

## Summary

Cirencester Deer Park is a leading member of the Corinium Education Trust's family of schools. It is a popular, inclusive and thriving 11-16 comprehensive school with just over 1000 pupils and 130 members of staff.

The school actively encourages everyone to be the best they can be every day and aims to ensure all pupils are safe, happy and successful.

Cirencester Deer Park School is a strongly good school. The school was last inspected in January 2023. Inspectors reported:

- 'The values of 'trust, kindness and determination' pervade this school. Pupils welcome leaders' high expectations of their behaviour and conduct.'
- 'Leaders have a clear and ambitious vision for the quality of education that pupils receive. This vision extends to all pupils, including those with special educational needs and/or disabilities (SEND) and pupils who are disadvantaged.'
- 'Staff are proud to work at the school. They feel well supported by leaders in respect of workload, well-being and managing pupils' behaviour.'

Pupils at Cirencester Deer Park School consistently make good progress. Over the last 3 years, the school's Progress 8 average is 0.3.

However, the Trust and school are not complacent. Like many schools locally and nationally, the Trust and Cirencester Deer Park School faces similar challenges. These include future self-evaluation and use of the proposed school report card, the provision for disadvantaged pupils and those with SEND, attendance, emotional health and wellbeing of pupils and staff, the challenging behaviour of a small group of pupils and staff recruitment and retention.

Cirencester Deer Park School has a PAN of 209 and is oversubscribed for admissions to Year 7 in September 2025. Pupils are in eight tutor groups and they are taught in either mixed ability or set groups depending on the subject. Subjects are currently organised into nine faculty areas. These are led by our Heads of Faculty who form our Extended Leadership Team and are line managed by members of the school's Strategic Leadership Team. Pupils and teachers are well supported by our support staff teams, including our specialist pastoral, inclusion, welfare and SEND teams.

Cirencester Deer Park School is committed to enrichment and pupils participate in a range of extra or extended-curricular activities, including competitive sport, Expressive Arts events and STEM competitions. The school provides a comprehensive enrichment programme which includes personal challenge, European and international travel, exchanges and volunteering, and work experience. Priority is given to curriculum-led field trips or revision events. Many pupils in Year 9 each year participate in the Bronze Duke of Edinburgh Award with high completion rates, and all pupils in Year 10 complete a week's work experience in July.

Cirencester Deer Park School enjoys beautiful grounds and impressive sports facilities both indoor and out. We are situated on the outskirts of the town and share a campus with Cirencester College. We are adjacent to the Bathurst Estate and historic parkland.

Cirencester Deer Park School is recognised as a forward thinking and outward-facing school within Gloucestershire with a proven track record of research and evidence-based practice and innovation. Leaders and staff are resilient and resourceful.

The Trustees of the Corinium Education Trust and the Local Governing Body have invested in the school site and the team have recently been working together on a site masterplan. The school's other facilities, are used by community groups including Cirencester Hockey, Table Tennis and Stagecoach.

**Chiquita Henson**  
Trust Lead (CEO), February 2025



## JOB DESCRIPTION

<b>Job title</b>	<b>Headteacher (Secondary)</b>
Supervisory responsibility:	All school staff
Direct supervision from:	Trust Lead (CEO)
Responsible to:	Trust Lead (CEO)
Priorities for the post	To provide professional and transformational leadership and management to ensure high standards in all areas of the school's work, explicitly in teaching, learning and assessment, by sharing and communicating a clear vision and strong strategic direction; developing staff and setting high expectations; maintaining rigorous and on-going self evaluation; ensuring equality of opportunity for all and compliance with statutory responsibilities; demonstrating commitment to raising achievement and providing a safe and engaging learning environment; securing the engagement of the wider community by contributing to appropriate networks and participating in partnerships.
Specific priorities in each year will be defined by the Trust Lead (CEO) with the postholder in line with the Corinium Education Trust's and school's strategic priorities	To be agreed.
Job purpose	<ul style="list-style-type: none"> <li>✓ Provide strategic leadership;</li> <li>✓ Assure the quality of education;</li> <li>✓ Engage in monitoring and evaluation</li> <li>✓ Promote staff development and wellbeing;</li> <li>✓ Undertake process management;</li> <li>✓ Engage stakeholders;</li> <li>✓ Contribute to pupils' personal development.</li> </ul>
The impact of this post will be reflected in the following outcomes	<ul style="list-style-type: none"> <li>✓ Ambitious and challenging achievement targets are met or exceeded;</li> <li>✓ Value added measures put the school within the top 20% of schools nationally and the top 15% over time;</li> <li>✓ Quality of Education in all aspects is exemplary;</li> <li>✓ Leadership and management, and all related tasks are consistently effective and of a high quality.</li> </ul>
The Headteacher (Secondary) is expected to:	<ul style="list-style-type: none"> <li>✓ Be a positive role model in all aspects of leadership, management, teaching and learning across the Corinium Education Trust's learning community;</li> <li>✓ Lead by setting an example, achieving consistently high standards of classroom practice;</li> <li>✓ Participate in continuing professional development and engage in professional learning relevant to the post of Headteacher;</li> <li>✓ Be familiar with the most up to date Education Inspection Framework (Ofsted) and National Standards for Teachers;</li> <li>✓ Model the Nolan Principles of public life, 'selflessness, integrity, objectivity, accountability, openness, honesty and leadership.'</li> </ul>

## A Headteacher for Cirencester Deer Park School Person specification

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications and experience</b>	<p>The applicant should have</p> <ul style="list-style-type: none"> <li>✓ an Honours Degree;</li> <li>✓ a PGCE and/or Qualified Teacher Status;</li> <li>✓ experience in more than one school;</li> <li>✓ experience of strategic and operational school leadership as DH or HT depending on current school's context;</li> <li>✓ a proven track record of effective values-based school leadership;</li> <li>✓ recent and relevant in-service training especially in Leadership, for example, NPQH or similar accreditation;</li> <li>✓ experience of embedding ambition, driving educational improvement and raising achievement.</li> </ul>	<p>The applicant may have</p> <ul style="list-style-type: none"> <li>✓ experience of headship;</li> <li>✓ knowledge and relevant experience of leading school improvement;</li> <li>✓ other recent and relevant professional development in leadership such as a Master's degree;</li> <li>✓ additional qualifications or certificates such as NPQH, NPQSL or Safer Recruitment;</li> <li>✓ experience of working collaboratively within a schools' trust or federation.</li> </ul>
<b>Leadership and management</b>	<p>The applicant can</p> <ul style="list-style-type: none"> <li>✓ communicate a clear educational vision;</li> <li>✓ demonstrate a commitment to inclusive comprehensive education;</li> <li>✓ show empathy and is a positive communicator;</li> <li>✓ articulate and explain his/her experience of collaborative leadership;</li> <li>✓ engage in rigorous and ongoing self-evaluation;</li> <li>✓ reflect on his/her record of effective school improvement planning and its positive impact on outcomes;</li> <li>✓ understand how to analyse and evaluate a range of evidence to inform strategic planning;</li> <li>✓ show evidence of successful team leadership, change management, the ability to delegate, challenge and support other leaders;</li> <li>✓ address a range of staffing issues and undertake performance management;</li> <li>✓ target resources to support pupils with SEND and those eligible for the Pupil Premium;</li> <li>✓ contribute to participate in continuing professional development;</li> <li>✓ demonstrate effective working with governors and understands the principles and practice of sound governance,</li> <li>✓ engage all stakeholders and utilise other professional agencies effectively.</li> </ul>	<p>The applicant may</p> <ul style="list-style-type: none"> <li>✓ be an experienced coach or mentor;</li> <li>✓ have relevant experience as a peer reviewer, school improvement partner, adviser or inspector;</li> <li>✓ contribute to learning networks, cluster groups and partnerships;</li> <li>✓ demonstrate effective working with a CEO and trustees within a schools' trust;</li> <li>✓ model sound financial management.</li> </ul>

<p><b>Knowledge and understanding</b></p>	<p>The applicant has an understanding of</p> <ul style="list-style-type: none"> <li>✓ the characteristics of an effective school;</li> <li>✓ the professional standards for teachers, subject leaders, SENDCOs and Headteachers;</li> <li>✓ the National Curriculum, development, policy and practice;</li> <li>✓ how children learn across Key Stages 3 and 4;</li> <li>✓ research and evidence-based pedagogy and curriculum design;</li> <li>✓ a range of effective pedagogies, teaching and learning strategies and resources relevant to raising achievement including the provision for disadvantaged learners;</li> <li>✓ the statutory and legal framework within which a school operates, including: <ul style="list-style-type: none"> <li>- the Education Inspection Framework (Ofsted);</li> <li>- SEND requirements,</li> <li>- safeguarding and child protection procedures.</li> </ul> </li> </ul>	<p>The applicant may</p> <ul style="list-style-type: none"> <li>✓ have first-hand experience of the preparation required for inspection (Ofsted);</li> <li>✓ have a wider understanding of the curriculum and practical experience of a range of resources and their deployment and effectiveness in supporting pupils' learning, raising standards and easing teacher workload;</li> <li>✓ be aware of key issues emerging in the educational landscape.</li> </ul>
<p><b>Personal and professional attributes</b></p>	<p>The applicant is</p> <ul style="list-style-type: none"> <li>✓ inspirational;</li> <li>✓ passionate about education, the development and wellbeing of all pupils and staff. He/she shares high expectations of achievement and behaviour;</li> <li>✓ flexible, creative, reflective and resilient. He/she is committed to collaboration, but shows initiative;</li> <li>✓ emotionally intelligent and self aware. He/she has good interpersonal skills and a sense of humour;</li> <li>✓ a positive role model with a visible presence around the school;</li> <li>✓ self-disciplined, well organised and able to work under pressure and meet deadlines;</li> <li>✓ fluent and proficient in all forms of oral and written communication including the use of ICT;</li> <li>✓ able to form positive and caring relationships with and command respect from all pupils, parents, staff and members of the Local Governing Body;</li> <li>✓ supportive of the aims of Cirencester Deer Park School and the Corinium Education Trust.</li> </ul>	<p>The applicant may</p> <ul style="list-style-type: none"> <li>✓ be able to think 'out of the box' when solving problems;</li> <li>✓ manage his/her own workload and that of others to allow an appropriate, healthy work–life balance.</li> </ul>