



Prince Henry's Grammar School  
COLLABORATIVE LEARNING TRUST



# ASSISTANT HEADTEACHER RECRUITMENT

## INFORMATION FOR APPLICANTS

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Leadership Scale Point L13 – L17 (£56,721 - £62,570)

Permanent

Required for Summer Term 2022



## ASSISTANT HEADTEACHER: Leadership Spine L13 – L17

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<b>Location:</b>	Otley, Leeds
<b>Contract:</b>	Permanent - from Summer Term 2022
<b>Closing Date:</b>	Tuesday 1 <sup>st</sup> February 2022, at 12 noon
<b>Selection Days:</b>	Week beginning 7 <sup>th</sup> February 2022

Due to the promotion of the current postholder, governors and trustees seek to appoint an energetic and highly motivated senior leader to the above position. This is an exciting opportunity for a talented individual to join the senior leadership team at Prince Henry's Grammar School.

Prince Henry's is a state funded comprehensive school with over 1630 students – including around 320 in the Sixth Form. We serve the market town of Otley and the surrounding area, approximately 12 miles from Leeds in West Yorkshire.

Prince Henry's is a high achieving and vibrant school with a focus on global citizenship and equalities education, and a national and international reputation for dynamic and inspirational work. The school is a founding member of the Red Kite Teaching School Alliance as well as the Yorkshire Leadership Community and is recognised by the local and wider community as offering educational provision of the highest quality. Our extremely positive Ofsted Report confirms us as a good school with outstanding student behaviour and outstanding leadership and management. Prince Henry's has been designated as a National Support School by the DfE and gained Sponsor Academy status in September 2018, subsequently forming the Collaborative Learning Multi Academy Trust.

The role provides an exciting opportunity to work as part of this growing Trust, which places children at the very centre of everything that it does, to share knowledge, skills and expertise in order to secure the highest quality education provision for all our pupils.

<https://collaborativelearningtrust.com>

Despite the significant achievements of Prince Henry's Grammar School, senior leaders, governors and trustees are not complacent. We aim to appoint someone who has the ambition, knowledge and skillset to help secure the school's vision.

**The successful applicant will have a proven track record of excellent leadership and management and the knowledge and skills to:**

- Design and implement robust strategies to support inclusive provision, and the best possible achievement of our more vulnerable students
- Inspire, lead and support a highly committed team of pastoral support staff
- Provide strategic leadership for key aspects of students' personal development, including CIAG, PSHE and good attendance
- Work positively and collaboratively with local primary schools, leading Cluster and Targeted Services activities to support children and families in our community
- Lead and manage the school's admissions processes
- Make the most of the high-quality professional development available through our Trust
- Make a positive contribution to all aspects of school leadership as part of the school's highly effective senior leadership team

**In return we offer:**

- a committed and experienced senior leadership team
- a positive environment where students are able to learn and achieve
- the support of dedicated and hardworking staff, governors and trustees, who are ambitious to provide the best possible education for all our students
- excellent professional learning opportunities
- a commitment to using technology to support learning, with iPads being issued to all teaching staff and students

We are committed to safeguarding and promoting the welfare of our students and an Enhanced DBS check will be required for this post. We aim for diversity within our workforce and welcome applications from under-represented groups.

**For more information and the online application form please click on the 'Staff Vacancies' tab at Prince Henry's Grammar School - Home ([princehenrys.co.uk](http://princehenrys.co.uk))**

**Please note we do not accept CVs.**

# ASSISTANT HEADTEACHER RECRUITMENT

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Thank you for your enquiry regarding this post.

Please look on the school's website [www.princehenrys.co.uk](http://www.princehenrys.co.uk) for more information about the school and for relevant policies e.g Child Protection etc.

You will find in this booklet:

- Information about the post
- Information from the headteacher and headteacher designate
- Job Description
- Person Specification
- Guidance for completing the application form

If you have a disability and require this information in a different format, for example, Braille, larger print or on CD, please contact the HR Assistant at the school:

[bnl@princehenrys.co.uk](mailto:bnl@princehenrys.co.uk)

The closing date for applications is Tuesday 1<sup>st</sup> February 2022 at 12 noon. Please note that it is our policy not to accept late applications. Shortlisting will commence immediately, and the selection activities will take place week beginning 7<sup>th</sup> February 2022.

Following the closing date, a recruitment panel will review the information provided and consider how well it matches the person specification. Shortlisted candidates will then be invited to take part in the selection activities and references will be requested. On Selection Day 1 a number of sessions will be organised which may include completing a data or written task and meeting with students, staff, governors, and trustees. The results of these sessions will inform the panel in their decision to take candidates through to Selection Day 2.

The school is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced Disclosure and Barring Service check.

We aim for diversity within our workforce. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

All Collaborative Learning Trust schools are non-smoking/vaping sites.

Please note it is the Trust's policy that reimbursement will not be made with regard to candidates' expenses.

## INFORMATION ABOUT PRINCE HENRY'S GRAMMAR SCHOOL

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Prince Henry's is an over-subscribed comprehensive school with over 1630 students, including around 320 in the Sixth Form. Our extremely positive Ofsted Report confirms us as a good school with outstanding student behaviour and outstanding leadership and management. Regardless of our current success, we strive for the continuous improvement of our educational provision so that our students are fully prepared for 21st century society. We serve the market town of Otley (in the Wharfe Valley) and the surrounding villages including Pool, Bramhope and Adel. The Wharfe Valley is a wonderful region in which to live and work. It is close to areas of outstanding natural beauty, yet also benefits from good transport links to key towns and cities across the country.

Prince Henry's Grammar School has a rich history dating back to its Royal Charter of 1607 and to this day the school remains at the heart of the local community. We work hard to maintain strong links, for example through community use of our sporting facilities and our provision of an extensive Community Education Programme.

High standards, in both the academic and broadest sense of the word, continue as the underlying principles of all that we do. Our behaviour and achievement policy, known as Positive Discipline, is central to this. The system rewards students for what they do well, whilst also providing a framework within which misdemeanors are challenged and sanctioned in a consistent manner. This results in the extremely positive attitudes to learning that exists amongst our students. Prince Henry's is an enjoyable place to work and learn and we aim to appoint an Assistant Headteacher who shares our commitment to high professional standards.

Our focus on equality and diversity has a significant impact on the philosophy and operation of the whole school. An international perspective is evident in all areas of school life and all colleagues are expected to deal with issues of global citizenship and equality through their role in school. Typically, over 400 students take part in one of a dozen or more foreign trips and exchanges each year, although this is currently not possible due to the pandemic.

Our commitment to promoting equality and celebrating diversity lies at the heart of our vision, and we have received national acclaim for our work in this respect. The school holds the highest level of the Stephen Lawrence Education Standard and has supported several other schools to develop their own inclusive practices.

Extra-curricular and enrichment provision is rich and varied. There are strong sporting traditions (including rugby, netball, hockey, athletics and swimming) and considerable interest in outdoor pursuits through a successful Duke of Edinburgh Award programme. Music, drama and a variety of other activities also flourish. Governors and trustees are keen to appoint an Assistant Headteacher who will support the vibrancy of our school.

For further information about Prince Henry's, including details of the current curriculum offer, please see the school website [www.princehenrys.co.uk](http://www.princehenrys.co.uk) and the school's prospectus documents [here](#).



## INFORMATION FROM THE CURRENT HEADTEACHER AND THE HEADTEACHER DESIGNATE

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Dear Prospective Applicant

On behalf of the school and members of the Local Governing Committee, we would like to thank you for your interest in applying for the post of Assistant Headteacher at Prince Henry's Grammar School.

The existing postholder has recently been appointed to a Deputy Headship in another school. This development creates an exciting opportunity for a talented, energetic, and highly motivated individual to join Prince Henry's senior leadership team. The successful candidate will join the school at the start of the summer term – the same time as Sally Bishop, the recently appointed headteacher. These developments provide a unique opportunity to begin a new phase of the school's development, building on existing success to take the school to the next level. Please see the diagram outlining the school's current Senior Leadership Team structure below.

Prince Henry's Grammar School gained Sponsor Academy status in September 2018 subsequently forming the Collaborative Learning Trust (in partnership with Ofsted 'outstanding' Bramhope Primary School) in December 2019. The Trust is in the initial stages of growth: St Mary's Church of England Primary Academy joined in February 2020, and two additional primary schools are due to join by the end of the 2021 – 22 academic year. We are proud of what we have achieved so far and excited about the future. Please see the Trust's website [www.collaborativelearningtrust.com](http://www.collaborativelearningtrust.com) for further information.

All members of the school's senior leadership team, including the person appointed to this Assistant Headteacher post, will be well supported, with access to innovative and collaborative networks and high-quality professional development, available from within the Collaborative Learning Trust and through membership of the Red Kite Teaching School Alliance ([www.redkitealliance.co.uk](http://www.redkitealliance.co.uk)) and Red Kite Teaching School Hub [redkitetsh.co.uk](http://redkitetsh.co.uk).

Over recent years the educational provision at Prince Henry's has improved, and consequently the reputation of the school. As a result, Prince Henry's has grown in size, including significant growth in the sixth form. Despite the school's achievements, governors and trustees agree that the successful candidate will need the ambition, knowledge and skills to drive further improvement in this larger than average (Group 8) comprehensive school.

Applicants are welcome to visit the school and meet with key staff. Please email Tracy Dinsey (PA to the headteacher), to arrange a visit:

[dyt@princehenrys.co.uk](mailto:dyt@princehenrys.co.uk).

All visits will adhere to the government's COVID guidance and the school's own Risk Assessment

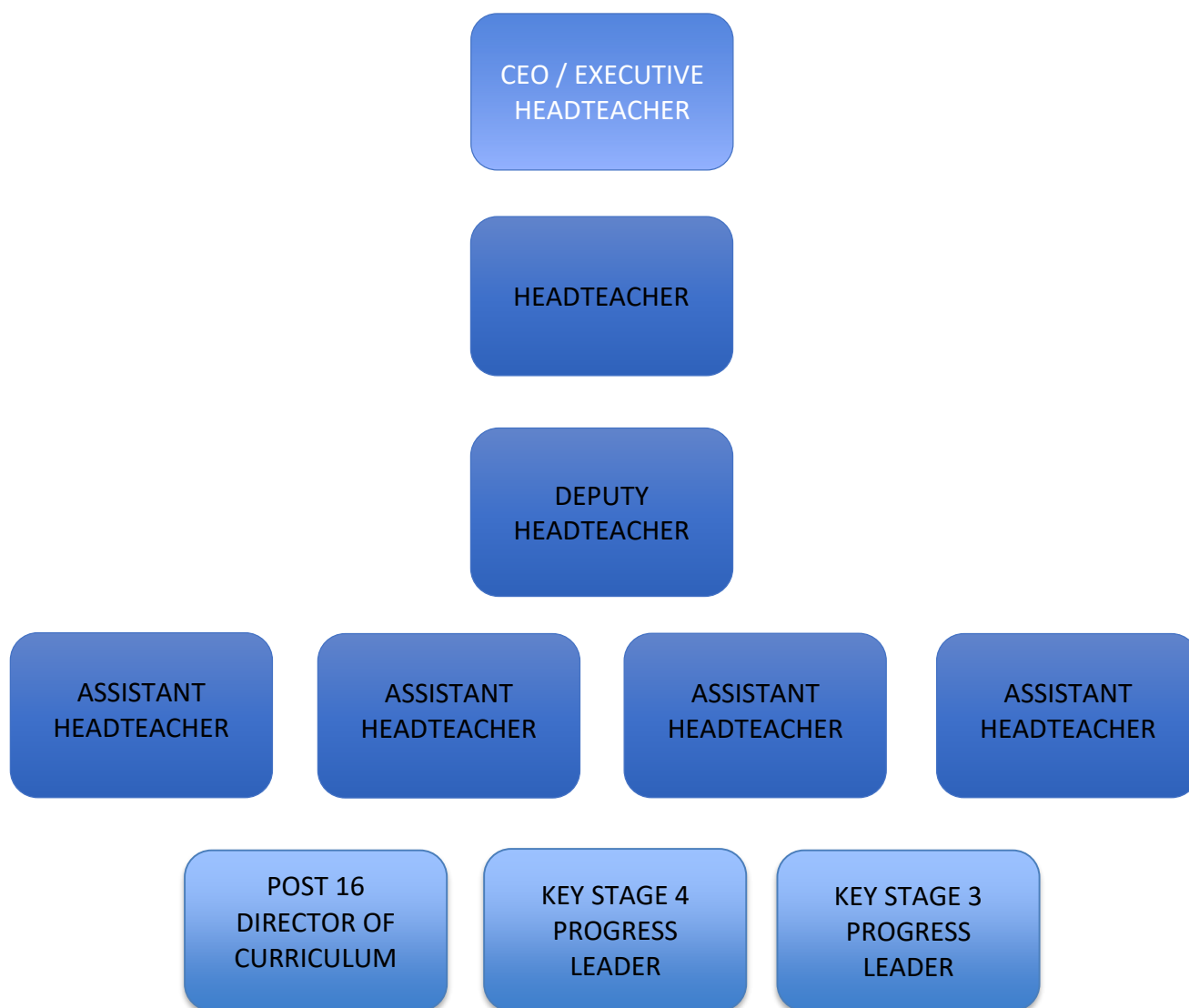
We hope that after reading the information about this vacancy you will want to submit an application. Please clearly describe your relevant skills and abilities, knowledge and experience (see Person Specification) in the appropriate sections of the application form and explain why these make you an ideal candidate for this post. We look forward to receiving your application.

Yours faithfully

Janet Sheriff  
Current Headteacher  
CEO, Collaborative Learning Trust

Sally Bishop  
Headteacher Designate

## EXTENDED SENIOR LEADERSHIP STRUCTURE





## JOB DESCRIPTION: ASSISTANT HEADTEACHER PRINCE HENRY'S GRAMMAR SCHOOL

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### JOB PURPOSE

The Assistant Headteacher will be expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and contribute to establishing the conditions in which all teachers can fulfil them.

The core role is to assist the Headteacher with the leadership, management, and organisation of the school, in order to achieve the highest standard of education provision, including all aspects of student development and achievement.

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Specific responsibilities include:

- Strategic leadership of inclusive provision to support the best possible achievement of our more vulnerable students
  - Fulfilling the role of Designated Safeguarding Lead at senior leadership level and ensuring the school meets all safeguarding and Child Protection requirements
  - Strategic leadership for key aspects of students' personal development, including CIAG, PSHE and support for positive student mental health
  - Strategic leadership to support high levels of student attendance
  - Leadership of Cluster and Targeted Services activities to support children and families in our community
  - Leadership and management of the school's admissions processes
  - Developing and implementing processes to gather staff and student voice in order to identify improvement actions and further enhance provision
  - Contribution to all aspects of school leadership as part of the school's senior leadership team
  - Providing regular reports to the headteacher, senior leadership team and members of the Local Governing Committee regarding the postholder's areas of responsibility
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The Assistant Headteacher will be expected to uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, the Assistant Headteacher will be expected to:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
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- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
  - uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensure that personal beliefs are not expressed in ways which exploit their position, students' vulnerability or might lead students to break the law
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As a senior leader, the Assistant Headteacher will be expected to:

- embody the vision and values of Prince Henry's Grammar School and the Collaborative Learning Trust
- serve in the best interests of the school's students
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

## Quality of Provision

The Assistant Headteacher will be expected to:

- play a key role in the monitoring and review of quality of provision through the school's self-evaluation processes
- take responsibility for specific curriculum areas, acting as the senior leadership link and supporting the monitoring and development of provision in these areas
- exemplify excellent pedagogy and curriculum delivery in their own teaching
- help to ensure high standards of student behaviour and courteous conduct in accordance with the school's behaviour policy
- play a key role in the implementation of the school's Performance Appraisal Policy, to secure the professional development of individuals, school improvement and ultimately the highest quality provision

## Strategy and Direction

The Assistant Headteacher will be expected to:

- make decisions and act in line with the vision and values of the school and the Trust at all times
- effectively manage innovation and change
- contribute to a culture and ethos of challenge and support – for students and staff
- assist in the effective management of school resources
- ensure the staff line managed in the role are deployed and managed well with due attention paid to workload and the development of highly motivated staff
- contribute to school improvement planning, developing appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, and appropriately sequenced
- ensure careful and effective implementation of improvement strategies in the allocated areas of responsibility, which lead to sustained improvement over time
- ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care

## Additional And Special Educational Needs And Disabilities

The Assistant Headteacher will be expected to line manage the SENCO to:

- ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable students to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

## WORKING IN PARTNERSHIP

The Assistant Headteacher will be expected to:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community

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- work successfully with colleagues across the Collaborative Learning Trust as well as other schools and organisations (in a climate of mutual challenge and support)
  - establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students
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## **HEALTH & SAFETY**

All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

## **SAFEGUARDING**

The school and the Trust is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment.

*All job descriptions may change and/or be amended, following negotiation. Job descriptions are not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to fulfil other duties commensurate with the role.*

## PERSON SPECIFICATION – ASSISTANT HEADTEACHER

<b>Title of Post</b>		ASSISTANT HEADTEACHER	
<b>Specification Prepared By</b>		SFJ / Selection Panel	
<b>Date</b>		January 2022	
Qualifications, Professional Development and Experience		Essential/Desirable (E/D)	How Identified
1.	Qualified teacher status	E	Application
2.	NPQSL or similar leadership qualification	D	
3.	Designated Safeguarding Lead qualification	D	
4.	Successful middle or senior leadership role within the secondary phase	E	
5.	Successful secondary teaching experience	E	
6.	Recent and relevant professional development, including safeguarding	E	
7.	Experience in a secondary school with sixth form	D	
8.	Experience in more than one school	D	
9.	Experience of successful multi-agency and partnership working to support the needs of students and families	D	
10.	Experience of leading pastoral teams and strategies	D	
11.	Experience of leading inclusion strategies and working with vulnerable students and their families	D	
Knowledge, Skills and Abilities		Essential/Desirable (E/D)	How Identified
1.	Up to date knowledge of key national initiatives and developments in secondary education	E	Application and Selection process

2.	Up to date knowledge of SEND provision in a secondary school environment	D	
3.	Up to date knowledge of safeguarding and child protection requirements across all aspects of secondary education	E	
4.	Up to date knowledge of CIAG, PSHE and attendance requirements in secondary education	D	
5.	Knowledge of alternative provision and other options	D	
6.	Ability to develop, support and maintain the vision and values of the school and the Trust	E	
7.	Ability to motivate, lead and engage students, staff, parents/carers and governors	E	
8.	Knowledge of effective school evaluation and strategic planning to bring about sustained school development	E	
9.	Ability to communicate effectively (both orally and in writing) to a variety of audiences	E	
10.	Ability to develop and support effective partnership working	E	
11.	Skills to evaluate and improve learning through excellent teaching and student support	E	
12.	Excellent organisational skills	E	
13.	Knowledge and experience of how to set and manage budgets to support school improvement	D	
14.	Knowledge and understanding of equality, diversity and inclusion issues and how they can be effectively addressed in schools	E	
15.	Knowledge of effective procedures for managing and promoting students' positive behaviour	E	
16.	Knowledge and understanding of data analysis and the important impact this can have on student achievement	E	
17.	Knowledge and understanding of how to maximise the positive impact of	D	



	progressive IT application in an educational setting		
Qualities		Essential/ Desirable (E/D)	How Identified
1.	Commitment to inclusion, meeting the needs of all children, including the vulnerable, those with special needs/disabilities and potential high achievers	E	Application and Selection process
2.	A commitment to continuing professional development	E	
3.	Adaptability to changing circumstances and new ideas	E	
4.	A strong focus on staff well-being	E	
5.	Excellent interpersonal skills, approachable to all members of the school community	E	
6.	An appetite and stamina for challenging work	E	
7.	Commitment to upholding the school's and the Trust's ethos, values, policies and procedures	E	
Equal Opportunities		Essential/ Desirable (E/D)	How Identified
1.	Acceptance of, and a commitment to, the principles of the school's and the Trust's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the students and community	E	Application and Selection process
2.	Commitment to equal opportunities policies relating to all protected characteristic in an educational context	E	
Safeguarding		Essential/ Desirable (E/D)	How Identified
1.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	Selection process and completion of

2.	Has appropriate motivation to work with children and young people and can relate to them	E	an Enhanced DBS check
3.	Displays commitment to the protection and safeguarding of children and young people	E	
4.	Good knowledge and understanding of the importance of safeguarding students and the welfare of staff and the action to take to support this	E	
Personal Circumstances		Essential/ Desirable (E/D)	How Identified
1.	Legally entitled to work in the UK	E	ID and Enhanced DBS and criminal background check
2.	No contra-indicators in personal background or criminal record in showing unsuitability to work with children/young people/ vulnerable clients/ finance	E	
3.	Willingness to complete a Pre-Employment Health Declaration if appointed	E	Health Declaration

## GUIDANCE FOR COMPLETION OF THE ON-LINE APPLICATION FORM

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Please complete the application form in full, giving as much information as possible and answering **all** questions before submitting the application.

### REFERENCES

Please supply details of two referees, one of which must be your current or most recent employer. If you are currently working in a school setting then one of the referees must be the current Headteacher. Friends and family cannot be used as referees.

If you are not currently working with children, but have done so in the past, then an additional reference from that employer will be required.

Safer Recruitment procedures require that we contact at least one referee before interview.

### EMPLOYMENT HISTORY

Please list previous appointments in sequence, current or most recent first. Please include your salary grade in the Position Title e.g Reception Teacher M4 + TLR2A. Please also include at the end of the Responsibilities section the reason why you left the post e.g. promotion, relocation etc. Please also list other work experience and the details and nature of the work/activity. If you were not in work at any time please give details of what you were doing e.g. Gap Year Jan 2011-Jan 2012, Unemployed July 2010–December 2010 etc.

### EDUCATION HISTORY

Please ensure that you advise all your qualifications, in date order current or most recent first, including those obtained at school. Please advise the grade achieved with regard to degree qualification i.e. BA in History 2:1. Please list all A levels together in one box and in another box list all GCSEs together, along with the grades obtained.

### OTHER COURSES OR PROFESSIONAL DEVELOPMENT

Please include any professional development that may be relevant including dates and grades obtained.

## INFORMATION TO ADDRESS THE PERSON SPECIFICATION

Please use the sections provided to detail your Skills and Abilities, Knowledge and Experience as described in the Person Specification and relevant to the Job Description. You can use the Additional Information section to detail anything else that you feel is relevant to the role and why you feel you would be an ideal candidate for this post.

## STATEMENT ON THE RECRUITMENT OF EX-OFFENDERS

- As an organisation which is exempt from the Rehabilitation of Offenders Act and using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, we comply fully with the DBS Code of Practice and undertake to treat all applicants for positions fairly. We do not discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background
- We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications, and experience.
- All applicants who are offered employment in a school will be subject to an Enhanced Disclosure and Barring Service check. This will include details of cautions, reprimands and warnings as well as spent and unspent convictions. An enhanced disclosure may also contain non-conviction information from local police records which a chief police officer thinks may be relevant. A statement advising that a Disclosure will be requested in the event of the individual being offered the position will be shown in all job adverts and recruitment packs.
- We can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Applicants must therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013).
- We ensure that staff involved in recruitment have received appropriate guidance on the relevant legislation relating to the employment of ex-offenders (e.g. the Rehabilitation of Offenders Act 1974 and its amendments in 2013) and know how to access advice and support.
- You will have the opportunity for an open and measured discussion on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment or disciplinary action which could result in dismissal.

- We make every subject of a DBS check aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to ensure that any matter revealed in a Disclosure is discussed with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.



# Prince Henry's Grammar School

COLLABORATIVE LEARNING TRUST



01943 463524

[info@princehenrys.co.uk](mailto:info@princehenrys.co.uk)

[www.princehenrys.co.uk](http://www.princehenrys.co.uk)

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A PROUD PART OF THE



**COLLABORATIVE  
LEARNING TRUST**

Working Together to Secure Success