



CHEW VALLEY SCHOOL
CHEW MAGNA, NR BRISTOL BS40 8QB



Appointment of an

ASSISTANT HEADTEACHER

(Staff Development, Transition and the Environment)

LEADERSHIP SPINE (L12 - L16)

From September 2024



February 2024

Dear Applicant

Assistant Headteacher (Staff Development, Transition and the Environment)

Thank you for expressing an interest in this post at Chew Valley School. I am so very proud to have been the Headteacher here for the last seven and a half years and I am lucky enough to work alongside a wonderfully dedicated group of staff who regularly go above and beyond for the benefit of our young people. When I get the opportunity to show visitors around Chew Valley, they always finish by saying the school feels really friendly and human with students being at the heart of everything that we do. Our community is a thriving one, where the challenge is to consolidate the progress that has been made in recent years in many aspects of school life and to continue this to provide the best possible education to all students, regardless of their academic ability or background.

We are part of the Lighthouse Schools Partnership which is now made up of over thirty schools including three other secondary schools, Gordano in Portishead, Backwell and Churchill. We collaborate together where appropriate whilst maintaining our own identity. As far as our own feeder schools, we regularly have over thirty primary settings involved and getting all of the students settled at Chew is important. Working alongside staff around CPD and their own development is a really rewarding aspect of school life and one that we place much importance on.

Therefore this job is an exciting prospect for someone to pick up some effective existing work and look to take this onwards to the next level. The successful applicant will play a key role, while having an opportunity to progress their own career with the support of a caring and forward thinking Senior Leadership Team who are determined to continue to provide the best possible education for all of our students. We have a tradition of staff going on from our Senior Team to promotion to Deputy level and beyond at a time which suits should this be something that is desired.

Enclosed in this application pack is:

- Background and history of Chew Valley School along with curriculum information
- Chew Valley School Vision and Values
- Job Description and Person Specification
- Information regarding the application and interview process

In addition I have attached a copy of our School Strategy for the next four years including the section around the environment which will be useful to read. Clearly other staff are involved in this area including our Site Team and Business Manager along with staff from the Trust so please do not feel you have to be an expert in this area to apply!

If you require any further information regarding the role or would like us to clarify anything, please do not hesitate to contact my PA, Natalie Lane, via nlane@chewvalleyschool.co.uk. I am more than happy to have a general introduction phone conversation or offer a tour of the school linked to a face to face chat with any potential applicant before the closing date which can be arranged again via Natalie.

I hope that you will feel encouraged to submit an application to us and may I thank you in advance for the thought and effort that this will inevitably entail.

Yours sincerely

Gareth Beynon
Headteacher

BACKGROUND TO CHEW VALLEY SCHOOL

HISTORY

Chew Valley School (which opened in 1958) is an 11-18 Comprehensive School for around 1200 students, including approaching 200 in the Sixth Form. Secondary education in this area is fully comprehensive and the school is consistently oversubscribed each year. In February 2018 the school became an academy and joined the Lighthouse Schools Partnership (LSP) which comprises of four hubs around the secondary schools of ourselves, Backwell, Gordano and Churchill Schools. Our last Ofsted inspection took place in May 2022.

SITE AND BUILDINGS

The school is situated 8 miles south of Bristol between the villages of Chew Magna and Chew Stoke. It stands on a 30-acre site in open countryside overlooking Chew Valley Lake. The school buildings are surrounded by very pleasant grounds and landscaped gardens. There are extensive playing fields and good sports facilities recently enhanced as a result of a Sports Lottery grant.

The School buildings were largely built in five stages in 1957, 1974, 1995, 1996 and 1999. A new English Block and a large Library/Resource Centre were completed in 1995. A new Humanities Block and refurbished Science Laboratories were completed in 1996. A new Art Block was completed in 1999 together with a complete refurbishment of the Food Technology classrooms. The Technology block was extended in summer 2000 with new facilities for Textiles. Three new Science laboratories were completed in June 2003. The School is now well equipped with 11 Science Laboratories, 4 Art rooms, 5 Technology rooms, 1 Food Technology room, Business Studies rooms, a Drama room, a Gymnasium and a Sports Hall with 2 squash courts. A computer network serves five main computer rooms. We opened a new Music Centre in 2005 and a Sixth Form and Community Centre in 2009. We are currently working on a project towards a large Hall which will be a focal point for our activities.

STUDENTS AND PASTORAL ORGANISATION

The School now has a Standard Admission Number of 210 students compared with a former intake of 196 students. In most years, about 130 or so come from the village primary schools in the Chew Valley and the rest from the surrounding area or from the private sector. In recent years over 250 applications have been made annually for these places. For pastoral purposes the school is divided into Houses. Vertical tutoring exists with approximately 6 students from each year group between Years 7 – 11 working with a member of staff for morning registration. One of the four Heads of House takes day-to-day responsibility for the operation of each House and the co-ordination of the work of the Tutors with an equivalent Director of Sixth Form Studies carrying out that role at Post-16.

Because of the rural catchment area of the School, covering about 120 square miles in the Chew Valley, the majority of students travel to and from School in coaches provided by the Local Authority. Our students come from all sections of the community and their abilities range from the highly academic to those who need additional help from our Learning Support staff. The school is however extremely fortunate in the nature of its catchment area and a good proportion of our Year 11 students choose to proceed to Sixth Form courses each year.

CURRICULUM

A common curriculum is followed by all students for the first three years; Art, English, French or Spanish, Humanities (Geography, History and Religious Studies), Mathematics, Music & Drama, Physical Education, Science and Technology. Many students also take a second language from the beginning of Year 8. Special Needs provision is organised by a programme of withdrawal and in-class support during Years 7, 8 and 9. Most subjects are taught in mixed-ability groups.

In Years 10 and 11, students take a range of option subjects which lead to examinations at GCSE. All students follow a broad range of courses with the majority taking English Literature and Language, Mathematics,

Science, along with subjects from our option blocks. We have developed alternative pathways for students who want a stronger vocational bias or need additional support in basic skills.

In Years 12 and 13 there are currently courses in Mathematics, Further Mathematics, Physics, Chemistry, Biology, Geography, History, Sociology, Psychology, Philosophy and Belief, English, Media, French, Spanish, Art, Design Technology, Photography, Physical Education, Performing Arts and Business Studies.

Sixth Formers also have opportunities to take part in a wide variety of community service projects and sports in addition to their courses including carrying out the Extended Project Qualification.

All students in the School follow a Personal and Social Education course during the regular tutor periods.

CO-CURRICULAR ACTIVITIES

In addition to a wide range of sports teams, clubs and societies, there is an extensive programme of visits and field study work. In recent years this has included an Enrichment Week, Ski Trip, visits to France, Spain, Italy and Borneo. There are residential weeks in Field Study Centres, the Duke of Edinburgh Award Scheme, participation in Ten Tors on Dartmoor and a wide variety of day visits to museums, theatres etc. There are also strong traditions in Music, Dance and Drama. The school has for a long time run 'Change and Create' student leadership teams which enable groups of young people to run their own projects on a variety of aspects supported by a member of staff.



Chew Valley School Vision and Values

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| Vision | Together we learn, grow and achieve | <ul style="list-style-type: none">• Students learn academic and practical skills for careers and life after school.• Students grow in confidence, resilience, imagination and responsibility.• Students achieve their full potential.• Students, staff and parents approach our vision together, with respectful and positive relationships. |
| We value Excellence | We expect high standards and teamwork from students, staff and parents | <ul style="list-style-type: none">• We encourage students, staff and parents to work together with integrity.• Academic and behavioural standards are high so that students achieve their full potential.• We support staff development to achieve the best teaching and outcomes for students.• We ask for and welcome parental engagement in children's education. |
| People | We value relationships, community and the environment | <ul style="list-style-type: none">• We expect relationships to be mutually supportive, inclusive and respectful.• Students understand their place: in the school, in the community, locally, nationally and globally.• We bring the curriculum to life through reference to and interaction with the community.• We care for our environment and take responsibility for our decisions and actions. |
| Our approach is Holistic | We develop the whole child | <ul style="list-style-type: none">• Education should develop all aspects of students' potential.• School is interesting, engaging and fun for students, both in and out of the classroom.• We offer a range of activities including arts, dance, drama, music, sport and student-led activities.• We support students to develop their own sense of identity, responsibility and value. |
| Caring | We care about student and staff wellbeing | <ul style="list-style-type: none">• We work hard to make school a safe place for students and staff.• We promote a diverse, kind and compassionate culture to support student and staff wellbeing.• Academic, pastoral and practical support is provided to enhance equality, fairness and inclusion.• We consult with students, staff and parents, and listen to each others' views. |

Job Description and Person Specification

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| Position: | Assistant Headteacher (Staff Development, Transition and the Environment) |
| Responsible To: | Headteacher |
| Grade: | L12 to L16 |

Duties and responsibilities as Assistant Headteacher:

Leadership & Management

1. To work collaboratively with the Headteacher providing a clear direction for the development of the school.
2. Make significant contributions to meetings of the Senior Leadership Team.
3. To line manage support staff who work alongside transition along with staff who act in the position of professional tutors to Early Careers Teachers (ECTs) and to student teachers.
4. To line manage the Cover Co-ordinator.

Staff Development

1. To work alongside the Headteacher in making sure that staff are able to access a variety of training and experiences that enables them to develop as teachers in the classroom and as wider professionals.
2. To co-ordinate the work with ECTs alongside other professionals in the Lighthouse Schools partnership (LSP).
3. To be the point of contact between the school and universities / colleges / other providers of teacher training.

Transition

1. Link with our feeder primary schools in order to facilitate the smooth transfer between primary and secondary education.
2. Link with the SENCo to ensure that staff are aware of the needs of all students joining Chew Valley school.
3. Organise and chair regular meetings with staff involved in the movement of students between KS2 and KS3.
4. Monitor and evaluate the effectiveness of the transition process at Chew Valley School.
5. Co-ordinate the Year 6/7 Induction Day and Parents' Induction Evening along with other associated events.

Effective Deployment of Staff and Resources

1. To support in the recruitment and deployment of teaching and support staff at the direction of the Headteacher.
2. To complete safer recruitment in education training.
3. To participate in arrangements made in accordance with the regulations for the annual appraisal of staff.

The Environment

1. To have the overview of the School Strategy with regards to the environment being at the heart of our education offer.
2. To liaise with LSP on our practice so that we have an understanding of any decision taken within the school and how this influences our strategy around caring for our environment.

Day to Day

1. Work alongside the Cover Co-ordinator to ensure an orderly approach to the cover of lessons where appropriate.
2. Manage and monitor the staff duty process so that the school has good coverage of supervision at all times.

Teaching Commitment

To teach approximately 22-24 hours per fortnight.

General

1. To actively support the vision, values and policies of the school.
2. To promote and safeguard the welfare of students.

This job description is not exhaustive and will be subject to periodic review and may be amended to meet the changing needs of the School/Trust.

Chew Valley School is committed to safeguarding and promoting the welfare of children and young people and the successful candidate must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service (DBS) check.

Person Specification

The person specification details the key skills and experience required for this role.

Applicants will be assessed against the criteria listed below and applicants are expected to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.

The panel will use the following assessment tools: application form; interview/assessment activities, reference and other employment checks.

| Expertise | Essential | Desirable |
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| Qualifications | <ul style="list-style-type: none"> • Graduate (A) • Qualified teacher status (A) • Evidence of continual professional development (A) | <ul style="list-style-type: none"> • Further higher education qualification beyond first degree level (A) • NPQ qualifications where appropriate (A) |
| Experience | <ul style="list-style-type: none"> • Experience of leading and managing whole school initiatives showing impact (A/I/R) • Successful and proven track record teaching across the ability range at least 11 – 16 (A/I/R) • Has initiated and successfully managed significant change (A/I) | <ul style="list-style-type: none"> • Experience of a significant management role (A/I) • Successful and proven track record teaching post-16 (A/I/R) • Experience at Assistant Head level (A/I) • Experience in more than one school (A/I) |
| Leadership and Management | <ul style="list-style-type: none"> • Ability to lead, motivate and inspire (A/I) • Ability to lead and work as part of a team (A/I/R) • Ability to be flexible, resilient and plan strategically (A/I) • Ability to prioritise, plan and organise (I/R) • Ability to direct and co-ordinate the work of others in a professional manner (A/I/R) • Ability to work under pressure to achieve, to have high expectations, lead by example and meet deadlines (I/R) • Ability to communicate clearly (A/I) • Proven high quality management skills (A/I/R) | <ul style="list-style-type: none"> • Development of broader vision through involvement in relevant organisations outside the school (A/I) • Experience of leading whole school in-service training for staff (A/I) |
| People and Relationships | <ul style="list-style-type: none"> • Deal sensitively with people and help to resolve problems (I/R) • Presence and confidence (I/R) | <ul style="list-style-type: none"> • Evidence of working with other stakeholders such as parents, external agencies and governors (A/I) |

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| | <ul style="list-style-type: none"> • Take firm action when appropriate (I) • Demonstrate courtesy, integrity and be approachable and fair (I/R) • Create and secure enthusiasm and earn the confidence of staff, students, parents and governors (A/I/R) • Develop appropriate working relationships with all in the school community (A/I/R) • Have energy, drive and enthusiasm to lead projects through to completion (I) • Encourage staff development by building on existing strengths within the school (I) • Robust and resilient with a capacity to manage own work pressure and that of others (I/R) • A good sense of humour (I) | |
| Communications | <ul style="list-style-type: none"> • Effective oral and written communication to a wide range of audiences (A/I) • Effective chairing of meetings (I) • Consult and negotiate effectively (I) | |

A = APPLICATION FORM AND SUPPORTING LETTER

I = INTERVIEW PROCESS

R = REFERENCES

APPLICATIONS

We aim to give each of the Senior Leadership Team a variety of developmental and administrative tasks and to vary these periodically to facilitate both school and individual staff development. Candidates may wish to indicate other areas of expertise or interest in their letter of application.

All candidates are asked to submit the application form along with a letter of application, which should not exceed two sides of A4, highlighting why they are interested in the post along with why their experience and personal qualities demonstrate that they are able to meet the person specification above.

The closing date is 9.15am on Thursday 14th March.

INTERVIEW PROCESS

Candidates will be shortlisted against the criteria outlined in the person specification. The successful candidates will then be invited to attend a two day interview consisting of a carousel of activities with a range of staff, students and members of our Governing Body. It is likely that we will reduce the field at the end of the first day.

As I have said already, if candidates would like to find out more about the post and/or school in advance of submitting an application then I am more than happy to have a conversation on the phone at a suitable time or show you around in person. A reminder that you can contact me via my Personal Assistant, Natalie Lane, at nlane@chewvalleyschool.co.uk and she will book you in!

It is anticipated that interviews will take place on Thursday 21st and Friday 22nd March.

Gareth Beynon
Headteacher
February 2024