculpture, photography and textiles department is always lively and popular. Outdoor installations are encouraged and celebrated.

The map of the campus and grounds looks like the end papers of an adventure book and pupils are encouraged to spend as much time outside as possible with Portmore Pond for sailing, Sandwalk Pond for fishing and accessible woods for boys and girls to enjoy in all kinds of ways. They are taught about the local wildlife, learning the names of butterflies and birds, and also about trees and plants. The School’s unique environment is all important, as can be quickly seen in the videos available on the School’s website.

THE BOARDING TRADITION

‘It lets them be who they are – and lets them be children.’

PARENT QUOTED IN THE GOOD SCHOOLS GUIDE (2019)

The boarding house for 60 children is named after the founder of Walhampton, John Bradfield, who embedded an ethos of teaching and caring for the individual. This extends to the whole school, but which is especially true of Bradfield House itself. Children board from local areas within Hampshire and Sussex, from across the United Kingdom and from a range of international backgrounds. The bedrooms are beautifully kitted out, their windows command stunning views and children feel at home in a family atmosphere. Full- time, weekly and flexi-boarders are completely integrated with the day children. There are countless weekend activities for boarders, including beach school at Milford on Sea, and the entire school still feels like a traditional boarding school for all the right reasons.

Pastoral care is second to none with robust systems and processes in place to monitor welfare and safety. Weekly pastoral meetings include the Headmaster and other senior staff members; Year 8 patrol leaders act as role models for younger children; there is a Medical Centre staffed by three nurses who provide a sympathetic ear for children who want a chat and a mug of hot chocolate.



PUBLIC BENEFIT

Means-tested bursaries are available and are currently given to approximately 30 pupils with assistance of up to 100% of the fees, and the Governors and the school in general are fully aware of the benefits and opportunities of widening access.

Local schools are encouraged to share Walhampton's facilities and every year two charities are supported in campaigns which involve the whole community. Recent examples of the School's reaching out beyond its immediate boundaries include the building of a new school in Cambodia, support for the Paediatric Intensive Care Unit in Southampton General Hospital, the Honeypot Children's charity and the vibrant and long-standing connection with the Arnhem veterans and their families.

SITE DEVELOPMENT

Walhampton is committed to investing in the site, and recent investment and improvements have included the science and pre-prep departments, and Bradfield House's boarding facilities.



STRUCTURE, GOVERNANCE & MANAGEMENT

The Leadership team will be supported by the excellent Board of governors who all take a strong interest in the School and are fully committed to its success. The Governors have a wide range of experience and skills, and a real understanding of the working of the School.

They meet three times formally in the year to review the School's overall position, strategy and development, and its teaching provision and management. They are often present in the School at other times more informally, and visibility of the Governors is welcomed and encouraged.

The Board also sets policy, and it delegates specific focus areas to Committees, including General Purposes, Finance and Education, with further sub-committees focused on Health & Safety and IT. There is a dedicated Safeguarding Governor. The Committees report formally at each Board Meeting, at which strategic issues, as well as a presentation from a part of the School or member of staff, are generally included.

The implementation of the Board's policies and the day-to-day running of the School is delegated to the Head and the Bursar, supported by a strong Senior Leadership team.

JOB DESCRIPTION

The Senior Deputy Head is responsible to the Head for all operational matters whilst playing a key role in formulating school policy, contributing to strategic development and overseeing the day-to-day running of the school. After the Head, the Senior Deputy Head is one of the most senior people within the School's management structure, and as such, the role acts as 'the final stop' before the Head on all matters pertaining to children's education at Walhampton. The post would suit an ambitious candidate aspiring for headship in a few years' time.

The role involves engaging with current parents to resolve concerns and working closely with various colleagues to ensure a distinctive and outstanding education for pupils.

The Senior Deputy Head is a member of the Strategy Team which meets regularly to ensure the School is keeping to its strategic aims and to make decisions which will affect the pupils, the staff and the School.

The Senior Deputy Head works closely with the Head to ensure that the highest standards of behaviour, learning and academic attainment prevail across the School, and in maintaining and extending the School's reputation for outstanding pastoral care, ensuring wellbeing and education are aligned.

The Senior Deputy Head will oversee and lead professional development of teaching staff and is responsible for leadership and implementation of the Performance Review cycle.

The Senior Deputy Head will work closely with the Assistant Head Pastoral, Heads of Section and Tutors to ensure the effective development and delivery of the School's pastoral provision.

The duties outlined in this job description are in addition to those covered by the professional duties of a teacher, with the expectation to teach a reduced timetable dependent on the subject offered. The key areas of responsibility which attach to the position of Senior Deputy Head are set out below although the list is not exhaustive and the post holder may be expected to assume additional responsibilities as reasonably requested by the Head. This Job Description should be seen as enabling rather than restrictive, and will be subject to regular review.

LEADERSHIP

- Lead by example, inspiring and motivating pupils, staff, governors, parents, and the wider community to embody the vision, purpose, and leadership of the school.
- Act as the last stop before the Head.
- Serve as the primary point of contact in the absence of the Head and deputise in any capacity deemed suitable.
- Lead and oversee all aspects of the day to day smooth running of the School, ensuring the Head is fully briefed on all aspects of School life.
- Respond to parental complaints and enquiries on the Head's behalf in the first instance.
- Ensure regulatory compliance, taking the lead on inspection readiness.
- Ensure that policies, procedures and guidance related to staff are regularly reviewed, updated and communicated to staff, pupils and parents.
- Oversee the induction and mentoring of staff new to the School.
- Be accessible to staff and be an advocate for staff wellbeing.
- Lead and manage the Assistant Head Pastoral, Head of Boarding, Medical Centre and Pastoral & Academic Administrator.
- Oversee and line manage the Head of Enrichment to ensure that pupils have access to a rich and varied co-curricular and outdoor learning programme.



JOB DESCRIPTION (Cont'd)

- Support the Head in the overall management of staff encouraging, supporting and challenging them to raise academic standards.
- Work with the Head in establishing priorities for expenditure and monitoring the effectiveness of spending and use of resources with a view to achieving value for money.
- Ensure pastoral care and academic progress are aligned.
- Contribute to the annual teaching timetable and review it when needs arise. Carry out an annual curriculum analysis and advise on staffing needs for the coming year.

PERFORMANCE AND DEVELOPMENT REVIEW

- Ensure that staff understand their professional responsibilities and are held to account.
- Arrange and oversee a highly effective system of CPD, teacher appraisal and a culture of professional dialogue about teaching from EYFS to Year 8.
- Oversee and lead staff development and ECT to develop a culture of high expectation for self and others in their personal and continuous professional development, responding to concerns and enabling suitable support where necessary.
- Review and identify training needs for individual staff and whole school ensuring staff have access to appropriate, high standard professional development opportunities.
- Oversee the mandatory training required for new and existing staff.
- Work with the SLT in deciding appropriate school-wide INSET/CPD, maintaining inset records; with assessment of quality, value and impact.
- Lead groups of staff in developmental activities and evaluate the impact.
- Lead and participate in the school's training programme for staff.

PUPIL STANDARDS, WELFARE AND DISCIPLINE

- Having general oversight of school discipline, ensuring that good behaviour is promoted and rewarded, and that any issues are dealt with promptly and fairly, in accordance with School policies;
- Overseeing the implementation of the School Standards on a day-to-day basis, and recommending any changes to the School Standards, as required;
- Overseeing the use of rewards and sanctions including Stags and end of term prizegiving;
- Monitoring the use of rewards and sanctions, in liaison with Heads of Juniors and Seniors to ensure that they are being used consistently and fairly across all pupils and groups of pupils;
- Oversee the handling of serious disciplinary processes, including the investigation and management of any issues which might involve the Head's decision to exclude;
- Oversee all pastoral mechanisms for effective transition between year groups.
- To work with the Head of Boarding to ensure the boarding offering is of a high standard and that support and communications to parents and guardians is of the highest quality and the pupils' welfare is given the highest priority;
- Ensuring the School's use and development of IT gives due consideration to pupils' digital safety, without compromising the readiness of pupils for effective engagement with technology, and their reliance on technology once they leave school.

REGISTRATION AND ATTENDANCE

- Supervising, with the Admissions Department, the production of the School list, and ensuring that it is kept up-to-date;
- Overseeing the registration of pupils, and reviewing and recommending changes to registration systems, as required;
- Working with Heads of Juniors and Seniors to monitor lates and absences, and intervening as required;
- Working with the Head of Operations to monitor pupil absence for reasons such as educational trips and visits;
- Managing authorised absences and communicating as appropriate.

OTHER

- Actively support the Walhampton School Foundation Trust and work with the Assistant Head Pastoral who acts as the liaison with Springboard.
- Contribute fully to the co-curricular life of the school, including games, duties, clubs and activities.
- Actively contribute to the running of Bradfield House and undertake other reasonable duties in the context of a boarding environment.
- Play an integral role in the recruitment of staff.
- Engaging with staff in the development of the School's strategic planning;
- Working within agreed budgets and budgetary systems in relation to the fulfilment of all elements of the Job Description;
- Ensuring financial efficiency and value-for-money in all school activities related to this Job Description, and consistent with the fulfilment of the School's broader strategic objectives;
- Across all elements of this Job Description, ensuring that the School's educational provision reflects fundamental British values;
- Assist with well-planned INSET days which reflect the School's Development Plans;
- To support with the provision of reports to the Governing body and attendance at meetings as required.
- Contribute to the Admissions process, including all assessment days, Open Days, taster days, Prospective Parent Meetings, induction and familiarisation events.
- Lead and manage the annual Immersion Programme with the International School, Shanghai.
- Manage and/or investigate processes under relevant school policies (e.g. Complaints Policy, Capability Policy, Probation Policy), at the direction of the Head.
- Attend school events (including concerts, fixtures, plays, recitals, assemblies).
- Oversee the maintenance of school policies as specified in the Schedule of Policies.
- Contribute to the School's Strategic Plan, annual Development Plan and inspection documentation.
- Work towards and support the School's aims and ethos.
- Support and contribute to the School's responsibilities for safeguarding pupils.
- Work within the School's Health and Safety policy and related policies, to ensure a safe environment for all staff, pupils and visitors.
- Maintain high professional standards of attendance, punctuality, appearance and conduct, and maintain positive and courteous relationships with staff, pupils and parents.
- Engage actively and positively in the performance review process.
- Undertake other reasonable duties, as directed by the Head, as required from time to time.

PERSON SPECIFICATION

QUALIFICATIONS & EXPERIENCE

- Well-qualified graduate in an appropriate subject or discipline;
- DfE recognised QTS is desirable;
- Candidates with a further educational or leadership qualification are welcomed, but this is not essential;
- The successful candidate will have significant professional experience, ideally in a leadership or management capacity;
- Experience working with young people is essential;

COMMITMENT

- A passion for the education of boys and girls from diverse backgrounds;
- A desire to work within the specific context of Walhampton, and a commitment to the aims of the School's ethos;
- A desire to develop his/her professional knowledge, skills and experience in order to maximise pupils' achievement;
- A willingness to contribute to the overall life and well-being of the School.

TEACHING SKILLS

- Knowledge of the subject (as shown by qualifications and interview);
- Proven track record of teaching the subject successfully (where relevant);
- Good oral and written communication skills;
- Effective classroom management and organisation to ensure a positive and safe learning environment;
- Engaging classroom presence with excellent subject knowledge and a passion for encouraging wider debate and research, with the ability to encourage active and independent learning;
- Effective planning, assessment and record keeping;
- An appreciation of pupils' differing needs and an ability to employ flexible teaching strategies as appropriate.
- The ability to incorporate relevant Ed Tech into teaching and learning.

FURTHER PROFESSIONAL SKILLS

- An awareness and understanding of modern safeguarding regulations and best practice, and a thorough appreciation of how schools can promote the welfare of all children;
- An ability to speak with conviction and authority on all matters relating to safeguarding and pastoral care, to build confidence amongst staff, governors, pupils and parents, and to maintain a culture in which safeguarding and pupil welfare is at the heart of all that the School does;
- A commitment to equality and inclusion, and an understanding of how a diverse pupil and staff body enriches the school community for everyone;
- Excellent interpersonal skills, including warmth, even-handedness and sensitivity, an understanding and empathy with the feelings and motives of others and an ability to see things from the perspective of others;
- Sound judgement with the ability to make reasoned, reasonable and balanced decisions;
- The ability to work as part of a team and create effective rapport and harmonious relationships with staff, pupils, parents and outside agencies;
- The ability to lead a team;
- The ability to defuse difficult situations through careful listening, sensitive use of humour, praise and recognition;
- The ability to lead and inspire colleagues, drawing out strengths and building trust;
- The willingness to confront difficult issues and have difficult conversations;
- The ability to implement decisions and manage change with clarity in presentation and confidence in turning ideas into plans and actions;
- Efficiency in personal organisation;
- Retention of a sense of perspective and a sense of humour;
- A desire to develop professional knowledge, skills and experience and a willingness to reflect and hear constructive criticism.



TERMS & CONDITIONS

The formal contract, detailing terms and conditions, will be drawn up on appointment. The main provisions are likely to include:

- A competitive remuneration package reflecting the seniority and significance of the position. The salary offered will depend on the experience of the candidate;
- A discretionary discount on fees for any children joining the school;
- Contributory pension scheme;
- Lunch provided during term time when the kitchens are operational;
- Healthcare cashback plan;
- Employee Assistance Programme and 24 hour Doctor Line
- Cycle to Work Scheme;
- Corporate Gym Membership amounting to 10% discount at New Forest Freedom Leisure Centres and Elmer's Court New Forest
- Free onsite parking;
- Accommodation may be available for the successful candidate.
- Appointment subject to two term's notice period.

Applicants must be willing to undergo child protection screening appropriate to the post, including checks with the Disclosure and Barring Service (DBS) and the Prohibited from Teaching or Management lists.

Shortlisted candidates will be asked to undertake identity and qualification checks which conform to the School's Safeguarding Policy. They must also agree to references being taken up at that stage and checks made with past employers.

APPLICATION PROCESS

An application form is available from our website at www.walhampton.com or by emailing Sarah Fisher on HR@Walhampton.com.

All candidates should include a letter of application addressed to the Head with their application form. Your letter should be no more than one side and should clearly outline your suitability for the role with reference to the Job Description and Person Specification. You should explain clearly why you wish to work at Walhampton School. Do not include a CV. The appointment will be made at the discretion of the Head.

The deadline for receipt of applications is Monday 18th March 2024 (9:00am)

Date of first round interview: Wednesday 20th March 2024

Date of second round interview: Wednesday 3rd or Thursday 4th April (TBC)

The process is as follows:

- All applications will be acknowledged by email. If you have not received acknowledgement that your application has been received within two working days of sending it, please contact Sarah Fisher on hr@walhampton.com;
- Interviews will take place at the School on the above dates (provisional);
- Applications will be considered on an ongoing basis and therefore we reserve the right to close the role on appointment.

Walhampton School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment is subject to satisfactory pre-employment checks in accordance with the relevant statutory guidance, including an enhanced DBS check, satisfactory references, proof of identity and qualifications, and a satisfactory medical report.

We are committed to attracting and retaining the very best staff, ensuring that our staff body reflects the diversity of modern Britain. Acknowledging a lack of ethnic diversity within our staff community, we particularly encourage applications from Black, Asian and Minority Ethnic candidates. Appointments will be made on merit, following a fair and transparent process.

