



The teachers are kind and supportive.
(Year 7 student survey)



Superb atmosphere. Our daughter is thriving there!
(Independent survey)



Rated 'Outstanding' by parents
(Independent survey)



Application Pack

Assistant Headteacher

L11 – 15 (£60,488 - £66,628)

Full time – Permanent

Start date: 1st September 2024

Humphry Davy School has blown us away with the opportunities it has provided for our daughter.
(Independent survey)



I have enjoyed the large range of extra-curricular activities I have taken part in.
(Year 7 student survey)



Pupils enjoy coming to school and feel they are making good progress.
(Independent survey)



Our teachers push us to get good grades, achieve new goals and learn new things.
(Year 7 student survey)



They treat each child as an individual and endeavour to find potential in everyone.
(Independent survey)





WELCOME

Dear Applicant

I am delighted that you are considering applying for the post of Assistant Headteacher at Humphry Davy School.

Our mission is to create 'an inspiring and vibrant place for learning which enriches, and is a valued part of the Penzance community. A place where we: celebrate individuality; nurture a true sense of belonging; aspire to excellence in everything we do; and seek to maximise the life chances of all our young people.'

The Governors and I seek to appoint a talented, innovative and inspirational leader with a proven track record of school improvement to join our Senior Leadership Team. An outstanding teacher with a clear vision of what excellence looks like and who possesses the drive and tenacity to put this vision into action to ensure the best possible outcomes for all students.

With the promotion of the current AHT to Deputy Headship in another school, we are looking for leadership potential and capacity in applicants, rather than specific experiences. The successful candidate will join a very capable and experienced team with a wide range of skill sets, thus enabling the exact responsibilities of the post to reflect the strengths, skills and expertise of the appointed individual.

Humphry Davy is a truly comprehensive community in which every child is cared for, supported, stretched and challenged. The school has a long-standing well-deserved reputation for its caring approach that values individuals and an ethos which encourages, supports and develops students of all abilities – from those with specific learning difficulties right through to the most able and talented.

The challenge is to ensure that the standard of care never falls, whilst student outcomes continue to rise. Our recently built Integrated Wellbeing Centre - due to launch in September 2024 - will play a significant role to meet this challenge.

For your reference, the school strategic priorities for the next three years are listed below:

- To embed a coherent, knowledge rich and challenging curriculum with effective integrated assessment and progression processes.
- Introduction of a new Professional Review / Appraisal system and ongoing Continuous Professional Development to lead to improved quality of teaching and student outcomes significantly above the national average.
- Continued focus upon student wellbeing and a sense of belonging to improve student engagement, behaviour for learning and attendance levels.
- Focus upon workforce wellbeing to address the Cornwall and national issues of recruitment and retention.
- Reading, Literacy and Digital Literacy skills to be the foundations of improved student outcomes

This role is a great opportunity to build or extend a leadership profile towards headship at our popular and successful school in beautiful West Cornwall. Ofsted (May 2023) judged the school as 'good' stating, "Pupils enjoy attending Humphry Davy School. They feel safe, happy and well-cared for. Pupils value the warm and respectful relationships they have with their teachers." "It is

a highly inclusive school”, “Pupils enjoy learning.”, and “are proud to attend the school, so there is a strong sense of community.”

If you are an outstanding classroom practitioner with the interpersonal skills to motivate and inspire others and a personal commitment to drive an ethos of continuous improvement then we want to hear from you. The successful candidate can be assured of our full support with their future professional and career development.

I hope very much that the information we have provided, together with our website, will give you all you require to make an application and give you a sense why Humphry Davy School is popular with our community and a fabulous place to work.

We appreciate that any application is a personal investment and thank you in advance for your time, particularly given the tight turn-around required at this time of the year.

- **The closing date for this post is Wednesday 22nd May 2024 at 09:00.**
- **Shortlisted candidates will be contacted by 15:30 Wednesday 22nd May (Please ensure we have appropriate contact details to confirm the offer of interview)**
- **Interviews are planned to take place Thursday 23rd May 2024.**

Details how to apply or arrange an informal visit can be found later in this pack.

Thank you for your interest and I look forward to hearing from you.



W A Marshall
Headteacher

HOW TO APPLY - GUIDANCE NOTES

Please read these guidance notes before completing your application.

Please read the job description and person specification thoroughly. The essential criteria are the minimum level of skills, knowledge and experience required for the role and are of equal importance. The desirable criteria are those that will enable the successful candidate to perform the job more effectively and will be used for shortlisting purposes if several candidates have all the essential criteria.

The shortlisting panel will be looking for evidence in your application that shows that you meet the criteria.

- Please contact Mr Shaun Greet, email sgreet@humphry-davy.cornwall.sch.uk or tel: 01736 352150 if you are unclear about any aspect of the application process or you would like any additional information about Humphry Davy School.
- Prior to applying, you may wish to discuss the position informally or arrange an informal visit to the School. To speak with the Headteacher, please contact Mrs Lisa Hopkins, PA to the Headteacher, on 01736 352124 or email lhopkins@humphry-davy.cornwall.sch.uk
- Online Application Form. Please ensure you complete all sections of the online application form. The school is committed to safeguarding all young people and children and requires candidates to explain all gaps in their career history. Humphry Davy School reserves the right to reject incomplete application forms. Any inconsistencies or anomalies will be explored at, or prior to, interview.
- Applications should be submitted online by following the link from the Humphry Davy School Vacancies page. Please note that CVs will not be accepted. Please also note that any applications received after 09:00 on Wednesday 22nd May 2024 will not be considered.
- **The planned interview date is Thursday 23rd May 2024.**
We appreciate this is a tight turnaround for applicants but is a consequence of the timing of the vacancy arising and statutory notice periods for teachers looking to start in September.
- References will only be taken up for shortlisted candidates. Please contact each of your named referees to inform them that, if you are shortlisted, we will request a reference prior to interview. Our apologies in advance to referees for the tight turnaround time.
- Providing false information as part of your application may lead to a withdrawal of any conditional offer of employment, or disciplinary procedures potentially leading to dismissal without notice if you have already been appointed.
- Humphry Davy School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All staff are subject to pre-employment checks which include applying for an enhanced DBS disclosure.

JOB DESCRIPTION

Post Title:	Assistant Headteacher
Salary/Grade:	L11 - L15 (1.0 FTE)
Reporting to:	Deputy Headteacher
Liaising with:	Governors, Senior Leadership Team, Teaching staff, relevant support staff, LA representatives, external agencies and parents.
Purpose:	<ul style="list-style-type: none"> • To realise the aims of the School Vision by developing and sustaining a friendly, safe, orderly and cohesive atmosphere characterised by excellent relationships in a participative community with shared high aspirations and expectations within and beyond lessons. • Working through the curriculum and pastoral teams to ensure every student is seen, valued and known personally in our community. • As a member of the SLT, the AHT will share in the responsibilities and duties of the senior leadership of the school. • To take responsibility for specific aspects of self evaluation and School Improvement Priorities and actions
Key Focus Areas	The exact details will reflect the skills and expertise of the successful candidate and the wider leadership team

Senior Leadership Team - September 2024

Headteacher	-	Bill Marshall
Deputy Headteacher	-	Gareth Armstrong
Deputy Headteacher	-	Kirstie Oliver
Business Manager	-	Theresa Grainger
Assistant Headteacher	-	Tamsin Gittins
Assistant Headteacher	-	New Post - TBC
Director of Operations	-	Jaysan Bunoomally

Assistant Headteachers are expected to demonstrate and incorporate into their work a knowledge and understanding of:

- What constitutes quality in educational provision, the characteristics of effective schools, and strategies for raising students' achievement
- How to promote students' spiritual, moral, social and cultural development and good behaviour through effective management and leadership.
- How to seek and use national, local and school data, Ofsted evidence and research findings in professional and school development.
- Governance at national, local and school levels.

As an Assistant Headteacher under the direction of the Headteacher you will be expected to incorporate the following within your specific remit and to assist the Headteacher in the delivery of the following on a whole school basis:

<p>Planning and Setting Expectations</p>	<ul style="list-style-type: none"> • Lead and manage the creation and implementation of a strategic plan, underpinned by sound resource planning and which identifies priorities and targets for ensuring that students achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement. • Plan for effective monitoring, evaluating and reviewing of the plan to secure progress and school improvement. • Think creatively and imaginatively to anticipate and solve problems and identify opportunities.
<p>Teaching and Managing Student Learning</p>	<ul style="list-style-type: none"> • Create and maintain a climate and code of conduct which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline throughout the school • Determine, organise and implement the curriculum and its assessment; monitor and evaluate them in order to identify and act on areas for improvement. • Monitor and evaluate the quality of teaching and standards of learning and achievement of students, including those with special educational or linguistic needs, in order to set and meet challenging, realistic targets for improvement. • Create and promote positive strategies to promote equality in all respects and eliminate discrimination and harassment in line with the school Equality Scheme. • Ensure that improvements in literacy, numeracy and information and communications technology are priority targets for all students, including Pupil Premium and those with Special Educational Needs. • Ensure that students develop study skills in order to learn more effectively and with increasing independence.
<p>Assessment and Evaluation</p>	<ul style="list-style-type: none"> • Monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and take action as necessary. • Use comparative data, together with information about students' prior attainment, to establish benchmarks and set targets for improvement.
<p>Relations with Parents and Community</p>	<ul style="list-style-type: none"> • Account for the efficiency and effectiveness of the school to the governors and others including students, parents, staff, local employers and the local community. • Develop effective relationships with the community, including business and industry, to extend the curriculum and to enhance teaching and learning. • Create and maintain an effective partnership with parents and the wider community to support and improve students' achievement and personal development. • Maintain liaison with other schools, further education and other agencies related to student welfare and achievement. • Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the LA, the local community, Ofsted and others, to enable them to play their part effectively. • Ensure that parents and students are well-informed about the curriculum, attainment and progress, and about the contribution that they can make towards achieving the school's targets for improvement.

Managing own Performance and Development	<ul style="list-style-type: none"> • Participate in arrangements for Professional Review and Appraisal and take responsibility for own professional development. • Prioritise and manage own time effectively. • Work under pressure and to deadlines. • Sustain their own motivation and that of other staff.
Student Achievement	<ul style="list-style-type: none"> • Make explicit to students, parents, teachers and wider community the school's high expectations that all students can succeed. • Ensure that resourcing and staffing are dedicated to ensuring the highest standards of achievement for all students. • Ensure that effective mentoring systems and tutorial support systems are in place to support student achievement.
Managing and Developing Staff	<ul style="list-style-type: none"> • Implement and sustain effective appraisal systems for the management of staff performance. • Motivate and enable all staff to carry out their respective roles to the highest standards, through high quality continuing professional development based on assessment of needs. • Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and students. • Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities. • Lead professional development of staff through example. • Support and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate, for example, higher education, LA, Teaching Schools and subject associations. • Understand the expectations of other staff, and ensure that trainee and Early Career Teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified Teacher Status, the Career Entry Profile and standards for induction. • Ensure that professional duties and conditions of employment as set out in the School Teachers' Pay and Conditions document, including those for the Headteacher, are fulfilled.
Managing Resources	<ul style="list-style-type: none"> • Work with governors and senior colleagues to recruit staff of the highest quality. • Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided. • Set appropriate priorities for expenditure, allocate funds and ensure effective administrative control. • Manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations. • Manage, monitor and review the range, quality, quantity of resources and use all available resources in order to improve students' achievements, ensure efficiency and secure value for money.

PERSON SPECIFICATION – Assistant Headteacher

	Essential (E)	Desirable (D)	How identified
<p>1. Qualifications You will have:</p>	<p>Qualified Teacher Status</p> <p>Honours degree in a relevant discipline</p> <p>Demonstrated high order preparation for a Senior Management position through relevant professional development/Inset</p>	<p>Good Honours degree in a relevant discipline</p> <p>Willingness to undertake or currently be undertaking 'NPQ...' training</p>	<p>Application Form & Qualification Certificates</p>
<p>2. Background and Experience You will have:</p>	<p>Proven ability to significantly impact upon achievement rates of pupils across the age and ability spectrum</p> <p>Acknowledgement as a consistently high quality classroom practitioner</p> <p>Substantial recent and successful teaching experience in a secondary school throughout the 11-16 ability range</p> <p>Proven successful experience of leading and motivating teams</p> <p>Proven successful experience in the development of systems and processes to improve outcomes for students</p>	<p>Experience of teaching in more than one secondary school</p> <p>Experience of effectively using IT and new technologies to improve student outcomes</p> <p>A record of sustained progress in raising standards in teaching and learning, with improved outcomes for young people</p> <p>Significant and substantial experience of leading and managing a pastoral or academic team</p> <p>The experience of leading a whole school initiative</p> <p>Experience of training and developing staff.</p> <p>Recent experience of organizing/leading high quality whole school Inset</p> <p>Experience of working closely with the wider community – outside agencies – other schools</p> <p>Demonstrated commitment to a school through involvement with extra-curricular activities.</p> <p>Experience of leading strategies to raise the aspirations of students</p> <p>Demonstrated contribution to a school's wider community</p>	<p>Application Form & References</p>

	Essential (E)	Desirable (D)	How identified
<p>3. Professional knowledge and understanding You will have knowledge and understanding of:</p>	<p>Recent legislation, development and initiatives in secondary education and their impact on whole school policy</p> <p>Learning, behaviour and attendance systems to ensure student progress and wellbeing</p> <p>The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching for <u>ALL</u> students</p> <p>Strategies to raise student aspirations</p>	<p>Current curriculum and performance table developments and their implications.</p> <p>Strategies to support the well being of staff</p> <p>A range of social media and marketing tools to promote the school</p>	<p>Application Form and Interview Process</p>
<p>4. Skills You will:</p>	<p>Be a confident and inspiring public speaker</p> <p>Have the ability to lead, inspire, motivate and manage diverse groups of people</p> <p>Have the ability to empower and develop staff and students through support and challenge and resolving conflicts</p> <p>Possess strong leadership & management skills</p> <p>Articulate your vision and secure commitment</p> <p>Be able to initiate, lead and manage change to a successful conclusion</p> <p>Possess exceptional communication skills and communicate effectively through various media formats, with all stakeholders</p> <p>Be a confident user of IT - able to apply your skills both in the classroom and for educational management</p> <p>Devolve responsibility & delegate appropriately</p> <p>Think creatively and imaginatively to anticipate and solve problems and identify opportunities</p> <p>Set appropriate and challenging targets</p> <p>Possess good analytical skills, and the ability to interpret and act on a wide range of key data</p>	<p>Possess clear vision and an ability to develop aspects of school strategy</p> <p>Possess excellent ICT skills and be confident in the use of new technologies to support teaching and learning</p> <p>Be a highly competent user of IT to support administration and educational management</p> <p>Have the ability to recognize and respond appropriately to difficulties, as well as celebrate achievements and raise the profile of the school</p> <p>Chair meetings effectively</p> <p>Possess proven budgetary management skills</p>	<p>Application Form, Interview Process and References</p>

	Essential (E)	Desirable (D)	How identified
5. Personal Qualities You are:	Committed to safeguarding and promoting the welfare of children, young people and/or vulnerable adults Motivated by working with young people in order to improve their life chances An individual with energy, vigour, a substantial presence around school displaying drive and determination In possession of a sense of humour and warmth Professional and committed to upholding standards. A person of high integrity. Values driven, positive and constructive; open to advice and constructive criticism and setting an appropriate example Punctual and able to work to deadlines. A team player, supportive of colleagues Willing to accept the demands and challenges of a senior leadership post and respond in a flexible manner Analytical, creative, decisive and able to prioritise Resilient - persistent in the face of challenge		Application Form, Interview Process and References
6. Attitude: You believe in:	The development of the whole child and an inclusive approach towards the education of all children The development and welfare of every member of staff Equal opportunities, comprehensive education and social justice Restorative Justice and a positive approach to Behaviour Management Challenging underperformance A work/life balance A school community approach to pupil achievement	Putting learning at the heart of strategic planning, monitoring and evaluation	Interview Process and References
7. Personal Presentation	Good standard of dress and presentation		Interview & References