



CHANNING JUNIOR SCHOOL

Deputy Head (Academic)

September 2026



Information about the School for Candidates

Our vision:

Girls Enjoying Success

Our mission:

We foster fearless learners through inspiring education, exceptional co-curricular opportunities and meaningful partnerships, creating bespoke outcomes for every child: “Each of us is intended to have a character all our own, to be what no other can exactly be and do what no other can exactly do.”
(William Ellery Channing)



Our Unitarian ethos encourages our pupils to be intellectually curious, open-minded and respectful. We build on the power of an all-girls education to develop kind, confident, articulate young women who are ready for life's challenges.

Girls at Channing enjoy academic success from a tailored educational programme that encourages confidence, independent thinking and provides girls with life skills to take on the next stage of their education as thoughtful, responsive, socially aware adults, prepared for the challenges of the world today.

This emphasis on bespoke outcomes is at the heart of our five new strategic objectives, which you can find here: [Channing 2035](#).

Founded in 1885 by Unitarian sisters Emily and Matilda Sharpe and the Reverend Robert Spears, Channing School, named after notable American Unitarian William Ellery Channing, is well known as a successful, happy community. Remaining true to our Unitarian foundation, the School is an inclusive community that values the individual skills, spiritual beliefs, achievements and contribution of all members of the school community. Our success was endorsed by [our latest ISI inspection in November 2025](#).

Academic achievement

Academic results are excellent. Virtually all our sixth formers go on to University or other higher education institutions, some after a gap year. However, we believe that examination success is not solely the end goal of a pupil's journey through school, rather that it should be an enriching academic and extra-curricular experience that allows girls to develop skills, confidence, creativity and character, instilling in pupils a lifelong love of learning and a firm belief that anything is possible. As a result, our Year 6 pupils move automatically to the Senior School and, in the absence of 11+ or SATs prep, enjoy a broad and enriching curriculum. Experienced, dedicated teachers offer a supportive, encouraging and challenging learning environment that allows pupils to achieve success beyond that which they might have thought possible.

Community spirit

The Headmistress, Head of the Junior School and members of staff know every girl personally and as an individual. We have a strong family tradition and an enthusiastic and supportive parents' association. The atmosphere is calm, focussed and purposeful. We set high standards emphasising concern and respect for the needs of others. A major feature of the school is the huge diversity of the extra curricular activities on offer to pupils and it is expected that all staff will contribute to this side of the life of the school.

Exceptional setting

The school is in an attractive part of Highgate, with convenient transport links by road and underground. Visitors are often surprised at how light, green and open our site is. We have preserved the character of the older buildings, but completely refurbished and redesigned them to provide bright and spacious teaching rooms. An ambitious building programme, completed in 2017, provided the Senior School with excellent dining facilities, a Music Department, a new Sixth Form Centre, Sports Hall with fitness suite and

a state-of-the-art Performing Arts Centre, while a full renovation and extension of the Junior School was completed in 2022. We are currently developing a Senior School STEM building complete with DT facilities which is due for completion in Summer 2026.

Teaching & Learning

Channing is a collaborative learning community. We provide an excellent and relevant T&L CPD programme that inspires all staff and pupils to achieve their full potential. We support the ongoing development of outstanding teaching and learning which stimulates and challenges all pupils.

Our current whole-school Teaching and Learning focus is to develop a culture of ambitious and inspirational teaching, alongside a shared understanding of every pupil and how best to support them. Central to this is our use of the [Learning Pit](#), which recognises that deep learning involves challenge and productive struggle, and that pupils make the greatest progress when they are supported to persevere through difficulty.

To promote consistently excellent teaching across the school, we have developed the [Principles of Great Teaching at Channing](#) and the accompanying Trusted Techniques. Together, these provide a shared understanding of what high-quality teaching looks like in practice, using a common professional language. They reflect both educational research and our collective expertise, and emphasise teaching that stretches pupils intellectually and supports them to move from challenge to secure understanding.

The *TLC* is our *Teaching & Learning Community*. It is open to all teaching staff. We meet about once a month. It leads on a number of initiatives which support the development of T&L across the school. These include a Journal Club, systems for teachers to share learning with each other, peer observation and the curation The Teaching and Learning Knowledge Interactive Toolkit.

Channing Junior School

The Junior School provides a happy, stimulating and secure environment for around 350 girls aged 4 to 11. Entrance is at 4+ and is selective. The broad and balanced curriculum recognises the importance of the core subjects of English, Mathematics and Science, whilst also giving pupils ample opportunity to discover their talents across a broad range of subject areas. Delivery of the curriculum is through a mix of form teaching and subject specialism. Classroom learning is supported by local trips and outings, to take advantage of the opportunities offered by the capital.

There is a strong tradition in Drama, Music, Art and Sport and Computing and Forest School also form a key part of the curriculum. In Reception and KSI, pupils are taught mainly by their form teachers supported by teaching assistants. We aim to provide small children with a strong sense of security during their first years in the school and as a result, the school is a happy place to learn. From Reception, the girls receive specialist teaching in Spanish, Music, PE, Forest School and Drama. From Year 1, the girls also have a specialist teacher for Art and Design Technology. In Key Stage 2, French is also taught by a subject specialist.



The girls are encouraged to become independent learners and, through a variety of teaching strategies, to achieve an increased love of learning and knowledge of the wider world.

The school is very well-resourced and fortunate in its light and airy buildings and in its attractive situation on Highgate Hill. Virtually all full-time staff contribute in some way to our extensive and important extra-curricular programme and raising money for charity. The staff-room is friendly and mutually supportive, and cross-curricular involvement is welcomed and encouraged, particularly in activities outside

the classroom. The girls are receptive and well-motivated, and conditions for staff are excellent; we pay London salaries and there is generous provision made for INSET and professional development.

The Role

Following the appointment of the current postholder to headship, we seek a dynamic and collaborative leader to further develop and embed our ambitious academic plans. Key areas for focus are developing a school-wide culture of ambitious and inspirational teaching, and the use of data and tracking to strengthen what we know about and how we support every child. This is a pivotal role in a busy, high-performing and over-subscribed school, working closely with the supportive Junior School Senior Team, and with Senior Leadership Team colleagues from the Senior School, to ensure that the school's Strategic Objectives are fulfilled.

Junior School Deputy Head (Academic) - Job Description

All staff share responsibility for upholding and modelling the school's core values outlined in the Channing Promise and in the Junior School the Channing Characters of responsibility, empathy, bravery, resilience, respectfulness, perseverance, curiosity and independence. Equally, we are all committed to ensuring that every girl is supported, challenged and extended so that her educational experience is fulfilling, stimulating and rewarding.

Reporting Line:

The Deputy Head (Academic) will be a member of the Junior School Senior Team (JSST) and will report to the Head of the Junior School. The postholder will work closely with: Senior Team colleagues, Deputy Head, Assistant Head Co-Curricular Head of Early Years & Key Stage 1 (HoEY&KS1), Head of Key Stage 2 (HoKS2), as well as the Senior School Deputy Head (Academic).

Main duties and responsibilities:

Academic Responsibilities

- Lead the development and implementation of academic provision for all Junior School pupils.
- Oversee curriculum planning and implementation, including the homework programme.
- Construct and oversee the teaching and rooming timetable for teachers and teaching assistants.
- Oversee the academic cycle of assessment, tracking and reporting and parents' evenings.
- Lead termly Pupil Progress Meetings, monitoring the progress and attainment of all pupils.
- Oversee effective use of the data system to ensure all pupils attainment and progress is recorded and analysed.
- Oversee the school's intervention programme alongside the SENCO and Learning Support teacher.
- Lead and manage Subject Leads encouraging, supporting and challenging them to maintain and raise already high academic standards.
- Keep abreast of developments in teaching and learning and support Subject Leads in introducing new initiatives.
- In liaison with Subject Leads, oversee work samples and scrutinies to ensure progression, consistency in standards and assessment, feeding back to Subject Leads and teaching staff.
- Communicate with parents on the curriculum, assessment and reporting, attending and recording meetings as required.
- Work closely with the Head of SEND and SENCO, HoEY&KS1 and HoKS2 on the provision for children with SEND.
- Oversee More Able (MA) provision in liaison with the Senior School MA Coordinator.
- Oversee EAL provision in liaison with the Senior School EAL Coordinator.
- Work closely with HoEY&KS1 and HoKS2 and Senior School Deputy Head (Academic) to ensure consistency across curriculum and academic systems, including reporting, as well as smooth transition for girls from Year 6 - Year 7.
- Liaise with the Senior School Deputy Head (Academic) to implement and review whole school initiatives.

- Lead, oversee and evaluate CPD and INSET, working with the Deputy Head and liaising with the Senior School Deputy Head (Academic).
- Work with the Compliance Manager and JSST to ensure policies which relate to the curriculum, homework, assessment and reporting are up to date and implemented effectively.

Leadership and Management

- Translate into practice the stated aims of Channing School and promote good relationships by sensitive leadership and management of staff.
- Lead by example, providing inspiration and motivation, and embody for the pupils, staff, Governors, parents and wider community the vision and purpose of the School.
- Provide a professional role model for others, clearly demonstrating effective teaching and high standards of achievement, behaviour and discipline; demonstrate personal commitment to quality and excellence.
- Work in collaboration with the JSST to ensure the School is inspection ready, particularly regarding specific areas of responsibility.
- Create reporting templates with the Data Manager and support the Head of the Junior School by proofreading reports, in particular to ensure that teaching and learning is presented positively and accurately.
- Seek and act on pupil voice when introducing and reviewing academic initiatives and the curriculum.
- Oversee staff contributions for curriculum items for the Parent Portal and the School magazine.
- Collate workbook needs and orders.
- Collate personalised pages for reading records and confirm artwork, finalising order and delivery.
- Prepare and complete agendas and minutes for weekly Staff Meetings and Briefings, including the Teaching & Learning focus.
- Contribute to talks at Open Mornings, 4+ Q&A and the Welcome Evening
- Monitor the delivery of and evaluate effectiveness of provision in all areas of responsibility to inform future developments.

Staff Appraisal, Recruitment & Retention and Pupil Recruitment

- Share responsibility for induction and mentoring of new staff including PGCE students and ECTs.
- Member of the appraisal team for staff: line managing, mentoring, lesson observations and supporting staff to make the most effective use of their skills, expertise and experience.
- Assist in the process of appointment of staff: schedules, arranging tasks, lesson observations, tours and/or interviews.
- Ensure that all staff have a clear understanding of their roles and responsibilities.
- Oversee the content and updating of the Junior School Staff Guide in relation to academic matters.
- Help to organise and/or administer 4+ arrangements and testing for chance vacancies (Year 1- Year 6) for prospective pupils in collaboration with the Deputy Head, HoEY&KS1 and HoKS2.

General Responsibilities

- Teaching commitment of approximately 30% of a full timetable.
- Work collaboratively with the JSST to support the Head of the Junior School in day-to-day matters, as well as in implementing strategic objectives.
- Establish and maintain good links with the Senior School Staff, Governors, parents, The Channing Parent Association, local schools and the local community.
- Attend Junior School and whole-school events including Governors' suppers.
- Work collaboratively and equally with the Junior School Deputy Head to devise arrangements for staff cover (planned and unplanned absences).
- Support the Head of the Junior School and Marketing Department in marketing the Junior School by raising the profile of academic activities via regular internal and external communication, including, the weekly Bulletin and the School's social media accounts.
- Keep abreast of developments in school leadership and management and changes in DfE, GSA, ISC, IAPS requirements, informing the Head of the Junior School and other relevant staff as required.

You may also be required to undertake such other comparable duties as the Head of the Junior School requires from time to time.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

Person Specification

Experience and Knowledge

- A recognised teaching qualification (BA(Ed), BEd, PGCE) with QTS with appropriate training and classroom experience.
- Up-to-date knowledge of current educational developments and best practice in EYFS, KS1 and/or KS2.
- A clear understanding of how to support and challenge pupils of all abilities to help them fulfil their potential.
- A demonstrable ability to inspire and sustain a love of learning among pupils.
- Up-to-date understanding of inclusive practice, including effective support for pupils with special educational needs and supporting emotional regulation, to ensure positive outcomes for all pupils.

Skills and Abilities

- A track record of excellent classroom practice across a range of year groups and pupils.
- Experience of successfully adaptive teaching to meet the needs of different learners and contributing to curriculum development.
- Strong teamwork skills and the ability to build positive working relationships with colleagues.
- Excellent communication, organisational and administrative skills.
- Ability to meet deadlines and maintain a high level of attention to detail.
- Effective behaviour management, demonstrating consistency, fairness and care.
- Professional personal presentation and conduct.
- An excellent record of attendance and punctuality.
- Competence in using ICT to enhance teaching and learning.
- A willingness to contribute to the wider life of the school through co-curricular and extra-curricular activities.

Personal Attributes

- Initiative and strong self-motivation.
- A proactive, flexible and positive approach to work.
- Enthusiastic and energetic, with a genuine commitment to education and the wellbeing of young people.

Applications

Applications are to be made via **TES.com in the first instance**. A CV will not be accepted in place of the completed application form.

Incomplete application forms will be returned to the applicant where the deadline for completed application forms has not passed. If unable to apply via TES, the application form may be downloaded from the website <https://www.channing.co.uk/staff-vacancies/>. If you are unable to submit your application via TES please email recruitment@channing.co.uk

Please note that once you submit an application via TES the system will automatically retain your details for a period of six months.

Deadline for applications: 12pm Wednesday 4 March 2026

Interviews: Tuesday 17 March 2026

Channing School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. To assist in this, the school follows a formal recruitment procedure for the employment of all staff which adheres to the recommendations of the Department for Education (DfE) in "Safeguarding Children and Safer Recruitment in Education" and the school's Child Protection Policy. A copy of this procedure is available on request.

Subject to statutory provisions, no applicant will be treated less favourably than another on the grounds of a protected characteristic. Ability to perform the job will be the primary consideration.