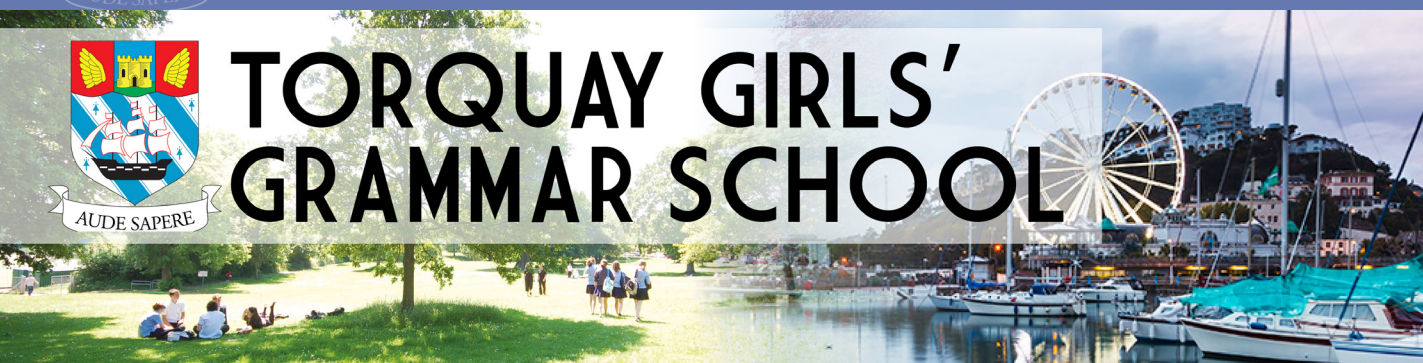




TORQUAY GIRLS' GRAMMAR SCHOOL



Headteacher Recruitment Pack

30 Shiphay Lane, Torquay TQ2 7DY • 01803 613215 • www.tggsacademy.org



Welcome from the Chair of Governors

Dear Applicant,

Thank you for your interest in the Headteacher vacancy here at Torquay Girls' Grammar School (TGGS). Our current Headteacher, Dr Smith, is retiring after 14 very successful years at the helm.

TGGS is a girls' 11-18 selective Academy which has the core aim of developing caring, healthy women who achieve outstanding academic results. The stakeholders all agree that TGGS is a very special place in which to learn and with over 100 years of academic excellence we have a strong reputation both locally and nationally. Achievement is consistently high and TGGS has maintained its position as one of the top 20 state girl's schools in the country for both progress and achievement.

Our school is part of a wider network of grammar schools, the South West Academic Trust (SWAT) which shares good practice and provides support, including a strong Headteachers' network.

The last Ofsted inspection, in September 2011, rated the school outstanding in all categories. Over the years the school has won many awards, most recently:

- The Sunday Times south-west state school of the year 2019
- The UK Parliament School of the Year 2020
- The Real Schools Guide top school in Devon and Cornwall 2020

And we were short-listed for two TES National teaching awards:

- The Wellbeing and Mental Health award 2020
- The Environment Champion of the Year award 2020

However, these facts do not really convey the essence of our school, which is more about getting our girls to think in a certain way a way. We want bright girls to believe they can achieve anything, and we aim to give them the skills to do so by being both challenging and caring. We will challenge the girls to reach their considerable potential and we will also care for them and encourage them to care for others.

We are adamant that our girls become the leaders of tomorrow and so our curriculum is designed to develop both the skills and the confidence to lead. You can read all about this philosophy in our Curriculum document.

The best advert for the school is the girls themselves: they are delightful, articulate and intelligent individuals. More importantly they are happy and love their school, as shown by the tears on leavers' day.

This academic year is the final year of the current 7-year Development Plan. During this time many of its aims have been fulfilled and we have achieved remarkable success.

However, now is the time for a new Headteacher to take on the stewardship of TGGS, to build on all that has been achieved previously and to construct an exciting new plan for the next 7 years and beyond. We want someone to combine our illustrious past with their own vision for our future

If you believe that person is you, then we warmly invite you to apply.

Applications will be assessed by reference to the requirements set out in the job description and the person specification, and evidence of a good fit with the culture and ethos of the school as outlined in our Curriculum document and on the website.

If you are as excited by this opportunity as we hope you will be, please follow the instructions in the pack on how to apply, noting the dates and structure of the application process. Candidates selected for interview will receive further information about the process to help them prepare for the interview stage.

If you would like to visit the school, please contact Mrs Rumbelow, the Head's PA lrumbelow@tggsacademy.org. If you would like to speak with me or with Mrs Suzy Wright, the Vice Chair of Governors, please email ccowling@tggsacademy.org to arrange this.

We are excited to receive your application.

Mrs Sally Timmins
Chair of Governors

Job Description



Job Purpose

To provide professional leadership and management for Torquay Girls' Grammar School and achieve the highest educational standards across the school

Main Responsibilities

1. School Culture

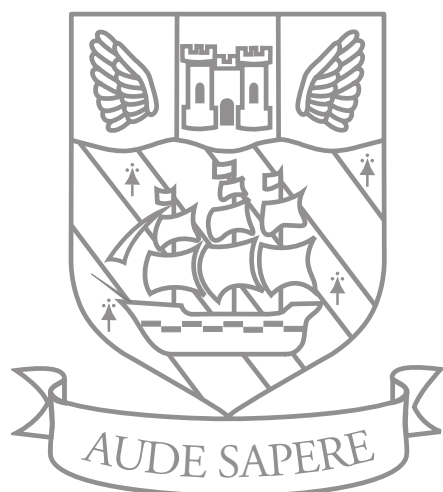
- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum



4. Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs⁸ and special educational needs and disabilities⁹ of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding¹⁰, as part of the duty of care¹¹
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk



8. Continuous school improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties



Person Specification

Headteacher

Qualifications

- Qualified Teacher Status
- Good Honours Degree
- NPQH (Desirable)

Experience

- Significant experience across a broad spectrum of teaching
- Senior leadership experience
- Experience in managing staff and supporting their professional development.

Knowledge, Skills & Abilities

- Excellence in leading teaching and learning
- Excellent interpersonal and communication skills
- Ability to innovate, manage and respond to change
- Skills to develop and implement strategy
- Experience of pastoral care for students
- Creative thinking, problem solving and identifying opportunities
- Strong analytical and decision-making skills
- Ability to balance efficiency and operational resilience
- In-depth knowledge and understanding of wider educational and social issues
- Understanding of legal frameworks governing schools/academies
- A strong understanding of risk management

Attitude & Disposition

- Inspirational leader and manager
- Proactive and adaptable
- Ambitious and self-motivated
- Approachable and empathetic
- Calm under pressure and resilient
- Synergy with the School's traditions, ethos and values



Information for Candidates

How to Apply

1. Complete the application form, ensuring that all questions are answered.
2. Please use no more than 1000 words in the supporting statement section to:

Explain why you are the right person to lead TGGS, highlighting examples from your career to date which demonstrate this. What do you see as the key priorities for the future direction of the school? How would you seek to meet these?

3. The application form should be completed on the TES website by 16:00 on **Monday 8th March 2021.**
4. The schedule will be as follows:

a. Shortlisting	11th March 2021
b. Interviews Day 1 (panels and tasks)	24th March 2021
c. Interviews Day 2 (final interview)	TBC

Successful applicants from day one will be invited back for interview on day 2.

If you have any questions please do not hesitate to contact Louise Rumbelow, the Headteacher's PA: lrumbelow@tggsacademy.org

