



Blenheim

Head of Year

January, April or September 2023

Salary Negotiable



www.blenheim.surrey.sch.uk

BACKGROUND INFORMATION

Blenheim High School became Surrey's most improved school for public examination outcomes in the 2017/18 academic year, was categorised by Ofsted as 'Good' in all areas in May 2019, has been oversubscribed since 2020/21 and achieved its best public examinations results in summer 2022.

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 1337 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 50% 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	2022	2021	2020	2019	2018	2017
Number of Year 7 Students Recruited	248*	248*	248*	234	209	188

* Waiting lists currently operate in these three year groups.

As a Single Academy Trust Blenheim's features include:

- A 36-week academic year with a fortnight October half term break and a 7 week summer holiday.
- Formative assessment being embedded across the curriculum ensuring students have a clear understanding of their 'next steps'.
- A significant financial reserve, which Blenheim has complete autonomy to invest.
- Modern buildings and infrastructure.
- 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.
- 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. The Headteacher, Mr A A Bodell, has made a long term commitment to Blenheim.

Blenheim converted to Academy Status in March 2012 and has developed many community and primary school links. Blenheim is a well-resourced school and is fortunate to have outstanding facilities including modern buildings, large grounds, an AstroTurf pitch, bespoke sixth form facilities and grass football and rugby pitches. Together with a very supportive and well qualified governing body the school has invested significantly in several areas, not least in the appointment of high-quality practitioners and on-site infrastructure. Visitors often comment on the calm, purposeful learning environment that pervades.

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 integration of iPads across the curriculum; all teachers and 98% of students own one. Technological evolution is inevitable and this approach is key to ensuring 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.

BLenheim GCSE RESULTS

Blenheim's 2022 GCSE results involved all students sitting public examinations set by the National awarding bodies for the first time since 2019. A combination of well-researched teaching and learning practices, rhythmical assessment and feedback, frequent reporting, well - timed interventions and consistent monitoring of student performance has led to the majority of outcomes surpassing those achieved in 2019.

Since 2019, all GCSE subjects have been attributed 9 – 1 grades with 9 – 5 being considered 'higher' grades or strong passes.

Headline Figures

	Blenheim 2022	Blenheim 2019
5 or more + 9 - 5 or A* - C incl. Maths & English	50%	41%
Maths 9 - 5	54%	58%
English Language 9 - 5	61%	53%
English Literature 9 - 5	60%	53%
English 9 - 5 (best of Lang or Lit taken)	68%	63%

Higher passes (Grades 9 – 5) and Highest passes (Grades 9 - 7)

	Blenheim 2022	Blenheim 2019
9 - 7 grades	27%	17%
9 - 5 grades	60%	53%

English Baccalaureate outcomes (Grades 9 – 5 and 9 - 7)

	Blenheim 2022	Blenheim 2019
English 9 - 7	25%	16%
Maths 9 - 7	21%	21%
English 9 - 5	68%	63%
Maths 9 - 5	54%	58%
The English Baccalaureate strong pass	14%	15%
Combined Science (Double Science) 9 - 7	23%	10%
Combined Science (Double Science) 9 - 5	57%	40%
Biology 9 - 7	100%	35%
Biology 9 - 5	100%	74%
Chemistry 9 - 7	100%	36%
Chemistry 9 - 5	100%	70%
Physics 9 - 7	100%	36%
Physics 9 - 5	100%	72%
Geography 9 - 7	23%	17%
Geography 9 - 5	53%	57%
History 9 - 7	29%	16%
History 9 - 5	56%	35%
French 9 - 7	40%	40%
French 9 - 5	65%	75%
Spanish 9 - 7	39%	36%
Spanish 9 - 5	81%	68%
Computing 9 - 7	64%	12%
Computing 9 - 5	86%	53%

2022 Progress 8 Estimate = +0.20 to +0.44

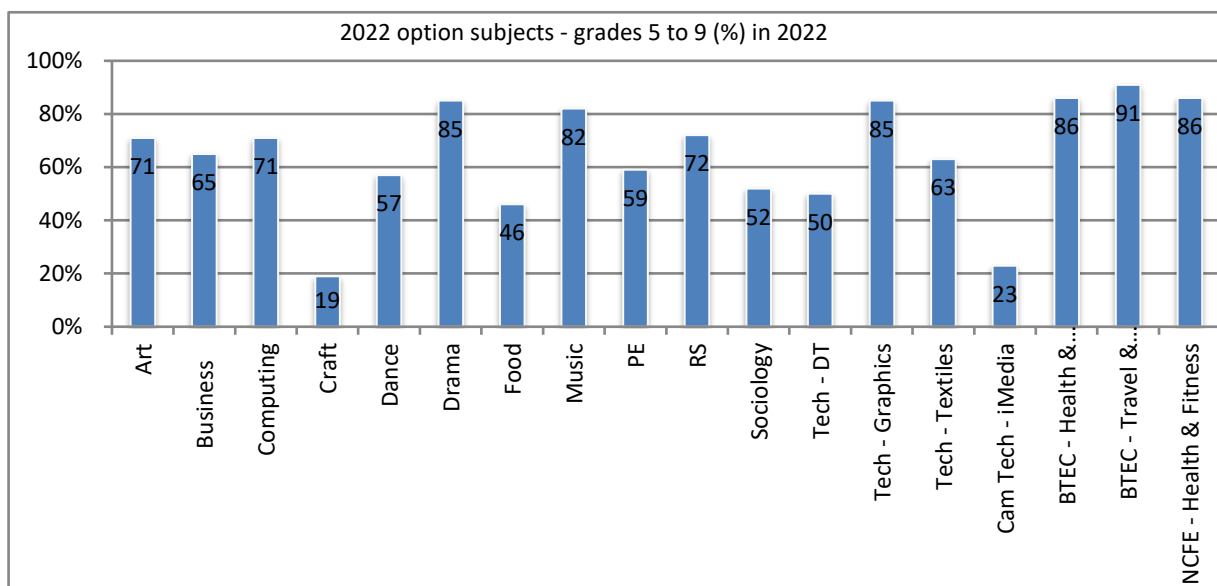
BLenheim GCSE RESULTS 2022

Achievement across a range of subjects

Blenheim's 9 – 5 pass rate was 60%. In Technical awards, Blenheim achieved a 100% pass rate (Pass to Distinction*) in Technical iMedia, BTEC Health & Social Care, BTEC Travel and Tourism and NCFE Health & Fitness.

English and Mathematics

Results in these core subjects remained well above the national average for Blenheim students in 2022 with 54% gaining the 9 - 5 GCSE grade in Mathematics, 68% in either English Language or English Literature, with 25% of grades being the highest GCSE grade of 9 - 7 in English and 21% in Mathematics.



GCSE grades 7 to 9

27% of all entries were awarded 9-7 grades, 36 students achieved average grades of 7 or higher, and 12 students achieved an average of grade 8 or higher. The top performing student secured all grade 9s in his subjects.

Name	GCSE				BTEC
	Grade 9	Grade 8	Grade 7	Grade 6	Distinction *
Student 1	10				
Student 2	5	3	2		
Student 3	5	2	2		
Student 4	6	1	1		1
Student 5	5	3		1	
Student 6	4	3	2		
Student 7	4	4		1	
Student 8	5	2		2	
Student 9	3	3	3		2
Student 10	4	2	2	1	
Student 11	2	3	5		
Student 12	2	3	4		
Student 13	2	4	1	2	
Student 14	1	4	3	1	
Student 15	2	4		3	

JOB PROFILE



The Aim

To support, hold to account and develop a team of form tutors – focusing on high standards of personal, social and academic development. Maximise the progress that students make across the Curriculum; particularly in the core subjects of Maths, English and Science. The Head of Year will emphasise a Growth Mindset modelling the characteristics of hard work, resilience, innovation and improvement. The Head of Year is responsible, through the team of form tutors, for the pastoral care of the students in their year group, focusing on progress, behaviour, safeguarding and attendance.

Accountable to

- Assistant Headteacher – Pastoral Lead

Supporting roles

- The Head of Year will be supported by a dedicated pastoral support team including a team of pastoral facilitators, attendance office, form tutors, pastoral administrator and the school secretariat.

Job Purpose in conjunction with the pastoral facilitators

- To ensure that all students in the year group make maximum progress across the curriculum. This particularly applies to vulnerable students and the successful candidate will work closely with the Assistant Headteacher – Inclusion Lead, in this regard.
- To communicate and empathise with families of students in the year group ensuring they remain engaged with their son/daughter's progress at school.
- To work closely with the pastoral facilitators to help ensure students are supported and challenged as necessary and achieve optimum levels of engagement with school life.
- To help maximise student attendance in conjunction with the attendance officer.
- To role model excellent practices including going 'above and beyond' and intervening with students outside the curriculum so they 'catch up' as quickly as possible.

- To support and challenge Heads of Department so that underachieving students 'catch up', particularly in Maths, English and Science.
- To effectively lead a team of tutors so students are correctly equipped and parents are held to account for providing their son/ daughter with the tools students need to learn effectively.
- To communicate appropriate information to teaching and support staff.
- To contribute to a confidential record of issues affecting the educational progress of students.
- To be highly visible and a point of contact for students.

Safeguarding

- To be familiar with school policies, in particular safeguarding procedures, and promote the welfare of children.
- To train to be a safeguarding officer.
- To implement the 10 Teaching and Learning non-negotiables consistently.

Key responsibilities in conjunction with the pastoral facilitators

- Help raise the aspirations of vulnerable and pupil premium students.
- Help contribute to high levels of student attendance and punctuality.
- Be a point of contact for students and families when personal matters affect learning and progress.
- Work with agencies in school and beyond to support students and their families, conducting home visits when required.
- Lead and deliver assemblies.
- Ensure school uniform is worn correctly.
- Produce internal and external reports as necessary.
- Work within school systems on safeguarding and communication to inform teaching and non-teaching staff about issues affecting students' progress and wellbeing.
- Work with parents, as necessary, to engage them in their child's education and support their child's achievement.
- Promote positive attitudes to learning and behaviour for learning with vulnerable students.
- Liaise with the SEND Department to ensure the best cohesive support packages are in place for the most vulnerable students.
- To monitor, evaluate and review attitude to learning within the year group, developing and implementing strategies as required in conjunction with Assistant Headteacher- Pastoral Lead.
- Uphold and promote the values and ethos of the school.
- To lead and ensure the smooth running of parents' evening, analysing attendance and impact.
- Supervise students in the reflection room, conduct regular restorative justice and run readmission meetings.
- To attend, contribute and monitor those students on a pastoral support plan.
- To attend and contribute proactively to the Wednesday 8.00am (day subject to change) pastoral meeting.
- To ensure policies and procedures are effectively implemented by the year team.
- To ensure that all students in your year group are arriving promptly, dressed ready to learn by participating in a designated daily morning and afternoon pastoral duties.
- To conduct learning walks with varied foci.
- **The post holder will be expected to run after school, each week, at least one voluntary 60 minute academic 'clinic' on their own subject to a group of KS4 or KS5 students as identified by the Head of Department, Deputy Head (Curriculum) or Headteacher. This clinic will not be part of the role rather it will be part of a wider, whole school, extended day.**
- **The post holder will be responsible for staffing the reflection room for one lesson a fortnight.**
- **The post holder will be expected to run the equivalent of a 30 minute extra-curricular activity per week as their contribution to the 'wider school'.**
- **To reinforce consistently the school's 10 school uniform non-negotiables.**

Person Specification

- A willingness to embrace a growth mind set.
- 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'.
- Excellent 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 interpret and track student progress through the use of data.
- Ability to successfully encourage students to achieve their academic and recreational potential.
- Commitment to provide a supporting and challenging environment for students, particularly vulnerable students including those with Special Educational Needs.
- 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.
- To show solidarity by supporting school policy, and the leadership team, publicly.
- To 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 10th October 2022** 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.

