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Learning Trust

SAPIENTIA ET STATURA PROFICIMUS

ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

FURTHER PARTICULARS FOR THE POST OF:

DEPUTY HEADTEACHER: BEHAVIOUR AND ATTITUDES

L20-L24 (£67,364 - £74,294)

START DATE: APRIL or SEPTEMBER 2022

TOGETHER WE ACHIEVE OUR · PERSONAL BEST · pb

ILKLEY GRAMMAR SCHOOL
Deputy Headteacher: Behaviour and Attitudes
Salary: L20 – L24 (Actual salary £67,364 - £74,294)

Dear Applicant,

Thank you for enquiring about this key leadership post at Ilkley Grammar School (IGS) – we very much welcome your interest and hope the accompanying information will encourage you to apply.

The post of Deputy Headteacher offers an exceptional opportunity to make a positive difference in our outstanding school, a converter Academy and the founding school of Moorlands Learning Trust (MLT). It has arisen due to the promotion of the current post holder to the role of Headteacher and is required from April or September 2022.

This is an exciting time in the school and Trust's development. Following a £4.7 million capital investment from Bradford Metropolitan District Council (BMDC), our learning environment has been enhanced by an additional three-storey teaching block with 15 new classrooms (all equipped with interactive screens), a dining hall and indoor flexible space. In addition, we have also opened a 12 place Specialist Resource Provision (SRP) for students with autism as part of our commitment to inclusive education and we are working with the Local Authority to cautiously grow over the coming years to meet students' needs across the Wharfe Valley and wider district. Indeed, whilst we have a long history dating back to 1607, we are a modern school with innovation at the heart of our vision as a learning community. We continually advance our curriculum to be responsive to student need and have rolled out iPads to all students to personalise learning and prepare them for life and work in the 21st Century. We also invest in the professional development of our staff to keep ourselves at the cutting edge of educational development.

We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas and pride ourselves on the quality of education we provide to our students. Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where students "attain highly and make excellent progress", where behaviour is "exemplary" and where "teachers go the extra mile to make sure students achieve, feel cared for and thrive within a supportive and productive learning environment" (Ofsted March 2017). Our success was also recognised in The Sunday Times Schools Guide 2022 with Ilkley Grammar School ranked in the top three best state secondary comprehensive schools in the north of England and named overall 7th best state secondary school in the north of the country.

Since achieving our 'Outstanding' Ofsted rating, the school has gone from strength to strength. Our 2021 A-level and GCSE results were outstanding: over 50% of all A-level entries were at A/A* and over 70% at A*-B. At GCSE over 52% of all GCSE entries were achieved at 7+, a 10% rise on the previous year's results and over 23% above the 2021 national rate, with over a third of all entries achieved at the very top grades 9/8 – an increase of 8% from the previous year. As a result, progress of all students is well above average with a score of +.58 in 2019. Although performance tables were not published in 2020 or 2021, we are confident that we would have continued the upward trajectory of improvement we have successfully maintained over a number of years.

As the founding school of Moorlands Learning Trust, we also play our part in the wider development of the Trust, where IGS senior leaders are involved in shaping and driving forward the Trust's strategy and growth, as well as supporting colleagues across the Trust. Over the coming years, MLT is looking to grow the number of its partner schools and IGS will continue to play a key role in supporting this, whilst also driving IGS further forward.

As a comprehensive academy, our overriding aim at IGS is to ensure that our students achieve everything that they are capable of – their 'Personal Best' - from Year 7 through to Sixth Form and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy, and confident learners who achieve in the widest sense of the word, and not just academically.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with colleagues at all levels. We are sensitive about the importance of managing workload, and the school's commitment to evidence-informed practices and 'best bets' enables teachers and leaders to invest time and effort in practices proven to have the most impact on student learning. In addition, all staff have access to an Employee Assistance Programme, and we have an embedded programme of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays in order to accommodate these sessions as well as to facilitate whole school and departmental staff CPD.

Despite our considerable success, we are not complacent and our commitment to Personal Best means that we continue to drive school improvement in order to further raise standards. Consequently, this is a crucial role in our structure and we are looking for a talented leader and teacher who can combine vision, strategy and drive to support our journey to being an exceptional school. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect enthusiasm, dedication, emotionally intelligent leadership, an unwavering commitment to Personal Best and a passion for working with young people to make a positive difference to their lives.

You are warmly invited to visit us ahead of submitting an application to find out more about what we can offer. Should you wish to see the school during the working day, then tours have been arranged for Wednesday 12th January at either 9am or 1.30pm or Friday 14th January at 2pm; should these times be unsuitable, we will do our best to accommodate individual requirements. To arrange a tour, please contact Mrs Gill Cavaliere, Headteacher's PA, via email gill.cavaliere@ilkleygs.co.uk or by telephoning 01943 608424. Given the current public health situation, we will require you to wear a face covering around the school site unless you are exempt.

Thank you again for your interest in Ilkley Grammar School. We look forward to hearing from you.

Carly Purnell
Headteacher

The Post and Recruitment Process

Responsible to the Headteacher, the Deputy Headteacher will play a pivotal role in continuing Ilkley Grammar School's momentum as an outstanding school, shaping its future and enhancing its reputation within and for Moorlands Learning Trust. Given the diversity of the role and the level of whole-school responsibility and accountability, it also provides an exciting opportunity for an exceptional colleague who aspires to headship or system leadership in the future.

We are looking for a leader who has proven and sustained impact in a significant leadership and management position at senior level and who is:

❑ inspirational with the drive, ideas, and vision to help take Ilkley Grammar School and Moorlands Learning Trust to the next level
❑ strategic with a proven track record of delivering sustained whole-school improvement at senior leadership level
❑ an exceptional teacher with proven success at GCSE and A Level
❑ an excellent communicator with outstanding interpersonal, team building and coaching skills
❑ committed to our whole school vision of Personal Best and is determined to make a positive difference
❑ able to support and challenge, hold colleagues to account and deliver excellent outcomes
❑ committed to demonstrating high levels of presence, impact, transparency, integrity and emotional intelligence
❑ an innovative, independent and strategic thinker, with the drive and ability to generate and implement fresh ideas
❑ highly competent in ICT for learning, monitoring and planning
❑ fully conversant with the educational agenda, Ofsted framework and related political climate
❑ proficient in analysing and using a wide range of educational data
❑ not afraid of hard work!

As part of your online application on **Vacancy Filler**, in the Personal Statement section (no more than 2 sides of A4 font size 11) please explain:

> ❑ your ideas and strategies for taking Ilkley Grammar School to the next level
> ❑ the significant impact you have had as a senior leader in an area of whole-school responsibility
> ❑ the leadership skills, qualities and experiences you believe make you an exceptional candidate for the post of Deputy Headteacher: Behaviour and Attitudes at Ilkley Grammar School

Closing date for applications:

Please ensure that your completed application is submitted by **8am on Friday 21st January 2022** This can be accessed through the school's website: https://www.ilkleygrammarschool.com/our-school1/vacancies/

It is intended that shortlisted candidates will be invited to attend for interview on Wednesday 26th January. The interview process will be across two days, with a smaller number of candidates invited to the final second day on Thursday 27th January 2022.

We hope to contact shortlisted candidates by email no later than Monday 24th January. We will also endeavour to contact unsuccessful candidates as a matter of courtesy, but, unfortunately, we will not be able to provide feedback given the expected number of applications.

Together we achieve our Personal Best

As an outstanding comprehensive academy, our vision is to provide an exceptional, inclusive learning experience at the heart of our community. Our aim is that students will achieve their academic Personal Best and will also be equipped with the confidence and skills to make a positive difference to their own lives and the lives of others. We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas and pride ourselves on the outstanding quality of education we provide to our students.

Located in the beautiful Wharfe Valley, Ilkley Grammar School (IGS) is a high achieving and high aspiring academy. Founded in 1607, we have a long and proud tradition of providing high quality education. With a school roll of over 2000 students (including more than 500 at post-16), we were the first in Bradford to convert to Academy status in July 2011. We converted our 'single' academy to multi academy trust (MAT) status in July 2017 when Ilkley Grammar School became the founding school of Moorlands Learning Trust (MLT), in order to be able to better contribute to wider system leadership and school to school support through enhanced partnership working. On December 1st 2019, The Skipton Academy formally joined MLT and is now a partner school of IGS within the Trust.

Ilkley Grammar School serves its immediate catchment area of Ilkley, Addingham, Burley in Wharfedale and Menston. Within the four communities there are 7 main 'feeder' primary schools and these, together with Ilkley Grammar School, form a partnership in which there is a considerable degree of cooperation and consultation. Our Local Governing Body is extremely supportive and the school is consistently, significantly over subscribed, with a £4.7million buildings expansion project completed in October 2019 to accommodate our growing roll.

Ilkley Grammar School achieves excellent examination results at both GCSE and A Level. Hard work is an expectation of all and we strive for continual improvements year on year by challenging and supporting our staff and students to excel. It is also important to us at Ilkley Grammar School that students enjoy their time here, and we have a caring school environment, as well as a diverse range of academic and enrichment opportunities available to all; many visits and residentials both in this country and abroad are offered.

We do our utmost to ensure our students are well prepared to achieve future success once they move on from school, with the vast majority of our students going on to university study after Sixth Form. This is epitomised by our 'Personal Best Time' programme, which is a dedicated timetabled slot designed to develop students' wider skills through a range of activities and charity fundraising.

Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where:

- there is a tangible culture of high expectations for both pupils and staff
- pupils demonstrate extremely positive attitudes to learning
- pupils' behaviour in and around the school is exemplary
- teachers' high expectations are at the heart of teaching in the school
- teaching is challenging, enjoyable and develops pupils' resilience
- leaders have successfully created a culture of high academic performance alongside developing well-rounded, thoughtful and caring young individuals

- pupils not only attain high standards at the end of key stage 4 but also make excellent progress from their starting points; students make outstanding progress from their starting points across a wide range of subjects at Post-16

At Ilkley Grammar School, partnerships matter and we value our work with an increasingly wide range of stakeholders. This includes the Red Kite Teaching School Alliance and Northern Lights Teaching School Alliance, where we work with a number of schools across the Leeds, Harrogate and North Yorkshire regions, for the training and development of teachers. We are also committed to working with our fellow Bradford schools to support the delivery of the best outcomes for children, young people and our communities across the Bradford District. Links with the local community are also numerous and there is a very active Parent Teacher Association.
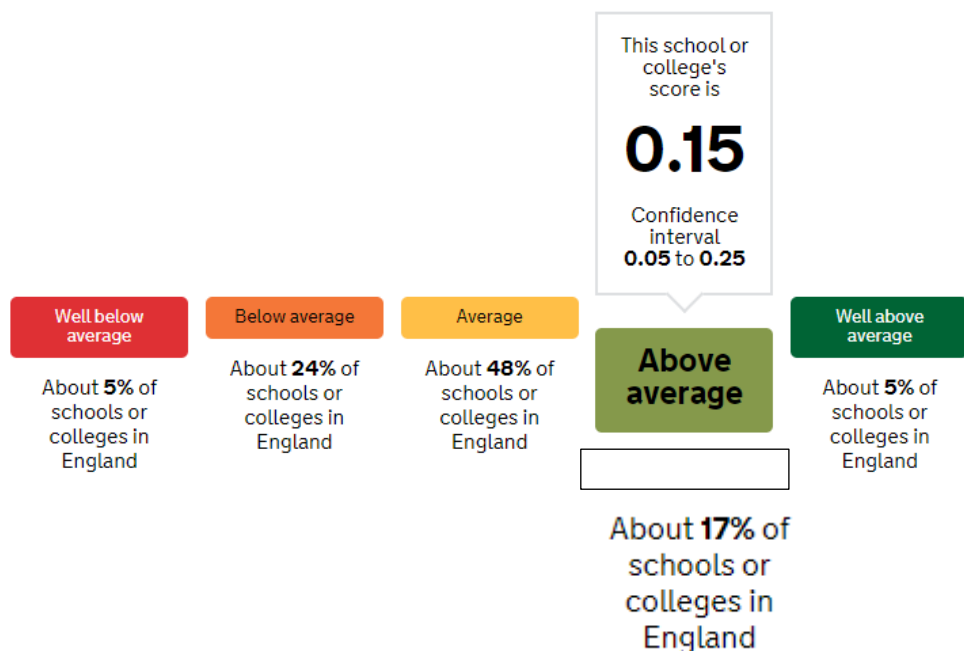
Ilkley Grammar School has high aspirations for every child and we endeavour to inspire ambition for all. We work hard to develop and innovate our learning and teaching experiences, for example through our 'iPads for learning' initiative, and put inspirational and inclusive learning at the heart of all we do. However, whilst the highest standards of academic achievement are promoted, we do not forget that behind every result is an individual and we celebrate and value progress as much as attainment.
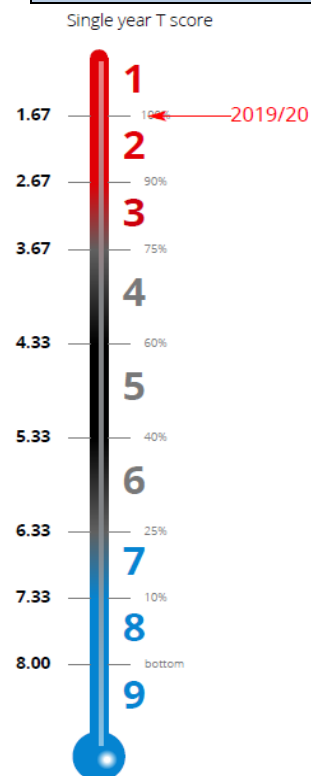
Ilkley Grammar School

2021– A Level Outcomes

	IGS 2021	(National)
% A*	28.0	(19.1)
% A/A*	52.9	(44.3)
% A*-B	74.4	(69.8)
% A*-C	91.2	(88.2)
Pass rate	100.0	(99.5)
APS per entry	43.96	
Average grade	B+	

2019 IGS LEVEL 3 VALUE-ADDED SCORE (Last official publication)

This school or college's score is

0.15

Confidence interval
0.05 to **0.25**

Well below average	Below average	Average	Above average	Well above average
About **5%** of schools or colleges in England	About **24%** of schools or colleges in England	About **48%** of schools or colleges in England		About **5%** of schools or colleges in England

About **17%** of schools or colleges in England

2019-21– A Level 3 Year Averages

2019-21 A Level 3 Year Averages	
	Ilkley Grammar School
% A*	20.1%
% A/A*	42.8%
% A*-B	67.9%
% A*-C	86.0%
Pass rate	100.0%
Average Grade	B

Single year T score

Last year, our ALPS Score of 1 placed Ilkley Grammar School amongst the very top schools in the country for academic progress.

Our 3 Year ALPS T-Score consistently places Ilkley Grammar School in the top 20% of all schools nationally in terms of progress.

Alps

OUTSTANDING ATTAINMENT IN A RANGE OF A LEVEL SUBJECTS 2021

SUBJECT	%A+	%B+
DRAMA & THEATRE	100%	100%
FURTHER MATHEMATICS	75.0%	100%
SPANISH	75.0%	100%
BIOLOGY	68.7%	77.6%
COMPUTER SCIENCE	66.7%	83.3%
FRENCH	66.7%	100%
HISTORY	65.6%	84.4%
PHILOSOPHY	62.5%	93.8%
GEOGRAPHY	57.1%	74.3%
MATHEMATICS	55.9%	74.6%
CHEMISTRY	54.2%	83.3%
ENGLISH LITERATURE	53.3%	73.3%
ECONOMICS	50.0%	79.2%
PHYSICS	50.0%	76.9%
D&T: PRODUCT DESIGN	40.0%	80.0%
BUSINESS STUDIES	40.9%	70.4%
SOCIOLOGY	40.6%	59.4%
SUBJECT	**L3 VA 2019**	**PROGRESS 2019**
EPQ	+.74	Well above average
BIOLOGY	+.68	Well above average
GEOGRAPHY	+.39	Well above average
FRENCH	+.37	Well above average
SOCIOLOGY	+.35	Above average
BUSINESS	+.28	Well above average
HISTORY	+.24	Above average
ECONOMICS	+.24	Above average
PHYSICS	+.23	Above average
POLITICS	+.14	Above average
MATHS	+.11	Above average

In 2021, over 70% have progressed to university, with a further 15% deferring entry for 2022-. 8 students secured university places at Oxford or Cambridge. Other students have successfully gone on to apprenticeships, employment, or further training including competitive apprenticeships at PWC, Channel 4 and Morrisons.

Our post-16 curriculum offers an extensive range of academic courses including 25 A Levels alongside a selected number of well-respected Level 3 applied qualifications which offer equivalent academic weighting to traditional A Levels. These subjects can be combined in a number of ways to provide highly personalised programmes of study that are tailored to meet an individual's academic needs, interests, and career aspirations. Indeed, with over 30 courses available in total, this represents one of the widest offers of high-quality Level 3 provision in the region.

Our experienced Post-16 tutor team deliver a Personal Best programme that effectively supports the whole student as well as an academic mentoring programme. In 2019 we introduced weekly iTalks, based on the TEdTalk model for Y12. The Curriculum Enrichment Programme (CEP) provides students with additional study skills, mental health awareness, next steps advice and explores British Values. There is intensive pathways support at key transition points including UCAS advice, individual CIAG interviews, and the biennial Careers and Aspirations Fair. 'Unifrog' is embedded and is a key component of the KS5 tutoring programme, flowing from KS3 and 4. A range of Work Experience opportunities are available for all post-16 students.

GCSE OUTCOMES 2019-2021

ATTAINMENT	IGS 2019	NATIONAL	IGS 2020	IGS 2021
BASICS 9-4 (Maths and English)	84%	65%	86%	87%
BASICS 9-5 (Maths and English)	65%	43.3%	68%	73%
% GRADES 8-9 (A*+)	24.3%	10%	25.7%	34.3%
% GRADES 7-9(A/A*+)	40.8%	20.8%	42.7%	52.3%
% GRADES 4-9 (C-A*+)	88%	69.9%	90.5%	93.9%

GCSE PROGRESS 2019 – progress data is not available for 2020/21

PROGRESS (these figures take into account students' KS2 starting points)			
	IGS P8 2019	Latest National	IGS V national
FEMALES	+.9	+.22	Well above
MALES	+.4	-.27	Well above
SEN K	+.3	-.03*	Above national
HIGH ABILITY KS2	+.5	+.01	Well above
MIDDLE ABILITY KS2	+.7	-.02	Well above
LOWER ABILITY KS2	+.2	-.22	Above national
DISADVANTAGED	-.29		
DISADVANTAGED HIGH	+.7		
DISADVANTAGED FEMALE	+.6		

***National figure is based on the 2019 progress figure for all students**

Progress 8 score for Ilkley Grammar School (2019)

This school's score is

0.58

Confidence interval 0.42 to 0.74

Well below average	Below average	Average	Above average	Well above average
About **12%** of schools in England	About **20%** of schools in England	About **37%** of schools in England	About **17%** of schools in England	

Grade 5 or above in English & maths GCSEs

School	65%
Local authority average	35%
England average	43%

Attainment 8 score ❓

School	59.8
Local authority average	42.4
England average	46.7
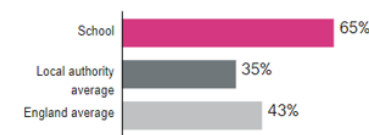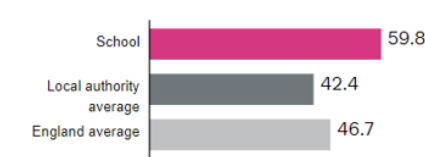
EBacc average point score ❓

School	5.5
Local authority average	3.65
England average	4.07
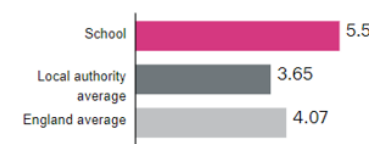
Staying in education or entering employment ❓

School	98%
Local authority average	92%
England average	94%

2021– ILKLEY GRAMMAR SCHOOL GCSE 5 YEAR TRENDS

	2017	2018	2019	2020	2021
P8 score	+.31	+.44	+.58	No national data available	
Progress Rank	Top 25% nationally ABOVE AVERAGE	Top 20% nationally ABOVE AVERAGE	Top 14% nationally WELL ABOVE AVERAGE		
Attainment Score	56.7	56.7	59.8	60.4	63.9
Attainment Rank	Highest 20% of all schools	Highest 20% of all schools	Highest 20% of all schools	No national data available	
English Progress	+.43	+.34	+.31		
English Attainment	12.7	11.6	11.9	11.9	12.7
English Rank	Highest 20% of all schools	Highest 20% of all schools	Highest 20% of all schools	No national data available	
Maths Progress	+.30	+.26	+.23		
Maths Attainment	11.2	10.9	11.1	11.3	11.8
Maths Rank	Highest 20% of all schools	Highest 20% of all schools	Highest 20% of all schools	No national data available	
Ebacc Progress	+.55	+.69	+1.02		
Ebacc Attainment	16.7	17.3	18.9	18.5	19.6
Ebacc Rank	Highest 20% of all schools	Highest 20% of all schools	Highest 20% of all schools	No national data available	
Open Progress	+.01	+.39	+.57		
Open Attainment	16.7	16.9	17.9	18.6	19.7

ILKLEY GRAMMAR SCHOOL GCSE RESULTS 2021

GCSE/ equivalent Qualification	No. Entered	% 9-7	% 9-5	% 9-4	Average Grade
Further Maths	30	90.0	96.7	100.0	7.9
Physics	78	88.5	98.7	100.0	7.9
Chemistry	81	80.3	96.3	97.5	7.6
Spanish	65	76.9	98.5	100.0	7.5
Biology	81	76.5	97.5	100.0	7.8
Technology	46	73.9	91.3	100.0	7.4
Drama	20	70.0	95.0	100.0	7.1
Geography	134	69.4	91.8	97.0	7.2
Health and Social	13	69.2	84.6	100.0	7.1
French	54	66.7	92.6	96.3	7.3
History	107	60.8	88.8	95.3	6.8
Religious Studies	28	57.1	89.3	92.9	6.9
Music	42	57.1	90.5	97.6	6.9
Food Technology	24	54.2	91.7	91.7	6.6
Computer Sci	52	53.9	76.9	86.5	6.4
Media Studies	53	52.8	79.3	96.2	6.1
Travel & Tourism	16	50.0	62.5	100.0	6.4
Business Studies	138	48.6	83.3	96.4	6.3
IT	13	46.2	84.6	92.3	6.6
PE	52	44.2	78.9	94.2	6.2
Mathematics	270	41.9	75.2	87.8	6.0
English Language	271	41.0	84.9	94.5	6.2
Art and Design	47	40.4	87.2	95.7	6.1
English Literature	267	39.7	84.3	94.0	6.2
Science Trilogy	185	39.5	69.2	83.8	6.0
Performing Arts	8	37.5	87.5	100.0	6.0
Photography	23	34.8	91.3	100.0	6.3
Engineering	12	16.7	75.0	91.7	5.3
Hospitality	12	0	33.3	91.7	4.7

Open Rank	Top 25% of all schools	Highest 20% of all schools	Highest 20% of all schools	No national data available

KEY PASTORAL INDICATORS AND STATISTICS: 2021 JANUARY CENSUS

		2019	2020	2021	Low Q5	Q4	Q3	Q2	High Q1
Number on roll	Sch	1746	1843	1947	▪	▪	▪	▪	■
	Nat	978	1000	1024					
% FSM6 pupils	Sch	9	8	7	■	▪	▪	▪	▪
	Nat	28	27	27					
% SEND support	Sch	10.9	11.9	12.1	▪	▪	■	▪	▪
	Nat	10.8	11.1	11.5					
% SEND EHC plan	Sch	1.5	1.8	2.4	▪	▪	▪	■	▪
	Nat	1.7	1.8	2.0					
% of EAL	Sch	2	2	2	■	▪	▪	▪	▪
	Nat	17	17	17					
% Stability	Sch	96	96	97	▪	▪	▪	▪	■
	Nat	92	91	92					

Absence (whole school autumn 2020)

This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 7,020 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) - these did not count as absence within the data.

■ Overall absence in autumn 2020 (4.0%) was in the **lowest** 20% of all schools.
■ Persistent absence in autumn 2020 (8.9%) was in the **lowest** 20% of all schools. It was also in the **lowest** 20% of schools with a similar level of deprivation.

ATTENDANCE and ABSENCE TRENDS:

Group	2018-19 Overall %	2018-19 By the end of Week 25 (for comparison)	2019-20 By the end of Week 25 (W26 =lockdown)	2020-21 2 terms and 2 weeks overall
Years 7 -11 ALL	94.98	95.52	94.95	95.26
Male	95.19	95.74	94.73	95.57
Female	94.76	95.27	95.17	94.51
PP	89.28	90.37	89.72	90.2
Non-PP	95.66	96.12	95.55	95.75
SEN	K: 91.86 E: 91.92	K: 92.71 E: 92.31	K: 92.13 E: 86.29	K-92.67 E – 87.93
No SEN	95.60	96.09	95.64	95.91
PA Y7-11	11.4	8.0	11.7	9.6
Male	10	8.3	11.0	8.5
Female	13	7.6	12.4	11.0

SUSPENSIONS

There were 93 suspensions in 2019/20.

■ Of the 41 pupils with at least one suspension in 2019/20, 46% were suspended on more than one occasion and none received 10 or more suspensions during the year.

	2018-19 Occasions (no)	2018-19 Student	Repeat	2018-19 Week 25 Number	2018-19 Students	2018-19 Repeat	2019-20 Week 25 Number	2019-20 Students	2019-20 Repeat	2020-21 Number	2020-21 Students	2020-21 Repeat
All	106	43	21	89	38	18	93	41	20	39	20	9
PP	52	19	12	46	18	10	40	12	8	9	4	2
Non-PP	54	24	9	43	20	8	53	28	12	30	15	7
SEN	66	23	14	60	25	12	49	18	11	25	9	6
No SEN	38	18	7	29	13	6	44	22	9	14	11	3
M	82	35	16	72	31	14	77	32	16	35	17	8
F	24	8	5	17	7	4	16	8	4	4	3	1

PERMANENT EXCLUSIONS:

	2018-19	2019-20	2020-21
% (UNIQUE NO.)	.17% (3)	.05% (1)	0% (0)

CLASSCHARTS POSITIVES TO NEGATIVE RATIO 2020-21: 96:4

ILKLEY GRAMMAR SCHOOL
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Learning Trust

Deputy Headteacher: Behaviour and Attitudes

Responsible to the Headteacher, the Deputy Headteacher: Behaviour and Attitudes will play a pivotal role in continuing Ilkley Grammar School's momentum as an outstanding school, shaping its future and enhancing its reputation as part of Moorlands Learning Trust (MLT).

Overall Strategic Remit:

This is a key senior leadership team post within the school with overall strategic responsibility and accountability for ensuring exceptional student behaviour and attitudes. The postholder will also lead, develop and implement the strategic vision for outstanding pastoral care and support, ensuring that the welfare, safety, health and happiness of every student is at the core of the school's purpose.

By creating a safe, calm, orderly and respectful school environment which impacts positively on students' behaviour and attitudes, all students are given the best possible opportunity to achieve exceptional educational outcomes and enjoy memorable experiences.

Key Responsibilities:

1. Strategic, Operational and System Leadership

Liaise closely and work collaboratively with the Headteacher and Deputy Headteachers to provide strategic vision, leadership and direction for the school which focuses on: improving students' progress and outcomes; enhancing students' personal development and experiences at school; promoting and supporting student and staff welfare.

- Play a lead role in the monitoring and evaluation of the Academy Development Plan, taking appropriate actions to ensure the school's goals are achieved
- Play a lead role in the completion and quality assurance of the school's Self Evaluation Form to ensure that an accurate picture of the school's performance and any areas for development are recorded and updated frequently, and take actions to secure improvements
- Act as a role model to the rest of the LT and all staff and students in setting and maintaining the highest standards in all aspects of work and in challenging and supporting others to achieve their Personal Best
- Lead by example, providing inspiration and motivation for students, staff, governors, and parents
- Maintain an up to date knowledge and understanding of all aspects of the Ofsted framework, and lead all other relevant staff in understanding the framework through timely communications and training
- Lead the strategic development of areas of accountability, ensuring strategies are student-centred, have impact and are underpinned by a robust evidence base
- Drive, lead and manage aspects of whole-school change, school improvement and effective implementation

- Contribute to governors' meetings as required, to ensure governors maintain a sound knowledge and understanding of all aspects of the school. This will include providing verbal and written reports at governors' meetings as required
- Support the school's focus on research-based practice by remaining abreast of current relevant educational research, evaluating its usefulness, bringing material to the Leadership Team for deliberation and discussion and disseminating relevant information to staff and governors
- Keep abreast of current local and national educational developments and ensure effective dissemination amongst appropriate colleagues
- Advise the Headteacher and Leadership Team on developments in given areas and on their potential impact on the school
- Actively work to develop the school's network of external partner organisations. Work with these organisations positively for mutual benefit and to develop expertise within the school
- Take opportunities to positively market the school
- Share in the effective and efficient management of the school on a daily basis and maintain a high-profile presence for staff and students
- Deputise for the Headteacher as required
- Assume a range of whole school responsibilities as assigned by the Headteacher and to undertake any professional duties that the Headteacher reasonably delegates
- Actively promote Moorlands Learning Trust and be committed to system leadership, taking opportunities to work collaboratively and productively with partners for the benefit of all students within the Trust and beyond

2. Culture, Ethos & Environment

- Actively promote the vision and core values of the school in everyday work and practice in order to create a shared culture and positive climate where staff and students feel valued and thrive, and wellbeing is engrained in school life with consideration for students and staff at the heart of the school's practices
- Work with the Headteacher to regularly review and refine the core values of the school, actively seeking out student views and reflecting their voice in the fabric of the school
- Work with the Headteacher to ensure that the core values of the school are realised in students' everyday behaviour and staff practice and decision making
- Ensure students are celebrated, supported and challenged, working closely with the Assistant Headteachers, Director of Behaviour, Attendance and Outreach as well as Heads of Year/PrExLs as necessary
- Working closely with the Deputy Headteacher: Personal Development/Post-16 develop and promote a positive and respectful culture in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and discrimination are not tolerated so that all members of the school community can thrive
- Lead on creating a culture of equity where staff know, care for and celebrate students as individuals
- Actively foster a strong sense of community and positive ethos among staff and students
- Promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment where students enjoy positive and enriching school experiences
- Promote a culture of high staff professionalism

- **Student Attitudes, Values and Aspirations**

- Overall strategic lead for developing the culture and ethos of Personal Best: promoting and celebrating the highest standards of all students, students' pride in their school and personal aspirations and ambition for success
- Empower students to take responsibility for their behaviour so that they demonstrate an unwavering respect for themselves, others, their environment, and their community and high levels of self-control
- Encourage and empower students to be positive role models for their peers, promoting understanding of the balance between individual rights and responsibilities
- Work in partnership with the Deputy Headteacher: Quality of Education to promote exceptional attitudes to learning, develop outstanding learner resilience, self-regulation, and metacognition, and remove barriers to learning so that all students achieve their Personal Best regardless of their starting points or personal circumstance
- In liaison with the Deputy Headteacher: P-16 & Personal Development, monitor and evaluate students' contribution to the school and the wider community
- Develop strategies and initiatives to ensure students feel a strong sense of belonging and affiliation to the school and are actively proud to be part of the IGS and the wider community including MLT
- Develop strategies and initiatives to empower students to make a positive and lasting difference and to lead positive change
- Lead on pastoral student voice to gather students' attitudes on, for example, the quality of tutoring and pastoral care

3. Pastoral Leadership, Systems, Care and Support

- Shape, implement and develop the strategic vision for pastoral care at Ilkley Grammar School ensuring that the welfare, safety, health and happiness of every student is at the core of our purpose
- Take overall responsibility for the quality of the school's pastoral care of its students
- Develop and implement strategies to raise pastoral standards
- Encourage innovation and professional development in pastoral care
- Maintain a strategic overview of student welfare and pastoral care and ensure that strategic planning and decision making takes this into account and promotes positive actions to support student wellbeing
- Lead, monitor and review the development of the necessary pastoral structures, roles and systems and implement training for staff across school, supported by Assistant Headteachers KS3 and 4/Director of Behaviour, Attendance and Outreach
- Plan for and deliver pastoral staffing, including liaising over finance and costs and lead on recruitment of key pastoral roles
- Maintain a strategic overview of the work of the KS3 and 4 hubs, including HoY and the pastoral work of the PrExLs, and work closely with Assistant Headteachers KS3 and 4/Director of Behaviour, Outreach and Attendance, to set the strategic direction for these teams, ensuring the co-ordination of effective pastoral support to enable all students across the school to succeed and achieve their Personal Best
- Lead, manage and develop pastoral care systems and strategies to support students' welfare
- Ensure there are clear lines of responsibility for supporting and addressing students' pastoral needs
- Collaborate and engage with multi-agencies, the LA and other schools/provision to ensure effective leadership and partnerships are in place to support the pastoral system and student welfare
- Lead and deliver CPD to ensure all staff are trained and supported for their pastoral roles enabling them to uphold school policies, practices and systems effectively with regards to pastoral care
- Ensure that communication of the school's pastoral ethos and values are clearly disseminated through school literature and the website
- Create, monitor, and develop IGS standards for exceptional tutoring and pastoral care
- Support and challenge tutors and Heads of Year to maintain high standards and excellence in tutoring

4. Praise, Reward and Celebration

- Create a positive ethos where students' self-confidence and self-esteem are promoted by regular praise, recognition, reward, and affirmation
- Further develop a wide range of positive praise and reward systems and protocols appropriate to students' individual circumstances, context and age
- Develop opportunities to recognise, praise, reward and celebrate students' achievements, success, and active demonstration of the core values of the school, both formally and informally, publicly, and discretely
- Evaluate information from ClassCharts to ensure all staff consistently use positive and regular praise and reward and use this to inform future actions and next steps
- Contribute to high-quality whole school displays to celebrate student success and achievement at every opportunity
- Contribute to positive articles in local and national publications which enhance IGS's reputation (and as appropriate MLT's) in the wider community
- Support the organisation, promotion and delivery of Challenge and Celebration week activities
- Support the organisation and delivery of large celebration events including the annual Presentation Evenings

5. Behaviour and Conduct

- Ensure the creation of a safe, calm, orderly and positive environment, characterised by respect, trust, cooperation and care, so students learn effectively and teachers can teach
- Set and establish clear strategies, routines and high expectations for the behaviour of all students across all aspects of school life
- Lead on high standards of school uniform in line with school policy
- Lead on the development of clear and effective behaviour policies which are shaped by trauma informed principles and approaches with intelligent, fair and effective actions to support students to succeed
- Support colleagues to effectively meet the needs of more challenging student behaviour, encouraging warmth, empathy and emotional intelligence and an understanding of the individual and minimising any negative impact on learning
- Provide expertise in supporting colleagues to prevent, anticipate and respond to potentially disruptive incidents, reinforcing positive student behaviours
- Research and lead on clear strategies for the continued improvement of student behaviour
- Drive a proactive approach to prevent bullying so that students feel happy and safe
- Advise on suspensions ensuring in all cases that their use is proportionate, legal and justified
- Lead the coordination of the school's suspension systems and processes in liaison with the Assistant Headteachers KS3 and 4/Director of Behaviour, Attendance and Outreach including liaising with the clerk to the governors and external agencies as necessary
- In liaison with the Assistant Headteachers KS3 and 4/Director of Behaviour, Attendance and Outreach monitor and evaluate behaviour patterns and trends across the school, including the use of detentions, awarding positives/negatives, suspensions and internal exclusions
- Develop strategies for effective re-integration of students following suspension
- Lead on the development of alternative strategies for suspension
- Lead on the development of strategies to support students at risk of suspension/permanent exclusion
- Lead on strategies to manage and address challenging behaviour through effective CPD
- Regularly sample a range of stakeholder views about behaviour and discipline and the school's support, and use this evidence to inform judgements and actions
- Observe students' behaviour in a range of classes at different times of the day, break and lunch and lesson transitions to inform an accurate picture of behaviour across the school

- Update the behaviour and suspension policies in line with statutory guidelines
- Investigate major behaviour incidents and persistent/complex patterns of behaviour
- Represent the Headteacher at the 3 Valleys Fair Access Panel as required

6. Attendance and Punctuality

- Lead, manage and develop strategies to improve attendance and punctuality so that disruption is minimised and barriers to learning are removed
- Work collaboratively with the Assistant Headteachers KS3/4 and the Director of Behaviour, Attendance and Outreach to analyse attendance and punctuality data and action plan accordingly to drive improvements
- Oversee the development, monitoring and implementation of effective policies, plans, targets, practices and procedures related to attendance and punctuality

7. Safeguarding and Supervision Systems

- Work in partnership with the Designated Safeguarding Lead and the second Deputy DSL to create the strategic vision and plan for safeguarding and work collaboratively to ensure that it is embedded in all aspects of school life
- Assume the operational role of Deputy Designated Safeguarding Lead, providing expert guidance, training and support to staff and students as appropriate
- Alongside the DSL, regularly monitor the Single Central Record ensuring that it meets all statutory requirements and the school's Safeguarding Policy
- Ensure the work, record keeping, and decisions of the safeguarding team are quality assured with clear mechanisms to provide robust challenge to each other's actions and decisions
- Support and guide the school on monitoring, reviewing and improving safeguarding practice and supervision systems, implementing policy changes as necessary and in a timely manner
- Quality assure the annual safeguarding audit [s175]
- Further strengthen the policies, procedures and support structures to deal with concerns and allegations of HSB

8. Mental Health and Wellbeing

- Working alongside the Deputy Headteacher: Personal Development/P16, shape, implement and develop the strategic vision and a coherent whole school approach to students' mental health and wellbeing
- Working alongside the Deputy Headteacher: Personal Development/P16, co-lead the work of the Mental Health Champion
- Be the Designated Senior Lead for Mental Health and champion and promote student wellbeing
- Attend mental health lead training to acquire new knowledge and maintain an accurate understanding of the landscape of best practice in school mental health and wellbeing
- Develop and lead an effective early intervention and prevention strategy that enables students to access support for their mental health and wellbeing
- Ensure there are clear systems and processes in place for identifying student mental health concerns, including routes to escalate, and clear referral and accountability systems
- Oversee the development of in school support strategies and practical self-care tips and guidance
- Oversee the strengthening of links to external support services including specialist agencies such as CAMHS, alongside the broader range of support services such as early help or voluntary sector organisations
- Quality assure evaluations of the impact of key student interventions to determine their effectiveness and inform future actions
- Develop cross-curricular approaches that support students through the promotion of wellbeing
- Champion and promote staff wellbeing including providing staff wellbeing training or support where necessary
- Promote strategies and initiatives which allow students to positively support the well-being of others
- Be a member of the school's Wellbeing Group, making positive contributions to support and improve staff wellbeing

9. Student Health and Safety

- Liaise on student Health and Safety matters in conjunction with the Director of Operations and the Site Manager to ensure that student safety is promoted and addressed effectively
- Ensure student facing staff receive appropriate health and safety training to help ensure, as far as reasonably practicable, the health, safety and welfare of students and staff
- Quality assure classroom-based risk assessments as required
- Lead on arrangements, protocols, systems, and communication channels for supporting students with medical conditions including developing and quality assuring individual medical health care plans and ensuring effective and robust implementation
- In liaison with the Director of Operations, ensure the protocols and systems for investigating student accidents and incidents is robust and statutorily compliant, ensuring effective, accurate and timely recording and reporting
- Contribute to the development of the critical incident plan and play a key leadership role as required

10. Alternative Provision

- Ensure the efficient and effective running of the Achievement Centre (AC), liaising with the Deputy Headteacher: Quality of Education and the AAHT Careers and Technical Education with regard to the curriculum offer
- In liaison with the AC Manager and the Assistant Headteachers/Director of Behaviour, Attendance and Outreach lead the development of a strategic, whole school approach to the use of the Achievement Centre for students who are at risk of repeated suspension or permanent exclusion and/or those who are seriously disengaged with the mainstream education and have significant barriers to their learning
- In liaison with the AC Manager and the Assistant Headteachers/Director of Behaviour, Attendance and Outreach, oversee successful short-term placements of students temporarily in the AC, ensuring their effective re-integration into mainstream school
- Ensure that KS4 students who are placed full time in the Achievement Centre enjoy a high-quality, bespoke provision which supports them to achieve well, fulfil their potential and progress to an appropriate post-16 pathway

11. Parental Engagement, Networks and Communication

- Contribute to continued improvements to the effectiveness of regular, positive communications with parents/carers
- Develop and implement practical approaches and strategies to involving parents/carers in their child's learning and welfare including parents as partners events and community-based activities
- Lead strategies to improve relationships and parental engagement where there are barriers to engagement in order to build trust and foster strong and productive partnerships
- Develop parent/carer voice, creating an open and transparent culture which takes stakeholder views into account
- Forge, develop and maintain positive parent partnerships and networks for the benefit of students and the wider Ilkley community in partnership with the Deputy Headteacher: Personal Development/P16

12. Leadership Development (Staff)

Liaise closely with Headteacher and Deputy Headteachers, to ensure that current as well as future leaders across the school are supported and challenged to make maximum impact on students' experiences and outcomes, as well as on the general ethos and success of the school

- Support the leadership development of the Extended Leadership Team and Associate Leadership Team to ensure continual improvements are achieved across the school, impacting positively on students' experiences, achievement, behaviours and attitudes
- Contribute to staff development programmes and coaching through both delivery of CPD and support of colleagues on leadership programmes
- Lead by example and routinely challenge and support any practice that falls below expectations as appropriate
- Support the Headteacher in enhancing leadership and building leadership capacity at all levels of the organisation

Line Management:

- ✓ Assistant Headteachers (KS3 and 4)
- ✓ Director of Behaviour, Attendance and Outreach
- ✓ Other areas including curriculum areas - TBC

- ❑ Lead, manage and develop middle leaders, Assistant Headteachers and associate staff colleagues as appropriate
- ❑ Be accountable for the continuing effective work of all staff for whom there is line management responsibility, supporting and challenging them to achieve their Personal Best
- ❑ Appraise, train, mentor and coach staff as appropriate
- ❑ Hold regular formal meetings (at least once per fortnight) and share the record of those meetings with the relevant leader and the Headteacher as appropriate

External:
- Research and disseminate best practice in all key areas of responsibility with particular reference to behaviour, attitudes, pastoral care, attendance and students' mental health

General Responsibilities:
- Undertake a teaching commitment commensurate with a Deputy Headteacher role (approximately 20% teaching timetable) and the needs of the school
- Ensure school policies are up to date, compliant and any changes are effectively communicated
- Participate in staff recruitment, training and review processes including appraisal
- Lead year group assemblies and Parental Information Evenings as appropriate

- Be highly visible and accessible: reinforcing standards of student and staff behaviour and the school's core values and ethos (including supervision and duties)
- Attend appropriate meetings with colleagues and parents/carers
- Proactively take opportunities to market the school, organising key events as appropriate and acting as an ambassador for the school at high profile functions
- Demonstrate a commitment to one's own professional development and engage in the opportunities provided by the school and within the Trust.
- Comply fully with the school's health and safety policy
- Any other duties that might reasonably be required of a Deputy Headteacher

Accountable to:
- Headteacher
- Local Governing Body

As strategic leaders with significant whole-school responsibilities, Leadership Team members have a contract which goes beyond the 1265 hours working time applicable to teachers.

As with other posts, this job description may be subject to amendment from time to time after consultation with the post holder and without changing the level of responsibility of the post.

ILKLEY GRAMMAR SCHOOL
Personnel Specification
Deputy Headteacher: Behaviour and Attitudes

Qualification and Training	Essential/ Desirable E/D	How Identified
❏ Qualified teacher status recognised by the DfE	E	Application form and selection process
❏ Recent appropriate CPD	E	
❏ To have undertaken further professional study e.g. NPQSL, NPQH	D	
❏ Good Honours Degree	D	
Experience	**Essential/ Desirable E/D**	**How Identified**
❏ Significant measurable impact as a Deputy Headteacher or Assistant Headteacher in a large school with a sixth form	E	Application form and selection process
❏ At least 3 years' successful experience in a substantive senior leadership position	E	
❏ Significant safeguarding experience, preferably as a DSL or Deputy/Assistant DSL	E	
❏ Successful experience of leading initiatives to engage learners, remove barriers to learning and raise student achievement	E	
❏ A proven track record of outstanding secondary school teaching and results across the ability range	E	
❏ Experience of leadership and management responsibility in more than one school	E	
❏ Evidence of high-level leadership skills and emotionally intelligent management to get the best out of people	E	
❏ Experience of leading whole-school improvement strategies with significant and sustained impact	E	
❏ Experience of leading whole-school CPD	E	
❏ Experience of e-learning in the curriculum	D	
❏ Implementing the principles and practice of Quality Assurance including school review, self-evaluation and appraisal	E	
❏ Developing successful strategies for raising achievement and achieving excellence	E	
❏ Managing change, creativity and innovation	E	
❏ Leading, taking part in, and building successful teams	E	
❏ Excellent knowledge and understanding of the Ofsted framework with proven school improvement impact in at least one key category of accountability	E	
Knowledge, Skills and Abilities	**Essential/ Desirable E/D**	**How Identified**
❏ An outstanding classroom practitioner, able to recognise outstanding learning and teaching and improve the skills of others	E	Application and selection process
❏ Able to lead, inspire, motivate and engage staff and students	E	
❏ Able to build and lead high-performing teams and establish effective professional relationships built on trust and respect	E	
❏ Committed to holding colleagues to account, challenging underperformance and ensuring effective corrective action, support and follow up	E	

	Essential/ Desirable E/D	How Identified
❑ Able to make clear, judicious decisions which may involve tough choices or considered risks	E	
❑ Excellent communication skills, both in writing and orally, to a wide range of audiences	E	
❑ An understanding of local and national educational issues particularly with regards to areas of strategic responsibility and be able to debate and discuss these at strategic level	E	
❑ Able to monitor and support staff performance, including setting targets and ensuring they are met	E	
❑ Able to plan, implement, monitor and evaluate initiatives and policies	E	
❑ Able to analyse complex problems, make sound judgements and produce workable solutions	E	
❑ Able to analyse and interpret data	E	
❑ Able to consider new approaches, ways of thinking and challenges to the status quo	E	
❑ Knowledge of strategic and financial planning processes	D	
❑ Knowledge of school governance including within a multi academy trust context	D	
❑ Knowledge of effective behaviour and attendance management strategies	E	

Values	Essential/ Desirable E/D	How Identified
❑ A commitment to comprehensive education, equal opportunities and inclusion for all students across the Trust	E	Application form and selection process
❑ A passionate commitment to achieving the highest standards for all students across the Trust	E	
❑ A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
❑ Fully committed to a close working partnership with parents, governors and the wider trust community	E	
❑ An enthusiasm for developing enrichment including extra-curricular activities	E	

Personal Qualities	Essential/ Desirable E/D	How Identified
❑ Strong 'moral purpose'	E	Application form and selection process
❑ Skilled at building and forming productive working relationships with staff, parents and students, with governors, partners and the wider community	E	
❑ Shows warmth, care and sensitivity to the needs of others	E	
❑ Is professional, self-motivated, hardworking and willing to give freely of time outside of the normal working day	E	
❑ Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity and resilience and a sense of perspective	E	
❑ Self-critical and reflective, able to monitor and evaluate both own and the school's performance and take action to improve or develop them where necessary; confident in celebrating individual and collective success and tackling underperformance	E	
❑ Emotionally intelligent	E	

	Essential/ Desirable E/D	How Identified
❑ Sense of humour and an infectious enthusiasm	E	

Equal Opportunities	**Essential/ Desirable E/D**	**How Identified**
❑ Candidates should indicate an acceptance of, and a commitment to, the principles of the Trust's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
❑ Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	

Circumstances - Personal	**Essential/ Desirable E/D**	**How Identified**
❑ Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process and completion of an Enhanced DBS disclosure
❑ No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
❑ Will not require holiday during term time	E	

Safeguarding	**Essential/ Desirable E/D**	**How Identified**
❑ Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
❑ Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
❑ Displays commitment to the protection and safeguarding of children and young people	E	
❑ Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the actions to take if necessary	E	

Moorlands Learning Trust is committed to the protection and safeguarding of children and young people in our recruitment procedures and in all our work across and beyond school. The school adheres to statutory guidelines in respect to safe recruitment. All persons employed by the school, in any capacity, will undergo an enhanced Disclosure and Barring Service (DBS) check, and confirmation of employment is subject to a successful outcome. All teaching staff members recruited by the school have their eligibility to teach checked with the DfE.

Agreed by: Post Holder:

Print name

………………………………….   Signature………..………………………..

Line Manager:

Print Name

………………………….......   Signature …………………………………..

Date: ………………………………………….