



**BISHOP RAWSTORNE**  
Church of England Academy

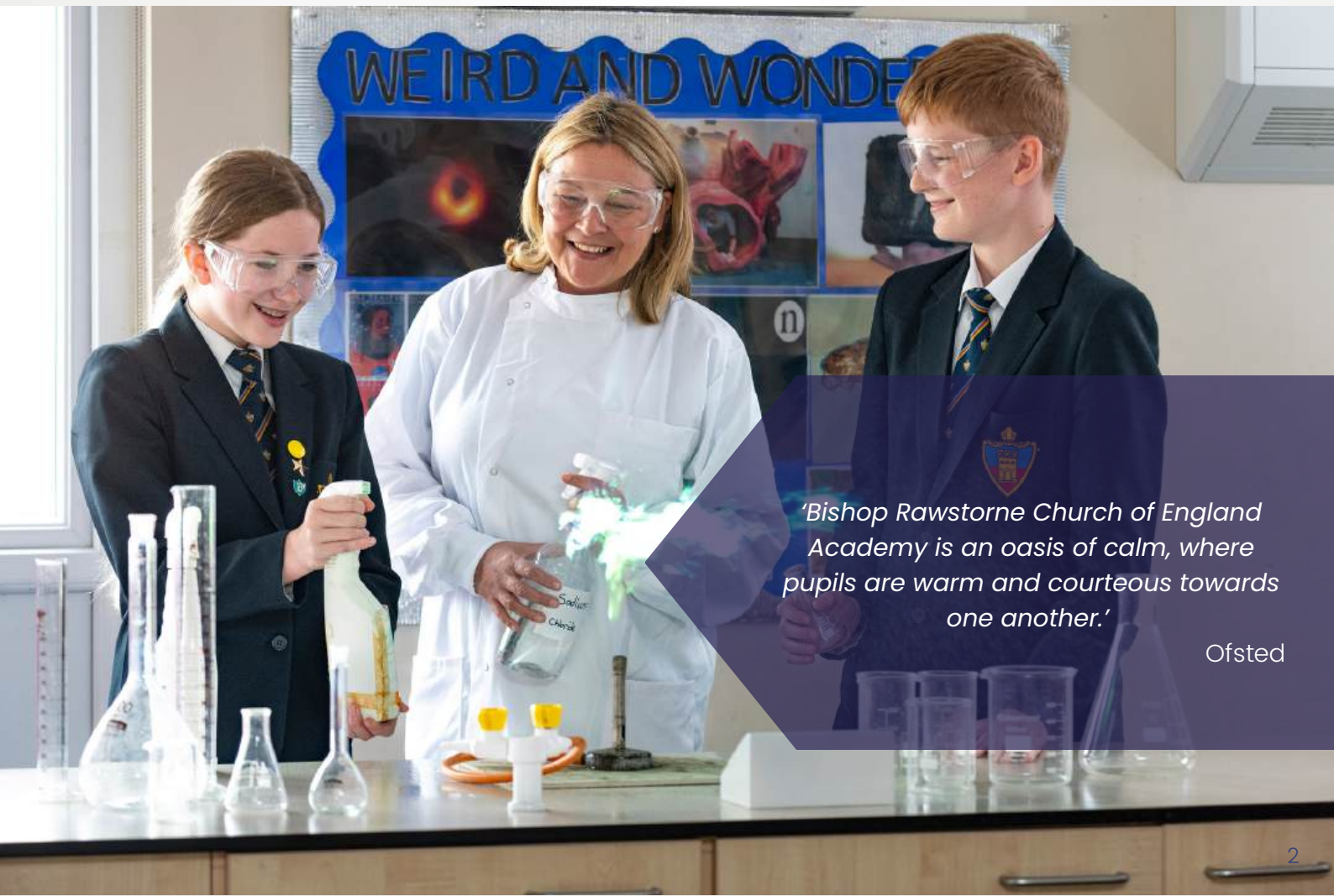
## Recruitment Pack – Two Vacancies



**SENIOR DEPUTY HEADTEACHER**  
**DEPUTY HEADTEACHER**

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*'Bishop Rawstorne Church of England Academy is an oasis of calm, where pupils are warm and courteous towards one another.'*

Ofsted



# Welcome from our Headteacher

Thank you for your interest in this role at Bishop Rawstone. Bishop Rawstone was established in 1960 with the vision of providing a Christian education for the children of the foundation parishes of Bretherton, Croston, Eccleston, Mawdesley with Bispham and Wrightington with Heskin. As the academy has grown we have expanded to include nine other named parishes and in some years take students from even further afield.



Our academy is oversubscribed every year. Our current intake number is 190, but with appeals we have had as many as 200 students starting Year 7 with us. Parents choose to send their children to us because of our outstanding reputation both locally and regionally. Our students and staff work together to achieve outstanding results year on year. This year our headline figures were 9-4 English and Maths 91.3%, 5 standard passes including English and Maths 84.1%, P8 estimate 0.62, EBacc strong pass 39.5% and EBacc standard pass 49.7%.

As a Church of England Academy, we are mindful of our academy motto 'fortiter et fideliter – bravely and faithfully' which helped to shape our vision of being a Christian community delighting in seeking wisdom and knowledge, building relationships and character based upon the Word of God, enabling us all to flourish bravely and faithfully. This borrows heavily from James 3:17 which talks about wisdom from heaven being pure, peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere. This isn't just a tokenistic vision, written down for future inspection teams, but describes how we expect all of our students, staff, governors and parents to work together and to behave in school and also in the wider community. We need staff who fully buy in to this vision and personify this in their everyday interactions at school, whether that be with a student in their classroom, another member of staff or a parent. To achieve this, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is fundamental to how we operate. We are currently in the second year of the 'Embedding Formative Assessment' programme and staff have the opportunity to lead on this within their Teaching and Learning Communities. We have a number of colleagues who have completed or are part way through an NPQ programme and this is something we are keen to continue. As a school that is heavily invested in ITT, we also have opportunities for teachers to mentor associate teachers and we see this as a vital role in developing our staff and also in identifying future talent.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our students then we look forward to receiving your application.

Paul Cowley  
Headteacher

# Our Values

## Our Vision

Bishop Rawstorne is a Christian community that delights in seeking wisdom and knowledge, building relationships and character based upon the Word of God, enabling us all to flourish bravely and faithfully.

## Our Academy Verse

*“But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere.”*

**James 3:17**



## Our Values

Our Christian roots are the framework for the ‘character education’ of our daily school life. All curriculum and enrichment activities are led to help students grow in a school community that cultivates Godly values.

### HOPE



#### **We believe every day is a fresh start**

Every day provides the opportunity for a clean slate. Every day we strive to access our full potential, in order to fully flourish.

### FELLOWSHIP



#### **We build community through shared goals**

The school is a fellowship – a community of different people sharing the same goal and working together to succeed. Together we achieve more.

### SERVICE



#### **We choose to serve rather than be selfish**

We recognise the different ways we work and support each other in school and in the local community. We acknowledge success – and the service that is provided.

### WISDOM



#### **We strive to maximise learning outcomes for all**

We are constantly strengthening our teaching expertise and professional knowledge. We believe all students deserve the right to a good quality classroom education.

### COMPASSION



#### **We reach for compassion in place of anger**

We treat each other with care and compassion on a daily basis. We strive to achieve our very best, whilst helping each other to overcome the challenges we face.

### PEACE



#### **We work to foster peace over aggression**

We value the need for peaceful reflection and worship. We embody the Christian ethos in everything that we do and encourage our community to be reflective practitioners.

**POST:**

Deputy Headteacher (2 posts)

**PAY SCALE:**

Senior Deputy Headteacher – Leadership Pay Range, L20: £75,331 to L24: £83,081

**PAY SCALE:**

Deputy Headteacher – Leadership Pay Range, L18: £71,729 to L22: £79,112

**CONTRACT:**

Permanent

**START DATE:**

26th August 2025

# Role Overview

We are seeking to appoint two dynamic, energetic and experienced senior leaders to join the academy's Senior Leadership Team. The current Deputy Headteacher retires at the end of this academic year and this presents an opportunity to restructure the SLT. As Deputy Headteacher you will lead on a broad range of strategic and operational elements of the academy, with specific duties to be agreed with the successful candidates.

We are looking for someone who:

- Is a proven senior leader with successful experience in leading strategic school improvement.
- Can maintain positive working relationships with colleagues, students and parents to ensure the best outcomes for all students.
- Can motivate, inspire and innovate.
- Has ambition of becoming a Headteacher or system leader.
- Is committed to changing the life chances of all young people; especially the hardest to reach.

We will also use the process to choose a Senior Deputy Headteacher once we are down to the final two successful candidates.

**The closing date is 9am on Wednesday 2nd October 2024 and interviews will take place on Friday 11th October 2024.**

Visits to the academy are encouraged. Further information is available by contacting Peter Rawlinson, the current Deputy Headteacher, in the first instance. Contact details: [prawlinson@bishopr.co.uk](mailto:prawlinson@bishopr.co.uk). Arrangements can then be made for a further conversation with Paul Cowley, Headteacher.

**Applications should be made using the school's own application form, which can be found on the school website. Completed applications should be sent to Susan Hosker (Assistant Business Manager) at [shosker@bishopr.co.uk](mailto:shosker@bishopr.co.uk)**





# Job Description

<b>JOB TITLE:</b>	<b>Deputy Headteacher</b>
<b>SALARY GRADE:</b>	<b>Leadership Pay Range, Senior Deputy Headteacher:</b> L20: £75,331 to L24: £83,081 <b>Deputy Headteacher:</b> L18: £71,729 to L22: £79,112 <b>PAY AWARD PENDING</b>
<b>HOURS/WEEKS:</b>	<b>Full-time, Permanent</b>
<b>RESPONSIBLE TO:</b>	<b>Headteacher</b>



## MAIN PURPOSE

The Deputy Headteachers will make a significant contribution and support the Headteacher in:

- Deciding on the school's aims and objectives.
- Monitoring progress of aims and objectives.
- Implementing and updating policies.
- Managing staffing and resources.
- Taking the lead on specific school improvement targets as directed by the Headteacher.

In the absence of the Headteacher, the Deputy Headteacher (Senior) will deputise as directed by the Governing Body. In the absence of the Headteacher and Deputy Headteacher (Senior), the Deputy Headteacher will deputise. The Deputy Headteachers will fulfil the professional responsibilities of a Headteacher, as set out in School Teachers' Pay and Conditions Document (STPCD) as well as in the Headteachers' standards document.

## AREAS OF RESPONSIBILITY

The Deputy Headteachers will make significant contributions to the following:

### School Culture

- Model the leadership and management approach expected of all within the school.
- Contribute to maintaining and enhancing a culture where students buy in to school life and find it to be a positive and enriching experience.
- Uphold educational standards, ensuring all students are ready for the next stage of their educational journey.
- Insist on staff professionalism at all times.
- Support the Headteacher in maintaining high standards of behaviour.
- Maintain a culture of staff working collaboratively, who share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Remain focused on securing outcomes for learners that place the school in the top 10% nationally.

## Teaching and Curriculum

- Play a leading role in strategy development, in addition to championing existing strategies that enhance student experiences in all lessons.
- Promote positive learning attitudes within the school, especially with the hardest to reach.
- Support teachers in continuing to develop their strategies in the classroom through the Embedding Formative Assessment programme.
- Maintain high quality teaching through rigorous performance management, supporting colleagues who need it and holding those to account who cannot maintain the high standards of the school.
- Be able to demonstrate by example quality first teaching to colleagues, especially those who require support.
- Ensure teachers maintain their high levels of subject expertise, supporting them to seek out suitable CPD opportunities.
- Ensure the curriculum is fit for purpose for students of all abilities and especially for vulnerable groups.
- Ensure that curriculum leaders are outward facing, with a presence at local, regional and national professional networks and communities.
- Identify and monitor underachieving students from performance data.
- Actively support extra-curricular activities to enhance student experiences.

## Management

- Maintain and strengthen the strategic direction of the school, along with the Governing Body, senior team and through consultation with stakeholders.
- Establish and manage systems, processes and policies to support the efficient operation of the school.
- Understand fully the current legal requirements, national and local policies and guidance on safeguarding and the promotion of the wellbeing of our students and ensure that all requirements are met.
- Ensure staff are supported at school through an inclusive wellbeing programme, being mindful of workload and work/life balance.
- Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary and capability.
- Promote and monitor the CPD of staff.
- Hold selected staff to account for their professional conduct and/or practice, as specified in the Terms and Conditions of Service of teachers.
- Undertake line management of and have professional responsibility for staff as allocated in accordance with the responsibilities of the post.
- Undertake performance development reviews of allocated middle leaders and staff.
- Develop and sustain effective relationships with the Governing Body.

## Accountability

- Continue to develop the school so that all staff recognise that they are accountable for its success.
- Present information about the school's performance appropriate to the audience, including the Headteacher, governors, parents, Ofsted and others, to enable them to undertake their roles effectively.
- Support the Headteacher in reporting the school's performance to appropriate bodies.
- Ensure parents/carers and students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning.



## Other Duties

- To use the performance review process to identify areas to develop and to engage in professional development as agreed with the Headteacher.
- To undertake any other reasonable duties demanded by the post.

## General

- To be familiar with and comply with all school policies and procedures, with a particular emphasis on cybersecurity, child protection and data protection (any concerns must be reported to the appropriate body).
- All senior staff will make themselves familiar with the requirements of legislation, codes of practice and school policies in relation to health and safety. In addition to the general duties that all members of staff have, senior staff will be directly responsible for the implementation, operation of and compliance with the school's Health and Safety Policy within their relevant departments and areas of responsibility.

The above responsibilities are not an exhaustive list and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and the Governing Body.

## Relevant Qualifications

- Graduate with Qualified Teacher Status.
- Evidence of leadership preparation through Continuous Professional Development (e.g. NPQH).





# Person Specification

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process. The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to:) the application form, supporting statement, information gathered during the interview process and references.

## MINIMUM ESSENTIAL REQUIREMENTS

### QUALIFICATIONS AND EXPERIENCE

Graduate with Qualified Teacher Status.

Appropriate professional development for the role of Deputy Headteacher.

Experience as a senior leader in a secondary school.

Experience of having secured ongoing student progress through own teaching.

Direct experience of:

- Motivating, inspiring and leading a team of dedicated and highly professional staff.
- Safeguarding and promoting the welfare and wellbeing of all students.
- Strategic development planning and self-evaluation.
- Raising standards in learning and teaching and improving outcomes.
- Developing and delivering effective and impactful quality assurance processes.
- Developing and quality assuring a high-quality curriculum intent that meets the needs of all learners.
- Effective assessment, analysis and intervention to raise achievement.
- Inclusion, including strategies to raise engagement in education.
- Recruiting and developing skilled and effective teams.
- Coaching and developing others.
- Effective change management.

Development of respect and credibility to create sustainable relationships with key stakeholders including: staff, students, families, governors, other schools, the wider community and other external partners and organisations.

Experience of effective management of people and financial resources.

### QUALITIES AND KNOWLEDGE

Having vision and ambition with the ability to implement it strategically.

The ability to grow as a senior leader in a Church school. Willing to lead on aspects of worship and to contribute to our 'Church school distinctiveness'.

Able to build and communicate a coherent vision of excellence and equality, empowering all students and staff to contribute and achieve their full potential.

Recent evidence of planning and leading whole school improvement initiatives and policies which have a demonstrable impact on students' attainment, behaviour and attitudes.

Ability to demonstrate a secure understanding of the relationship between self-evaluation, performance management, Continuous Professional Development and sustained school improvement.

Knowledge and understanding of and ability to respond to current educational policies and practices, including statutory requirements and the legal framework in which academies operate.

Political insight and knowledge of national trends that could impact upon the school.

PROFESSIONAL DEVELOPMENT

Evidence of a commitment to Continuous Professional Development.

Actively participate in professional learning.

Stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape.

STUDENTS AND STAFF

Ability to implement strategies to celebrate diversity and to ensure inclusion, access and equality of opportunity so that all students are able to achieve their full potential.

Practitioner with a clear understanding of what makes good and outstanding learning, teaching and assessment, leading by example.

Track record of the professional development of teams and staff to raise the quality of teaching to improve outcomes.

Commitment to provide a rich and varied curriculum to meet the needs of all students.

Ability to develop, empower and support individuals and teams, to recognise and promote excellence and the skills and resilience to challenge poor and under performance across the school.

Commitment to and ability to implement an ethos of the highest expectations of student behaviour, standards and welfare.

SYSTEMS AND PROCESS

An understanding of how to create whole community accountability systems and implement them with the support of the Senior Leadership Team, combining data from a range of sources in order to maximise the achievement of all students.

Commitment and proven experience of effectively implementing procedures for safeguarding and promoting the welfare of students and staff.

Ability to develop and maintain effective relationships with the Governing Body to ensure effective governance and successful implementation of the governors' responsibilities.

Effective people management capabilities, including understanding of the role of appraisal and performance management in staff development and school improvement.

SKILLS

Capacity to motivate, inspire and challenge young people.

Ability to communicate a vision and inspire others.

Celebrate excellence and challenge poor performance.

Capacity to manage the learning environment and student behaviour in a manner, which is conducive to productive learning for all students.

Ability to inspire confidence in and establish excellent relationships with students, colleagues, parents and other stakeholders.

Ability to prioritise, plan and organise themselves and others, using time effectively.

Ability to effectively deploy a range of teaching and learning styles to suit the nature of the course content and the ability and attainments of students.

Ability to teach Key Stage 3 and 4.



QUALITIES AND ATTRIBUTES

Passionate about education, inclusion and success for all; leading by example with optimism, empathy and integrity to inspire, motivate and generate trust in others.

Highly effective and creative communicator (oral and written).

Has the skills and confidence to negotiate and consult across a wide range of decision makers and partners.

Ambitious, driven and resilient with a collegiate approach. High expectations and good judgement to recognise and reward professional excellence and deal effectively with poor performance.

Ability to generate commitment and develop strong teams to manage change effectively.

Have a visible and positive presence around school.

Ability to work under pressure and prioritise effectively.

EQUAL OPPORTUNITIES / SAFEGUARDING

A comprehensive understanding of safeguarding issues and promoting the welfare of children and young people.

A commitment to safeguarding students.

Suitability to work with children.

A commitment to equal opportunities.

Ability to recognise discrimination and commitment to put equality policies into practice.

The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Further information can be found in our child protection and safeguarding policy on our website [www.bishopr.co.uk](http://www.bishopr.co.uk).

**The academy will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the academy will be carrying out online searches on shortlisted candidates as part of their due diligence.**

# The Appointment Process

These notes are intended to guide you when making an application:

## 1. The Application Form

Complete the application form fully and accurately, including exact dates. The form should be typed. You are requested to submit a concise application.

## 2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

## 3. Current Role

Make it clear what your present post is, which establishment you work in and who your employer is.

## 4. Previous Employment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example: any career breaks (and reasons), voluntary work etc.

## 5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions (one should be your current Headteacher). We may need to contact them at short notice so please be specific with regard to contact addresses including email and telephone numbers.

## 6. The Supporting Statement/Letter of Application

You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. Please limit your supporting statement to two sides of A4 in size 12 font.

## 7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage.

## 8. The Interview Day

Candidates will have the opportunity to meet staff and students and see the school at work. There will be panel interviews and tasks in the morning. Those taken through to the afternoon will give a presentation, followed by questions and an interview. All candidates should bring a completed copy of the confidential disclosure form with them on the day.

## 9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.



## 10. Selection for Appointment

Any offer of employment is subject to meeting the requirements of The Education (School Teachers' Qualifications) (England) Regulations 2003 (as amended) with regard to Qualified Teacher Status, medical fitness, verification through the Teacher Regulation Agency, clearance through the Disclosure & Barring Service, provision of your National Insurance Number and in order to comply with the Immigration, Asylum and Nationality Act 2006, evidence of right to work in the United Kingdom.

## 11. Arrangements for Applications

When you have completed your application the completed form and covering letter should be emailed to Susan Hosker (Assistant Business Manager) at [shosker@bishopr.co.uk](mailto:shosker@bishopr.co.uk) by the closing date.

**Thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event, we wish you every success in any future applications you make.**

