



DR CHALLONER'S GRAMMAR SCHOOL

Community Engagement Manager Information Pack

Challenge with reward



DR CHALLONER'S GRAMMAR SCHOOL

Community Engagement Manager To start as soon as possible

Full Time Equivalent Salary	Range: 5- 6 : £27,800-£34,010 (starting salary commensurate with experience) plus generous pension scheme.
Contract	Permanent
Hours per week	37.5 hours
Working weeks per year	52 weeks
Holiday Entitlement	23/25 days plus 8 bank holidays (entitlement dependent on salary range).

We are seeking to recruit a full-time Community Engagement Manager at this 11-18 grammar school for boys with a co-educational Sixth form. This exciting role will provide a unique opportunity to support our school in providing the very best for our students.

The role will cover a diverse range of activities which will support our Regular Giving Programme. The post will focus on increasing alumni engagement through Careers networking and events, and will provide an exciting opportunity to help shape and deliver a digital engagement strategy for the whole school community. Overall the purpose of the post is to increase value to the school community, alumni and supporters through digital and print communications, events and networking opportunities.

It is an incredibly exciting time to be joining Dr Challoner's Grammar School, with our recent designation as one of only 87 national Teaching School Hubs providing an opportunity for the successful candidate to contribute to the whole educational landscape across Buckinghamshire. The successful candidate will also be involved in the planning and delivery of events to celebrate the schools 400th anniversary in 2024. To discuss the position further please contact Clare Atkinson (Development Director) on cat@challoners.org.

This post is being advertised as a full time role (with some flexibility to work from home during school holidays) but we will be willing to consider applications from candidates who may require a slightly reduced number of working hours/weeks per year to further fit in with their personal life.

Closing date: Thursday 23 September, noon.

To apply for the post, please email a completed application form to Alii McAloon (HR Manager and Head's PA).

Email: employment@challoners.org

We are interested to hear from candidates as soon as possible and earlier applications are welcomed.

Shortlisted candidates may be interviewed before the closing date.

At Dr Challoner's Grammar School we ensure breadth of opportunities for all and actively promote open and outward facing attitudes to diversity and inclusion. As such, we actively encourage suitably qualified people from all backgrounds to apply for roles at our school. If there are any issues which you feel could be barriers to your application, as part of this process, please let us know

Dr Challoner's Grammar School is committed to safeguarding and successful candidates will be required to complete an enhanced DBS check.

A warm welcome...

From Mr David Atkinson, Headmaster Dr Challoner's Grammar School



Dear Applicant,

I hope that the information which follows will help inform your decision about whether to make a formal application for this post. Like most job applicants you will want to find out a bit more about us. These days there is a wealth of data about schools which you may wish to look at. Proud though we are of that data, such research never tells the whole story and you will only be sure that you want to work here when you get 'that feeling' within the first few minutes of walking through the door.

When you do your research you'll find that our Ofsted inspection, carried out in November 2019, graded the school as outstanding in every respect. We believe that this judgement is a reflection of the fact that Challoner's is genuinely a special place. The report echoed what many visitors tell me – that the school has a distinctive ethos and culture of teamwork, loyalty and aspiration, with the well being of staff and students at the heart of what we do. Our students are intensely proud of coming to school here, and our staff feel similarly about their place of work. The relationship between staff and students is a very special one, and we see ourselves as running the school with the students rather than for them.

Our motto - Excellence with Integrity - demonstrates the purpose behind this ethos. We also highlight three key values which we believe can underpin the effective education of all our students. These are Aspiration, Kindness and Resilience. Our staff demonstrate these characteristics in their own ways, and inculcate the same attitudes in our students. This is not an attempt to produce a 'standard Challoner' student, but a means of encouraging our young people to find their own ways of demonstrating those crucial characteristics to help them flourish in the future.

Despite its formidable academic record, Challoner's is not an examination hothouse – it's a place of genuine creativity, fun and comradeship. In staff we appoint, we look for that much undervalued quality of humanity, along with an acceptance that young people will always make a few mistakes – and that it's our job to ensure that they learn from them. Two of the most immediately noticeable qualities of the people who work here are their humour and their sense of proportion. Even on the dullest of days, laughter pervades the school and reflects a genuine warmth and professional respect amongst colleagues. Sharing a laugh and a joke with the students is the norm and serves to brighten our daily work no end. One of the reasons our teachers are prepared to give up so much of their time to run educational visits (we do more than any school I know) and other co-curricular activities is that spending time with our students is so rewarding and enjoyable.

Over the years, schools have been subjected to a daily influx of policy changes and 'guidance' from government, much of it well-intentioned but unhelpful. I see it as an important part of my job to insulate staff from 'initiative overload' as much as possible so that they can direct their talents and energy into the things which we think are really important – ensuring that our students develop into confident learners who are at ease with themselves and others and willing to take responsible risks in their learning. We don't believe that just getting good GCSE and A Levels necessarily makes our students into good learners. Therefore we put a lot of thought and effort into how to make their time at school into a really worthwhile apprenticeship in the arts and crafts of learning which will stand the test of time, equipping them to make a success of whatever they choose to pursue in later life. Our Learning and Teaching framework has been carefully developed over the years to promote valuable. You'll find a lot more information about the school on our website www.challoners.com (which we hope encapsulates that intangible 'feel' of the school) and about the Astra Teaching School Hub and SCITT at www.astrahub.org. If you would like further clarification or just an informal chat with someone, please feel free to contact us by phone or email. I enclose some information about your subject at Challoner's along with some general information about the school, a Role Profile and a Person Specification. When I read your application, I will be trying to assess whether you would be a 'good fit' for our school, so I hope that some of the things I have said will be useful to you in writing your supporting statement.

I do hope that you will decide to make an application to join us and that we will have the chance to meet.

With best wishes,

Mr D Atkinson,
Headmaster

Challoner's is the Teaching School Hub for Buckinghamshire, a function we fulfill through the Astra Teaching School Hub. As a result we offer a wide and diverse range of professional development opportunities for staff, including the opportunity to gain designation as an Astra/Buckinghamshire Leader of Education, where eligible. Astra is also a School Centred Initial Teacher Training provider (SCITT) ensuring Challoner's is at the cutting edge of curricular and pedagogical developments in education. Having been rated 'outstanding' by Ofsted in all categories for ITE in 2018, and now leading the delivery of the ECF and NPQ programmes across the county colleagues at Challoner's are able to contribute to, and benefit from, our leadership of high quality teacher training and CPD across over 200 schools in the local area.



'The facilities are outstanding in many respects. The forward-thinking management and leadership ensure learner-led environments are possible'.

Why work for Dr Challoner's Grammar School?



Dr Challoner's Grammar School is based in Amersham. The school benefits from outstanding modern facilities including spacious, light classrooms, all of which are fully equipped with a whiteboard and digital projector. The school also enjoys recently modernised sports, music and arts facilities.

Staff often remark that DCGS is a great place to work. Staff retention is very high which we think reflects the supportive and friendly environment in which we work. Students are hard working, capable and diligent. New staff to the school often remark that they enjoy working in an environment where students want to learn. The Ofsted inspection from November 2019 noted that the school has a culture of teamwork, loyalty and aspiration, and that staff feel exceptionally well supported.

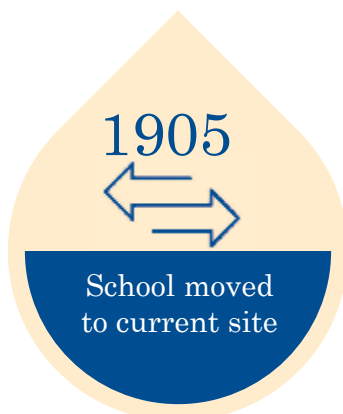
Working at Dr Challoner's is busy and very rewarding. The School has high expectations of its staff, so looks to offer a positive range of benefits in addition to the ones already mentioned.

- Engaging, able and well-motivated students
- An innovative approach to learning
- Outstanding facilities in every subject
- The school offers a friendly working environment with supportive and caring colleagues.
- Access to an Employee Assistance Programme including financial and legal advice, counselling and health programmes
- Preferential admission for qualified children of staff (some restrictions apply)
- Access to onsite cardio fitness and weights room
- Free onsite parking
- Access to regular staff social events
- Generous pay based on the London Fringe Allowance
- Dr Challoner's offers access to join the Local Government Pension Scheme ("LGPS"). The LGPS is a Career Average Related Earnings ("CARE") Defined Benefit Pension Scheme. Full details of the superb benefits conferred by membership of this scheme can be seen by following the hyperlinks.
- The School operates a successful and well recognised professional development scheme, which all colleagues have access to and are encouraged to make use of.
- There is an extensive induction programme for all staff joining the school, with components tailored to individual requirements, such as for those new to the teaching profession.

Dr Challoner's Grammar School at a glance



2020 and 2021 qualifications were awarded through the provision of a centre assessed grade, because of the cancellation of public examinations. As such those results are not comparable with previous years' outcomes, and are not published here.



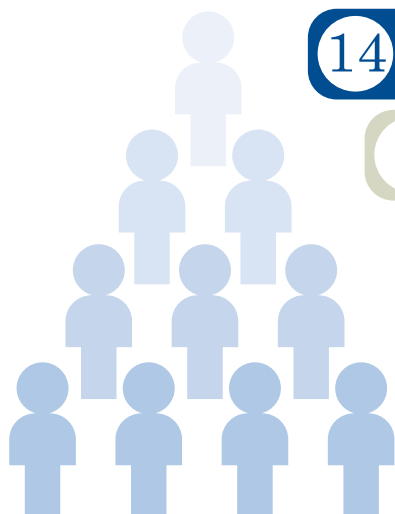
1351 Staff Years of experience of working at DCGS

Current staff have worked over 10 years 62

31 Staff promoted internally in past 2 years

Staff development 2020/21:

96 CPD requests approved 2020/21



14 staff on the Leadership Development Programme

7 Leadership shadowing programmes

5 Early Career Development programme

4 NQT programme

2 on Pilot CCT NQT Coaching programme

Dr Challoner's Grammar School at a glance



Due to school closures in 2020 and 2021 and on going guidance on educational visits, the data reflects both current and previous years figures.

2 week October
half-term

International residential trips

Marseille, Murcia, Bruges, Ardeche,
Berlin, Bensheim, Sicily, Krakow, Iceland,
Washington, Geneva, Namibia, Portugal,
Holland, Paris, Austria, Barbados,
Normandy.



55 Staff went on
residential trips
(inc Support
Staff) in 2019



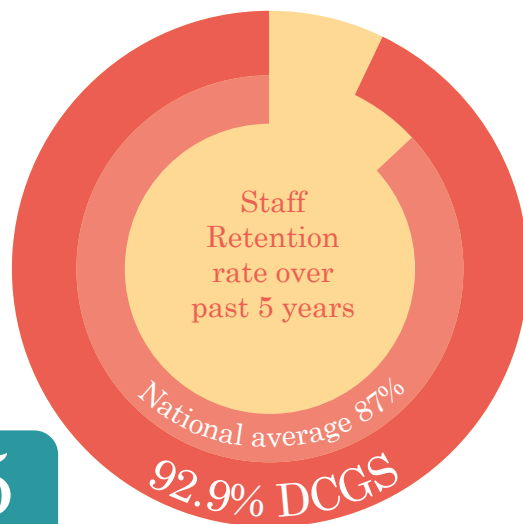
1 staff member wedding reception at school
1 played nationally for their country
123 Strawberries eaten at Staff Wimbledon

Mental
Health
awards
(One of 15
nationally
to do so)

4

Average Number of
extracurricular Clubs
and Societies per Term

85

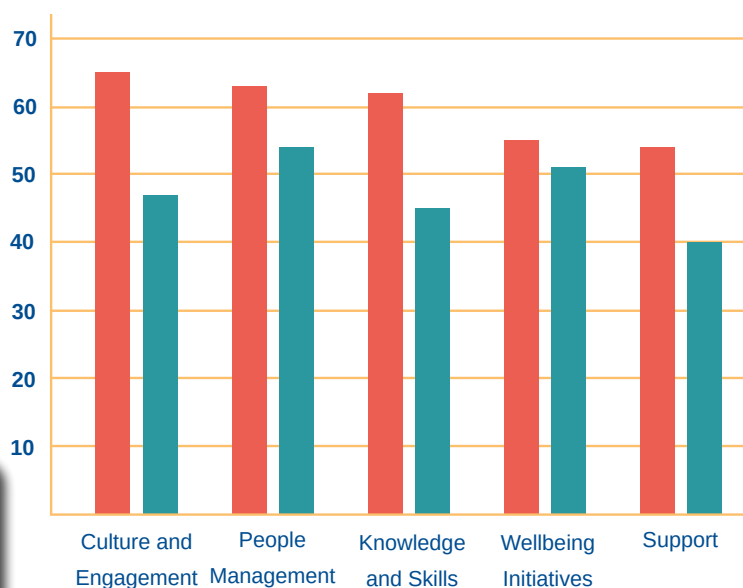


Staff Survey Results

What % staff rate positively

■ DCGS

■ Sector Average



Staff Football End of Term Gatherings Christmas Party Secret Friend

Staff Yoga Time to Talk Day Mental Health Day Staff Badminton

"How's it going?"

Staff Society

Secret Santa

Leavers Dinner

French Film Society

Staff gathering

Staff Wimbledon

Staff Tennis

Pub trips

Staff Cake Rota Staff Tea and Coffee



Staff walked 5302.47 miles in 3 weeks
(twice round the earth's circumference)!



Role Profile



Job Title

Community Engagement Manager

Job purpose

To implement an effective community cultivation strategy with particular focus on the Annual Fund and Alumni Relations.

Objectives

- To implement an effective community cultivation strategy, through communications (digital and print), events and networking, to maximise awareness and engagement of all community stakeholders with a particular focus on alumni and supporters of the school.
- To effectively manage school digital content and information to maximise the impact of the community cultivation strategy.
- To manage the regular giving programme (Annual Fund) for the school.

Line management

Development Director

Principal Responsibility Areas

- | | |
|---|---|
| A | Increasing Community Awareness and Engagement |
| B | Stewardship of Information and Assets |
| C | Regular Giving Programme |
| D | Increasing Alumni Engagement |
| E | Other Duties |

Key Tasks

A: Increasing Community Awareness and Engagement

- To shape and deliver an agreed digital engagement strategy for the school community that increases engagement with the school and provides value to alumni and supporters.
- To work with colleagues to identify and collate appropriate school material that could promote effective engagement with the community.
- With the aims of maximising audience awareness and engagement, determine the most appropriate media for specific content distribution for each audience within our community.
- For each audience, design and create the overarching messaging that increases that specific audience's awareness and engagement levels with school content, having specific regard to the most appropriate media delivery channel to use (digital and print).
- To organise and promote the School's alumni social media groups – currently LinkedIn, Graduway and Facebook.
- To have ownership of the school's @ChallonersGS twitter feed.
- To attend and document particular School events and lectures through social media and photography.
- To coordinate a regular programme of relevant communications and events with alumni.
- To produce the content for the Challoner's Reconnected newsletter and other mailings as required.



Role Profile continued



B: Stewardship of Information and Assets

- To create constituent records in Raiser's Edge from information captured as part of the school's onboarding process.
- To promote student records to separate but linked alumni records in the alumni database when students leave the school.
- To encourage students to engage with the school as alumni when they leave by gaining their consent for the school to hold their details.
- To encourage alumni to sign up to and utilise the school's Graduway platform, and to ensure that details are transferred to the Raiser's Edge database.
- To update the database with new information regarding parents, students and alumni.
- To manage and curate the School's digital media assets, ensuring these are both accessible and organised.
- To manage and curate the School's non-digital archival assets (e.g. photos, magazines, printed matter etc), ensuring these are both accessible and organised.
- Operating processes that ensure consistency of information of parents (particularly contact information) between the Development Databases and the school's MIS.
- Manage the parental database to ensure the effective running of the annual fund, including segmenting constituents into subsets to aid in most appropriate communications.

C: Regular Giving Programme (Annual Fund)

- Maintain the operations of the school's annual fund programme for parents.
- To maintain and develop strong relationships with current donors and supporters; to research potential new supporters for the school.
- To identify relationships that have potential to result in major donations and highlight these to the Development Director.

D: Increasing Alumni Engagement through Careers Networking and Events

- Initiating, maintaining and developing links with alumni, through their lifetime. Having a particular focus on engaging with younger alumni to develop their interactions with the school over time.
- To develop and maintain a Careers Mentoring Programme utilising alumni to mentor current students.
- To organise marketing and communications to increase the visibility of the Career Mentoring programme amongst the student and alumni community, in order to expand the quantity and quality of mentoring partnerships.
- To play a coordinating role in the stewardship of alumni mentors to ensure that their experience is positive and their participation is embedded across broader alumni engagement activity.
- To organise and coordinate a broad range of training/networking/social sessions for mentors and their mentees to learn more about the programme and begin and support their interaction.
- To assist the Curriculum Support Team in organisation of the Careers Fair by acting as the key link with the school's Alumni.
- To organise Reunions as appropriate, including those for Year 14, and those who have left 5, 10 and 25 years ago.
- To organise and run a series of networking events for students and alumni.
- Coordinate the sending of birthday cards to alumni as they celebrate milestone birthdays (eg 21th, 40th, 50th).
- Coordinate the sending of Christmas card to alumni.



Role Profile continued



E: Other Duties

- To make new links with the local business community and encourage support of the school's careers programme and other sponsorship and advertising programmes.
- To identify other potential income sources for the school from outside the parent and alumni body.
- To prepare grant applications in support of appropriate school projects from both statutory and non-statutory sources as appropriate.
- To provide classroom management in the absence of a teacher on an occasional basis.
- To undertake professional development activities to assist in classroom management.
- To assist occasionally in the invigilation of examinations at peak times.
- To accompany students as an additional adult on educational visits on an occasional basis.
- To provide cover for other colleagues in the support staff team when required.
- To undertake any other reasonable task required by the Headmaster or line manager.
- To comply with policies and procedures relating to child protection, health, safety, welfare, security, confidentiality and data protections, reporting any concerns to the appropriate person.



Person Specification



ESSENTIAL

DESIRABLE

Qualifications

Educated to 'A' level standard.

Degree or equivalent qualification relevant to the role

Other Qualifications relevant to the role

Previous Work Experience

Experience of communications or marketing

Experience of managing events

Project management impacting multiple Stakeholders

Professional Skills & Experience

Competent and confident in the use of IT, including Google and MS Office.

Excellent written and oral communication skills.

Ability to complete work accurately, clearly and concisely.

Able to communicate clearly through a variety of media to audiences with differing levels of understanding.

Able to draft proposals that can be turned into operational success.

Creative in finding solutions

Graphic Design Experience.

Experience in the effective use of data and data management (including effective use of databases)

Driving cost reduction / management

An interest in and commitment to education

People Management Skills

Good communicator through a variety of media with well-developed interpersonal skills

The ability to motivate external stakeholders to support the organisation.

Ability to know when and how to tackle tasks on their own and when to seek help.

Contributing to a supportive and positive workplace culture

Ability to inspire confidence in others.

Other Personal Qualities

Appropriate motivation for working in a school (one which values young people and shows concern for their personal safety & well-being).
Committed to continuing personal professional development

A demonstrable understanding of the ethos of and issues facing grammar schools

Expectation that all tasks are carried out professionally and competently

Good verbal and written communication skills

Diplomatic and patient approach.

Initiative and ability to prioritise one's own work and meet deadlines.

Ability and willingness to adopt a "hands on" approach to working.

A willingness to seek specialist advice and an awareness of where to seek it.

Recognising the need to "get the job done".

Sense of humour.

Making an application



The purpose of the selection process is to assess your suitability for the post and give both the panel and yourself an opportunity to gain further information before making a successful appointment. It is also an opportunity to seek clarification on information which you have provided on the application form and accompanying information. The interview will also assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.

How to apply

To apply for this position, you will need to complete an application form, which can be downloaded by following this link.

Completed applications should be sent to employment@challoners.org

Please note that only fully completed application forms will be considered.

CVs will not be included in the short-listing process

Short-listing

Applications will be assessed based on the information provided on the application form; only those best fulfilling the criteria for the role and the person specification will be short-listed.

Subject to the number of applications, short-listing may take place before the deadline for applications has passed.

If you have not heard from us within three weeks of the closing date, you can assume that your application is not being progressed on this occasion.

Interview

A first round of interviews may be conducted remotely.

During the second round of interviews candidates will also be given a tour of the school, and there will be a chance to meet members of the team informally over lunch or coffee.

Selected candidates will then be formally interviewed by the Head and other members of the school management team.

The interview will also include an administration task for support staff.

Please note that the school adheres to all social-distancing guidelines in schools.

(Support Staff) Administration Task

The interview process for support staff will include a skills test which is relevant to the role in which you are interviewing for. These will be completed using Google docs and Google sheets, which are very similar to Microsoft Word and Excel.

As part of our safer recruitment process please find a link to our Child Protection Policy, Safeguarding Statement and recruitment of ex-offenders policy.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore that the amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure and cannot be taken into account. Further information about filtering offences can be found at DBS filtering guide. It is an offence for any applicant to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

Excellence with integrity

At DCGS...

**We are determined to give our best to everything we do
We are prepared for the opportunities and challenges of today and the future
We serve the wider community**

At DCGS We Value...

Aspiration



Kindness



Resilience



In All Our Actions And Intentions

At DCGS everyone learns through...

Teaching that is rigorous, engaging and high quality

Developing leadership at all levels

Maintaining a culture of high expectations

Showing a concern for everyone's wellbeing

Providing a first class learning environment

Ensuring a breadth of opportunities for all

Promoting an open and outward facing attitude

Engaging with the global potential of technology

Exploring innovative and sustainable approaches

Dr Challoner's Grammar School, Chesham Road, Amersham, Buckinghamshire, HP6 5HA

Headmaster: Mr D Atkinson Email: admin@challoners.com
General Enquiries: 01494 787500 Web: www.challoners.com