

**Queen Elizabeth Grammar School Penrith**

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**Application pack for**

**Deputy Headteacher**

**Queen Elizabeth Grammar School Penrith**

**Ullswater Road, Penrith, Cumbria CA11 7EG**

Telephone: 01768 864621

reception@qegs.cumbria.sch.uk

www.qegs.cumbria.sch.uk

Headteacher: Paul Buckland M.A.

September 2021

Dear Candidate

Thank you for taking an interest in the post of Deputy Headteacher at Queen Elizabeth Grammar School. We are the only grammar school in Cumbria with nearly 1,000 students on roll, 234 of whom are in our expanding Sixth Form. We admit 160 students into each year group and we are always over-subscribed. We became an academy in 2012.

This position provides an opportunity for an ambitious and energetic leader to take a prominent role in the next stage of the development of this outstanding grammar school. The right candidate will have the chance to develop their skills and extend their experience to take on challenges, which will be excellent preparation for Headship.

I took up post as Headteacher in September 2015 and quickly came to appreciate the unique qualities that make this school such a great place to learn and to teach. Parents, students and staff all comment on and value the friendly, calm and purposeful atmosphere. We are small enough to know students as individuals, yet also have the capacity to provide them with the opportunities and guidance they need. Our intake comes from over 50 primary schools and we put a lot of time and effort into outreach work with schools and parents to make sure that our entry reflects the social mix of our community. We have an excellent pastoral support team. From visits to primary schools and Year 6 induction, right the way through to Oxbridge preparation and careers advice, our students are supported and guided every step of the way. We put the students first in everything we do. They are a wonderful group of young people. I have taught in six schools over my 35 year career and have never experienced students with such a positive and enthusiastic approach to their studies. They are extremely polite, friendly and engaging. Staff enjoy working here and turnover is low.

The outcomes reflect this positive attitude. Pre-Covid, our progress 8 for the 2019 cohort was +0.3, 29% achieved 9-7 in English and Maths and 83% achieved 5 strong passes including English and Maths. At A Level the vast majority of our students stay on into the Sixth Form and every year we welcome approximately 20 students from other providers. The outcomes for the 2018-19 cohort included a value added score of + 0.14 and average points per entry at 37.9. ALPS places the school in the top 25% nationally for progress from GCSE for the last three years before lockdown.

Our focus is not just on the academic development of our students though. We have a very full and rich extra-curricular programme catering for every possible talent and taste. There are opportunities in sport, music, drama and in every subject area for students to get involved at lunchtimes or after school. We are the current fell running champions of England and regularly have great success in rugby, netball, hockey and tennis, to name just a few. We have run trips to Iceland, USA and Germany; our students have performed in ‘War Horse’ at The Royal Albert Hall; successful school productions include Les Misérables and Hairspray, with over one hundred students involved. We offer numerous music ensembles, Christmas Carol Services at St Andrews; clubs from Warhammer to creative writing, from debating and law to electronics. There is always something happening to benefit the students. There really is a buzz about the place.

The post of Deputy Headteacher becomes available following the resignation of Dr Elaine Mawson after five years’ of devoted service to the school. Her departure is a great loss to the school as she has brought a great deal of expertise and commitment to the role.

We have recently appointed a third Assistant Headteacher post, to recognise the increasing roll at QEGS, as we move to around 1000 students for the first time in our history. This process gave us an opportunity to review and re-allocate roles and responsibilities and we are keen to take the same approach with the Deputy Head role. As a consequence, the roles and responsibilities taken on by the new Deputy Headteacher are open for negotiation. We do not want to impose a particular role on the successful candidate. What is most important for me and for the governors is that we appoint the best possible candidate for the job. We are looking for the person with the potential to be an outstanding leader. Their specific role or responsibilities are secondary to this aim. Our Leadership Team consists of myself, one Deputy Headteacher, three Assistant Headteachers and the Business Manager.

In the pack you will find a copy of the current allocations for all roles. You will see that currently the Deputy role includes timetabling, assessment, data and reporting and clearly experience in any or all of those areas would be desirable, but this is not required. Colleagues are flexible and roles are open to change, although the role of DSL and some aspects of the Student Welfare role have only recently been allocated and will not be changing, in the best interests of the students.

In addition to completing the application form, we would like you to outline what you see as the major challenges facing Queen Elizabeth Grammar School over the next three years and how you would contribute to the future of the school, indicating how your strengths and experience would best fit within the range of responsibilities to be allocated in the potential restructure. We welcome applications from candidates with experience from the selective and/or the comprehensive sectors. Please be precise and concise in your letter. Limit your submission to no more than two sides of A4, minimum 12pt.

This is a school that is ‘Outstanding in every category’ (Ofsted 2009). I hope you decide that this post is the right next step for you in your career. If you want to live in one of the most beautiful parts of the country, take a significant role in leading a school of co-operative, friendly and cheerful children, a team of enthusiastic teachers, outstanding support staff and supportive parents, then you should not hesitate to apply for this post. The governing body is fully engaged in driving the school forward and committed to working with the Senior Leadership Team in ensuring every child succeeds.

I look forward to meeting you should you either request a visit or are called for interview.

Yours faithfully

Mr Paul Buckland

**Headteacher**

**Queen Elizabeth Grammar School Penrith**

**Ullswater Road, Penrith, Cumbria CA11 7EG**

Telephone: 01768 864621

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Headteacher: Paul Buckland M.A.

September 2021

Dear Candidate

Thank you for taking an interest in the position of Deputy Headteacher for our school. We regret that we are losing Dr. Mawson, who is a real asset to QEGS, but are looking forward to welcoming a new Deputy Head. Our Senior Leadership Team has grown over the last two years with an extra assistant head and a school business manager as full member of the SLT. This reflects the growth of the school and the governing board’s wish that the school continues to grow and develop.

There is a comprehensive outline of our school in the letter from Mr. Buckland, so I will not repeat what he has said, just emphasize that we aim for academic excellence combined with outstanding pastoral care and a full offer of extra-curricular activities. A very high number of our students continue to university and, as a very rural county, the importance of adding opportunities for the students to build up their cultural capital and sporting achievement is a major part of preparing them for their adult life.

In addition to our excellent students, I will also mention our outstanding teachers and support staff. Especially during Covid it has been very clear the commitment and care that all staff have for the children, both educationally and pastorally. The community has also backed the school, as an example we got over a hundred parents who were willing to help testing in March when children returned to school.

QEGS is in a unique position as the only selective state grammar school in Cumbria and the North East, and we have a responsibility to our community to ensure that the offer is available to anyone who will benefit from a grammar school education. We have during the last years worked on our outreach programme and admission policy, and it is one of our longer term strategies to keep improving in this area. We have also recently, in the light of the reports of sexual harassment in schools, strengthened our strategy to help foster both respect for others and self-esteem. This will over the next years be reflected in the School Development Plan.

The last year and a half has been difficult, as it has been for all schools, but one result of the pandemic is that we have had to move forward with IT, and there is now an exciting strategic plan to change our IT setup over the next five years, which will put us in a much better position to support the teaching via IT.

In your role as Deputy Headteacher it will be important to support the above areas and think strategically, irrespective of which specific responsibilities will be defined in the job.

As sole Deputy Head you will deputise for Mr. Buckland when needed on an adhoc basis, as well as regularly when Mr. Buckland fulfils his role as an Ofsted inspector, which is approx. 14 days per year.

The governing board works actively with the SLT, and we expect the Deputy Headteacher to attend most governors’ meetings to support the Headteacher, as CPD and to be able to deputise when needed.

I look forward to receiving your application and to meet you if you are invited for an interview

Yours faithfully Mrs Tine Boving Foster **Chair of Governors**

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**Queen Elizabeth Grammar School Penrith**

A mixed selective academy

Roll: 1000 including 238 in the Sixth Form

Ofsted: Outstanding in every category

**Deputy Headteacher**

**Full Time Permanent**

**Salary to be determined according to experience, pay range L19-23**

***Required for January 2022***

*This is an exciting opportunity to take a senior role in the leadership team of Queen Elizabeth Grammar School Penrith, an outstanding, oversubscribed state selective grammar school in the thriving market town of Penrith in Cumbria. The team is undergoing a restructure and we are looking for an outstanding leader to create a role that makes the most of their potential to lead in key areas of school development.*

*You will:*

*Be someone with significant experience of leading on whole school issues or within a large team.*

*Share our passion for ensuring that every student makes the most of their potential.*

*Have the ability to inspire students and colleagues with your enthusiasm and vision.*

*We are committed to safeguarding and promoting the welfare of children. The post is subject to an enhanced DBS check and satisfactory references.*

***Deadline for all applications: 5th October 2021 9am***

Two day interview process will be held on 19th & 20th October

An interview outline will be forwarded to candidates selected for interview.

For further information or to arrange a visit to the school, please contact the Head’s PA, Mrs Becky Kennedy

on 01768 864621.

Application packs

from the Head’s PA [secretary@qegs.cumbria.sch.uk](mailto:secretary@qegs.cumbria.sch.uk)

All applications must be made using the school’s application pack, not TES Quick Apply or other route.

**Queen Elizabeth Grammar School Penrith**

**Job Description for Deputy Headteacher**

The Governors of this Outstanding School are looking to appoint an enthusiastic and successful Deputy Headteacher who can make a substantial contribution to the leadership and management of the school. We have no specific title such as ‘Curriculum’ or ‘Behaviour’ in mind. We are looking for someone with the potential to be a great school leader. The context outlined in my introductory letter affords us the opportunity to be flexible with the role.

Below I have outlined the major responsibilities shared across the five current members of my team. This is not an exhaustive list, but acts as an indication of the responsibilities to be included in the negotiation of the successful applicant’s role. Rest assured, you would not be expected to take on the whole list.

The Senior Leadership Team is not large and roles are sometimes changed or shared depending on the expertise or professional development needs of the individuals.

The specific duties and full job description are to be negotiated are in addition to those covered by the latest School Teachers’ Pay and Conditions document and are subject to change to reflect changes in the school’s circumstances but will remain commensurate with the salary and job title. As the sole Deputy you will be responsible for deputising for the Headteacher in their absence.

**Queen Elizabeth Grammar School Penrith**

**Deputy Headteacher Competences/Skills/Qualifications**

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| **Competence/ Skill/ Qualification** | **Description** | **How assessed?** |
| Degree | Ideally at least an upper second degree. | Application and original documents |
| Teaching Qualification | PGCE or equivalent teaching qualification.  NPQH or potential and desire to undertake. | Application, original documents and interview |
| Continuing Professional Development | * Enthusiasm for learning and personal development as evidenced by courses and programmes attended. * Participation in mentoring initiatives. * Working with other professional groups to gain knowledge, learning and experience. | Application, interview and other exercises |
| Experience | * Substantial track record of teaching 11 to 18 including A Level. * Experience ideally in both selective and comprehensive schools. * Ability to analyse data and plan on the basis of interpretation. * A proven track record in whole school leadership or the leadership of a large department/team. * Experience with SIMs and/or timetabling is desirable | Application, interview and other exercises |
| Vision/ Strategy | * Innovator with a track record of contributing to or shaping vision and strategy. * Ability to lead strategically, understanding and evaluating the school’s needs and to analyse the external environment in which the school operates with a view to proposing its future direction. | Interview and exercises |
| Leadership | * Is an outstanding inclusive leader who is respected within the community and has a strong personal presence. * Self-aware and committed to own personal leadership development. * Inspires others to follow through strong communication skills, good influencing skills and clear thinking. * A good listener who is empathetic and builds on different views towards a clear and agreed sense of future direction. * Keeps up to date with the outside world and ensures the school is ready to respond to new opportunities and developments. * Comfortable with change and leads others through it. * Committed to good Safeguarding practices. | Interview presentation and exercises |
| Management | * Experienced manager of professional and other staff. * Managed large teams effectively through change. * Can take strategy and break it down into clear plan, operating procedures, objectives, key performance indicators and expectations around rate of progress. * Able to mentor and coach others so that they can give their best and reach their potential. Also able to address performance concerns constructively consistently and fairly. Tackles difficult issues in a sensitive yet authoritative way. * Good eye for detail and process. | Interview and exercises |
| Financial Management and Income Generation | * Is numerate and experienced in managing a sizeable budget. * Has an eye for opportunities to create future income for the school including grant and funding applications, collaboration with other providers and increasing the student numbers. * Able to control costs. | Application, interview and presentation |
| Educational Philosophy | * Supporter of selection and grammar school ethos. * Strong upholder of high academic standards whilst wanting every child to maximise potential. * Upholder of a strong pastoral system and who supports all students to become useful and valuable citizens in the future. * Supports the aims and objectives of Queen Elizabeth Grammar School. * Is an outstanding classroom practitioner and is able to communicate expertise to others. * Is able to apply knowledge and critical understanding of contemporary developments in education policy at local and national level. * Is fully committed to a wide range of extra-curricular activities. | Interview, exercises and presentation |

**Queen Elizabeth Grammar School Penrith**

**School Strategy**

**Vision**

* To prepare our students to succeed in tomorrow’s world by providing a secure learning environment, a rigorous academic curriculum, high expectations, and best practice in teaching, learning and technology enhanced by wide-ranging extra-curricular opportunities and outstanding pastoral care. Our students will demonstrate and encourage respect for everyone within our community and globally, treating all people equally irrespective of their characteristics and celebrate diversity.

**Aims**

1. The school aims to build upon its tradition of academic excellence. Pupils will be encouraged to strive for the highest levels of achievement to maximise their potential.

2. The school aims to take full advantage of its small numbers to provide a caring environment in which the individual pupil’s personality and abilities are valued and fostered.

3. We will educate and develop tolerance and respect for all, paying particular regard to protected characteristics

4. The school will provide an environment in which creativity, enterprise and initiative are encouraged. Social, artistic and sporting activities will be promoted to develop pupils’ interests and talents.

5. The school will do its best to ensure that pupils leave this school to embark upon higher education or employment confident in their skills and learning and fitted for useful, active citizenship.

**The Academy will do its best**

1. To raise the standard of educational achievement of all students;

2. To ensure that every child enjoys the same high quality education in terms of resourcing, tuition and care;

3. To foster self-esteem and respect for each person as an individual; by creating a positive and inclusive atmosphere and encouraging a shared commitment to respect diversity and difference; by challenging discrimination and promoting good relations between people, irrespective of their characteristics. In particular, the school will not permit any direct or indirect discrimination, harassment or victimisation of any person, adult or child, because of any person’s characteristic that is protected.

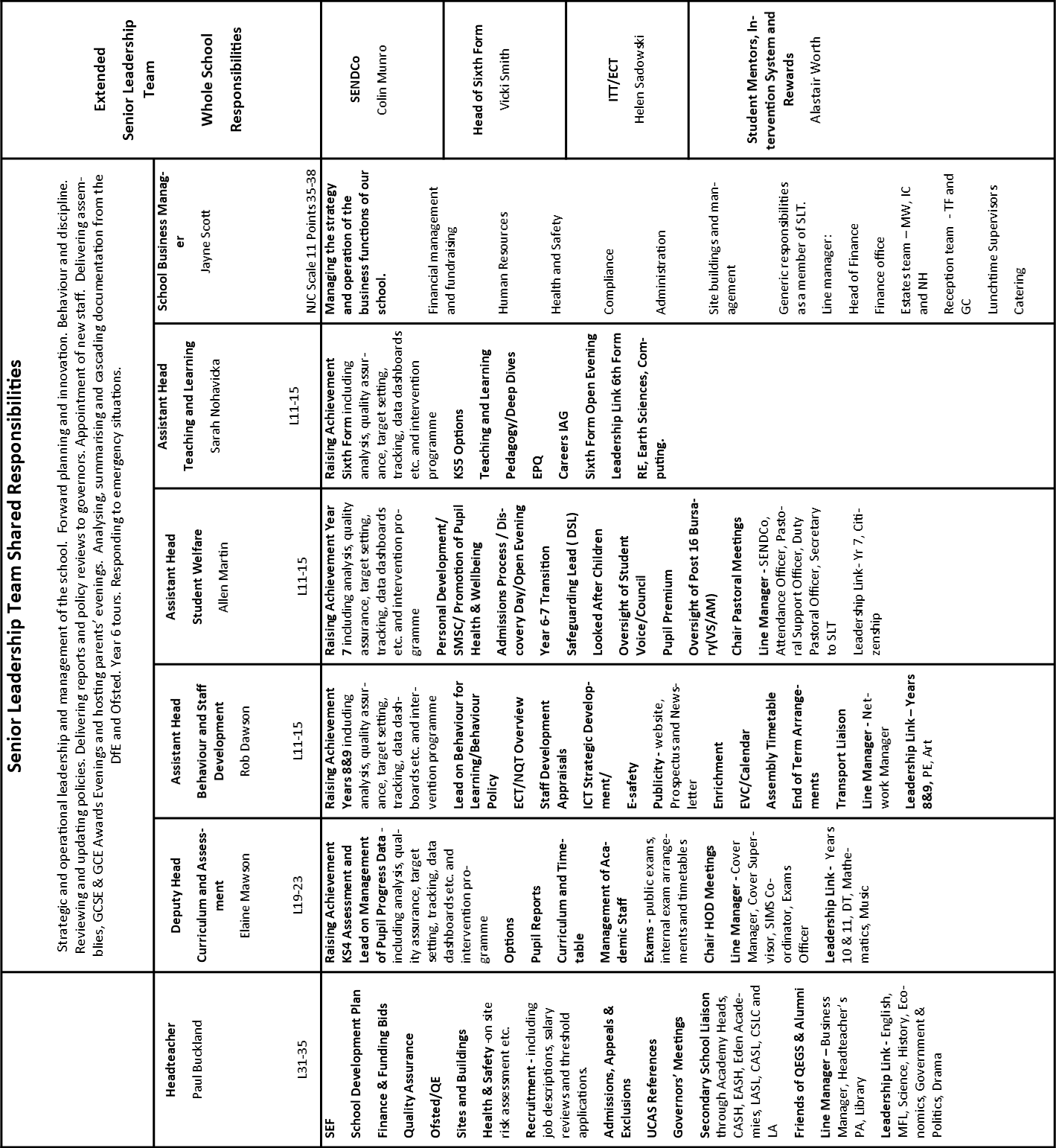
4. To improve its effectiveness by continual review of the curriculum and organisational structure;

5. To provide value for money for the funds expended;

6. To comply with all appropriate statutory and curriculum requirements;

7. To maintain close links with institutions of higher education, business, industry and commerce;

8. To conduct its business with the highest standards of integrity, probity and openness.

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