



Candidate information pack for the role of  
**Deputy Head (Academic)**  
Senior School

*Bold & Loyal*  
1882...

# The College

Wycliffe is a thriving, inclusive, co-educational Day and Boarding school (ages 3-18) set in the picturesque Gloucestershire Cotswolds. It includes a Prep School (from The Nursery Class up to Year 8) and a Senior School (Years 9 to 13); it is referred to as 'the College' when being considered as a whole. From September 2027, the College will be restructured to comprise a Junior School (Nursery to Year 6), and a Senior School (Years 7 to 13). Spanning 52-acres, the site is made up of three main parts: the Senior School, the Prep School and The Berryfield (the main College sports ground, located two minutes from the Senior School site across a residential road). The College has excellent links by road (just off Junction 13 of the M5) and by rail (Stonehouse to Paddington direct in 100 minutes) and is within half an hour of Cheltenham, Gloucester and Bristol.

The College was inspected by ISI in September 2025 and secured its best-ever judgement. As well as meeting all standards, inspectors observed that "the individualised and supportive learning environment has a highly beneficial

impact on pupils' overall personal development and is a significant strength of the school".

Founded in 1882 by G.W. Sibly, Wycliffe College has a long-established reputation for academic rigour, breadth of opportunity and strong pastoral care. The College balances respect for tradition with a forward-looking education, preparing its pupils not only for academic success but for leadership, service and responsibility beyond school.

Above all, Wycliffe is founded on kindness, humility and excellence without exclusion. The College wants its pupils to be curious, empathetic, thoughtful, adventurous and ambitious. With an idiosyncratic heritage, superb facilities, a beautiful working environment, and a reputation both for pastoral/co-curricular, Wycliffe is a special place to work.



# The Senior School

In the Senior School pupils can choose from a broad and wide-ranging curriculum offer, comprising 13 options at GCSE and 24 in the Sixth Form including three BTECs and CTECs (Business; Sport; Digital Media), as well as a diverse enrichment curriculum. The College has an excellent reputation for supporting pupils with Special Educational Needs and holds CReSTeD accreditation.

In addition, the Wycliffe experience is more than what happens in the classroom: with more than 60 activities running every week of the year, pupils have the opportunity to stretch their 'pioneering spirit'. Whether it is on stage, in the Choir, on the sports field, up a mountain or on a river, Wycliffe aims to give every pupil the opportunity to pursue an interest outside of the classroom. Both the CCF and the Duke of Edinburgh Award scheme participation are very strong. The College's wonderful sports facilities include a floodlit Astroturf, four glass-backed Squash Courts, a modern purpose-built 'double' Sports Hall with two full-sized

Basketball/Netball Courts, Rugby and Cricket pitches, Tennis Courts, a Boat House for water-based activities (some 15 minutes away at Saul Junction), a Swimming Pool (located at the Prep School) and a fully-equipped gym.

There are five Boarding Houses: one for boys, one for girls, one for sixth form and two co-educational, including the junior boarding house). There is a dedicated day house (Collingwood) for day pupils. Each has its own character and celebrates the diversity of its members. All Houses offer exceptional facilities for study and are staffed by HsMs, assistants (residents in the case of boarding) and full-time matrons.

Wycliffe became a Member School of Round Square in 2022 (alongside schools like Gordonstoun and Felsted) and continues to build and develop its provision in line with the Round Square 'IDEALS' (International Understanding, Democracy, Environmental Stewardship, Adventure, Leadership, Service).



# The Prep School

Wycliffe Prep School educates boys and girls aged three to thirteen. Founded in 1928 as a Prep School to Wycliffe College the school aims to provide an all-round education with an emphasis on creating an environment where they are safe and happy. Children may board from Year 3 with both full-time and flexi-boarding offered. There is a full weekend programme, with regular trips and activities. The curriculum offers the best rigour and challenge to develop each pupil for the next stage of their education. Based largely on the National Curriculum pupils are given a firm foundation preparing them for the early stages of GCSE. The College's CReSTeD accreditation recognises the way we develop the skills of our pupils with specific learning difficulties.

Wycliffe Prep School has outstanding facilities including tennis courts, a 3/4 size astroturf and extensive games pitches. On site there is a fantastic Studio Theatre, a small gymnasium and an indoor swimming pool. We have frequent access to the Sports Centre at the Senior School

and encourage the children to use these facilities for Badminton, Squash, Basketball and Cricket. For Lower Prep pupils there is also the Donald Clark Adventure Playground. An exceptional, state-of-the-art classroom block, Etheridge Hall, was opened during 2015.

Wycliffe Nursery Class takes children from aged three and has full access to the school's facilities and play areas. The children enjoy being part of the wider Wycliffe community and take part in school assemblies, plays and many other activities.

For further information about the College, please visit [www.wycliffe.co.uk](http://www.wycliffe.co.uk).



# Role description

## Purpose:

To ensure academic excellence and drive educational achievement, this senior leadership role sets high expectations through a deep understanding of educational practices, a commitment to fostering a positive learning environment, and the ability to lead and inspire a team of educators. Working closely with the Head and other senior leaders to shape and implement the school's academic vision, while maintaining high standards of teaching and learning.

## Key Responsibilities:

### The Deputy Head (Academic) is responsible to the Head for:

- Establishing the vision for the delivery of the highest standards of learning and teaching across the school and then taking steps to implement that vision effectively.
- Remaining abreast of all current and emerging 'best practice' and educational research to keep the school up to date in its provision.
- Developing (and maintaining) appropriate curriculum and academic policies and approaches (e.g., timetable; 'teaching standards'; management of examinations/assessments, etc.).
- Managing a team of Heads of Department at both a collegiate level and an individual department/subject level (e.g., via regular meetings; establishing agreed improvement plans; regular monitoring/review of performance/ progress; financial budget processes, etc.).
- Overseeing pupils' academic progress and performance (e.g., through effective tracking, periodic Learning Engagement and Performance grades, plus reports to parents; public examination performance; value-added performance, etc.).
- Coordinating the professional development of all Senior School teaching staff (inc. budget-holder responsibility for CPD).
- Advising the Head on the recruitment and appointment of high-quality teaching staff for all positions that become available.
- Liaising (as appropriate) with senior Prep School colleagues to ensure a coordinated approach is in place with regard to academic transition from Years 7/8 into the Senior School (Year 6 into Senior School from 2027).
- Providing appropriate levels of information to Trustees on Senior School academic matters, principally by way of 4x per year Education Committee meetings (including the delivery of specific written reports, as required/agreed).

## Key Tasks

### Senior Management/Leadership contribution and responsibility:

- Teach up to 1/3 of a full-time teaching allocation.
- Liaise with the Assistant Head (Co-curricular) in the compilation and publication of the termly School Calendar, including the organisation of the academic year as whole in terms of Parents' Evenings, reporting cycles and the like.
- Work with the Assistant Head (Co-curricular) to coordinate the overall co-curricular programme in order to understand what is on offer, when, led by whom and which pupils are participating (and ensuring all academic staff contribute equitably).
- Take the lead in communication with parents raising serious concerns/complaints with regard to academic provision (including detailed investigation, where appropriate).

- Assume responsibility for writing (and updating) a wide range of policies that relate to educational/academic provision (e.g., re assessment, Learning and Teaching, reporting etc.).
- Play a leading role in preparing the school for all ISI inspection activity.
- Contribute input as needed to Marketing and PR materials (e.g., website, publications etc.) on the academic life of the school, including advising on and editing key documents for both 'internal' and 'external' readers.
- Maintain high, personal professional standards with regard to attendance, punctuality, appearance, pupil welfare and safeguarding, integrity, and conduct.
- Work with the IT Services Manager to ensure the availability and effective use by staff of suitable IT-based support systems (e.g., currently iSAMS, MSP, Office 365, Seneca, School Cloud, SOCS, Evolve etc.).
- Serve as an active member of the College Leadership Team (CLT) and the Senior School Senior Management Team (SMT), including contributing to strategic/development planning processes where required.
- Play a leading role (with the Deputy Head Pastoral) in arranging large, whole-school events like end-of-term Assemblies, Speech Day, Carol Services, Open Mornings, etc.
- Be available 'out-of-hours' and during school holidays, as required.

### **Leadership of Learning and Teaching:**

- Have specific responsibility for the overall academic curriculum, both in terms of its design but also in terms of its delivery. This will include oversight of Departmental curriculum maps and schemes of work, management of the GCSE and Sixth Form 'Options' processes, and the creation of the annual timetable alongside the Assistant Head (Academic).
- Establish clear improvement plans and details of desired teaching standards, keeping suitably up-to-date with educational research/emerging 'best practice' and disseminating it to teaching staff where appropriate.
- Develop a culture and environment in which it is the norm to have high expectations of staff and of pupils and in which high-quality, aspirational approaches to learning and teaching become embedded.
- Develop the role to be played by technology (and an overarching 'digital strategy') with regard to improving teaching and learning and with regard to inspiring pupils even more to love learning for its own sake.
- Establish, maintain and implement rigorous systems for monitoring and evaluating the quality of teaching and learning (e.g., learning walks; work sampling; pupil voice; other observation of departmental activity).
- Lead (through Departments) with regard to pupil behaviour management, especially (but not exclusively) when children are in a classroom setting, including ensuring the effective implementation of systems for reward and sanction.
- Ensure that suitable provision is in place to stretch the most able (including Scholars) as well as support those with additional needs.

### **Staff Management and Development:**

- Coordinate processes around annual self-evaluation at Department level, leading to the creation of improvement plans that then get constantly reviewed and monitored to ensure effective implementation.
- Ensure the effective and efficient use of resources (people, premises and financial) – to include the annual collation of budget bids from departments prior to discussion/agreement with Director of Finance and Operations re spending priorities for the year ahead, as well as the efficient and effective allocation of teaching spaces, teachers and academic support staff.
- Work with the Head (and Director of HR) to identify staffing needs and recruit new teaching staff, as required, including suitable management of the advertising and interviewing processes that sit within that.
- Oversee the induction of new teaching staff (to be led by Assistant Head (Academic)) and the initial management of all PGCE/ECT colleagues (to be led by the Head of ITT/ECT Induction).

- Assume direct responsibility for the School Office Manager and his/her team to ensure that they provide support, as required, with regard to academic administration, reception cover, weekly operational communication to parents, staff planners, termly planners etc.
- Manage all processes surrounding professional development and training of teaching staff (including arrangements for whole-school INSET), taking a lead on training others (notably Heads of Department), with the ultimate aim of creating a positive culture of active professional reflection and sharing of excellent and ever-improving practice.
- Manage all processes surrounding attendance and absence of teaching staff, including the management of daily cover in a fair and equitable manner.

## **Pupil Recruitment, Progress and Performance**

- Take overall responsibility for the conduct of, and processes around, public and internal examinations (in conjunction with the Exams Officer).
- Lead all analysis of public examination and other data to inform decisions/actions around future improvement or strategic development.
- Ensure the timely and accurate return of academic data to external bodies such as the DfE, ISC and HMC.
- Devise and implement systems to allow pupil performance/progress to be tracked, suitable targets to be set and – where required – additional support or intervention to be put in place.
- Have overall responsibility for assessment and feedback arrangements (e.g., reporting cycles; Parents' Evenings etc.).
- Have an overview of our Careers provision (led by the Head of Futures).
- Advise the Admissions Manager on suitability of applicants for school places on academic grounds when this might not be clear and obvious.
- Interview prospective parents and pupils when required to do so.
- Become involved as necessary in Scholarship application processes at 11+, 13+ and 16+, both in terms of interviewing, setting tasks etc. and also with regard to making recommendations to the Head.

## **Pastoral Care:**

- Liaise with the pastoral team over individual pupil needs and collaborate in any agreed courses of action.
- Communicate with the parents of pupils and with external agencies concerned with the welfare of individual pupils, after consultation with appropriate staff.
- Alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved.

## **As a member of the Wycliffe Community:**

- Play a full part in the life of the College community (promoting actively the College's corporate policies and values), to support its distinctive mission and ethos and to encourage its staff and pupils to follow this example.
- Take part in marketing and liaison activities such as Open Days and evenings, and events with partner schools.
- Comply with the College's Health & Safety, Data Protection and Safeguarding policies.

# Person Specification

**Job Title: Deputy Head (Academic)**

**Department: Senior Leadership**

The person specification focuses on the knowledge, skills, experience, and qualifications required to undertake the role effectively.

It is expected that the successful applicant will have and can demonstrate the following:

<b>Experience</b>	
<b>Essential</b>	<p>Track record of effective middle and/or senior management experience, preferably as Head of Department.</p> <p>Evidence of having led or implemented change/improvement in an aspect of a school's provision.</p> <p>Evidence of having achieved excellent results at GCSE and A Level with different groups of pupils.</p> <p>Evidence of the ability to analyse data effectively identifying priorities and 'actions' as a result.</p> <p>Experience of managing teaching colleagues (possibly including the need to have challenged below-par performance).</p> <p>Experience of managing pupil behaviour effectively and positively.</p>
<b>Desirable</b>	<p>Direct experience of stretching/extending the most able and/or supporting those with additional needs.</p> <p>Experience of creating a timetable and/or managing pupil tracking data.</p>
<b>Knowledge, skills, and abilities</b>	
<b>Essential</b>	<p>Understanding of, and commitment to, the management of issues relevant to the safeguarding of children's health, safety and welfare.</p> <p>Understanding of recent and current trends in educational research, pedagogical 'best practice', public examination assessments etc.</p> <p>Knowledge of what great teaching looks like and how to guide and support others to achieve that standard.</p> <p>Ability to take initiative, problem-solve, be bold and/or creative where necessary, demonstrating flexibility, stability, organisational ability and resilience etc.</p> <p>Appreciation of the need to be a visible and effective presence with the capability to influence, motivate and persuade. Be respected and yet approachable and seen to care.</p> <p>Ideas around what effective 'digital strategy' might look like in the years ahead and the role to be played by technology in enhancing learning and teaching.</p> <p>Skills relating to communicating effectively (written and face-to-face) with pupils and/or staff and/or parents.</p> <p>Ability to operate with high levels of personal and professional integrity, make fair/decisive judgments, and understand the need, on occasions, for loyalty, discretion, emotional self-control and/or confidentiality.</p>

<b>Qualifications</b>	
<b>Essential</b>	Good Honours degree.
<b>Desirable</b>	Teaching qualification (whilst not 'Essential', candidates without a teaching qualification are asked to address on their Application From why they do not feel that this would inhibit their ability to undertake the role).  Further qualifications in academic leadership or teaching and learning.

## Terms of Appointment

This is a permanent position, offered on a full-time basis.

**Start Date: January 2027 (an earlier start may be considered).**

**Salary: Competitive, on the College's leadership scale, commensurate with the experience of the successful candidate.**

**Staff accommodation may be available depending on a candidate's circumstances.**

### Other benefits available include:

- Enrolment in the College's APTIS pension scheme
- Reduction in school fees (40% for Nursery Class to Year 5, 60% for Year 6 to Year 13)
- Cycle to work scheme
- Free meals during school term-time
- Free use of gym, sports facilities, and swimming pool
- Training and development opportunities
- Free on-site parking
- Subsidised coffee-shop

## Application Process

Online via Eteach, or please contact [HR@wycliffe.co.uk](mailto:HR@wycliffe.co.uk)

**Closing date 10pm on Sunday 21<sup>st</sup> June.**

**Interviews to be held at Wycliffe College on Wednesday 24<sup>th</sup> June. Candidates are requested to ensure they have availability to visit the College on that day.**

### Safer Recruitment Statement

All members of staff are subject to an enhanced Disclosure & Barring Service in accordance with our child protection requirements. In accordance with our vetting policy, the post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and all convictions or cautions must be declared.