



IMBERHORNE SCHOOL

Deputy Headteacher (Behaviour & Attitudes) Recruitment Pack



Table of Contents

- Headteacher Letter
- Information about Imberhorne School
- Job Description
- Person Specification



Compassion □ **Achievement** □ **Respect** □ **Endeavour**

The cornerstones of our learning community



WEST SUSSEX COUNTY COUNCIL

IMBERHORNE SCHOOL

Headteacher: Mr Lee Walker

Compassion

Achievement

Respect

Endeavour

*The cornerstones of our
learning community*

March 2023

Dear Candidate

Thank you for your interest in the role of Deputy Headteacher at Imberhorne School. We are seeking an ambitious, creative and visionary senior leader to join us in September 2023, and I am delighted that you are considering the role. I hope that the information in this pack will encourage you to apply.

Our vision is for all students to be caring, confident, reflective and resilient individuals with a thirst for learning, knowledge and discovery which lasts throughout their lives. We will enable all young people, regardless of background, to achieve the highest possible standards of academic excellence, personal conduct and responsibility, whilst they enjoy an enriching and fulfilling preparation for life in the modern world.

It is a special privilege to serve as Headteacher at Imberhorne. I began my role in September 2022, and I am delighted to lead this vibrant, caring and dynamic school which serves the community of East Grinstead and beyond. We currently have 1630 students on roll, including 258 in our Sixth Form. They receive a superb academic education which is enhanced by extensive opportunities for their own personal development.

Our school is founded on the values of compassion, achievement, respect and endeavour. Staff here are completely committed to 'going the extra mile' for our students and for each other. Students are an absolute pleasure to teach and a credit to their families. They make the atmosphere caring and warm. Both parents and students are overwhelmingly positive about the school. We work hard to develop these relationships and we value the way parents engage with us. We are looking for someone who shares the same values and ethos.

Imberhorne School can trace its history back to 1708, when Robert Payne made provision for the foundation of a Free Grammar school in East Grinstead. The school is currently based on two sites just over 1.5 miles apart. Our Lower School is based in the former East Grinstead County Grammar School on Windmill Lane and caters for students in Years 7-9. Students in Key Stage 4 and in our large Sixth Form are educated at the site of the former Imberhorne County Secondary School in Imberhorne Lane.

We are looking for a Deputy Headteacher to lead Behaviour and Attitudes across the school. This role provides an excellent opportunity for a visionary senior leader to drive significant improvement. You will be ambitious, highly motivated and a strategic thinker. You will embrace the opportunity to embed change which leads to sustainable school improvement. You will motivate and inspire others and be committed to collaborative working. In return, you will be given the autonomy and freedom to shape the behaviour agenda at this school for lasting impact, and you will find a staff and student body who readily embrace change for the better.

Imberhorne Lane

East Grinstead

West Sussex

RH19 1QY

Tel: 01342 323562

E-Mail: info@imberhorne.co.uk

www.imberhorne.co.uk





The school is now at an extremely exciting phase of development. We are significantly over-subscribed, we have good examination results and a large and committed staff body. Our Governors are highly skilled, extremely knowledgeable and committed to supporting the senior team to lead further improvement and development in the school.

We are a founding member of the Mid Sussex Federation of Schools, a strong, collaborative group of four local secondary schools. Membership of the federation brings many more opportunities for personal and professional development than would normally be available in a stand-alone school. You can read more about this, and much else besides, on [our website](#). Professional learning is at the heart of our offer for staff, and we will support you to develop your own knowledge and skills within our extensive and varied internal training programme.

In short, we are looking for an experienced senior leader who has a clear vision for achieving outstanding behaviour and is able to lead and motivate others to achieve this vision. You will be self-motivated, rigorous in your approach, a clear thinker and someone who can achieve impact. You will play a key role in helping our students develop the sharpest minds and the kindest hearts.

If you think this role is for you, I would be delighted to receive your application.

Yours faithfully

Lee Walker
Headteacher

All recruitment is undertaken in accordance with Safer Recruitment requirements. As part of our due diligence, we can only accept a curriculum vitae (CV) alongside a full application form. In accordance with the latest guidance, we may also conduct on-line searches as part of our recruitment process. The stated aim of this approach is that it may help to identify any incidents or issues that have happened, and are publicly available on-line, and we may want to explore with individual applicants at the interview.

Please note that this post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding-over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.



Information about Imberhorne School

Imberhorne is a successful, happy school where staff are committed to fully developing the potential of all students. I am proud of the outstanding achievements of students across the school and am equally proud of what hard-working, respectful and compassionate individuals they are as well. Our excellent academic record along with the great emphasis we place on personal development creates a thriving and vibrant school community. We are continually looking to the future as we endeavour to prepare our students for life in the 21st century. We are committed to pursuing academic excellence and we are also very aware of the importance of interpersonal skills that are so highly valued in the workplace. We want to give our students an appetite for life and a love of learning, seeking to provide the conditions that will foster the confidence and enjoyment we think are a necessary part of their educational journey.

Academic Achievement

In 2022 results in the Sixth Form continued to build on a strong upward trajectory established in previous years. Results were as follows:

- 45% of A level grades at A/A*
- 62% of A level grades at A*-B
- 87% of A level grades at A*-C

We are very proud of our students and believe that these results reflect very well on the culture and ethos in the Sixth Form.

Progress in the Sixth Form is strong. We use ALPs as our measure of progress and have seen year on year increases. We currently have a three-year average ALPs score of '3', meaning that progress is equal to that in the top 25% of all schools and colleges.

We have a large Sixth Form which is predominantly focussed on A level programmes of study, our academic curriculum is supported by a range of applied and vocational qualifications. We run 35 different courses in the Sixth Form along with two Level 2 courses for those that have not met our A level (or equivalent) entry requirement.

In **Key Stage 4** strong academic performance in the core subjects of Mathematics, English and Science is complemented by high levels of attainment in all other areas of the curriculum. We are proud of our academic traditions but also keenly aware that we must meet the needs of all our learners.

Performance in summer 2022 was as follows:

- 78% of all grades were grade 4 or higher (4+)
- 59% of all grades were 5+
- 25% of grades were 7+
- 14% of all grades were grade 8 or 9 (or vocational equivalent), reflecting the strong academic profile of the Year group

We offer a broad curriculum for our students which we believe provides appropriate levels of challenge and support. Subjects overwhelmingly follow GCSE programmes of study. We encourage the majority of students to study a modern foreign language and also have significant numbers choosing to study individual sciences. We are proud of our successes but aspire to do even better for our students setting ourselves challenging targets to achieve.

Professional Development

We believe that a commitment to professional development is central to our identity as teachers. Our expectation is that all staff continually strive to improve their practice and do this through a sustained focus on aspects of pedagogy. This is best supported through collaboration with others. Engaging in paired planning and peer observation encourages productive critical reflection.

Most of our professional development takes place after school on Mondays. We provide cross-curricular forums, opportunities for departmental planning and development as well as more bespoke programmes to meet individual needs. Cross curricular groups are facilitated by fellow teachers.



Culture and Ethos

We believe the school is a caring community and seek to place the strong relationships that exist between students and staff at the heart of the school. The school has a well-developed pastoral system and we pride ourselves on the level of personal care we provide for all our students. Heads of Year and Pastoral Support Assistants exist in all Key Stages (from Year 7 to Year 13). They are often the first point of contact for parents when making enquiries about social or academic issues. The pastoral teams are supported by form staff who provide a daily point of contact for students. A key factor in the character of the school comes from the split site we inhabit. Students start Year 7 at our Windmill Lane site which also houses students in Year 8 and Year 9. This site has a particularly friendly and intimate feel to it and serves our younger students well, combining the challenge of a secondary curriculum with a strong sense of nurturing and support. At the end of Year 9 students then transfer to our Imberhorne Lane site marking the transition into Key Stage 4 and the study of examined courses. Whilst we retain the caring and supportive philosophy established at Windmill Lane, students also develop a more academic focus accompanied by a greater level of challenge and heightened expectations.

The arts have a very high profile in the school, numerous events and activities occur throughout the year providing students with wonderful opportunities to sing, dance, perform, act and exhibit. Sports have an equally high profile; we are proud of our very many achievements reflected in the numerous tournaments and competitions our students participate in at local and national level. The Duke of Edinburgh Award is thriving in the school with significant numbers of students participating in the

scheme, starting in Key Stage 4 and leading on into the Sixth Form. All of these opportunities enrich the school community but critically help the students learn how to express themselves, work with and support others, show responsibility and become increasingly self-assured members of our community.

Collaboration and Partnerships

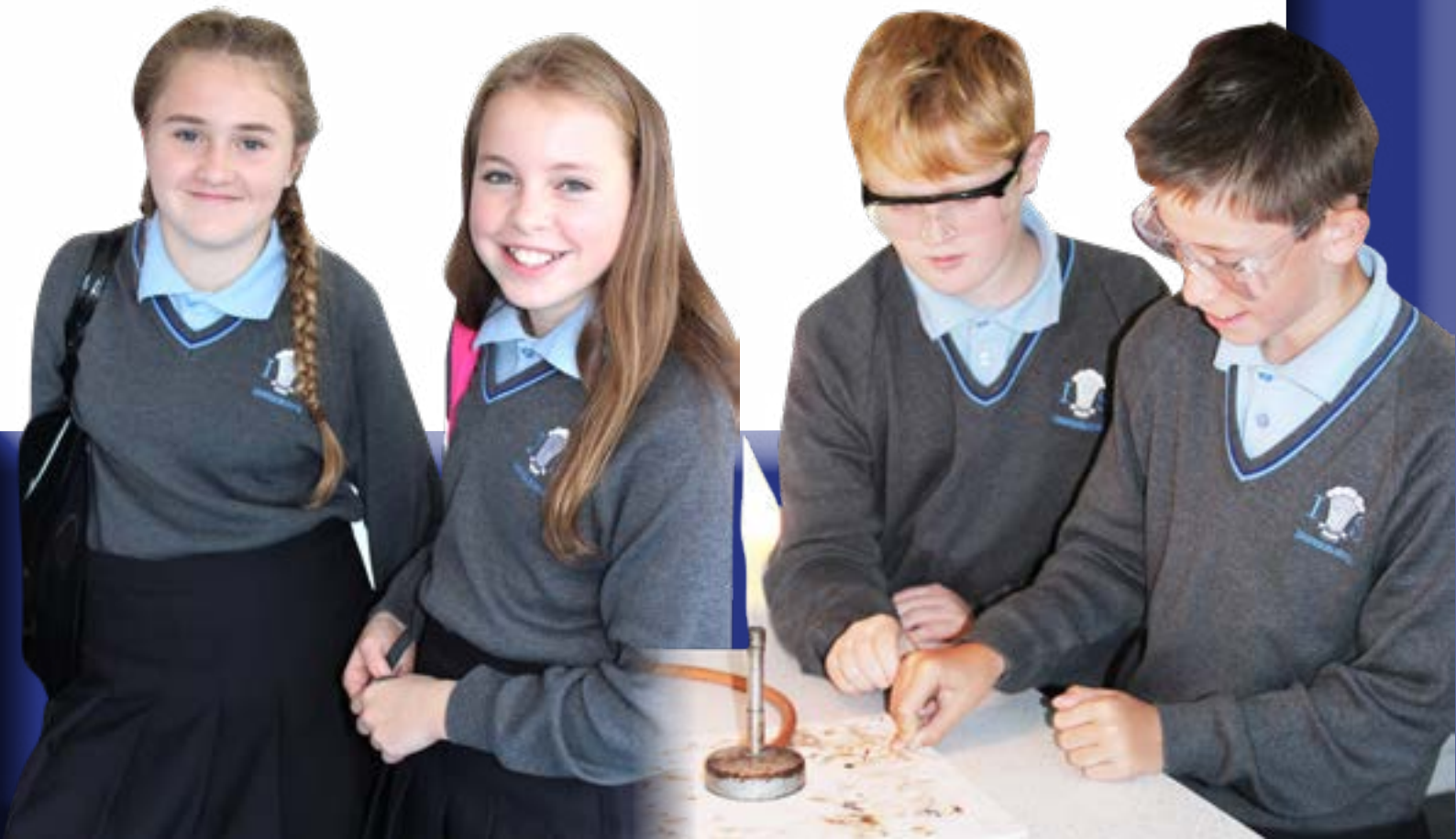
We believe in the value of partnerships and collaborative practice. Being outward looking and engaging in shared activities with other teachers and other schools is important to us.

We have established close working relationships with the East Grinstead primary schools, particularly those that tend to feed into Imberhorne. We have established joint literacy and numeracy projects run prior to transition facilitated by staff and students at Imberhorne.

We encourage staff to join local subject networks. We are part of a teaching school alliance and participate in many of their network meetings. In addition to this we work closely with three other local maintained secondary schools, in a soft Federation, sharing opportunities for CPD and working as critical friends for each other.



Lee Walker
Headteacher



Imberhorne School

Job Description - Deputy Headteacher (Behaviour and Attitudes)

Job Purpose:

This is a key role in leading the future development of Imberhorne School. The post holder is responsible for raising standards through ensuring outstanding behaviour, attitudes and personal development across both sites and in all key stages. The post holder will achieve this by working with SLT, Leaders of Learning, Year teams, teachers, support staff and other stakeholders to ensure the highest levels of behaviour, pastoral care and personal development

Strategic Leadership:

- To be the strategic lead for Behaviour, Attitudes and Personal Development to enable the school to achieve its vision.
- To develop, implement, monitor and evaluate a strategy for outstanding behaviour, attitudes and pastoral care which engages, inspires and motivates all stakeholders.
- To review, refine and re-establish systems and processes which rebuild expectations of the highest standards of behaviour and attitudes so that every child has the opportunity to fulfil their potential.
- To ensure there is a robust system for tracking, monitoring and evaluating the impact of interventions designed to improve behaviour and attitudes, and to ensure that this data informs both strategy and intervention.
- To lead on the development of processes and protocols which reduce the need for suspensions and permanent exclusions.
- To work collaboratively with leaders responsible for each Key Stage, SEND, safeguarding and attendance to establish a clear and consistent approach to pastoral care, behaviour and attitudes so that we achieve our vision.
- To ensure that policies and protocols for outstanding Behaviour and Attitudes are embedded and in place across the school, devising a strategy to establish their consistent use and application in every classroom and on every corridor.

Behaviour and Attitudes:

- To lead the development, implementation and monitoring of the school's Pupil Premium Strategy, working with other senior colleagues to ensure successful use of the funding with a particular focus on improving outcomes for identified students.
- To work as the school's named Senior Mental Health Lead.
- To have strategic oversight of student voice, working closely with colleagues who have responsibilities for this.
- To have an overview of student and staff well-being, working with other colleagues to deliver our responsibilities in these areas.
- To ensure all students with challenging behaviour receive support and are successfully engaged in learning through robust support plans.
- In collaboration with the Assistant Headteachers to ensure effective and appropriate alternative offsite educational provision is in place
- To be part of the school's Safeguarding response as named DSL or Deputy DSL as required.
- To ensure value for money in relation to spending on interventions & rewards.
- To represent the school at In-Year Fair Access panels and other related local processes.

Personal Development:

- To ensure that the curriculum provides for pupils' broader development, and that the school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- To ensure the school provides high-quality pastoral support so that pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy, and that they have an age-appropriate understanding of healthy relationships.
- To ensure that the school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- To ensure that the school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- To encourage pupils to engage with views, beliefs and opinions that are different from their own in considered ways. To ensure they show respect for the different protected characteristics as defined in law and that no forms of discrimination are tolerated.
- To ensure that relationships among pupils and staff reflect a positive and respectful culture, that pupils are safe and they feel safe.

Other SLT duties:

All members of the Senior Leadership Team are expected to make a full contribution to the life of the school, including through undertaking the following:

- Working with the Headteacher and other senior leaders to contribute to the production of the School Development Plan, the Self Evaluation Form, Governor reports and other relevant documents.
- To support the Headteacher in delivering the vision for the school in line with our values. To deputise for the Headteacher when required, representing them at meetings within or outside the school as necessary.
- To further build and develop the school's very strong working relationships with the Mid Sussex Federation of schools, Local Authority and other relevant external agencies.
- Acting as a line manager for members of SLT and other colleagues, as required.
- Leading and delivering assemblies
- Liaising with parents and other key stakeholders.
- Performing break time, lunch and after school duties and supervision
- Contributing to our quality assurance processes, including carrying out learning walks, drop-ins, lesson observations etc.
- To arrange and deliver relevant training for staff as and when needs are identified.
- Attending consultation and information evenings
- Reporting to Governors as required, attending Governor meetings and working with governor teams to carry out the key actions in the School Development Plan and other school improvement priorities.
- Attending Leadership Team meetings before and after school
- To teach an allocation of lessons (currently 10/50 lessons per fortnight), and undertake the duties required from any member of staff who has a teaching responsibility (in line with the latest STPCD and Teacher Standards).
- To play a full and active role in supporting our numerous school events.

Professional Development

- Take responsibility for personal professional development, keeping up to date with research and developments which may lead to improvements in behaviour and attitudes.
- Participating in the school's arrangements for appraisal, professional development and quality assurance.
- Have up to date knowledge of legislation and initiatives relating to behaviour and attitudes, as well as the personal development curriculum

NOTE – The list of duties and responsibilities outlined above is not exhaustive, and the Headteacher may amend these duties in consultation with the postholder.

Person Specification – Deputy Headteacher (Behaviour and Attitudes)

	Essential	Desirable	Evidence from Application/ Interview
Qualifications and Professional Development			
Qualified teacher status	x		A
Educated to degree level or equivalent	x		A
Demonstrable evidence of recent and ongoing professional and leadership development	x		A
Successfully completed Safeguarding training at a level consistent with a senior role	x		A
Experience and knowledge			
Recent successful leadership as a Deputy Headteacher or Assistant Headteacher in a secondary school	x		A/I
Track record of successful delivery of school improvement with measurable impact	x		A/I
Track record of developing, implementing and evaluating effective behaviour management strategies and policies to establish and maintain high standards		x	A/I
Evidence of promoting equality and inclusivity in school and fostering an understanding and respect for difference across school life and the curriculum		x	A/I
Experience of developing and implementing safeguarding policy and procedure in school to promote the welfare of children	x		A/I
Experience of leading curriculum development in a specific subject		x	A/I
Significant experience of leading and line managing teaching staff at secondary level, with evidence of improvement in standards.	x		I
Track record of inspiring, challenging, motivating and empowering teams and individuals to be ambitious and strive for success.	x		A/I
Evidence of cultivating and sustaining a positive and supportive school culture	x		A/I
Experience of mentoring and coaching staff and teams and facilitating staff training to develop talent and promote continuous professional development		x	A/I
Understanding of relevant data and its evaluation	x		I
Personal qualities			
A skilled communicator, able to engage and enthuse others	x		I
Meticulous attention to detail	x		A/I
Able to work autonomously and in collaboration with others to achieve success	x		A/I
A strategic thinker	x		I
Awareness and acceptance of the accountability and responsibility commensurate with a senior role	x		A/I
Understands and appreciates the values and ethos of Imberhorne School	x		A/I
Inspires trust and fosters the respect of the school community	x		I

Has resilience, enthusiasm and ability to work under pressure	x		A/I
Committed to identifying and challenging under-performance across the workforce	x		I
High standards and expectations of self and others	x		A/I
Committed to promoting equality of opportunity	x		I