



# Deputy Headteacher Vacancy

Leadership Group Spine Points 22 - 26

Application deadline 7th July 2022 | Start date 1st January 2023



That person is

*like a tree*

planted by streams of water, which

*yields its fruit*

in season and whose leaf  
does not wither

*whatever they do*

*prosper.*

Psalms 1:3



# A LETTER FROM THE HEADMASTER

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Dear Colleague,

Thank you for expressing an interest in applying for the position of **Deputy Headteacher**. This vacancy will provide the successful candidate with the opportunity to work in an **Outstanding** 11-18 Church of England high school (SIAMS 2016-17).

As the sole deputy, the successful applicant will have a wonderful opportunity to shape the strategic direction of a highly respected school in addition to securing operational experience of all aspects of school leadership. The position will be of particular interest to those with the ambition and drive to aim for a future position of headship in a church school.

This is an exciting time in the development of St Christopher's. We anticipate considerable interest in this senior role, and we look forward to making a strong appointment. An early application is encouraged.

The successful candidate will join a joyful, flourishing and thriving community. The staff are hard-working, reflective, and collegiate in approach. Our pupils are a delight and parents are supportive and appreciative. We are heavily oversubscribed in Year 7 and the Sixth Form, although we take nothing for granted. This year, for example, well over 800 pupils applied for one of our 195 places. St Christopher's is a rewarding place to work and to develop professionally. The school engenders real loyalty from all who are associated with it.

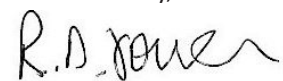
The successful candidate will be supported by a strong, dedicated senior leadership team and a talented staff. The school also benefits from an active and informed governing body (trustees) who have the needs of the pupils as their top priority.

The application form should be completed electronically and emailed to **head@st-christophers.org**, marked for the attention of Mrs Walsh, my PA. It should be accompanied with a supporting letter of not more than three sides of A4 paper, in 11-point font, explaining your suitability for the post, including reference to your skills, experience and a flavour of your vision for St Christopher's. The closing date for applications is **Thursday 7th July (midday)** and interviews are planned for the **12th and 13th July**.

If you would like to find out more about the school or position, or to organise a visit, I encourage you to email my PA at the above address.

I took up my present position at St Christopher's in September 2013 and know all too well the time and commitment required to go through the application process for a new post. If, having considered the supporting documents you feel you have the necessary qualities we require, I would be delighted to receive your application.

Yours sincerely,



**Canon R D Jones**  
Headmaster



*"The clear Christian vision of the senior management team (SMT), ably led by the headteacher and well supported by governors and the director of spirituality, ensures that the academy is a caring and inclusive community in which learners flourish as 'children of God'."*

# ABOUT ST CHRISTOPHER'S

## Introduction

St Christopher's is a highly successful and popular 11-18 co-educational Church of England academy with 1,300 pupils and students on roll. We are situated in the Lancashire town of Accrington close to the Ribble Valley. Good motorway links mean that Preston, Burnley, Blackburn, Manchester, and North Yorkshire are all within a 30-40 minute car journey. The school is situated in a pleasant setting with views towards Pendle Hill.

Our pupils come from a wide catchment area. Pupils join us in Year 7 from over fifty primary schools, and the sixth form receives students from around thirty secondary schools. We enjoy an enviable reputation, built-up over many years, for providing high quality education for a comprehensive intake of pupils. Our reputation means that we are a popular school, and always over-subscribed. However, we do not allow ourselves to become complacent, always striving for higher standards in all areas. This year, for example, well over 800 applications were received for the 195 on offer. Ten per cent of our pupils are eligible for the Pupil Premium and 3% are from minority ethnic groups.

Our teaching comprises of 80 teachers and 12 teaching assistants. The core Senior Leadership Team is substantively the headmaster, one Deputy Headteacher, two Senior Assistant Headteachers, two Assistant Headteachers, and the school Business Manager.

The school's commitment to learning extends to staff as well as pupils; there is a well-developed support structure for early career teachers and other new members of staff, and a strong culture of ongoing professional development among our teaching and support staff. We are continually looking to develop and further improve the quality of teaching and teachers are encouraged to think deeply about how pupils learn. Whilst we appreciate the contribution that technology can play in assisting learning, we remain committed to the idea that it is the teacher who makes the difference.

## Academic results

Our pupils achieve very well, and all move on to high quality destinations. This year over 80% Year 11 pupils gained 5+ GCSE passes at grades 9-4, including English and mathematics. Our Sixth Form, which opened in 2010 and now has over 300 students studying A-level, achieved impressive results, with 87% of students gaining A\*-C. Attainment and progress are at record levels.

The school has grown significantly in recent years, but this period of change has been managed without compromising the high standards of pastoral care and academic achievement for which we are well known.

## Curriculum

We offer a genuinely broad and balanced curriculum to all year groups rooted in a strong and coherently expressed sense of educational purpose and intent. Pupils acquire the skills, concepts, knowledge, and skills necessary to prepare them to take place their place as active and successful citizens of the 21st century.

At Key Stage 3, subjects are taught according to the National Curriculum guidelines and a wide range of proven learning styles are used to ensure that all pupils are engaged and able to progress. Teachers use their expertise to identify the key knowledge that pupils need, and this helps pupils to strengthen their knowledge and deepen their understanding.

In Years 10 and 11, all pupils follow a core curriculum of English, mathematics, science, RE, PSHE and RE. In addition, pupils select courses from a wide range of GCSE options. Pupils are encouraged to study the EBacc suite of qualifications, with the most able following separate science courses.



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Nearly thirty A-level courses are offered in the Sixth Form. Most students continue to study four subjects for most of the Lower Sixth and continue with three of these in the Upper Sixth. All sixth formers participate in our extensive enrichment programme. A wide range of options are available including pre-professional work experience, sports academies, archery, and dance. Most students progress to university with many making successful applications to Russell Group universities including Oxford and Cambridge.

The curriculum is based around five sixty-minute periods per day, organised as a two-week 48 lesson timetable.

### Extra-curricular activities

Pupils are encouraged to participate in a wide range of extra-curricular activities including the largest school-based Duke of Edinburgh Award Scheme in Lancashire, an award winning eco group, and a vibrant music department which enjoys a national reputation. Opportunities for foreign travel are numerous, including, in recent years, visits to India, Iceland, USA, Paris, Rome and Barcelona.

All staff are encouraged to participate to the extra-curricular life of the school and contribute in any way they can.

### Pastoral care

The Heads of Year and Form Teachers (Personal Tutors in the Sixth Form) have responsibility for the welfare, academic progress, and discipline of the pupils in their care. Time is set aside each day to enable form teachers to get to know each pupil as an individual.

Pupils are offered many opportunities to accept positions of responsibility in addition to the senior roles of prefect, Head Boy, and Head Girl. Pupil Voice is active and encouraged and most notable through the work of an active School Council.

### Spiritual care and worship

St Christopher's opened in 1958 to educate the children of Church going families of east Lancashire. Admission to the main school is primarily based on parental patterns of worship at churches recognised by Churches Together or the Evangelical Alliance.

The school motto of 'Ad Gloriam Dei' informs all that we do. We try to establish caring attitudes and lasting values through worship and work done in the classroom, as well as, on a more practical level, supporting charitable appeals.

Each school day begins with an act of worship within the Anglican tradition. A Chaplaincy Team supports our worship and pastoral work, each year group having its own chaplain.

At the last SIAMS inspection (2016) the school was judged **Outstanding in all areas**.

### Ofsted

The school was inspected by Ofsted in December 2016 and was judged to be Good with several Outstanding areas. Inspectors reached some telling judgements.

- **'Leaders have created an ambitious culture. Pupils are expected to become the best they can be, both academically and socially.'**
- **'Pupils' attendance is excellent.'**
- **'The work the school does to keep pupils safe is exemplary.'**
- **'The behaviour of pupils is outstanding.'**
- **'Tolerance and respect are strongly evident throughout the harmonious school community and the warm and inclusive ethos permeates every aspect of the school's work.'**
- **'Pupils are proud of their school. Pupils of all abilities demonstrate resilience and enthusiasm in lessons.'**
- **'Attainment is at record levels.'**

These judgements were confirmed in our Section 8 report which was published in May 2022.

We all work hard to ensure that every child at St Christopher's is known, supported and challenged. In the words of one of our former students ...

***"I am still not sure what I want to be but after studying at St Christopher's I know who I want to be."***

***"St Christopher's Christian virtues give all pupils a caring, structured environment in which we flourish into capable and successful young adults. Our school ethos establishes a compassionate atmosphere that guides us to become positive, appreciative members of the St. Christopher's family."***



# School Improvement Plan Priorities: 2021-22

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## 1. Knowing what it is to be fully alive

### a) Pupil wellbeing

Support pupils who have been adversely impacted by COVID-19 by providing strong levels of wellbeing support in a manner which is highly appropriate and fully utilises the skills of the school's wellbeing team. All operational changes to be considered with the wellbeing of pupils and students in mind.

### b) Re-establishing and maintaining standards

To successfully reacclimatise pupils to the systems, structures and standards of school life and in so doing promote high expectations of behaviour, conduct and attitude to learning. This priority will reflect well on the school's deeply Christian purpose and vision.

### c) Staff wellbeing

All operational changes to be considered with staff wellbeing in mind. We are aware that this year will place added burdens on staff and changes to the running of the school should consider and show an understanding of the likely consequences for all staff (teaching and support).

### d) Teacher Professional Development

Ensure that all teachers (including ECTs) have sufficient specialist subject knowledge and an understanding of current thinking around metacognition and learning in order to provide a subject curriculum which contributes well to the overall quality of education and is evident in Schemes of Learning.

### e) Development of Middle Leaders

Further support and develop middle leaders, ensuring that all are highly effective in delivering an outstanding quality of education (purpose, provision and performance). Subject leaders will be able to speak confidently and with authority about the curriculum. They will ensure that the subject knowledge of staff and subject based pedagogy will build and improve over time.

## 2. Learning how to live well together

### a) Pupil development and character

To promote pupil development through a wider and better coordinated offer of extra-curricular opportunities which develop and stretch pupils' talents and interests. This offer will be planned, wide, rich and include good rates of participation from disadvantaged pupils.

### b) Promoting diversity and combating discrimination

School displays, promotional material and subject resources, examples and tasks better reflect the diverse nature of British society. No forms of discrimination will be tolerated and work to combat discrimination will include examples of courageous advocacy.

### c) Effectiveness of worship

Ensure that all worship provision (including form and year groups) is inclusive, invitational, inspiring and supports the school's Purpose and vision and national initiative of 'Growing Faith', including the ambition of launching a new worshipping community on the school site.

### d) Sixth form Christian distinctiveness

Revisit the distinctively Christian and inclusive nature of the sixth form, including the extension of opportunities for general RE through the tutor programme and other initiatives.

### e) Multi Academy Trust Membership

To formulate and agree the strategic direction of the school as it considers the merits of joining a strong church led MAT in order to support greater financial stability, quality of governance and the promotion of educational standards.

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### 3. Securing wisdom and understanding

#### a) Closing gaps

To accurately identify gaps in learning and to make timely and targeted interventions to address these gaps, making best use of the additional funding available. Particular attention to be paid to our most vulnerable pupils in all year groups, including CLA, SEND and PP and intervention informed by best practise.

#### b) Curriculum Provision: Schemes of Learning

To ensure that Schemes of Learning are operational across all key stages. These will fully articulate a subject's statement of Purpose, complement the school's Purpose, inform teaching and accurately reflect the day-to-day delivery of lessons. Progress against this priority will ensure that the curriculum is embedded consistently and securely.

#### c) Outstanding academic progress

Promote more pronounced rates of progress (GCSE and A-level) in a small number of department in order to ensure that all subjects are adding value. Progress in this area will reflect well on the quality of the curriculum.

#### d) Outstanding pupil progress

Work to ensure that the progress of all pupils is significant and sustained, particularly the progress of disadvantaged pupils and students (SEND, PP, CLA). Progress in this area will reflect well on the quality of the curriculum.

#### e) More rapid progress towards EBacc participation and completion

Promote the merits of EBacc participation and completion and instigate curriculum changes in order to further increase the proportion of pupils choosing to study a modern foreign language. This priority will reflect the strong academic core of the taught curriculum.

#### f) Further promotion of reading and numeracy

Explicit promotion and encouragement of age appropriate reading across all subjects and checks and measures to ensure that pupils are able to apply mathematical knowledge, concepts and procedures.

*"St Christopher's offers a friendly and supportive environment, where teachers strive to support each individual pupil to fulfil their potential. The varied curriculum and rich opportunities provided ensure that pupils flourish both socially and academically."*

# JOB DESCRIPTION

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<b>Post Title:</b>	Deputy Headteacher
<b>Salary Scale:</b>	Leadership Group Spine Points 22 - 26 (£70,745 - £78,025)
<b>Contract:</b>	Permanent, full-time
<b>Responsible to:</b>	Headmaster

## Main purpose of the role

To deputise for the headmaster as and when required, contribute to the implementation of the school vision and the strategic plan to ensure continuous improvement across all areas of the academy, to contribute to the leadership and development across all aspects of the academy, to monitor, support, and hold to account staff in their day-to-day working and forward planning, to work closely and collaboratively with other members of the leadership team, and reinforce the deeply Christian identity of the school as it seeks to serve the common good.

## Main areas of responsibility

### Quality of education - pupil progress

**To ensure that the progress of all pupils is monitored carefully, and that underachievement is identified early and successfully addressed.**

- Develop further the existing arrangements for the monitoring of pupil progress and achievement
- Lead the analysis and application of data
- Lead the initiation and evaluation of targeted intervention
- Work closely with heads of department to develop strategies to promote pupil progress
- Ensure that the principles of formative assessment are understood by all staff and applied in a way which maximises progress
- Organise pupils into appropriate ability sets and review this arrangement appropriately
- Promote pupil behaviour which is likely to result in further improvements in achievement

### Quality of education - curriculum design and provision

**To ensure the continued development of an appropriate and viable curriculum which meets the needs of all pupils and students.**

- Develop a balanced and appropriate curriculum which implements the school's sense of purpose and intent, and meets all statutory requirements
- Produce a workable timetable for all year groups and teachers which optimises the use of staff expertise and classroom space
- Devise a timetable which offers value for money
- Monitor, evaluate and report on the financial impact of the curriculum
- Provide students with the necessary information, advice, and guidance to prepare for their subject choices at 14
- Decide and publish post-14 course criteria and organise the programme of pupil subject selection
- Ensure that heads of department play an increasing role in the practical development of the timetable



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## Other specific areas

Some of which may be negotiable depending on the specific skills of the successful candidate.

- Line manage three core subject areas, and admin support staff
- Act as the school's Educational Visits Coordinator
- Oversight of arrangements for public and school examinations
- Lead assemblies/worship
- Teach as appropriate

## Other general areas

- Collaborate as a member of the Senior Leadership Team in order to realise the shared vision of our Church school, the implementation of the Code of Conduct and school policies.
- Be a visible presence around the school, promoting positive behaviour and ensure the smooth day-to-day running of the school.
- Ensure that all areas of responsibility prepare appropriately for external inspections and scrutiny.
- Instil an ethos of high expectations for pupil behaviour, attendance, by expertly managing pupil behaviour and modelling for other staff what is expected.
- Demonstrate a passion for education by reading widely, thinking deeply, engaging in research, and taking responsibility for professional development.
- Maintain professional confidentiality inside and outside the school.

## Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

## Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must cooperate with us to apply the school's health and safety policy.

## Safeguarding Commitment

We are committed to protecting and promoting the welfare and children and young people. All successful applicants will be subject to an enhanced DBS disclosure.

*This job description will be reviewed regularly and may be changed, in consultation with the post-holder, to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade in line with the school's changing needs.*

*The appointment is subject to the current conditions of employment of deputy headteachers contained in the School Teachers' Pay and Conditions document, other current educational and employment legislation, relevant teacher and headteacher standards.*

*"The teachers are really supportive and help you with anything you need."*

# PERSON SPECIFICATION

The applicant will be required to safeguard and promote the welfare of children and young people and be faithful to the Trust Deed.

**Criteria:** E = Essential D = Desirable

**Measured by:** A = Application I = Interview R = Reference

## A. QUALIFICATIONS, EXPERIENCE AND PROFESSIONAL DEVELOPMENT

Requirements	Criteria	Measured by
Qualified Teacher Status	E	A
A good honours degree	E	A
Evidence of recent CPD relevant to the post	E	A
Successful completion of NPQSL or other relevant leadership training	D	A
Organising and leading the professional development of staff	D	A I R
Significant, successful leadership and management experience on a leadership team or as head of a large faculty	E	A I R
A track record of outstanding teaching and learning	E	A I R
A track record of raising levels of pupil attainment and rates of progress	E	A I R
Curriculum design and management	E	A I
Monitoring and evaluating the effectiveness of teaching and learning	E	A I
Effective allocation of resources	E	A I
Data analysis of student performance	E	A I
Good oral and communication skills, including public speaking	E	A I
Leading school worship to a high standard	D	A I
Teaching in more than one school	D	A

## B. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING OF:

Requirements	Criteria	Measured by
Church schools	E	A I R
Current educational trends and issues, particularly those related to the curriculum	E	A I R
The principles and practice of effective teaching and learning	E	A I R
Principles, strategies and practice of school improvement and self-evaluation	E	A I R
The relationship between self-evaluation, performance management and continuing professional development	E	A I R
The importance of working in partnership, offering and accepting appropriate support from others, including colleagues, governors and those in other schools	E	A I R
Commitment to the implementation of the safeguarding and equal opportunities agenda	E	A I R

## C. PERSONAL SKILLS AND ATTRIBUTES

Requirements	Criteria	Measured by
Contribute to the development of the Christian life of our school community	E	A I R
Practising and committed Christian	D	A I R
The ability to lead by example	E	A I R
Inspire, challenge and motivate teams and individuals	E	A I R
Build and maintain strong relationships with staff, pupils and parents	E	A I R
Demonstrate personal and professional integrity	E	A I R
Demonstrate a capacity for sustained hard work with energy and vigour	E	A I R
Demonstrate resilience and optimism	E	A I R
Demonstrate impact and presence	E	A I R

### Application Form and Supporting Statement

The application form must be completed in full. The supporting statement should be clear, concise (no more than three sides of font size 11) and related to the specific post in this Church school.

### Confidential references

A reference from your current employer is an essential requirement of the application process.

*"I was a bit nervous on my first day, but afterwards I knew that somebody would always be there for me if I needed help."*





## **St Christopher's CE High School**

Queens Road West, Accrington, Lancashire, BB5 4AY

 **01254 232 992**



**[www.st-christophers.org](http://www.st-christophers.org)**

