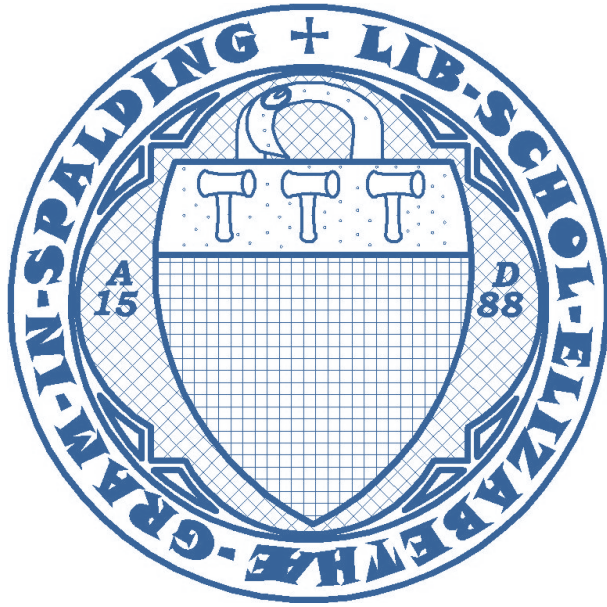


# **Spalding Grammar School**



## **Appointment to the position of Assistant Head**

**April (or September) 2023**

**CONTENTS**

Page	
3	General Information
5	School Mission, Vision and Guiding Principles
6	Supplementary Information
	Application Process
7	School Development Plan Overview
8	Job Description
9	Person Specification

## GENERAL INFORMATION ABOUT THE SCHOOL

Founded in 1588 by Royal Charter, Spalding Grammar School was located within a part of Spalding Parish Church, called St Thomas's Chapel, until the 19th century. The School moved to its current site in 1881 and doubled in size when it amalgamated with Moulton Grammar School which closed in 1939. The School now occupies an enviable, spacious site, including 17 acres of Governor-owned playing fields, five minutes from the town centre. Teaching accommodation has been significantly improved and developed in the last twenty years, incorporating a large sports complex, a new English block and Library, a dedicated Business Centre, extended Sixth Form facilities and a multi-purpose Atrium. The School was awarded Academy status in 2013.



The School is academically selective and admits the top 25% of the population as determined by standardised verbal and non-verbal reasoning tests. There are generally five forms of entry with an admission number of 150 pupils. Pupils are taught mainly in mixed-ability groups throughout the School, although setting does operate in mathematics from Year 7, and in English, modern languages and science from Year 9.

There is a common curriculum for the first three years, in which pupils study the National Curriculum core and foundation subjects. Every student studies a modern foreign language as well as Latin. Pupils also engage in lessons in core physical education and PaCE (Personal and Careers Education).

At GCSE, the majority of pupils will take ten subjects, including three options. A modern foreign language is compulsory. Depending on ability, some pupils will take a second qualification in mathematics; others will take dual award science, rather than three separate disciplines. Pupils continue to pursue both core physical education and PaCE.

The Sixth Form, which is coeducational, has grown in recent years and now attracts many students seeking to join us from other schools. At present there are approximately 240 students in the Sixth Form, of which approximately one quarter are female. Our curriculum model, in light of post-16 reform, is that all students take three A Level courses, alongside an enrichment elective in Year 12. For some students, an additional pathway of four A Level subjects is available.

The School aims to develop individuals, both personally and academically, and has thus implemented a form system which allows all Year groups to come together for a variety of structured activities such as mentoring, personal study, presentations and debating sessions. All teachers, as

well as some members of the support staff, carry out the role of Form Tutor within one of the School's six Houses.

A large part of what goes on at the School happens outside the classroom. The School's main sports are Rugby, Football, Hockey, Athletics and Cricket, but numerous other options are available. The School competes very successfully with many other schools in the county and beyond. Many students are involved in the Duke of Edinburgh Award Scheme and are developed through the challenges and opportunities that this affords. We also offer a skiing trip each year, exchanges and work experience activities in France, Germany or Spain, as well as several other foreign visits.

The School's principal aim is to ensure that all students and staff have every opportunity to attain their potential; intellectually, socially and personally. Relationships between staff and students of all ages are exemplary, and there is a friendly and orderly atmosphere which, in combination with a stimulating academic environment, develops the qualities that lead to successful examination results.

Staff have the use of a modern staff room, complete with catering and reprographic facilities. Many staff who join the School speak of the warmth with which they have been received and they consider it a very friendly place to work. Continuing Professional Development for the staff, under the guidance of a dedicated Staff Tutor, is of paramount importance and there are many opportunities for individuals to both develop their practice and advance their career. The teaching and learning environment is supported by a dedicated team of support staff who work in harmony with the teaching staff to create a mutually supportive work place.

The School operates as a cohesive community. The Parents' Association is very strong; it enriches the life of the School through a wide variety of events, as well as raising in excess of £10,000 for the School each year. Support for charities and community projects is also very positive. The Governing Body is also highly supportive of the School and its members are often a visible presence around the place.



Located in South Holland, Spalding is a pleasant market town in a largely rural area within easy reach of Peterborough and the A1. The people are very friendly and the pace of life is relaxed. There is a local entertainment venue, the South Holland Centre, in the town which provides a variety of live entertainment. House prices compare very favourably with those in most other parts of the country and there are a number of primary schools within the local area which provide for all abilities and faiths. The town is also served by our sister grammar school (Spalding High School) and a comprehensive school.

# OUR MISSION

To provide an outstanding education for our students, which gives the opportunity for all to attain their full potential; intellectually, socially and personally

# OUR VISION

Students will be inspired to excel academically, and they will make outstanding academic progress

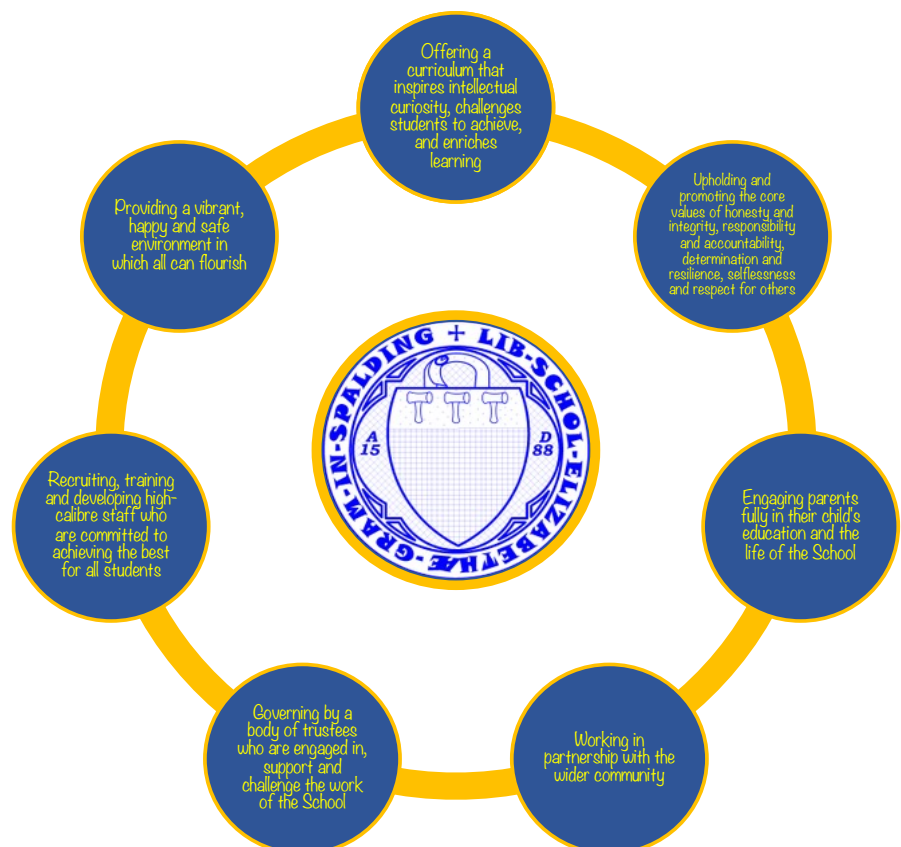
Students will graduate ready to take their place in society – skilled for work, life, and meaningful interaction with others

Students will broaden their horizons, through experiencing and taking part in a range of activities beyond the classroom

All members of the school community will engage in a culture of continual development; responding to opportunities and challenges, and giving of their best

The School will be, and will be known to be, a major part of an outstanding educational offer available to the children of Spalding, and beyond

# OUR GUIDING PRINCIPLES



## SUPPLEMENTARY INFORMATION

The Senior Leadership team currently consists of me, one Deputy Head, three Assistant Heads and a Director of Resources. This structure (and the personnel) has been in place since September 2017, in which time the School has made huge strides forward. The departure of one of those Assistants means that this is an appropriate time to reconsider roles, particularly in an ever-changing educational climate.

The first part of that reconsideration has led to the advertisement of this vacancy. For April 2023, I am seeking to appoint a new Assistant Head; however, it need not be the case that the job description is the same as the outgoing Assistant (whose responsibility is primarily Teaching and Learning), which gives flexibility for any prospective applicant with appropriate experience, from whatever field, to apply. The person appointed will be the best fit for the School; the exact job description will then be finalised by considering the School's development priorities together with the experience, expertise and interest of the team as a whole. In making an application, candidates' attention is drawn to the Vision and Guiding Principles (on the previous page) and the current priorities of the School (on the next page).

The successful candidate will be expected to teach approximately a 40-50% (depending on staffing structures) timetable. Applicants can be from any subject discipline; however, the ability to be flexible and multi-disciplinary will be an advantage.

The second part of the process will then be the appointment of a number (probably three) of Associate Assistant Heads. Realistically, these will be internal appointments from middle leaders looking to take an interim step towards senior leadership. Again, the exact nature of the responsibilities attached to the Associate positions will be determined once the successful applicants, to both those appointments and this, have been identified.

This is a rare and exciting opportunity to join the Senior Leadership Team of this successful and growing grammar school, to help steer its further development. The position would suit someone looking to move on to Deputy Headship in due course.

## APPLICATION PROCESS

Applicants wishing to view the School in advance of making an application are invited to do so. Please contact Debbie Haslam, the Headmaster's PA, if you would like to make such an arrangement.

Applications should be made by:

- Completing the School's application form (CVs will not be accepted as an alternative to a completed form)
- Providing a supporting letter (on no more than two sides of A4, font size 11 if typed). The letter should include how you meet the person specification and how your skills and experience to date make you the ideal candidate for this post.

Applications should be sent either by email (to [dhaslam@spaldinggrammar.lincs.sch.uk](mailto:dhaslam@spaldinggrammar.lincs.sch.uk)) or by post (to Mrs D Haslam, Headmaster's PA, Spalding Grammar School, Priory Road, Spalding, Lincolnshire PE11 2XH)

The closing date for applications is **Tuesday 31 January 2023, at 12 noon**  
Interviews will take place in the week beginning **Monday 6 February**

I thank you for your interest in Spalding Grammar School and I look forward to hopefully receiving your application.

S M Wilkinson  
Headmaster

## SCHOOL DEVELOPMENT PLAN OVERVIEW 2022-23

### OUR SCHOOL VISION

V1: Students will be inspired to excel academically, and they will make outstanding academic progress

V2: Students will graduate ready to take their place in society – skilled for work, life, and meaningful interaction with others

V3: Students will broaden their horizons, through experiencing and taking part in the wide range of activities available beyond the classroom

V4: All members of the school community will engage in a culture of continual development; responding to opportunities and challenges, and giving of their best

V5: The School will be, and will be known to be, a major part of an outstanding educational offer available to the children of Spalding, and beyond

### OUR GUIDING PRINCIPLES

P1: We offer a curriculum that *inspires* intellectual curiosity, *challenges* students to achieve, and *enriches* learning

P2: We provide a vibrant, happy and safe environment in which all can flourish

P3: We uphold and promote the core values of honesty and integrity, responsibility and accountability, determination and resilience, selflessness and respect for others

P4: We recruit, train and develop high calibre staff who are committed to achieving the best for all students

P5: We engage fully our parents and carers in their child's education and the life of the School

P6: We work in partnership with the wider community

P7: We are governed by a body of trustees who are engaged in, support and challenge the work of the School

SECTION	SUB-SECTION	INTENT:
<b>A: THE CURRICULUM, ITS DELIVERY &amp; OUTCOMES</b>	A1: Improving Teaching, Learning and Assessment (V1, V4; P1)	<ul style="list-style-type: none"> <li>Develop the consistent use of Retrieval Practice...</li> <li>...leading on to the development of cumulative, synoptic learning and assessment</li> </ul>
	A2: Improving specific curriculum areas (V4; P1)	<ul style="list-style-type: none"> <li>Improve reading and writing for learning and assessment</li> <li>Improve outcomes in specified departments, informed by QA processes (C3) and student outcomes</li> </ul>
<b>B: STUDENT PERSONAL DEVELOPMENT &amp; ATTITUDES</b>	B1: Improving careers provision (V1, V2; P6)	<ul style="list-style-type: none"> <li>Improve careers guidance to meet Gatsby benchmarks:                             <ul style="list-style-type: none"> <li>Specific to individuals</li> <li>Embedded into subject curriculums</li> </ul> </li> </ul>
	B2: Improving Behaviour for Learning (V2, V4; P2, P3)	<ul style="list-style-type: none"> <li>Implementation of new consistent approach (by HoDs) to sub-standard behaviour when it occurs within departments</li> <li>Continued development of VESPA principles across the School:                             <ul style="list-style-type: none"> <li>Consolidating and measuring impact, in Tutor Time</li> <li>Auditing and responding, in curriculum areas</li> </ul> </li> </ul>
<b>C: LEADERSHIP &amp; MANAGEMENT</b>	C1: Developing vision and direction (V4; P3, P4)	<ul style="list-style-type: none"> <li>Develop a greater coherence around vision and direction</li> <li>Development of new support staff appraisal policy</li> <li>Establish a culture of continual personal and professional development</li> </ul>
	C2: Improving the wellbeing of staff and students (P2, P4)	<ul style="list-style-type: none"> <li>To develop culture and practice in support of the mental health and wellbeing of:                             <ul style="list-style-type: none"> <li>Staff</li> <li>Students</li> </ul> </li> </ul>
	C3: Assuring quality of provision (V4; P1)	<ul style="list-style-type: none"> <li>Improve Quality of Education through the QA of curriculum areas</li> <li>Give SLT and HoDs a stronger knowledge of departments' strengths and weaknesses, to bring about improvement</li> </ul>
	C4: Developing collaboration with other schools (V5; P6)	<ul style="list-style-type: none"> <li>Establish a greater degree of working together as part of a consortium of local grammar schools</li> <li>Establish a greater degree of working together, specifically with SHS, in Sixth Form provision</li> </ul>
	C5: Supporting school operations (V4, V5; P2, P4, P6, P7)	<ul style="list-style-type: none"> <li>Improve facilities</li> <li>Develop a Five-Year Financial Plan</li> <li>Improve the School's environmental impact</li> </ul>

## JOB DESCRIPTION

### Salary:

L11-15 (£56,796 - £62,561 currently) depending upon experience

### Responsible to:

The Headmaster

### Responsible for:

Line management of some Heads of Department  
Leadership and management of some key aspects of the School's work (to be determined)

### Key Purpose:

With the Headmaster, his Deputy and other Assistants, to share responsibility for school policies, decision-making and strategic planning, and to take responsibility for specific areas of the School's work in order to drive upwards the standards of education received by the students in the School

### General Responsibilities:

- Deputise for the Deputy Head and share leadership at the most senior level
- Make significant contributions to meetings of the Senior Leadership Team
- Contribute to the day-to-day organisation of the School and ensure it functions efficiently and effectively
- Be a visible presence around the School and model expectations of staff and students
- Make a significant contribution to the Governors' Monitoring Group meetings, including appropriate documentation
- Make a significant contribution to the School's quality assurance process, the SEF and SDP
- Contribute to the monitoring of the quality of teaching, learning and assessment, through Departmental Reviews, including of those Departments for which direct line-management responsibility is not held
- Contribution to the School Assembly programme
- Contribution to staff appointments
- Promoting student engagement, personal development and involvement in extra- and super-curricular activity
- Presence, as appropriate, at school functions and evening events
- Contribution to the Appraisal process for staff

### Specific Responsibilities:

To be determined. Applicants should, in their letter of application, draw attention to those areas of school leadership where they think their experience and expertise would be relevant; additionally, those aspects of a school's work where the applicant has a particular interest.

## PERSON SPECIFICATION

Criteria	Essential	Desirable	Evidence
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good Honours degree</li> <li>• Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• A higher degree</li> <li>• Leadership qualification relevant to the post, e.g. NPQSL</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> </ul>
<b>Professional Experience</b>	<ul style="list-style-type: none"> <li>• Outstanding teacher</li> <li>• Substantial and successful experience in Middle Leadership in the Secondary sector</li> <li>• Knowledge of current educational developments</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a grammar school</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview process</li> <li>• References</li> </ul>
<b>Vision and Leadership</b>	<ul style="list-style-type: none"> <li>• Ability to lead, motivate, challenge and inspire staff and students</li> <li>• Ability to create, articulate, develop and realise an ambitious vision</li> <li>• Ability to initiate and successfully implement change, including raising achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading school self-evaluation and using the outcomes in future planning</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview process</li> <li>• References</li> </ul>
<b>Leading Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Ability to use data to support learning, set targets and monitor and evaluate performance</li> <li>• Experience of monitoring/evaluating teaching and learning</li> <li>• Success in raising student achievement through review, evaluation and intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to lead on the development of ICT as a tool for teaching</li> <li>• Experience of leading and developing whole-school teaching and learning initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview process</li> <li>• References</li> </ul>
<b>Managing the School</b>	<ul style="list-style-type: none"> <li>• Experience of effective staff management, including delegation of responsibilities</li> <li>• Experience of Appraisal and continuing professional development of self and others</li> <li>• Ability to lead pastoral staff on the improvement of outcomes and behaviour for students</li> <li>• Ability to empower and sustain effective teams</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of, or capacity for, timetabling</li> <li>• Potential to lead child protection and safeguarding</li> <li>• Experience of strategic financial planning, budgetary management and securing best value</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview process</li> <li>• References</li> </ul>
<b>Working with Others</b>	<ul style="list-style-type: none"> <li>• A fluent and effective communicator</li> <li>• Ability to establish professional working relationships with all members of the School community</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership of professional development of staff</li> <li>• Experience of working with governors</li> <li>• Experience of working to build relationships in the wider community</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview process</li> <li>• References</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Enthusiasm, drive and a love for the job</li> <li>• A good sense of humour</li> <li>• Ability to work under pressure</li> <li>• Ability to organise, plan and prioritise time effectively</li> <li>• Ability to act decisively</li> <li>• Responsible, accountable, capable of responding constructively to criticism</li> <li>• Flexibility, adaptability and creativity</li> <li>• Competent in the use of ICT</li> </ul>		<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview process</li> <li>• References</li> </ul>