

Deputy Headteacher/School Lead Information Pack



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Bishop Stopford School is committed to safeguarding and promoting the welfare of its students. We expect all those working at the academy to share this commitment.

We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.

Welcome from the Headteacher

I'm so pleased you've chosen to click through to the details of this post. I am delighted to introduce our school to you, and to encourage you to think seriously about applying for this relatively rare opportunity at senior leadership level. If you know anything about us already, this pack illuminates things a little further; if not, I trust it arouses your curiosity to find out more.

For you, I'm sure, the key questions will be around the post itself, the school, and the leadership team you will join. The information in this recruitment pack will give you some insights, but we strongly recommend that you visit us – either virtually or in person prior to applying to confirm whether or not leading at our school is the right move for you.

This is a crucial time for us, as we move into a new era and shape our pastoral care for life in the 2020s. We are excited about the opportunity to appoint a highly successful leader to this post, to take forward our philosophy of wellbeing for learning and ensure that our culture remains one of safety, nurture and challenge where everyone can fulfil their unique potential.

I've been privileged to be Headteacher at our school for just over two years now, and our leadership team is a blend of those who have been at the school for some time, and those who are relatively new. Between us, we have a real diversity of skills, which helps as we challenge ourselves to pursue excellence. We're keen to recruit someone who will enhance our capacity with specialist expertise in the areas outlined in the job description, and who will bring warmth, professionalism and strategic direction as we begin another chapter in our story.

If you were to ask me to sum up Bishop Stopford School, I would revert to cliché and say it's all about relationships. I am very proud of our staff, who are devoted to ensuring every young person entrusted to our care is given the best opportunities. Those staff who join us cannot praise highly enough the support they receive and always comment on the highly productive relationships on which great teaching and learning is built. Parents choose our school because they value those relationships too. Our students are amazing: they are keen to learn and enthusiastic, and highly complimentary about the Bishop Stopford School experience.

You will have noticed that we are a Church of England academy, and may have some questions about that. Well, we certainly don't ask for christening certificates as part of our recruitment! Our Anglican heritage, however, is central, and everyone who works here does so in line with our core values. Perhaps our Outstanding SIAMS report can speak for us in this respect: there are "five deeply embedded, long established, Christian values, which are relevant to everyone, creating an ethos in which harmonious and respectful relationships enable everyone to flourish".

We are also a consistently high-performing school at both GCSE and A Level. Because of this – and the absence of any other significant concerns - we have not been inspected under the Ofsted framework for twelve years. So yes, we are expecting a visit as soon as the current restrictions are lifted, and we believe we're in a strong position for when that visit is made.

This post is one of the most significant recruitments of my headship. If you were to ask me who I'm looking for, it's someone with a values-driven approach, with strategic sensibility in wellbeing and safeguarding, a conceptual understanding of the challenges facing young people as we move through the 2020s and able to think creatively about how to best support them.

The remainder of the pack will give you more detailed information about our school and the post itself. If you feel sufficiently inspired to make an application, it would be good to hear from you.

Yours faithfully,



Jill Silverthorne
Headteacher

Introduction

The post has become vacant on the retirement of the previous post-holder, who has given over seventeen years of sterling service to the school.

As a Church of England single academy trust, our school has a great reputation, with experienced and specialist teaching teams across every subject, and a highly supportive team of associate staff – over 200 in total. There is a rigorous academic focus and research ethos in every area. *Our Intent* articulates our aims for each young person who joins the school. It is ambitious, and rightly so.

Almost 1500 students attend our school. Our admission number is 216, but we routinely attract over 350 applications to the school each year. A key admissions criterion is linked to attendance at a place of worship rather than catchment. As a result, our students come from a wide geographical area, across north and east Northants, Northampton and Wellingborough and further afield from Leicestershire and Rutland. In most years, students from over 40 primary schools join us.

Students are placed in tutor groups by academic year. Our sixth form is over 400 (the second largest in the county) and a significant part of our provision. About 80% of students continue from Year 11 into the sixth form and over 85% of Year 13 students go into higher education. This year, we are delighted that 18 of those have secured Oxbridge interviews.

Our Pastoral Team currently comprises Heads of Year (Years 7-11), and two full time and one part-time role in pastoral support. There are two Sixth Form heads, as well as a pastoral lead and a full time administrative post. Apart from the Head of Year 7, Heads of Year move through the school with their year groups. Form tutors are a critical element of pastoral care: each day begins with an act of worship either in tutor groups or in a corporate assembly. We have many connections with the wider professional community to support student welfare.

We are well-regarded in the local community for our work with Looked After and other vulnerable children, and the progress of our students who are disadvantaged is strong. The number of students with an EHCP for SEN/D has traditionally been high, although those numbers have fallen with the reduction of the number of EHCPs being issued locally.

The Safeguarding Team focuses on Child Protection, and we use MyConcern software. We commissioned an external review of our safeguarding provision in September 2020, and have established a cross-school safeguarding group as a result, to ensure that safeguarding is kept central to the business functions of the school as well as teaching and learning and pastoral care.

Our home-school partnership is critical. Parents are highly supportive – attendance at Progress Review (parents' evenings), for example, is usually over 90% for each year group.

Our governors are effective in their leadership, and there are sub-committees for Admissions, as well as Student Care and Discipline.

The Post

This role is suitable for an experienced senior middle leader aspiring to school leadership, a current school leader or a leader outside education with significant experience in an associated professional discipline. (For this reason, the post is advertised as either a Deputy Headteacher or School Lead.) The successful candidate will be driven by an energetic commitment to creating the best possible educational environment and opportunities for all students at Bishop Stopford School. If the successful candidate is a teacher, s/he will have a teaching commitment of approximately 10-15 hours per fortnight.

The team/s you lead will focus on those aspects of student experience beyond teaching and learning which enable them to function successfully as learners. (eg attendance, emotional and physical health, safety, and barriers to learning such as social disadvantage, SEN/D and other vulnerabilities.) You will lead on admissions (with support in your first year), transition through each year and key stage, and ensure that behaviour for learning is outstanding.

You will work closely with all other leaders to secure strong outcomes and to ensure the work in your area has impact and is successful. You will collaborate with others both within and outside school to achieve the strategic intent and to ensure we continue to meet statutory requirements and those within the accountability frameworks.

As Designated Safeguarding Lead, you will take responsibility for our safeguarding procedures and child protection systems, and lead the safeguarding team. You will also lead on training and learning in this area, so that safeguarding is high on the agenda of all colleagues, and students understand how to keep safe.

You will be expected to contribute to the research culture of the school and will be the 'go to' person on matters relating to the areas defined in the job description.

Competencies

We require an individual who can function successfully in a highly values-driven organisation, commit fully to our Intent and demonstrate expertise in the following essential areas:

- Leadership: articulates a compelling vision, providing visible and supportive direction and guidance which empowers, enables and motivates the leadership team to achieve the academy's goals.
- Strategy: leads with strategic thinking developed from research and evidence for the area, and transforms practice by translating strategy into effective project/change management.
- Improving Performance through Team-Working: works effectively as a team member and leads a team with assiduity to deliver shared goals.
- Caring for All: creates and sustains a healthy, safe and dynamic environment in which student well-being is promoted and people are supported and motivated in their roles.
- Enhancing life Chances: creates a culture which ensures that no student is left behind or left out, gaps in provision are identified and closed rapidly and the most vulnerable are given every opportunity to succeed.
- Communicating effectively:
 - communicates clearly and consistently and ensures that students, staff and other stakeholders are able to contribute to the planning, delivery and evaluation of this aspect of academy life
 - has excellent communication and influencing skills, and manages public, external and internal communications sensitively and effectively
- Promoting a Learning Culture: views learning and research as essential tools to improving own practice and that of staff across the academy. Actively gathers research and reviews effectiveness of our approaches on a continual basis.
- Working in Partnership:
 - builds highly effective relationships with students, staff and other stakeholders within the academy community
 - nurtures and builds effective alliances with external stakeholders from other professional disciplines to maximise capacity in relation to student wellbeing
 - actively seeks and develops new partnerships, networks and resources to this end
- Improving Quality: relentless focus on continually improving outcomes for all, using internal and external accountability frameworks to do so
- Achieving Results :
 - develops and implements effective plans and reviews own, team and whole school performance against implementation.
 - has a sound understanding of issues relating to students' wellbeing.
- Safeguarding: ensures activity at all levels within the academy is underpinned by a safeguarding culture; that the academy meets statutory requirements, and it practises in an exemplary fashion in this regard.

Job Description

Job title:	Deputy Headteacher/School Lead: Pastoral, Safeguarding and Wellbeing
Description:	Designated Safeguarding Lead, responsible for leadership of student wellbeing throughout the academy.
Executive Focus:	Leadership and management; safeguarding; wellbeing: student behaviour; quality assurance; attendance; admissions
Direct Reports:	SENDCo, Pastoral Leads, Sixth Form Leads
Grade:	Deputy Headteacher: L18-22 School Lead: £57000-£62000 by negotiation
Responsible to:	Headteacher

You will be required to:

- Work as part of the core and extended Leadership Team to support the strategic leadership of the school.
- Fully commit to the Christian vision and values of a Church of England secondary school.
- Lead a wide range of teams in order to secure improvement.
- Be an excellent role model for all members of staff and students and maintain a positive and visible presence around the school.
- Work collaboratively with SLT and others in order to monitor, review, evaluate and improve student experience.
- Undertake such duties as are delegated by the Headteacher.
- Comply with any reasonable request from the Headteacher to undertake work of a similar level not specified in this job description.

Strategic Direction and Development

- Represent the key researcher for approaches to wellbeing and their impact on learning and the pastoral and whole child development of our learner community.
- Ensure the school fully meets *Keeping Children Safe in Education* requirements and maintain effective links with multi-disciplinary agencies and partners.
- Raise standards through effective leadership of wellbeing for learning.
- Review, develop and embed a positive behaviour and reward ethos across the academy.
- Ensure that policies related to the area are incorporated into relevant documentation, implemented and reviewed.
- Provide strategic leadership for care, guidance and support to ensure all students have the best opportunity to achieve their potential.
- Secure the highest standards of behaviour and attendance so that effective learning can take place for all students.
- Work to ensure Governors have a regular and well-informed understanding of the work undertaken in this area and its impact.
- Be responsible for quality assurance in the area and be responsible for working with others to drive improvements informed by findings.
- Work collaboratively to ensure that an effective strategy is in place to provide high quality information, advice and guidance to support transition between key stages.
- Liaise effectively with parents/carers to ensure good relationships between school and home contribute to high standards.

As a Senior Leader you will be required to:

- Develop and continually improve research and evidence-led approaches to your remit.
- Create an effective climate for change, inspiring and enthusing colleagues.
- Lead and manage people and resources effectively.
- Develop strategies, and implement policies and practices for school improvement.
- Secure performance consistency across the area.
- Monitor consistency and evaluate standards against the P4X (School Development Plan) and external accountability frameworks.

- Support and challenge Middle Leaders to achieve ambitious targets in relation to student wellbeing.
- Strive to establish productive and supportive partnerships with parents and carers.
- Follow and uphold all guidelines on health and safety and security.
- Make a leading contribution to team review, monitoring and evaluation and the development of working practices.
- Take a lead role in working groups and projects.
- Lead professional development and research activities.
- Provide regular feedback and updates to SLT and governors.
- Plan for progression and raise expectations by creating and developing a climate of learning
- Lead by example with integrity, creativity, resilience and clarity.
- Initiate and manage change; be able to delegate and monitor the implementation of tasks.
- Use national, local and school data effectively to analyse and evaluate student progress, planning and implementing effective interventions to support students.

Pastoral / Inclusion

- Work with the team to plan, implement and review behaviour management across the School to ensure it is applied consistently and a positive climate for learning is supported at all times.
- Support staff with the management and systems which ensure exemplary student behaviour.
- Ensure that appropriate systems are in place to record and monitor attendance, behaviour, attainment and intervention strategies and that these are reviewed regularly and thoroughly.
- Take a leading role in driving the vision for Inclusion with staff and students.
- Develop a range of systems and procedures to ensure that barriers to learning are identified, addresses and monitored for impact.

Leading and Managing Staff

- Ensure all members of staff are treated with equity and respect and are proactive in supporting all team members regardless of their need.
- Promote the development and training of staff, including participation in performance review arrangements.
- Work with others to create a positive climate and shared culture of mutual support.
- Work collaboratively in order to ensure that appropriate interventions are identified, implemented and evaluated in order to promote student progress.
- Celebrate successes of team members – both work related achievements and life events.
- Undertake whole school leadership responsibilities such as assemblies and duties.

As a colleague you will be required to:

- Develop and foster links with the school's partners, stakeholders and other outside agencies.
- Put the well-being, development and progress of students first.
- Demonstrate respect for diversity and promote equality.
- Work effectively as part of whole-school teams.
- Cooperate professionally with other colleagues.
- Help students to become confident and successful learners.
- Strive to establish productive and supportive partnerships with parents and carers.
- Demonstrate honesty, integrity and uphold public trust and confidence in the teaching profession.

Efficient and Effective Deployment of Resources

- Use and allocate delegated budgets.

Accountability – Overview / Line manage

- Accept responsibility for problems that may arise and actively seek solutions.
- Be accountable for processes, procedures and protocols affecting student welfare in school the designated areas of responsibility.
- Oversee the Safeguarding and health & safety of students and staff.
- Accountable for Policies and implementation of key policies e.g. Anti-Bullying; Drugs; Behaviour; Exclusions.

Person Specification

	Essential	Desirable
Values	<ul style="list-style-type: none"> Fully supportive of the Christian ethos of the school and its values Belief in and active promotion of academy's values, and thus promote British values 	
Qualifications	<ul style="list-style-type: none"> Good degree or equivalent level 6 qualification Evidence of recent, significant CPD relevant to this role Level 3 DSL Training – or willing to be trained immediately on appointment 	<ul style="list-style-type: none"> Qualified Teacher Status or equivalent professional status Relevant L7/post graduate qualifications in a field relating to education or wellbeing of young people
Experience	<ul style="list-style-type: none"> Of leading a team of staff Of implementing effective systems and structures to support wellbeing across departments, year groups or a whole organisation Proven and consistent track record of achieving continuous improvement Of managing change Of excellence in developing and/or delivering wellbeing services 	<ul style="list-style-type: none"> Of whole organisation/school leadership experience Of using and implementing effective information management systems Of leading appraisal for a team, including performance observations and evaluations Of leading organisational change Of working with young people (or organisations which support them) in relation to SEND Of Ofsted/other external accountability framework Of leading the admissions process of students joining a secondary school
Abilities	<ul style="list-style-type: none"> To motivate and inspire young people and staff To evaluate, analyse and plan effectively To be highly organised, able to work under pressure and meet deadlines To listen with empathy, consider the views of others and act appropriately with the information received To lead on strategy for designated area of responsibility To provide CPD for all staff and specific teams where appropriate Effective time management 	<ul style="list-style-type: none"> To network locally and nationally to improve service quality To produce high quality reports for accountability purposes.
Skills	<ul style="list-style-type: none"> To be research focused in role. To develop positive relationships within the school and with stakeholders To use a range of techniques and tools confidently to support wellbeing To manage a range of behaviours effectively, and to locate behaviour management in a positive framework To communicate effectively – both orally and in writing – to a variety of audiences To be able to resolve conflict within a team 	<ul style="list-style-type: none"> To be fully IT literate To speak confidently in public

	<ul style="list-style-type: none"> • To be a committed team member, able to lead decisively • To work autonomously • To maintain and analyse data to raise standards 	
Behaviour	<ul style="list-style-type: none"> • Committed • Patient • Reliable • Sensitivity to the needs of others • Warmth and care towards students • Open minded • Adaptable • Effective under pressure • Ability to accept and act upon advice • Highly organised 	
Attitudes	<ul style="list-style-type: none"> • Research curiosity • Reflective practitioner • Resilient • Empathetic • Enthusiastic • Determined • To enjoy working with young people • To be a role model and provide high standards for others to follow • Self evaluate • Sense of humour • Willing to learn • A well balanced sense of perspective • Motivational • Emotionally intelligent 	<ul style="list-style-type: none"> • Confidence of previous employer in ability or potential for senior leadership • High degree of commitment to professional development in specialist area.

What people say about Bishop Stopford School

"The values that all of our children have learnt at Bishop have held them in good stead throughout their early adult years, and I am sure that they will continue to prosper..."

(Parent)

"The enrichment opportunities here are fantastic: both academic and social"
(Student)



"Thank you for making Bishop Stopford such a family school"
(Parent)



"I chose Bishop Stopford because it focussed on creating a rounded individual who would care as much about those around him as himself..."

(Parent)



"It's a friendly community atmosphere, created by both students and staff"

(Student new to the sixth form)



"Thank you so much for helping me get to where I am today. Bishop Stopford School has fantastic teaching support like no other school"

(Student)

"Classed as one of the top comprehensives in the country with an outstanding Ofsted, we can see why. Consistent results speak for themselves, but this school has that little bit extra, the care and support and nurture it offers its students".

(The Good Schools Guide 2017)



"I very much enjoy being a governor/director of the school because of the wonderful atmosphere. Students are encouraged to achieve academic excellence, supported in a caring, Christian environment".

(Governor)



".... Excellent leadership, with its focus on the core business, combined with a fully committed, hard-working staff underpinned by strong values - ensures that the school remains outstanding. The values remain strong and are embedded (confirmed by Inspection). This experience further confirmed my belief that highly values-driven organisations are the most effective".

(liP Gold re-inspection 2016)

Bishop Stopford School Core Values

Working together to form relationships based on:

Responsibility	- everyone is expected to understand the consequences of their actions
Truth	- everyone is required to be honest and to communicate in a positive manner
Justice	- everyone is entitled to be treated fairly and to promote the self-esteem of others
Faith	- everyone is invited to develop their understanding of Christian belief, worship and lifestyle
Compassion	- everyone is encouraged to be generous in their concern for others

How to Apply

1. Complete the application form available from www.bishopstopford.com .
2. Submit a detailed supporting letter as part of your application, ensuring that you address the criteria outlined in the person specification.
3. If you would like to visit before applying or to participate in an online conversation, contact Karen Kilborn via email (kkilborn@bishopstopford.com).
4. Applications must be sent by email to Karen Kilborn – address as above.

References will be requested for shortlisted candidates prior to interview.

Recruitment Timeline

Application closing date: 12 noon Thursday 28th January 2021

Proposed Interview date: Wednesday 3rd February 2021