



Blenheim

Head of Social Sciences

January 2025

Salary Negotiable



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BACKGROUND INFORMATION

Blenheim High School was categorised by Ofsted as 'Good' in all areas in May 2019, has been oversubscribed since 2020 and achieved some of its best public examination results in 2024 including its highest Progress 8 score placing student GCSE performance in the top quartile nationally. The school's ethos revolves around a Growth Mindset of wanting 'to get better'.

Blenheim is a dynamic, exciting and supportive environment in which to work. The school opened in September 1997 with one year group and has grown to its current size of 1410 students on roll including over 200 in the Sixth Form. Blenheim is a mixed comprehensive and our reputation in the community is excellent. The intake comprises of students from all surrounding areas with ability levels being favourable; over 40% of all students have high prior attainment at the end of Key Stage 2. In recent years the school's popularity has grown significantly, as detailed below:

Year	2024	2023	2022	2021	2020	2019	2018	2017
Number of Year 7 Students Recruited	248*	248*	248*	248*	248*	234	209	188

* Waiting lists currently operate in these year groups.

As a Single Academy Trust Blenheim benefits from:

- A 36-week academic year with a fortnight October half term break and a 7 week summer holiday.
- A significant financial reserve, which Blenheim has complete autonomy to invest.
- Formative assessment being embedded across the curriculum ensuring students have a clear understanding of their 'next steps'.
- Modern buildings and infrastructure, that has benefitted from c.£2.6 million of investment since September 2022.
- A strategic goal prioritising staff well-being, led by the senior whole school well-being lead.
- A comprehensive Co-curricular programme prioritising the development of the whole student.
- A Chelsea FC Blenheim Girls' Football Academy that competes in the National Youth Football League.
- A 'Blenheim Ambition' Dance Academy and a Blenheim Golf Academy.
- A 'High Performers' programme to boost student aspirations, independence and career prospects.
- An extended day for Year 11 and Year 13 students until 5pm Monday – Thursday, with complimentary biscuits, squash and pizza.

In 2019, Blenheim was characterised as a 'good' school following a Section 5 Ofsted inspection. Please [click here](#) to read the Ofsted Report. Ofsted commented that the school had excellent capacity to continue improving which is exactly what has been happening in recent times. The Headteacher, Mr A A Bodell, continues his long term commitment to Blenheim.

Blenheim is a well-resourced school and is fortunate to have outstanding facilities including modern buildings, large grounds, a recently refurbished AstroTurf and hard court area, bespoke sixth form facilities, new audio visual teaching screens throughout and a fully refurbished staff room. Together with a very supportive and well qualified governing body the school continues to prosper. Visitors often comment on the calm, purposeful learning environment that pervades and is a consistent feature of the School.

Blenheim sets high standards in terms of uniform with several 'non-negotiables' and there are strict expectations regarding behaviour and conduct, both in and out of the classroom. Students can be given up to 1 hour detention on any given day without 24 hours' notice. Ofsted described Blenheim as 'calm, orderly and purposeful' and our students as 'respectful, kind and courteous', which is what those of us who work at Blenheim see every day. The Headteacher has little sympathy for poor standards of student behaviour.

As Blenheim students prepare to take up their place in society, they are actively encouraged to become independent learners. Part of this process involves the use of iPads across the curriculum; all teachers and 98% of students own one. Technological evolution is inevitable, and this helps ensure that students develop attributes that will allow them to adapt in a rapidly changing world. The iPad complements daily teaching and allows students to easily access a multitude of interactive and innovative resources both in and away from school, whilst Bespoke Blenheim exercise books continue to be the primary medium for student work.

BLENHEIM GCSE RESULTS 2024

Blenheim's 2024 GCSE and A Level results broke several school records in a number of areas. A combination of well-researched teaching and learning practices, rhythmical assessment and feedback, frequent reporting, well - timed interventions and consistent monitoring of student performance, coupled with an extended day for Years 11 & 13 students, informed this achievement.

Headline Figures

GCSE Grade 9 - 7

	Blenheim 2024	Blenheim 2023	Blenheim 2019
5 or more 9 - 7 incl. Maths & English	10%*	10%	4%
English Language 9 - 7	24%*	22%	9%
English Literature 9 - 7	29%*	24%	12%
Maths & English only 9 - 7	10%	14%*	8%
Combined Science 9 - 7	28%*	27%	21%
Maths 9 - 7	16%	18%	21%*
Total 9 - 7	25%*	23%	17%
School Record *			

GCSE Grade 9 - 5

	Blenheim 2024	Blenheim 2023	Blenheim 2019
5 or more 9 - 5 incl. Maths & English	46%*	44%	41%
English Language 9 - 5	56%	59%*	53%
English Literature 9 - 5	58%	62%*	53%
Maths & English only 9 - 5	48%	49%*	49%*
Combined Science 9 - 5	66%*	65%	53%
Maths 9 - 5	55%	52%	58%*
Total 9 - 5	57%*	55%	53%
School Record *			

English Baccalaureate Curriculum Outcomes (Grades 9 – 5 and 9 - 7).

	Blenheim 2024	Blenheim 2023	Blenheim 2019
Geography 9 - 7	26%*	21%	17%
Geography 9 - 5	52%	50%	57%*
History 9 - 7	27%*	21%	16%
History 9 - 5	54%*	50%	35%
French 9 - 7	43%*	38%	40%
French 9 - 5	79%*	69%	75%
Spanish 9 - 7	43%*	34%	36%
Spanish 9 - 5	69%	82%*	68%
School Record *			

The 2024 Progress 8 figure is estimated to be at +0.29 placing Blenheim in the top quartile of secondary schools nationally.

BLENHEIM GCSE RESULTS 2024

10 Highest Achieving GCSE Students.

Name	GCSE				Destination
	Grade 9	Grade 8	Grade 7	Grade 6	
Student 1	6	2	1		Sixth Form College
Student 2	4	5			Blenheim Sixth Form
Student 3	5	3	1		Blenheim Sixth Form
Student 4	3	6			Sixth Form College
Student 5	4	3	2		Blenheim Sixth Form
Student 6	6	1	2	1	Blenheim Sixth Form
Student 7	3	5		1	Blenheim Sixth Form
Student 8	4	2	3		Sixth Form College
Student 9	5	2		1	Blenheim Sixth Form
Student 10	3	4	1	1	Sixth Form College

BLENHEIM A LEVEL RESULTS 2024

A Level Outcomes

	Blenheim 2024	Blenheim 2023	Blenheim 2019
A* - A	25%*	23%	16%
A* - B	47%	50%*	41%
A* - C	71%	76%	71%

School Record *

L3 BTEC Outcomes

	Blenheim 2024	Blenheim 2023	Blenheim 2019
D*	15%*	13%	6%
D* - D	62%*	52%	25%
D* - M	93%*	80%	50%

School Record *

10 Highest Achieving A Level Students.

Names	Grades	Qualification 1	Qualification 2	Qualification 3	Qualification 4	Destination
Student 1	A*A*A*A*	Art	Chemistry	Maths	Further Maths	Durham – Mathematics
Student 2	A*A*A	English Lit/Lang	Sociology	Media		St Mary's - Creative and Professional Writing
Student 3	A*A*A	History	Sociology	Politics		Warwick - Politics and International Studies
Student 4	A*A*A	Maths	Physics	Further Maths		Bath - Economics with Professional Placement
Student 5	A*A*A	Maths	Psychology	Biology		Exeter - Finance with Year Abroad
Student 6	A*A*B	English Lit/Lang	Sociology	Maths		York - Law
Student 7	A*A A	English Lit/Lang	Biology	Chemistry		Bath - Biology with Professional Placement
Student 8	A* A A B	Maths	Chemistry	Physics	Further Maths	Southampton - Electronic Engineering/Computer Systems
Student 9	A A A	Chemistry	Maths	Physics		Southampton - Mathematics
Student 10	A A A	History	Maths	Psychology		Exeter - Computer Science with Industrial Experience

JOB PROFILE



The Aim

To ensure that students in Psychology and Sociology make maximum academic progress. The successful candidate will emphasise a Growth Mindset modelling the characteristics of hard work, resilience, innovation and improvement.

Accountable to

- A member of the Leadership team.

Supporting roles

- The Head of Department will be supported by other members of the department, the school secretariat and teaching assistants.

Job Purpose

To ensure that the Psychology and Sociology departments:

- deliver engaging, differentiated and well-planned lessons guided by Blenheim's 10 Typical best practices;
- are supported and challenged as necessary thus ensuring that the student experience and progress is maximised;
- achieve high standards of student attainment and progress in public examinations;
- are effectively led and managed so protocols are consistently followed e.g. deadlines are met, feedback to students is prioritised, students have challenging starter activities, the main parts of lessons involve students applying their newly acquired skills or knowledge regularly and expediently etc;
- follow schemes of work with regular and consistent assessments providing students with high quality feedback which they are accountable for acting upon via the DIRT process;
- develop a culture of shared practice where resources are shared, practices are discussed and peer lesson observations take place on a regular basis; typically half termly;
- are visible, welcoming and a point of contact for students;
- keep abreast of national developments in specifications, examination requirements and teaching processes;

- promote the importance of Cultural Capital and its potential impact on students' life choices.
- regularly review the specifications taught, initiating and leading change as required, thereby ensuring that students within the Department follow the appropriate specification and schemes of work meeting legal requirements and providing challenge to enable students to fulfil their potential;
- ensure students of all ages are supported and challenged as necessary and achieve optimum levels of engagement with school life;
- maximise student attendance through the delivery of creative, innovative and rewarding lessons;
- role model excellent practices, going 'above and beyond', intervening with students outside the curriculum so they 'catch up' as quickly as possible;
- support and challenge Heads of Year so that underachieving students have barriers removed from their learning and regularly show good learning behaviours including being properly equipped for lessons;
- communicate with parents on a range of issues, particularly where students are underachieving;
- communicate appropriate information to teaching and support staff;
- contribute to a confidential record of issues affecting the educational progress of students;
- reinforce consistently the school's 10 school uniform non-negotiables.

Safeguarding

- To be familiar with school policies, in particular safeguarding procedures, and promote the welfare of children.

Key responsibilities

- Line manage the respective Head of Departments.
- Support and challenge members of these departments rigorously and consistently.
- Champion these departments advocating their place in the curriculum and the benefits they will provide students once they leave school.
- Ensure all students succeed through differentiation and stimulating lesson delivery.
- Be a highly visible point of contact for students and families when they require assistance or information relating to the department.
- Lead faculty meetings as necessary.
- Communicate effectively and purposefully with parents so they are well informed about the department's procedures, expectations and upcoming events.
- Analyse student data and intervene swiftly, as necessary, communicating with parents of underachieving students on a regular basis.
- Produce internal and external reports as necessary.
- Work within school systems to inform teaching and non-teaching staff about students' progress.
- Promote positive attitudes to learning and behaviour for learning with vulnerable students.
- Liaise with the SEND Department to ensure students with unique needs are effectively catered for.
- Uphold and promote the values and ethos of the school.

Person Specification

- A willingness to embrace a growth mindset.
- A commitment to help students improve Cultural Capital so that their chances of success in the world are enhanced.
- A motivated individual who can inspire.
- The ability to 'absorb' the challenges of the day and still maintain high standards of professionalism.
- A team player putting students first and working with colleagues efficiently and effectively; recognising the 'greater good' and playing a full part in #TeamBlenheim.

- Strong interpersonal and communication skills both orally and in writing.
- A genuine interest and enjoyment in working with students, educators, schools and learning.
- Ability to demonstrate flexibility and tenacity.
- Confident, assertive and able to thrive in a challenging environment.
- Ability to motivate pupils through a variety of methods, including competition, rewards, sanctions and the setting of SMART goals.
- Ability to track and interpret student data so that the subsequent interventions have impact.
- Ability to motivate students to achieve their academic and non-academic potential.
- Commitment to provide a supporting and challenging environment for vulnerable students.
- Commitment to individual continuous professional development, wanting to 'get better' by building on strengths but also recognising development areas and actively seeking to improve them.

General

- Demonstrate a keen interest in all aspects of school life.
- Show solidarity by supporting school policy, and the Leadership team, publicly.
- Challenge school policy, and the Leadership team, privately.



THE APPLICATION PROCESS

Please either click on 'Quick Apply' or complete the school's application form including a Statement of Application outlining achievements to date and detailing why you are the right person for the role given the candidate brief. Please ensure this is no more than two sides of A4.

If choosing to complete the school's application form then please email your completed application to recruitment@blenheim.surrey.sch.uk. Applications should be received by **12.00pm (noon) Monday 30th September 2024** with interviews scheduled for later that week. **The school reserves the right to interview and appoint this position ahead of any advised application closing date should an appropriate candidate be found. Therefore, it is advisable to submit applications as early as possible.**

Please be reminded that you are liable to prosecution if you are included in the Disclosure and Barring Service's/Disclosure Scotland's Children's Barred List and engage, or seek or offer to engage, in work which either involves contact with children or provides opportunities for contact with children.

