



LEIGHTON PARK
FOUNDED 1890

DEPUTY HEAD (ACADEMIC)

STARTING IN SEPTEMBER 2026

CANDIDATE INFORMATION



WELCOME

Thank you for your interest in the Deputy Head Academic role at Leighton Park School. I am pleased that you are considering applying for the role and our school, and I hope that this brochure will provide you with the information you need to help inform your application.

This is a superb opportunity for a dynamic and innovative educational leader to join the School at an exciting time in its development. Our pupil numbers continue to rise, reflecting a strong demand for places, and the School has a deserved reputation for outstanding provision at local and national levels, especially having won the ISA Independent School of the Year Award (2023) and having received ISI's only 'significant strength' for values-led education in 2024.

Founded by the Quakers in 1890, Leighton Park is a values-led school that inspires achievement aligned with character and community. Values, character and community are our strategic impulses and inform all that we do as a school. We believe that these are the elements of a successful education and underpin the scholarship, exceptional results and outcomes that our students achieve, not only academically but also in areas of personal growth and co-curricular activities. The results at Leighton Park are excellent, in absolute and value-added terms.

We are now looking for an exceptional person who, as Deputy Head Academic, will play a central role in our future – developing and maintaining the strength of the School's academic rigour through compassionate challenge. The ideal candidate will bring fresh ideas and purpose with a clear vision for delivering academic success, especially at a time of rapid technological development in areas like data management and artificial intelligence (AI). In short, we are looking for someone who shares our values and is an exceptional individual who will be a vital member of a friendly and collaborative but ambitious senior leadership team.

If this is an opportunity that excites and inspires you, then we would invite you to apply for the role, and we would be pleased to give your application proper consideration.

With best wishes,

Luke Walters

Head



INTRODUCTION

Leighton Park School is a high-performing, co-educational independent school for nearly 600 boys and girls aged between 11 and 18 years. As an IB World School, Leighton Park offers GCSEs, A Levels and the IB Diploma Programme, offering our Sixth Form students the programme that best suits their learning style and interests.

The School is a member of the Headmasters' and Headmistresses' Conference and achieves strong academic results across the board but is particularly well known for STEAM subjects, the Creative Arts, and Music. Leighton Park offers both the International Baccalaureate and A Levels, and a high proportion of its students attend Russell Group universities, including Oxford and Cambridge, and specialist arts institutions.

Official school league tables show Leighton Park as the best-performing school in Berkshire and in the top 1% of English schools. It is one of only eight schools to have always appeared in the top 100 best-performing schools. The School is selective and has seen year-on-year increases in applications over the last three years.

Leighton Park last had a full ISI inspection in November 2024, with the full report published in January 2025, and it can be read [here](#). The report not only identified that the School met all required criteria but that the School was commended for its values as a 'significant strength'.

Luke Walters has been Head since September 2025, having previously been Deputy Head at Christ's Hospital School. The new Deputy Head Academic will replace the incumbent, Alex Wallace, who is leaving to take up a headship at Christ College Brecon in September 2026.

Leighton Park was founded in 1890 by the Religious Society of Friends (Quakers). In 1957, the Junior School became the independent Crosfields School, making Leighton Park solely a senior school. By 1970, the School had 300 pupils, and in 1975, girls were admitted to the Sixth Form. In 1993, the School became fully co-educational. The School is owned by Leighton Park Trust, whose Trustees are Directors of the company and Governors of the School. Eleven of up to 21 Governors are Quaker Members of the Board. Although few staff or students are Quakers, the School continues to live by and exude the gentle, civilised and socially responsible Quaker values. Through 2025, the School celebrated its 135th anniversary.





VALUES AND ETHOS

Leighton Park's guiding principles are considered best educational practice for most good schools: respect, integrity, simplicity, equality, peace, truth, and sustainability. Only a very small number of students and staff are Quakers, and the school community embraces students of all faiths and none, but it is our Quaker roots to which we owe our forward-thinking approach to education.

The School has a particular commitment to reflection and silence, and in addition to other opportunities, each week, a half-hour Quaker Meeting for Worship is held for all staff and students. As a leading values-led school, Leighton Park creates unrivalled opportunities for personal development and character education by drawing on the impressive history of Quakers, who set up forward-thinking companies like Cadbury and Rowntree, very successful businesses that also treated staff and suppliers fairly and created social good. Quakers also helped found leading charities and campaigning organisations, such as Amnesty International, Greenpeace, Oxfam and the Joseph Rowntree Charitable Trust. Quaker values are central to the Leighton Park Learner Profile, which is a touchpoint for students and staff, reminding all members of the community of the aspects of education that the School values most greatly. These approaches and skills have an impact and enhance the educational experience by infusing school life, including its holistic curriculum, the value placed on individuality, a strong sense of community, and collective moments of silence that punctuate the school day, offering students a much-needed opportunity for reflection.

Leighton Park exists to form young people of real character and confidence with a determined desire to change the world, reflecting the School's Quaker values and forward-looking approach. Each student is urged to have a strong ethical drive and offer humble leadership, to be change-makers in the world around them. The School inspires lifelong seekers and exhibitors of knowledge and values. It seeks to educate young people to succeed in life, as well as in academic assessments.

The School also places great emphasis on the warmth of relationships that characterise the School, together with a sense of peaceful purposefulness and space in which they can develop.

LOCATION AND FACILITIES

Leighton Park School is located just south of Reading town centre on a beautiful 65-acre parkland estate with both woodland and open fields next to the University of Reading's Whiteknights Park campus. The School is easily reached by road due to its proximity to local main roads, including the M4 motorway, and by public transport via Reading mainline station: just 30 minutes from London and 20 minutes from Oxford. The School also offers a comprehensive network of buses for day pupils and weekly boarders.

The spacious green site has generous planting and low-rise buildings. Most of the campus is pedestrianised and, therefore, is notably quiet and restful. Hundreds of mature trees, several eye-catching garden areas and a large pond create an impression of rural seclusion.

The campus comprises specialist buildings of all eras, though the new Music and Media Centre is a spectacular modern addition and ingeniously designed to provide floor-to-ceiling views of the green spaces from most of the rehearsal and performance rooms. The building also contains a fully equipped media suite with a hi-tech recording studio and a multi-functional Main Hall, recently upgraded with LED stage lighting.

There is a traditional library in the new Grove Sixth Form Study Centre. This recent ambitious development infuses a historic building (designed by one of the UK's most celebrated Victorian architects, Alfred Waterhouse) with inviting individual and group study hubs together with cutting-edge learning technology, with every detail designed to support students' success.

Other new facilities the building provides are a large-capacity lecture theatre with flexible seating arrangements, a comfortable Sixth Form common room, a meeting room with video conferencing, four light and airy new classrooms, two landscaped roof terraces for al fresco study and a student café.

Outside, the all-weather pitch was resurfaced in February 2024 with a brand-new carpet and state-of-the-art LED lighting. The School has plans to open a new Sports and Wellness Centre by 2030, and the demolition of a long-standing building has taken place to prepare for this. These facilities will complement the existing 25-metre indoor heated swimming pool, three full-size football pitches, a handsome cricket oval, 10 tennis courts, eight netball pitches and a strength and conditioning suite and cardiovascular suite.





STAFF AND GOVERNANCE

The Senior Leadership Team (SLT) is collaborative with respect and support for each other, while the wider Common Room are friendly and collegiate with a strong commitment to the individual needs of students. As well as the Head, SLT colleagues include the Bursar, a Deputy Head (Pastoral), and a Director of Admissions and External Relations. The postholder will be a member of the SLT.

They are supported by more than 70 teaching staff, who are responsible for academic tuition, co-curricular activities and pastoral care, plus support staff, who assist with administration and maintenance to ensure the continuous smooth running of the School. More than 30 staff live on the campus, many of whom support boarding.

The Governing Body comprises many former pupils, and many of the Governors are Quakers. The Chair of Governors is Eme Dean-Lewis. Details of the full Senior Leadership Team and the Governors can be found [here](#).

ADMISSIONS

Leighton Park is a selective school and has entry points mainly in Years 7 and 9 and the Sixth Form, although some students do enter in other years. Prospective students for Years 7 and 9 take an entry test in English and Maths, and there are then interviews with a senior member of staff. Offers are then made also taking into account a child's references and current school reports and whether the child has any siblings at the School.

Entry at Sixth Form is based on conditional offers of GCSE results, references and an interview. The minimum requirement is five GCSE passes or equivalent at grade 6 or above, with a 7 required to study Mathematics at A Level or Higher Level on the IB. Some children leave Leighton Park after GCSEs to attend other schools or colleges, but a similar number join the School for Sixth Form studies.

CURRICULUM AND ACADEMIC EXCELLENCE

Leighton Park offers a broad curriculum, but within the context of a holistic education. The School combines critical thinking with creativity and innovation – all in real-world, interdisciplinary learning. Students gain the skills to understand the complex problems they see around them in the world and the tools to work with others to create solutions – everything they need, in short, to be changemakers.

As winners of the Independent Schools Association (ISA) Award for Future Readiness, Leighton Park empowers students to think critically and solve problems with imagination, preparing them for the complex challenges of the future workplace – and to thrive in our fast-changing world. This starts from Year 7, with our Approaches to Learning curriculum helping build students' understanding of things like metacognition, the harnessing of artificial intelligence (AI), collaboration, presentation skills, coaching and, perhaps most importantly, self-understanding.

The School's innovative approach to STEAM (Science, Technology, Engineering, Art and Mathematics) encourages students to harness their creative talents and blend them with critical thinking, creative problem solving, entrepreneurship and leadership. We want students to apply these skills to real-world problems facing industry and society today. With an explicit focus on creativity, the School gives students everything they need to take an idea and make it fly.

Our STEAM academic focus sees students taking part in a varied programme of experiential learning, trips, and engagement with industry, from the beginning of Year 7 right through to Sixth Form.

As well as a full range of STEAM, Humanities and Language courses at GCSE level, the School offers Computer Science, Engineering, Food Preparation and Nutrition, Global Perspectives, Mandarin, Music, Physical Education, and Textile Design.

Sixth Form students can choose A Levels or International Baccalaureate options. At A Levels, the wide choice also includes Business, Dance, Economics, Politics, Psychology, Sport and PE. For IB, there is a strong foreign language and literature offering, as well as Global Politics, Psychology, Economics, Music and Visual Arts, in addition to core options. The School also offers BTEC subjects in Creative Media Production and Music Technology.

Teaching is strong and based on collaborative, personal connections between staff and pupils. Learning is often interdisciplinary, breaking down traditional barriers between subjects, and is based on a stimulating curriculum.

Academic outcomes are strong, and the School is one of the top schools for academic progress in Berkshire and within the top 30 in the UK. The School's class sizes are less than 18 (average) and much lower in the Sixth Form – enabling more individual attention. This approach is reflected in academic results. In 2025, 59% of grades were 9–7, with 41% of grades at 9–8. Eighteen students achieved all 9–7 grades, and 43 students attained at least seven 7s. An impressive 68% of A Level grades were A*–B, and 40% of overall grades were A*–A. Leighton Park is one of the few schools in Berkshire to offer the IB in the Sixth Form, and those LP students who took it achieved an average of 36 points from a maximum of 45. The pass rate was 100%.

Many students head off to Russell Group universities, but increasingly, degree apprenticeships and entrepreneurially focused destinations are being considered. Scholarships go beyond the usual academic, sport, art, drama and music and include STEAM, IB Scholarship, ethical changemaker and dance.

The School provides learning support to those who need it via its Individual Learning Centre (ILC), and pupils are given Individual Learning Plans that identify goals, specific learning outcomes and support strategies, while Classroom Support Sheets outline the students' strengths, challenges and learning strategies that work well for them.





PASTORAL CARE

The School places great emphasis on pastoral care based on its core values, special routines, a House system (there are five Houses) and a highly developed tutor system.

The School's setting is a real benefit and strength for the School's sense of community, encouraging an appreciation of each other and the beauty of its large parkland situation. Within this environment, there are weekly Silent Meetings for Worship and regular Collects (assemblies), including eating lunch together every day, which act as the linchpins of creating a strong 'togetherness'.

Community bonds are enhanced by the boarding school atmosphere, which gives a 'family feel' to pastoral care. Day students, who make up the majority of the community, are known and considered as 'day boarders'. They enjoy wraparound care that runs from breakfast through to tea and prep. There are special quiet areas: The Hub, The Penn and The Fell offer spaces for our Middle School students.

Students are encouraged to be kind, considerate and civilised. This is encouraged by the relatively small size of the school community and means that the staff get to know each student as an individual and meaningful connections are made. Students call teachers by their first names to break down some of the traditional barriers to communication and to help students feel they will be listened to. The School believes giving pupils explanation and discussion encourages self-discipline.

Students are supported by strong tutor and House systems. Tutors see their ten tutees twice every day, and tutors are responsible for students' personal and academic development. This close and frequent contact helps tutors to develop close relationships with their tutees and to pick up on small details at an early stage.

— BOARDING

Leighton Park has a vibrant international community of around 150 full and weekly boarders that includes young people from 46 different countries, with approximately 40% coming from the UK. The largest cohorts of overseas boarders are from China and Germany. The recently opened Fryer boarding accommodation caters for 28 Year 7, 8 and 9 students, with specialist, nurturing care. Senior boarding Houses are single sex, and Years 10 to Upper Sixth girls live in Reckitt House, while boys live in School House.

Students are cared for by a Housemistress or Housemaster, as well as their Deputy, Senior Resident Tutor and a House Graduate. There is a busy range of evening and weekend activities, and students gain greater independence as they progress into the Senior years, with Sixth Form usually getting their own bedrooms.





CO-CURRICULAR ACTIVITIES

Future-Ready Skills: Throughout their time with us, students learn many of the crucial 'soft' skills that will serve them well on any future path. Leighton Park leads the UK for its Future Skills programme, winning the national Award for Future-Readiness. Every detail of our Future Skills Programme is designed to help students become who they're meant to be – from sector-leading personal development programmes to national-award-winning debating and public speaking; from tailored mentorship to help them become a compassionate leader or effective changemaker to an innovative Futures and Aspiring High programme – we provide students with the support to achieve their goals.

Music, Media and Performing Arts: Music is also strong, and the School has a recently opened Music and Media Centre that includes a Yamaha Live Lounge recording studio. The Music department is accredited as a 'Flagship Music Education Partner', the only school in Europe to hold this status. More than half of the students learn a musical instrument, and there are 27 music teachers on the staff teaching the many children who learn, play and perform at the School. There are around 30 different music groups, including choirs, ensembles, Capella, orchestras and rock bands.

Drama and Dance: These are also celebrated, with many Senior School productions each year. An annual event alternating between a drama and a musical production provides an opportunity for students to not only perform but also take on stage management and technical production roles.

Sport: Leighton Park is a sporty school with 30 sports on offer and impressive facilities, providing every student with an opportunity to develop and achieve, regardless of ability. Football, Netball and Hockey are the top focus sports with multiple teams in each age group and top-level coaching. Tennis, Basketball and Judo are also extremely popular with exciting partnerships with local clubs and centres of excellence.

Teams and individuals compete in regular fixtures in a wide range of county, regional and national events every year. Students who reach a representative level of sport are offered individual strength and conditioning sessions, as well as additional sporting opportunities via an Advanced Performer Programme (APP) to support their training outside of school.

Duke of Edinburgh: The School offers the DofE Award from Bronze to Gold, starting in Year 9 with Bronze level.

FUTURE PLANS

The School is partway through its 15-year strategic plan launched in 2020 with a refreshed mission and vision. The Deputy Head Academic will lead significant strands of this strategy, working closely with colleagues on the Senior Leadership Team. A key priority is to further develop the School's reputation for academic excellence and high achievement. Its distinctive academic curriculum, interdisciplinary in nature with strong international and ethical perspectives, will further build on its key cross-cutting academic pillars of STEAM, Music and Ethical Enterprise.

THE OPPORTUNITY

This is an exciting, tremendous opportunity for an exceptional and distinctive person to take the School to develop and further strengthen Leighton Park's strong academic track record. Student numbers continue to rise, and they continue to achieve excellent academic results. The School has a national reputation for excellence in STEAM and Music. The new postholder will have the opportunity to shape and develop the continued academic success trajectory.

They will have many opportunities to engage purposefully and visibly with other colleagues, pupils, parents and Governors and take advantage of the School's excellent facilities, including the modern Sixth Form Study Centre, the Music and Media Centre and other outstanding resources for teaching and learning that will also help ensure even stronger levels of post-GCSE pupil retention and external Sixth Form recruitment both locally and internationally. This may also include developing and strengthening the IB, BTEC and CTEC offerings in the Sixth Form curriculum. Also, helping the School understand, navigate and take advantage of new technologies such as AI and its impact on teaching and learning will feature. The successful applicant will play a key role as part of the Senior Leadership Team, contributing to ensuring Leighton Park remains at the forefront of education well into the future.



THE ROLE

A vital member of the Senior Leadership Team, the Deputy Head Academic will be an outstanding leader who is a convincing ambassador for this busy Quaker day and boarding school and who commands the respect of students, staff, parents and Governors.

The Deputy Head Academic directly reports to the Head for the academic life of the School. The position of Deputy Head Academic is one of significant importance and responsibility. It includes responsibility for the quality of teaching and learning, assessment, and curriculum development, and oversight of the timetable and mentoring and performance management of Heads of Department is an important part of the role. The postholder is assisted by an Assistant Head: Director of Teaching and Learning and a Director of Studies.

The Deputy Head Academic will have a personal passion for best practice in teaching and learning and pedagogical research. They will be committed to ensuring that all students can achieve and show intellectual curiosity: a love of learning for its own sake. In addition, the successful candidate will ensure that data and processes support the vision for driving forward academic excellence.

Leighton Park is therefore seeking an inspirational teacher and ambitious leader who is committed to improving academic performance and developing innovative teaching practice and who is unafraid of making and carrying through tough decisions. They will also demonstrate a holistic approach towards education and the ability to bring together a wide range of staff in pursuit of common goals.

The successful applicant is likely to have had success either at Assistant Head level or as Head of a large department in an excellent school and will be able to provide evidence of raised standards in their area. They will also have experience of working on whole-school or cross-curricular initiatives, and applicants should refer to such experiences in their application. Furthermore, experience in more than one school is likely to be an advantage. It is likely that the successful candidate will progress to headship in due course, as has the previous postholder.

The Deputy Head Academic will therefore play a vital role in the strategic development of the School, in particular the academic provision, alongside the day-to-day running of the School. They will lead the Academic Development Group and chair Heads of Department Meetings. The successful candidate will teach a small timetable, although the appointment will be made without reference to the subject specialism of the candidate.

The Deputy Head Academic will be a committed team player with a collegiate and collaborative approach, together with an ability and willingness to create a working environment in which staff are empowered to take decisions. They are assisted in their work by two Assistant Heads – Director of Teaching and Learning and Director of Studies, both of whom are line managed by the Deputy Head Academic.

The bullet points below are indicative, and the Deputy Head Academic should expect to have to respond to changing demands and circumstances.

Job Title: Deputy Head Academic

Reports To: Head

Manages:

- Assistant Head: Teaching and Learning
- Assistant Head: IBDP and Curriculum Development
- Heads of Department
- Exams Manager
- Data Manager

Department: Senior Leadership Team

Hours per Week: Full-time, although as this is a senior position, additional hours, particularly during term time, may be required to meet deadlines and attend meetings.

Because the School has a vibrant full boarding community, senior leaders play an active role in supporting this important aspect of school life, which includes occasional weekend and evening involvement as part of a rich and rewarding leadership experience.

Family accommodation will be provided, and the postholder will be required to be resident on site for the better performance of their duties.

KEY WORKING RELATIONSHIPS

Head, Senior Leadership Team, Extended Leadership Team, Heads of Department, Heads of Section, House Teams, School Office Team, People Services Manager, teaching staff, business and operations staff, Governors, parents, students.

JOB SUMMARY

The Deputy Head Academic is a key member of the Senior Leadership Team and leads on our nationally award-winning Future-Ready Curriculum. A central focus will be to continue the School's recent progress in raising academic attainment and supporting every young person in the School to achieve their academic potential. This will be achieved within the School's culture of compassionate challenge and harnessing the quality of human relationships fostered by our Quaker values.

The Deputy Head Academic is responsible for the overall assessment and tracking of student progress and outcomes across the School. As a forward-looking school, the successful candidate will be expected to be at the forefront of harnessing data to empower exceptional teaching and learning and using innovative strategies and systems to support our teachers and students.

In consultation and cooperation with the other senior leaders of the School, the Deputy Head Academic will direct the overall management of the School through the Assistant Heads and other staff.

In the absence of the Head, the successful candidate will take joint responsibility for the leadership of the School, carrying out the full professional responsibilities of the Head, deputising as appropriate. The successful candidate will be expected to uphold and promote the Quaker ethos and educational aims of the School, as well as shape and deliver on the strategic objectives of the School.



DUTIES AND RESPONSIBILITIES

Curriculum Policy, Planning and Development

- Provide visionary leadership for the School's academic strategy, shaping its development to ensure an ambitious, future-focused learning experience for all students.
- Establish a clear, coherent and aspirational framework for curriculum design, ensuring alignment with the School's values, ethos and long-term goals.
- Champion and guide whole-school curriculum planning and implementation, collaborating closely with the Head, Deputy Head and Heads of Department to realise a shared academic vision.
- Work in partnership with the Senior Deputy Head to ensure strategic deployment of staffing, enabling the curriculum to thrive through excellent teaching and balanced provision.
- Inspire and foster meaningful cross-curricular innovation, empowering teams to collaborate, experiment and enrich students' learning.
- Lead an annual strategic staffing review, working with the People Services Manager and Database Manager to provide insightful analysis and recommendations for the Head.
- Ensure that students and families are fully informed and supported during key option-choice stages, offering clear guidance that enables students to make confident, well-considered decisions.
- Provide strategic oversight of the creation and communication of options materials, ensuring they are accurate, informative and aligned with the School's academic pathways at GCSE, A Level and IBDP.
- Set high expectations for assessment, recording and reporting, leading a culture of excellence, consistency and meaningful feedback across the School, ensuring systems are coherent, effective and forward-looking.
- Drive academic improvement by supporting Heads of Department in establishing aspirational targets, fostering a culture of continual growth for both students and staff.
- Promote a reflective, self-improving academic culture, guiding departments in robust self-review to enhance teaching quality and learning outcomes.
- Ensure that departmental handbooks, schemes of work and development plans reflect best practice and are regularly reviewed and refined to support ongoing improvement.
- Work collaboratively with Heads of Department and the Academic Development Group to oversee prep expectations and marking practices, ensuring they are purposeful, balanced and aligned with school policy.

- Oversee baseline testing and value-added analysis, ensuring high-quality data collection, interpretation and dissemination that informs strategic decision-making.
- Attend all academic parents' evenings as a visible and supportive leader, strengthening relationships with parents and students and offering insight into academic progress and the School's tracking systems.
- Provide strategic oversight of the Oakleaf Diploma, ensuring it remains a distinctive, enriching and high-quality component of the School's academic offer.

ICT Strategic Development

- Champion the effective and innovative use of digital and data across departments, working collaboratively to inspire initiatives that enhance teaching, learning and digital engagement.
- Partner with the Assistant Head: Teaching and Learning to provide supportive, developmental oversight of Heads of Department and teaching staff through the appraisal process, ensuring the curriculum is delivered with consistency and excellence for all Senior School students; collaborate with the Senior Deputy Head when needed to guide and implement improvement strategies.
- Lead on the strategic development of the School Management Information System, contributing ideas to enhance its effectiveness and overseeing its use to ensure robust, insightful student tracking and reporting.
- Strategic oversight of the School's virtual learning environment, including evaluation and selection of the core platform, ensuring effective implementation and monitoring of software for teaching and learning, and driving continuous improvement.

Teaching and Learning

- Provide strategic oversight (through the Assistant Head: Teaching and Learning) of teaching and learning standards across departments, ensuring that schemes of work and departmental handbooks are regularly reviewed and updated by HoDs to reflect best practice.
- Lead the planning and implementation of whole-school initiatives designed to advance and enrich the quality of teaching and learning.
- Meet regularly with HoDs to support, guide and evaluate departmental performance, fostering a culture of continuous improvement.
- Oversee the monitoring of and support the progression of ECTs, GTPs and PGCE students, ensuring they receive high-quality professional development.

- Implement an ongoing, purposeful programme of lesson observation to uphold high standards of teaching and learning and to cultivate the sharing of effective practice across the School.
- Provide leadership for academic extension and enrichment programmes, including coordination of preparation for aptitude tests such as Oxbridge or medical school entry.
- Oversee university entry processes, including the quality assurance of predicted grades, and contribute to the staff group responsible for approving school university references.
- Work in partnership with the Assistant Head: International Baccalaureate and Curriculum Development to oversee the delivery, development, implementation and administration of the IB Diploma Programme, delegating responsibilities appropriately while ensuring strategic coherence.

Staff Development

- Provide mentoring and coaching for Heads of Department, empowering them to lead their teams effectively and ensuring all teaching staff benefit from high-quality professional guidance and support.
- Offer purposeful and strategic line management to Assistant Heads (Teaching and Learning; IBDP and Curriculum Development), Heads of Department, the Individual Learning Centre and the Examinations Manager, fostering strong leadership and cohesive collaboration across the School.
- Take overall responsibility for the Professional Development Reviews and performance management of these colleagues, nurturing their growth, celebrating strengths and supporting ongoing professional development.

Examinations

- Work in close partnership with the Examinations Officer to provide strategic oversight of the public examinations process, ensuring the smooth and effective coordination of all external assessments, including Y11 and Y13 mock examinations.
- Deliver timely, insightful reports and analysis of external examination results at key points throughout the year, ensuring accurate submission of required data to HMC, ISI, ISC and the DfE.
- Collaborate with the Assistant Head: Teaching and Learning to ensure that the annual internal examination process for Years 7–11 is robust, well structured and aligned with the School's commitment to academic excellence.

Inclusion Provision

- Provide strategic oversight (through the Assistant Head: Teaching and Learning) of the Individual Learning Centre and Heads of Department to ensure that every student's learning needs are understood and met and to coordinate tailored action plans where additional support or intervention is required.
- Oversee the work of the Individual Learning Centre and departments to ensure that all students receive appropriate, high-quality support that enables them to thrive and make strong academic progress.

The Timetable

- Work collaboratively with the Assistant Head: IB and Curriculum Development to review the timetable, ensuring it supports the highest quality of teaching and learning across the School.
- Partner closely with the Assistant Head: IB and Curriculum Development and the School Timetabler to oversee the annual creation and refinement of an effective, well-structured timetable, ensuring it is published in good time ahead of implementation.
- Produce clear and informative timetable digests for the Head, SLT and other stakeholders, including analyses of staff allocations, room usage and any associated cost implications.
- Promote fairness and sustainability in staffing by ensuring that teaching loads and responsibilities are allocated equitably and strategically.

Outreach Initiatives

- Lead the development of meaningful industry partnerships, particularly (but not exclusively) within STEAM fields, to enrich the academic experience for students; cultivate strong relationships with external organisations, such as Reading University, to inspire students and broaden the academic opportunities available at Leighton Park.



Admissions, Budget and Resources

- Work collaboratively with the Director of Admissions and External Relations to organise the annual Senior School Entrance Examination Day, taking an active role in interviewing prospective students and ensuring a welcoming, rigorous and well-structured admissions experience.
- Lead the organisation and coordination of the Academic Scholarship Day, including overseeing the setting and marking of scholarship papers and preparing a clear, comprehensive results summary to inform the scholarship decision-making process.
- Work with the Director of Admissions and External Relations and leadership colleagues to ensure that Leighton Park's academic offering is attractive to prospective families and supports the School's strategic vision, brand and positioning.
- Liaise with the Bursar to support the effective allocation of education and curriculum budgets, ensuring resources are aligned with academic priorities.
- Oversee the administration of the curriculum budget, maintaining accurate and transparent records that meet inspection requirements and support informed financial planning.

Committees and Stakeholders

The Deputy Head Academic will represent the Senior Leadership Team and act as the liaison between the School and the Governing Body on the following Governor Committee:

- Teaching and Learning

The Deputy Head Academic will be a member of the following Governor Committees and attend and contribute to these meetings:

- Teaching and Learning
- Board

The Deputy Head Academic will be responsible for the following School Committees and will chair, attend and contribute to these meetings:

- (Chair) Heads of Department Meeting (HoDs)
- (Chair) Academic Development Group (ADG)
- ICT Strategy

Policies

The Deputy Head Academic is responsible for the revision, implementation and compliance of relevant policies, including:

- Curriculum
- Special Educational Needs
- Academic Integrity
- Assessment, Recording and Reporting
- AI
- Differentiation
- Disability (exams)
- Exams
- Marking
- GDPR (exams)
- Literacy
- ECTs
- Marking and Prep
- NEA (non-examination assessment)
- Word Processor (exams)
- Appeals Against Internal Assessments of Work
- Examination Access Arrangements
- Internal Appeals Procedures
- Library

Other

- Teaching up to 0.5 of a normal teaching timetable
- Weekend SLT duties
- Marketing with prep schools and overseas

OTHER

The above is only an outline of the tasks and responsibilities of the role. The postholder will carry out any other duties as may be reasonably required by his/her line manager.

The job description and person specification may be reviewed on an ongoing basis in accordance with the changing needs of the department and the School.

This job description and accompanying documentation do not form part of the employment contract.

TERMS AND CONDITIONS

The postholder will be required to comply with all policies and procedures issued by and on behalf of the School.

Accommodation will be provided, and the postholder will be required to be resident on site for the better performance of their duties.

The postholder will be required to participate in the School appraisal procedures as an appraisee and, if applicable, as an appraiser.

The postholder will be required to attend statutory and mandatory training.

SAFEGUARDING AND CHILD PROTECTION

It is the postholder's responsibility to promote and safeguard the welfare of children. You will comply with Leighton Park's Safeguarding and Child Protection Policy and the requirement to report to the Designated Safeguarding Lead any concerns relating to the safety or welfare of children. This post is classed as being in regulated activity.

INFORMATION SECURITY, CONFIDENTIALITY AND DATA PROTECTION

During the course of employment, the postholder may have access to, see or hear information of a confidential nature, and he/she will be required not to disclose such information. All person identification information must be held in the strictest confidence and should be disclosed only to authorised people in accordance with the Data Protection Act 1998, unless explicit written consent has been given by the person identified.

EQUAL OPPORTUNITIES

The postholder must comply with and promote equal opportunities and avoid any behaviour which discriminates against others on the grounds of sex, disability, marital status, sexual orientation, age, race, colour, nationality, ethnic or national origin, religion, political opinion, or trade union membership.

HEALTH AND SAFETY

Under the Health & Safety at Work Act 1974, it is the responsibility of individual employees at every level to take care of their own health and safety and that of others who may be affected by their own acts at work. This includes cooperating with the School and colleagues in complying with health and safety obligations to maintain a safe environment.



APPLICATION PROCESS

Interested candidates are invited to contact RSAcademics to arrange a confidential discussion with one of the consultants handling this appointment:

- Jenny Funnell, Search Consultant: jennyfunnell@rsacademics.com
- Charlotte Faber, Senior Advisor: charlottefaber@rsacademics.com

Closing date: 10.00am on Monday, 2nd February 2026.

Applications should be made electronically to RSAcademics. To submit your application, please upload your documents according to the instructions on the RSAcademics [website](#).

You should submit the following (both in PDF format):

- A completed application form (available alongside this candidate information on the RSAcademics [website](#)).
- A covering letter addressed to Mr Luke Walters, Head. The letter should explain your reasons for applying.

If you have any questions about uploading your application documents, please contact:

- Julia Seagrave, Project Coordinator (Leadership Appointments): applications@rsacademics.com / +44 (0) 204 6269 791

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 RSAcademics by telephone.
- Preliminary interviews will take place with RSAcademics on 4th and 5th February 2026 via MS Teams.
- Longlist interviews will take place at the School on 12th and 13th February 2026.
- Shortlist interviews will take place on 24th February 2026, when candidates will be given the opportunity to tour the School.

RSAcademics is a global executive search and consultancy firm working exclusively with schools. For more than 20 years, we've supported governors and leaders at pivotal moments – whether they are appointing senior staff or making complex strategic decisions.

What makes us distinctive is the depth of first-hand experience in schools across our team – as heads, governors, bursars and senior professionals – combined with specialist expertise in areas such as strategy, research, marketing and finance. This blend is continually enriched by our ongoing consultancy and appointments work with schools worldwide, so our advice is always current, practical and evidence led. Please visit www.rsacademics.com for more information.