

# ELIZABETH COLLEGE

GUERNSEY ♦ FOUNDED 1563

PARTICULARS OF VACANCY

## ASSISTANT PRINCIPAL (ACADEMIC)

September 2026



[www.elizabethcollege.gg](http://www.elizabethcollege.gg)  
01481 726544

Leading  
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## **ASSISTANT PRINCIPAL (ACADEMIC)**

### **September 2026**

Elizabeth College is seeking to appoint an Assistant Principal (Academic) to join its Senior Leadership Team, from September 2026.

The Assistant Principal (Academic) will work closely with the Vice-Principal (Head of Upper School), Heads of Faculty and Heads of Department as an integral part of the academic team. The postholder will contribute to the strategic leadership and management of the Upper School vision and strategy.

As a member of the Senior Leadership Team, the Assistant Principal (Academic) will also carry out general and specific management and leadership functions as directed by the Principal and Vice-Principal (Head of Upper School).

The Assistant Principal (Academic) will be responsible for the delivery of the academic curriculum, student assessment and reporting, and the use of data within the College to inform decision making. The post holder will build positive and collaborative working relations with staff members and lead by example in upholding the college values.

Please note that the College prides itself in offering an extensive co-curricular programme in which all members of staff are expected to participate enthusiastically.

Information and full details of the post are included in the following documents, which are attached to and form part of these Particulars:

- ✓ Job Description
- ✓ Person Specification

### **ELIZABETH COLLEGE**

Elizabeth College, founded in 1563 by Queen Elizabeth I, is a selective day school with a broad ability range located in St Peter Port in Guernsey. One of the earliest members of the Heads' Conference, it provides a challenging and highly stimulating academic and co-curricular programme for children from 2 through to 18 years of age in a co-educational environment.

Whether it is for our youngest children in the Pre-School or the eldest studying for their A Level examinations, the Elizabeth College curriculum is vibrant, progressive and stretching. Our staff are focused on helping all our students to learn, to grow and to be better than they were yesterday. This is reflected in our students' examination performances and the variety of different pathways taken by our alumni. But success goes beyond exam grades and university acceptances; at Elizabeth College we nurture the whole child. Our school culture, our diverse offering of co-curricular activities and our comprehensive pastoral care instil in our students a set of core values that we hope will equip them for the rest of their lives.



Elizabeth College Junior School (ECJS) is split over two sites, joined by a school field. The ECJS Acorn House site for children aged 2 through to 7 (Key Stage 1) is located on the King's Road and the ECJS Beechwood site for children aged 7 through to 10 (Key Stage 2) is on the Queen's Road. ECJS is located approximately half a mile away from the Upper School, on The Grange. While the campus is split, common spaces such as sporting facilities are shared. Familiarity with the site, staff and routines allow for smooth transitions between the different educational stages, with staff working together to ensure continuity of pastoral and academic support.

The Upper School became co-educational in September 2021 with girls joining the College in Year 7 and Year 12. This change was made recognising the needs of modern society and builds on both our well-established co-educational offering in the Junior School and the positive impact of our Sixth Form partnership with The Ladies' College. The Upper School offers a wide variety of subjects with most students taking between nine and eleven GCSEs.

Beyond the classroom, there are extensive opportunities for students to become involved in Sport, Performing and Creative Arts, STEM activities, trips and tours, the Combined Cadet Force (CCF), the Duke of Edinburgh's Award Scheme and many other activities.

## OUR VALUES

Everything we do at Elizabeth College is centred around our students and living to our core values. They help steer how we behave, learn and treat one another, and they are embedded in and reflected upon in all aspects of school life.

An Elizabeth College education is designed to create well-rounded, resilient young people who have the skills, attitudes and values to be successful and to make a positive contribution to society. This focus begins right at the start of the Junior School with a simple set of easy-to-follow core values. Our youngest children are taught to: Aim High, Be Kind, and Be Brave. Providing this toolkit for school life, ensures we encourage them to develop self-confidence and a love of learning, while being sensitive to the feelings of others.

As students move up through the years and into the Upper School, we actively use our core values of Curiosity, Compassion and Courage to guide our daily interactions with one another and our approach to learning.

## PERROT COURT

Elizabeth College was delighted to open the new Perrot Court facilities to students in February 2023. Perrot Court provides a substantial enhancement of the facilities at the College and ensures that Elizabeth College is able to fully support the educational demands of current and future students.

Perrot Court has been designed to provide flexible spaces tuned to the requirements of a broad 21st Century education and which complement and enhance the College's existing facilities. This includes generous and welcoming open spaces as well as classrooms, study areas and break-out rooms. The building has been fitted with up-to-date learning technology including projection facilities, whiteboard walls and laptop charging points.





## THE LEADERSHIP and GOVERNANCE OF THE COLLEGE

The Board of Directors of Elizabeth College is made up of a maximum of 12 directors, which includes an ex-officio role for the Dean of Guernsey. Two of its members are also appointed in consultation with the Lieutenant-Governor of Guernsey. The Board works closely with members of the Senior Leadership Team on sub-committees and directors hold Faculty link roles as well as other significant responsibilities such as Safeguarding, GDPR and Cyber Security, Health and Safety, Staff Representative, Co-curricular and PSHE. The Principal and Vice-Principals attend full board meetings with other senior staff contributing by invitation.

Elizabeth College's Senior Leadership Team plays a core role in supporting the Principal in the overall leadership and management of the College. The Leadership team brings together a diverse range of expertise and experience, currently comprising two Vice-Principals, three Assistant Principals, the Bursar, the Headteacher of Elizabeth College Junior School (ECJS) and the Head of Development and Marketing.

## GUERNSEY

The beautiful island of Guernsey is situated approximately 70 miles south of Weymouth and 30 miles west of the French coast. It is the second largest of the Channel Islands and the east coast enjoys views of Alderney, Herm, Sark and Jersey, which are between 3 and 15 miles away. Roughly triangular in shape, the island has an area of 24 square miles and a population of around 63,000. The clear Atlantic air and average 7.5 hours of sunshine per day from May to September provide a very pleasant and refreshing climate. Winters are mild, whilst summer daytime temperatures are usually above 20°C.

Guernsey is part of the British Isles by virtue of its links with the Crown going back to William the Conqueror. We govern our own affairs through our own parliament called the 'States of Deliberation', setting our own taxes, customs duties etc, and we have no direct contact with either the UK Parliament or any UK political parties. We speak English, drive on the left, watch British TV and read British newspapers. Apart from the French house and place names, Guernsey could be a small corner of Britain.



The capital, St Peter Port, is a delightful harbour town with neat rows of Regency and Victorian buildings descending via cobbled streets to the busy and attractive seafront and marinas. The town prides itself on a number of excellent restaurants and contains the wide variety of shops and services you would expect to find in any British market town. Whilst the town has succeeded in fighting off many of the exterior signs of modernity, many of the historic buildings are occupied by the offshore banks, investment houses and legal companies, which ensure the island has the very latest telecommunications technology.

Beyond St Peter Port and the other sizeable town of St Sampson's to the north, Guernsey has a much more rural feel and is not dissimilar to many parts of south-west England. Amongst the island's greatest assets are its wonderful beaches; secluded, rocky coves along the stunning south coast and wide, sandy bays to the west. Guernsey people are very much into their water-sports and other healthy activities, for which there is much opportunity. Whilst traditionally hard-working, the majority of people on Guernsey strike an excellent work-life balance with all that is available to them at such close quarters. It is also an ideal place to raise children, especially given the community feel of the island and absence of serious crime.

Numerous daily flights link the island directly to Gatwick (45 minutes), Southampton, Exeter, Manchester and Birmingham. There are also direct flights to Grenoble, as well as the other Channel Islands and many UK destinations. Car and passenger ferries operate regularly to St Malo and various ports along the south UK coast.

### **Employment on Guernsey**

*Salary, Taxation and Pensions (as of 2026):* Pay scales on Guernsey are higher than the UK Inner London Salary Scales. From the point of view of taxation, personal allowances are roughly equivalent to the UK (currently £15,200 pa personal allowance) and there is a flat rate of income tax of 20% above this, with allowances withdrawn for higher earners above £85,000. Social Insurance contributions by employees are set at 7.5% (the UK National Insurance contribution for employees is currently 8%). The post is pensionable, and staff are members of the States of Guernsey Superannuation Scheme for Teachers and Civil Servants. Staff can transfer their pension rights into (and out of) the Guernsey scheme, subject to the Scheme Rules.

**ECTs:** Teachers relocating from the UK having completed a PGCE can complete their Early Career Teacher years in Guernsey, which is recognised by the DfE. On occasion, graduates have been employed who are not teacher trained. Such staff have been supported by the College in gaining QTS through the University of Buckingham.

*Residency & Relocation:* Whilst there are restrictions upon residency in Guernsey, the appointee would automatically qualify for a Long-Term Employment Permit, allowing them to purchase a house or rent property in the cheaper 'local' market and which, subject to completion of the qualifying period. For those considering buying property on the island, there is currently tax relief on mortgage interest payments (with a cap on the mortgage interest allowable of £3,500 per person currently).

With effect from 1st January 2021 all EU nationals, other than British or Irish nationals, travelling for anything other than visitor purposes, are required to apply for a visa to enter the UK, Bailiwick of Guernsey, Jersey or the Isle of Man, prior to travel. Those coming for employment to Guernsey require a Visa AND a Population Management document. Further information for EU nationals wishing to live an/or work in Guernsey can be found via the following link: <https://gov.gg/eunationalsbrexit>.

Applicants with a partner should note that your partner would automatically be granted the right to work, though there is still a process required to apply for the right to work via the Population Management Department.

The College provides a comprehensive support package for appointees relocating to Guernsey. This includes removal expenses from the UK and the cost of an island visit, from the UK, prior to taking up

the post. Please note that subsidised College accommodation may be available on one of the College-owned sites for the first year in post for those relocating to the island.

## **OUR SAFER RECRUITMENT PROCEDURE**

All candidates who apply for a role within Elizabeth College will be subject to a safer recruitment process, including a disclosure of criminal records and other vetting checks. The interview will include questions about safeguarding and the protection of children and young people.

All information provided on the application form by candidates will be shared only with HR and the interview panel and processed for recruitment purposes only. All information will be stored in accordance with our data protection policy.

Applicants who meet the shortlisting criteria will be contacted by the HR Team to request consent from to contact the nominated referees, ideally in advance of interview. The following information is requested from the referee:

- Applicant details including dates of employment, how long they have known the individual and if they would re-employ
- The applicant's qualities and achievements
- Areas of development
- Reason for leaving
- Current salary
- Suitability for the role
- Safeguarding
- A personal evaluation
- The opportunity to provide further comments

**Interviews will be held in the week commencing 9 March 2026.**

*Please visit our website at [www.elizabethcollege.gg](http://www.elizabethcollege.gg) for further information about Elizabeth College. If you have any questions about the post, please do not hesitate to contact us.*

**Applications for this position must be submitted on the Elizabeth College application form** available on our website ([www.elizabethcollege.gg](http://www.elizabethcollege.gg)) or on request from:

The HR Team E: [HR@elizabethcollege.gg](mailto:HR@elizabethcollege.gg)  
The Bursary, Elizabeth College, The Grange, St Peter Port, Guernsey, GY1 2PY

***Please do not submit supplementary information by CV or letter. All relevant information must be included in the application form.***

*Potential candidates who may be unable to complete the application form but whose qualifications and/or experience meet the requirements of the role should contact the HR Team as above.*

*Elizabeth College is committed to safeguarding and promoting the welfare of young people. The successful applicant will be required to satisfy our standard employment checks, including the completion of a DBS Enhanced Disclosure check. It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children.*

*Online and Social Media checks will be conducted for shortlisted candidates.*

*All applications are welcome and will be considered in line with the Guernsey Discrimination Ordinance.*

The closing date for applications for this post is **noon on Friday 27 February 2026.**



## Job Description

### Assistant Principal (Academic)

**Place of Work:** Elizabeth College, The Grange, St Peter Port, Guernsey

**Reporting to:** Vice-Principal (Head of Upper School)

**The role:** The Assistant Principal (Academic) will work closely with the Vice-Principal (Head of Upper School) as an integral part of the academic team. The AP (A) is responsible for the delivery of the academic curriculum, student assessment and reporting, and the use of data within the College to inform decision making.

The Assistant Principal (Academic) will also work closely with the Heads of Faculty and Heads of Department and those listed below to achieve this.

As a member of the Senior Leadership Team, the Assistant Principal (Academic) will also carry out general and specific management and leadership functions as directed by the Principal/VP (Head of Upper School).

**Line Manage:** Cover Manager, Heads of Faculty (as agreed), Timetabler

**Work closely with:** iSAMS Coordinator, IT & Data Support Engineer, Exams Manager

**Remuneration:** L12-14 (currently £86,214 to £90,553 per annum)

This job description should be read alongside a standard teacher's job description.

*Elizabeth College is committed to safeguarding and promoting the welfare of young people and staff. The successful applicant will be required to satisfy our standard employment checks, including the completion of a DBS Enhanced Disclosure check.*

### Key Responsibilities

Work with the Vice-Principal (Head of Upper School) to:

- Contribute to the strategic leadership and management of the Upper School vision and strategy for the curriculum, its development and its delivery, year to year and week by week.
- Manage curriculum provision.
- Deploy teaching staff to deliver the curriculum.
- Work with the timetabler to construct a timetable, including rooming and homework.
- Communicate with parents, students and colleagues regarding the timetable and the homework timetable.
- Organise, promote and run the option choices process for Year 8 into Year 9, KS3 into KS4 and KS4 into KS5. There is administrative support for this part of the role.
- Publish and manage the reporting cycle for the year, working with the IT and Data Support Engineer with regard to iSAMS and the Parent Portal.
- Work with the Heads of Year to plan and deliver Parents' Evenings.
- Ensure the day-to-day delivery of the curriculum, working with the Cover Manager.
- Work with the Examinations Manager to support the smooth delivery of internal and public examination cycles.
- Oversee the implementation of MidYIS/AIIS testing.
- Build positive and collaborative working relations with staff to model high professional standards and encourage colleagues to excel.

## Assistant Principal (Academic)

- Support the process of Quality Assurance of teaching and learning working with V-P (HoUS).
- Build positive and collaborative relationships with parents to ensure we are working together effectively to support their children.
- Act as SLT Link to and line manage Heads of Faculty as directed by the V-P (HoUS).
- Oversee, in liaison with the Assistant-Principal (Co-curricular), the school's programme for Field Trips and Cross-Curricular days.
- Support the development of partnership work with other schools and relevant bodies.
- Lead by example in upholding the College values, safeguarding duties and commitment to equality, diversity and inclusion.

### Teaching and Learning

- Act as an outstanding role model to other members of the College.
- Contribute to the induction programme for new staff, NQTs and trainees, as required.
- Quality assure teaching and learning and standards of attainment and achievement in line managed faculties – making use of appropriate data and setting targets for improvement, as required.

### Faculty Line Management

- Maintain a light-touch overview of the faculties you line manage:
  - Meet at least once per half term
  - Be aware of faculty documents – Faculty handbook, schemes of work, development plan.
  - Discuss review of development plans with Head of Faculty – RAG process
  - Attend occasional faculty meetings
  - Support QA of teaching and learning – work scrutiny, SLT presence, conversations with students, department review
  - Attend annual review meetings with Head of Faculty and V-P (HoUS)
- Assist with the interview and appointment of new teaching staff, as required.

### Meetings and Committees

- Contribute to weekly SLT meetings.
- Attend College Committee (once each half-term).
- Attend Education Upper school sub-committee meetings of the Board of Directors as required.

### Other duties relevant to this post

- Teach a reduced number of lessons across a week (usually 10 but timetable dependent). This job description should be read alongside a standard teacher's job description.
- Contribute to the induction programme for new teachers/staff, ECTs and trainees.
- Contribute fully to ISI Inspections at the College.
- Be aware of the Safeguarding Policy at Elizabeth College and be responsible for applying that policy correctly and in a timely manner to safeguard the students.
- Be aware of, and comply with, policies and procedures relating to health and safety, confidentiality and data protection (GDPR), reporting all concerns to an appropriate person.
- Provide general support for colleagues in the maintenance of student progress, discipline and the ethos and values of the College.
- To be involved in the Co-Curricular life of the College.
- Maintain confidentiality at all times in respect of Senior Leadership Team and other College-related matters, and to prevent disclosure of confidential and sensitive information.
- Lead and oversee staff on duty on one day of the week.
- Undertake any other duties of a similar level and responsibility as may be required.

## **Assistant Principal (Academic)**

A job description cannot fully cover all aspects of such an appointment, and therefore, the successful person must be flexible and willing to take on other reasonable responsibilities and tasks in order to fulfil the role.

Job descriptions may be reviewed and subsequently amended or modified to reflect the changing needs of the school.



## Job Description

### Teacher

**Responsible to:** Head of department

- Key responsibilities:**
- To deliver high quality lessons and support the achievement, safety and wellbeing of students in your care.
  - To support the Aims and Ethos of the College.
  - To be committed to and enthusiastic about teaching as a profession and encouraging children to become learners.
  - To value and promote the moral and spiritual well-being of the students, specifically through active participation in the pastoral life of the school.
  - To value and promote equality of opportunity and fairness and adopt non-discriminatory practices in respect of age, disability, gender, race or religion.
  - To be aware of, and comply with, College policies and procedures relating to safeguarding, health and safety, confidentiality and data protection, reporting all concerns to an appropriate person.

## Responsibilities and Actions

### Teaching and Class Management

- To treat all staff with professionalism and respect.
- To have high expectations of students and build successful relationships centred on learning and teaching.
- To demonstrate a high level of knowledge of, and practical skills in, the relevant teaching subject and to communicate enthusiasm for this.
- To establish a purposeful learning environment where diversity is valued, and where students feel safe, secure and confident.
- To teach clearly structured lessons and sequences of work which interest and motivate students, making learning objectives clear, challenging and relevant, by using interactive and engaging teaching methods and collaborative group work.
- To promote active and independent learning that enables students to develop thinking and learning skills to plan and manage their own learning.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students in their age range.
- To differentiate teaching to meet the needs of all students across all ability ranges taking into account varying interests, experiences and achievements of boys and girls to help them make good progress.
- To organise and manage learning and teaching time effectively.
- To set high expectations for students' behaviour and to establish a clear framework for classroom discipline in line with the College procedures and encourage good practice with regard to punctuality and standards of work.
- To manage students' behaviour assertively, constructively and positively, promoting self-control and independence.
- To use ICT effectively in the delivery of learning and teaching.
- To provide or contribute to oral and written assessments, reports and references relating to individual or groups of students.

## **Monitoring and Assessment**

- To make appropriate use of the College's monitoring and assessment strategies to evaluate students' progress towards planned learning objectives.
- To assess students' work in line with school policies and procedures referring to student performance targets.
- To assess, record and report on the attainment, attendance and progress of students, keeping such records as are required.
- To use monitoring and assessment information to inform and improve planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students as they learn.
- To involve students in reflecting on, evaluating and improving their own performance and progress.
- To identify and support students with differing levels of ability and those experiencing behavioural, emotional and social difficulties.

## **Planning, Development and Coordination**

- To select and prepare resources, and plan for your safe and effective organisation, taking into account students' interests and their learning needs, language and cultural backgrounds.
- To plan for the personalisation of students' learning in order to support and extend the progress of every individual.
- To contribute to departmental team meetings and subject curriculum planning.
- To produce short term planning in accordance with school policies and procedures within the required deadlines.
- To contribute to CPD opportunities as part of the planned programme for the College and to promote the sharing of excellent practice.

## **Other duties relevant to this post**

- To attend and participate in regular meetings and the weekly staff briefing.
- To provide cover for staff when required.
- To maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential or sensitive information.
- To carry out a weekly duty.
- To contribute to the co-curricular provision of the College.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by their head of department or SLT.

Job descriptions may be reviewed and subsequently amended or modified to reflect the changing needs of the school.



| <b>Person Specification: Assistant Principal (Academic)</b>   |                  |                  |   |
|---|------------------|------------------|---|
|   | <b>Essential</b> | <b>Desirable</b> | <b>How assessed</b>                           |
| <b>Qualifications:</b>  |                  |                  |   |
| Be educated to degree level or equivalent   | ✓                |                  | Application form                              |
| Qualified Teacher Status  |                  | ✓                | Application form                              |
| Excellent record as a classroom teacher   | ✓                |                  | Application form                              |
| Further postgraduate or professional qualification such as MA or NPQ  |                  | ✓                | Application form                              |
| <b>Experience:</b>  |                  |                  |   |
| Successful experience in a current/recent Middle Leadership or whole school role and proven track record of raising standards | ✓                |                  | Application form;<br>Interview;<br>References |
| An excellent classroom teacher with the ability to motivate and enthuse students  | ✓                |                  | Application form;<br>Interview                |
| Initiating and implementing whole school developments, individually or as part of a team                                      |                  | ✓                | Application form;<br>Interview                |
| Excellent organisational and administrative skills, with an eye for detail  | ✓                |                  | Application form;<br>Interview                |
| Ability to manage a diverse range of projects and tasks while providing a clear focus and direction for each of them          | ✓                |                  | Application form;<br>Interview                |
| Ability to use ICT to support effective organisation, monitoring and administration   | ✓                |                  | Application form;<br>References               |
| <b>Personal and Professional Skills and Attributes:</b>   |                  |                  |   |
| A commitment to educational excellence – high expectations, achievement and attainment  | ✓                |                  | Application form;<br>Interview;<br>References |
| Highly motivated and enthusiastic with a positive, “can do” attitude  | ✓                |                  | Application form;<br>interview                |
| Strong self-awareness, emotional intelligence and resilience  | ✓                |                  | Interview;<br>References                      |
| Ability to work both operationally and with strategic vision  | ✓                |                  | Interview;<br>References                      |
| Flexible, adaptable and solutions focused   | ✓                |                  | Interview;<br>References                      |
| Ability to communicate very effectively with students, parents and staff, at all levels                                       | ✓                |                  | References                                    |
| Ability to use data efficiently to assess prior attainment, track progress and set clear and aspirational student targets     | ✓                |                  | Interview;<br>References                      |
| Creative, innovative and able to manage change effectively  | ✓                |                  | Interview;<br>References                      |
| The ability to manage and resolve conflict effectively and transparently  | ✓                |                  | Interview;<br>References                      |
| The ability to work collaboratively and purposefully as part of a team  | ✓                |                  | Interview;<br>References                      |
| Committed to continual personal, professional development   | ✓                |                  | Interview;<br>References                      |