



WILLIAM FARR

C of E Comprehensive School

Application Pack for Deputy Headteachers

*Care and Guidance
and Quality of Education*



COMPASSION

FRIENDSHIP

PERSEVERANCE

RESPECT

RESPONSIBILITY

WISDOM



WILLIAM FARR

C of E Comprehensive School

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WILLIAM FARR

C of E Comprehensive School

Deputy Headteacher

Salary Range: L20-24

Start Date: September 2021

William Farr Church of England Comprehensive School has a strong reputation and a rich local history. The students, staff and governors of the school are looking to appoint two exceptional Deputy Headteachers (Care and Guidance and Quality of Education) to support the newly appointed Headteacher to help the school write the next chapter in its history.

Situated in the village of Welton, close to the historic and beautiful cathedral city of Lincoln, this popular and oversubscribed Church of England 11-18 Comprehensive School has approximately 1500 students on roll. The school gained academy status in January 2011.

If you are an innovative, experienced and highly motivated senior member of staff who has the strategic skills to be able to build upon the school's existing strengths whilst simultaneously helping the school to move forward, we would be delighted to receive an application from you. Our vision is for all members of our school community to enjoy *'life in all its fullness'*.

We can offer:

- The opportunity to work with enthusiastic and aspirational students with high learning expectations.
- A strong team of effective and committed staff.
- A supportive and engaged Governing Body.
- Continuous professional development.
- A Christian ethos and values at the heart of a fully inclusive school community.

Visits to the school are encouraged. Please contact Darren Foster, HR Manager, on **(01673) 866900** or d.foster@williamfarr.lincs.sch.uk to arrange.

More information about the school can be found on our website: www.williamfarr.lincs.sch.uk.

How to apply:

Applications should be made online via the TES website only.

Closing date: Thursday 4th March 2021 at 9am.

Interview dates: Wednesday 17th March and Thursday 18th March 2021.

School visits: Thursday 25th February 2021 2pm - 3pm or Tuesday 2nd March 2021 11am - 12noon.

Visits will be conducted in line with our Covid-19 Risk Assessment.

William Farr Church of England Comprehensive School is committed to safeguarding and promoting the welfare of children and young people and expects all our staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.





WILLIAM FARR

C of E Comprehensive School

Dear Applicant

*On behalf of the Members and Governing Body of **William Farr Church of England Comprehensive School**, I thank you for your interest in being part of our Senior Leadership Team as **Deputy Headteacher**.*

As you will see from other elements of this application pack, the whole school community is proud of the school, its vision, ethos and values. Being a member of William Farr, in any form, brings an overwhelming sense of belonging that is palpable throughout the school.

Our school has a deeply rooted local history, and was founded in 1952 by the local vicar, William Farr, after whom the school is named, and whose intent was that it remained as a local school at its heart.

Since its inception, right up to the current day, the school has, therefore, placed itself strongly in the heart of the community of Welton and surrounding villages, a few miles from the beautiful cathedral city of Lincoln. The school gained a sixth form in 1995 and obtained academy status in 2011.

It is with this background that we would be pleased to welcome you to be a key part of the Senior Leadership Team of the school.

Our school has a record of high academic achievement, and prides itself in preparing young people for life beyond William Farr. This is achieved through high quality teaching, and care and guidance support for students. We offer a wide curriculum of study and a very extensive range of extra-curricular activities and visits to complement learning, and to support students in areas outside academia.

The Governing Body is looking to appoint two Deputy Headteachers who are dynamic, motivated individuals with a proven track record in school leadership. We want our new Deputies to support the Headteacher in his drive to build on the existing strengths of the school, and also to move the school forward through innovation and best practice, enabling us to grow other areas of strength. The successful applicants will be integral members of the team leading highly committed staff, supported by the Governing Body, in the interests of the school and community, upholding our vision that all members can enjoy 'life in all its fullness'.

I hope what you see about our school will enthuse you to apply for this role, telling us why you are the right person for William Farr, and why we should choose you for the role.

Yours faithfully

Mark Garthwaite
Chair of Governors

STRIVING FOR EXCELLENCE



WILLIAM FARR

C of E Comprehensive School

Dear Applicant

Thank you for your interest in applying for one of the **Deputy Headteacher** posts at **William Farr Church of England Comprehensive School**.

William Farr is a large, mixed, non-selective, 11-18 church school with approximately 1500 students on roll, including 240 in the sixth form.

The school's vision is to provide all members of the school community with the opportunities to engage in **'life in all its fullness'** (**John 10:10**) through the highest quality of education, encouragement and endeavour. The school is committed to striving for excellence and ensuring that all students are known, valued and can achieve. Our six core values, **Compassion, Friendship, Perseverance, Respect, Responsibility** and **Wisdom** underpin our school vision and educational philosophy. Central to the success of the school is the harmony that exists between excellent academic achievement and the careful nurturing of each individual student to help prepare them for life beyond William Farr. This is achieved through high quality teaching and strong care and guidance support for students. The result is a school with a vibrant, well-founded and caring Christian ethos, encouraging and enabling all to flourish.

The school has been judged as 'outstanding' in the last two Ofsted inspections (the last being in 2009), and in 2019 was awarded the highest grading of 'excellent' in our Section 48 SIAMS church inspection.

Having been appointed as Headteacher of William Farr in February 2020, I am looking to appoint two Deputy Headteachers (Quality of Education and Care and Guidance) who will work with me to help move the school forward by strengthening existing practice and creating a more outward facing school at this exciting time in its development. The vacancies have arisen due to my internal appointment as Headteacher and a restructuring of the Senior Leadership Team.

If you are an inspirational, strategic senior leader with a proven track record at senior leadership level and would like to join a dynamic, supportive team to further drive the school improvement, we would be delighted to receive an application from you.

I would encourage you to visit the school, prior to application, if at all possible so that you can see for yourself what makes William Farr such a unique school.

Yours faithfully

Jonathan Knowler
Headteacher

STRIVING FOR EXCELLENCE



WILLIAM FARR

C of E Comprehensive School

Dear Applicant

On behalf of the School Council, as representatives of the whole student body, we would like to extend our thanks for considering an application for the position of Deputy Headteacher of William Farr Church of England Comprehensive School.

At William Farr, we democratically elect our School Council so that we have student representatives for each form, year group and a School Council elective made up of six Sixth Form students. The democratic format of election used in our school means that the School Council has the legitimacy to represent the students of our school and to be involved in any decision-making process that directly affects the students. The staff, senior leadership team and governors all recognise the importance of the student voice, something we are very grateful for, and we believe to be a fundamental part of any functioning school.

We are an independent student body and govern our own meetings, with Sixth Form students carrying out the roles of treasurer, secretary, publicist and chief whip for the School Council. We are directly involved in many aspects of school life, ranging from fostering a healthy school environment, to the behaviour policy and small aspects that can not only improve the experience of students, but the staff too, which we believe is of equal importance. The School Council is a vital part of the fabric of William Farr School, and of great benefit to the school; it adds to the trust and community ethos between staff and students alike.

The involvement of the Student Council in the school is multifaceted, involving a diverse range of contributions and having the potential to exert a great impact on the school community. Primarily, and most importantly, the School Council is an essential point of the communication process between staff and students. Acting as the student voice is an important role of the School Council, and we pride ourselves on being able to voice the concerns of the students to the staff and governors alike. We are also grateful to be involved in, and often instigators of, several different fundraisers for both the school and charities. Similarly, the School Council has continuously been involved in the wider community, such as annually attending the local remembrance service, where we perform a reading and lay the wreath in recognition of the school's military background. Similarly, we are heavily involved in school events, such as attending and reading at the church service for Year 7 on their first day of school as well as speaking to parents on school open and induction days.

The School Council also has the freedom to work on our own projects, whether they be small or large, a new project or the legacy of the previous School Council members. We are very concerned with the school's environmental awareness and hope to work towards being as environmentally friendly as possible. Although, limited by the pandemic, this year we have looked at how we can improve the sensory garden as a calming area for pupils. This has been an ongoing project of the School Council for many years and a project we want future elected members to develop. Additionally, this year we have looked at how we can develop the variety of food options in the canteen to cater for varying dietary choices and requirements such as veganism and vegetarianism as well as gluten and dairy free options. The School Council is also responsible for nominating a teacher of the year within the school, incorporating both our roles as the link between students and staff as well as the voice of the student body.

As new leadership integrates into our school, we would like to work with you to establish more lines of communication for advice on such projects and many more. The School Council is an essential part of William Farr and we would hope that you would agree with us. The Heads of the School Council attend governor meetings and work with governors to improve certain aspects of school life, such as the organisation of recycling and waste. As the current School Council who will be passing on our positions to the next School Council, we hope to establish a strong and functional relationship between the Council and Senior Leadership Team that will thrive for years to come.

We hope that this letter explains what the student voice means to William Farr and how vital it will be for our new Deputy Headteachers to connect with the student body. On behalf of the School Council, we thank you for considering our school.

Yours faithfully

Ruby Reed and Joshua Hartley
Heads of School Council



WILLIAM FARR

C of E Comprehensive School

Person Specification Deputy Headteacher

Qualifications and Experience

Evidence from application form, formal interview and references	ESSENTIAL [E] DESIRABLE [D]	APPLICATION [A] CERTIFICATE [C] INTERVIEW [I] REFERENCE [R]
Graduate with Qualified Teacher Status [QTS].	E	C, A
Significant and successful senior leadership and management experience within a secondary school setting including management of staff, policy implementation, curriculum development and relationship with staff, students, parents and governors.	E	A, I, R
Evidence of pro-actively pursuing continued professional leadership development, life long learning and national trends in education.	E	A, I, R
Experience of having secured good and sustained student progress through own teaching and/or leadership.	E	A, I, R
Experience of working proactively and successfully in partnership with governors, staff, parents, students, the local community, outside agencies and other educational establishments.	E	A, I, R
Experience of working with church schools.	D	A, I
Postgraduate qualification.	D	C, A
Experience of working with a successful Sixth Form.	D	C, A
Experience of Ofsted inspection at leadership level.	D	A, I

Safeguarding Students

Current and up to date safeguarding training, and the commitment to safeguarding and promoting the welfare of students.	E	A, C
Current safer recruitment training.	D	A,C

Professional Qualities and Personal Knowledge

Understand the distinctive nature of a Church School, a commitment to embrace the Christian ethos and continue to embed the church school values, and playing a key part in the spiritual development of the school and wider community.	E	A, I
Proven track record of raising and evaluating standards, school improvement, the quality of teaching and delivery/development of the curriculum. To include: target setting, monitoring, evaluation, assessment, data analysis to further improve outcomes for all staff and students.	E	A, I, R
Ability to manage own workload and that of others to allow an appropriate work/ life balance.	E	I
Ability to provide constructive feedback to staff and students which promotes next step development whilst recognising achievement and values in everyday work and practice.	E	I



Ability to develop and embed a culture and ethos of challenge and support for all, with high expectations for the whole school community.	E	A, I
Excellent self-management skills in time management, prioritising, planning, preparation, change management and delivery.	E	A, I
Excellent communication and delegation skills.	E	A, I
Ability to motivate staff and students whilst inspiring and giving respect.	E	A, I
A person of integrity, creativity who inspires trust and loyalty.	E	A, I

Students and Staff

Evidence from application form, formal interview and selection activities	ESSENTIAL [E] DESIRABLE [D]	APPLICATION [A] CERTIFICATE [C] INTERVIEW [I]
Create an environment which enables the personal, social and emotional development of each child in order to optimise learning potential.	E	A, I
Work closely with governors in generating and agreeing the strategic intentions for the school including those relating to learning and teaching.	E	A, I
Demonstrate a positive and inspirational leadership style even under pressure.	E	I
Promote a climate of respect, equality, personal worth and empathy within the school community and in accordance with the Church of England affiliation of the school.	E	I
Generate excitement and enthusiasm about learning within the school as a learning community and inspire all staff and students to produce their best results.	E	I

Systems and Process

Evidence from application form, formal interview and selection activities	ESSENTIAL [E] DESIRABLE [D]	APPLICATION [A] CERTIFICATE [C] INTERVIEW [I]
Undertake effective strategic, financial and resource management to ensure compliance, efficiency, understanding and implementing value for money.	D	A, I
Understand statutory responsibilities and core functions of governance and working alongside the Governing Body.	E	A, I



WILLIAM FARR

C of E Comprehensive School

Job Description

Deputy Headteacher (Care and Guidance)

Reporting to:	Headteacher
Responsible for:	Assistant Headteacher Heads of Year Education Welfare Officer Attendance Officer

The Deputy Headteacher (Care and Guidance), working with the Headteacher, will play a significant role in:

- Creating an educational environment where students are known, valued and supported as individuals to achieve their potential through a distinctive Christian ethos.
- Ensuring every young person has access to a broad, balanced and inclusive curriculum, with the highest quality of teaching and care and guidance support.
- Supporting students to acquire the necessary skills and personal qualities to be independent, resilient life-long learners who are ready to take their place in the world as global citizens.
- Formulating, monitoring and reviewing the school's strategic priorities in line with our vision through a rigorous system of self evaluation and benchmarking.

The Deputy Headteacher will be expected to deputise for the Headteacher in their absence.

Core purpose

Main responsibilities

1 QUALITIES AND KNOWLEDGE

- 1a Support the day-to-day management of the school.
- 1b Communicate the school's vision compellingly and support strategic leadership.
- 1c Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all students.
- 1d Build positive relationships with all members of the school community, showing positive attitudes to them.
- 1e Keep up to date with political and educational developments, and have a good knowledge of education and support systems locally and nationally.
- 1f Work with financial astuteness, translating policy into the school's context.
- 1g Seek training and continuing professional development to meet own needs.

2 STUDENTS AND STAFF

- 2a Lead on student behaviour and attitudes and personal development in line with our vision, values and strategic priorities.
- 2b Lead and support Heads of Year in the management of their year groups to ensure students receive the highest quality of support and intervention.
- 2c Ensure high levels of student attendance.
- 2d Establish a culture of 'open classrooms' as a basis for sharing best practice.
- 2e Create an ethos within which all staff are motivated and supported to develop their skills and knowledge.
- 2f Work closely with the Headteacher, Senior Leadership Team and Governing Body.
- 2g Identify emerging talents, coaching current and aspiring leaders.
- 2h Encourage stakeholders to feed back ideas, experiences and concerns with a view to improvement in the school.
- 2i Hold staff to account for their professional conduct and practice.

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3 SYSTEMS AND PROCESSES

- 3a Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing exemplary behaviour.
- 3b Ensure robust quality assurance systems for care and guidance and off-site provision to drive school improvement.
- 3c Ensure appropriate data is available and used to improve student outcomes.
- 3d Analyse and report on student progress towards targets.
- 3e Ensure the school uniform policy reflects the high expectations and dress code of students.
- 3f Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose.
- 3g Provide reports for the Headteacher, Senior Leadership Team and Governing Body on areas of responsibility as requested.
- 3h Support strategic financial planning to ensure effective use of budgets and resources.
- 3i Promote systems of communication within and beyond the school.
- 3j Ensure the school is well-prepared for an Ofsted and Church inspection in areas of responsibility.

4 THE SELF IMPROVING SCHOOL SYSTEM

- 4a Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for students, champion best practice and future proof the school.
- 4b Develop effective relationships with fellow professionals.
- 4c Model innovative approaches to school improvement and leadership.
- 4d Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Additional responsibilities

- Fulfil the role of Line Manager.
- Support staff mental health and well-being.
- Assist in the recruitment process and induction of new staff.
- Performance manage staff.
- Fulfil the role of Team Leader for staff duty teams.
- Carry out the role as Deputy Designated Safeguarding Lead as required.
- Oversee the organisation of Parents' Evenings.
- Review and update relevant school policies when required.
- Contribute to staff in-service training.
- Pro-actively liaise with parents and external agencies.
- Attend school events/activities, Open Evenings, Parents' Evenings and Governing Body meetings.
- Ensure equality of opportunity for all staff and students.
- Carry out other duties, appropriate to the level of the post, as directed by the Headteacher.
- Any other duties commensurate with the position.

The post-holder will be expected to fulfil a teaching commitment.

STRIVING FOR EXCELLENCE



WILLIAM FARR

C of E Comprehensive School

Job Description

Deputy Headteacher (Quality of Education)

Reporting to: Headteacher
Responsible for: Assistant Headteacher
Heads of Department
Data and Exams Officer

The Deputy Headteacher (Quality of Education), working with the Headteacher, will play a significant role in:

- Creating an educational environment where students are known, valued and supported as individuals to achieve their potential through a distinctive Christian ethos.
- Ensuring every young person has access to a broad, balanced and inclusive curriculum, with the highest quality of teaching and care and guidance support.
- Supporting students to acquire the necessary skills and personal qualities to be independent, resilient life-long learners who are ready to take their place in the world as global citizens.
- Formulating, monitoring and reviewing the school's strategic priorities in line with our vision through a rigorous system of self evaluation and benchmarking.

The Deputy Headteacher will be expected to deputise for the Headteacher in their absence.

1 QUALITIES AND KNOWLEDGE

- 1a Support the day-to-day management of the school.
- 1b Communicate the school's vision compellingly and support strategic leadership.
- 1c Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all students.
- 1d Build positive relationships with all members of the school community, showing positive attitudes to them.
- 1e Keep up to date with political and educational developments, and have a good knowledge of education and support systems locally and nationally.
- 1f Work with financial astuteness, translating policy into the school's context.

2 STUDENTS AND STAFF

- 2a Lead on the quality of education (curriculum management and development) of the school in line with our vision, values and strategic priorities.
- 2b Provide a broad and balanced, appropriately sequenced curriculum where students can acquire the knowledge and skills to progress to next steps in life as educated citizens.
- 2c Lead and support Heads of Departments in the management of their curriculum areas to ensure students receive the highest quality of support and intervention.
- 2d Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice.
- 2e Establish a culture of 'open classrooms' as a basis for sharing best practice.
- 2f Create an ethos within which all staff are motivated and supported to develop their skills and knowledge.
- 2g Work closely with the Headteacher, Senior Leadership Team and Governing Body.
- 2h Identify emerging talents, coaching current and aspiring leaders.
- 2i Encourage stakeholders to feed back ideas, experiences and concerns with a view to improvement in the school.
- 2j Hold staff to account for their professional conduct and practice.

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Core purpose

Main responsibilities

3 SYSTEMS AND PROCESSES

- 3a Ensure assessment, recording and reporting systems inform student progress.
- 3b Ensure appropriate data is available and used to improve student outcomes.
- 3c Analyse and report on student progress towards targets and examination results.
- 3d Implement appropriate intervention strategies for underperforming students.
- 3e Ensure quality assurance systems to drive school improvement.
- 3f Work with the school's examinations officer to oversee the organisation of student examinations (internal and external).
- 3g Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose.
- 3h Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing exemplary behaviour.
- 3i Provide reports for the Headteacher, Senior Leadership Team and Governing Body on areas of responsibility as requested.
- 3j Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources.
- 3k Promote systems of communication within and beyond the school.
- 3l Ensure the school is well-prepared for an Ofsted and Church inspection in areas of responsibility.

4 THE SELF IMPROVING SCHOOL SYSTEM

- 4a Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for students, champion best practice and future proof the school.
- 4b Develop effective relationships with fellow professionals.
- 4c Model innovative approaches to school improvement and leadership.
- 4d Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Additional responsibilities

- Fulfil the role of Line Manager for allocated departments.
- Support staff mental health and well-being.
- Assist in the recruitment process and induction of new staff.
- Performance manage staff.
- Fulfil the role of Team Leader for staff duty teams.
- Carry out the role as Deputy Designated Safeguarding Lead as required.
- Review and update relevant school policies when required.
- Contribute to staff in-service training.
- Liaise with parents and external agencies.
- Attend school events/activities, Open Evenings, Parents' Evenings and Governing Body meetings.
- Ensure equality of opportunity for all staff and students.
- Carry out other duties, appropriate to the level of the post, as directed by the Headteacher.
- Any other duties commensurate with the position.

The post-holder will be expected to fulfil a teaching commitment.

STRIVING FOR EXCELLENCE



WILLIAM FARR

C of E Comprehensive School

How to Apply

Closing date: *Thursday 4th March 2021 at 9am*

Interviews: *Wednesday 17th March 2021 and Thursday 18th March 2021*

School Visits

Candidates who wish to visit the school prior to completing their application should email the **HR Manager, Darren Foster**, on d.foster@williamfarr.lincs.sch.uk or call 01673 866900.

Visits will take place on:

<i>Thursday 25th February 2021</i>	<i>2pm to 3pm</i>
<i>Tuesday 2nd March 2021</i>	<i>11am to 12noon</i>

Visits will be conducted in line with our Covid-19 Risk Assessment.

Job Description

This informs the candidate about the main duties and responsibilities of the post.

Person Specification

This outlines the personal and professional qualities, skills and experience we are seeking to fulfil the Job Description. This also outlines the criteria we will use to shortlist candidates invited for interview.

Applying

Please apply via the TES website only.

Applicants should complete the application form and submit a letter of application explaining how their skills and experience, as stated in the Person Specification, equip them for the responsibilities of this post. Applicants should clearly state which one of the two **Deputy Headteacher** posts they are applying for.

The letter should be no more than two sides of A4 paper in font size 12, Calibri.

This letter must be inserted into the application form before uploading it.