



Gilbert Inglefield Academy
Believe, Achieve, Succeed



Headteacher Recruitment Pack

Closing Date: Noon Monday 23rd May
Interviews: Thursday 26th and Friday 27th May



Contents

| | |
|-------------------------|----|
| ○ Welcome | 3 |
| ○ Our Values | 5 |
| ○ Job Description | 6 |
| ○ Person Specification | 10 |
| ○ Key Information | 12 |
| ○ How to Apply | 13 |
| ○ Why Leighton Buzzard? | 14 |





Welcome

Dear Colleague,

We are thrilled that you have chosen to enquire about our exciting role at Gilbert Inglefield Academy. We know that choosing the right school for you and your career is really important and we hope this pack gives you an insight in our school community.

We are seeking to appoint a dynamic, inspirational and visionary headteacher to lead our school into its next phase. Gilbert Inglefield Academy and Vandyke Upper School plan to merge in 2023 creating an extended secondary school (Y5 – Y13) under an executive headship model. The successful candidate will play a crucial role in co-designing this new school, initially to lead Gilberts through the transition then following the merger to lead one of the sites. By the time of the merger it is anticipated there will be 750 pupils on the Gilbert site

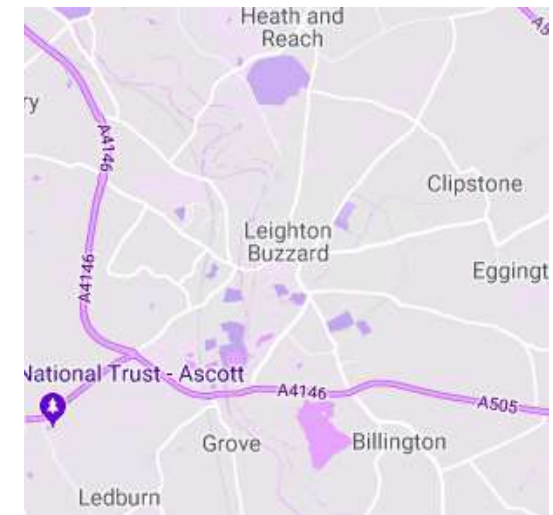
With typically 95% of Gilbert pupils transferring to Vandyke, we share the same children and families. Our sites share the same campus and our schools share the same values. The Governors' merger proposal is an amazing opportunity to enhance the quality of education and mitigate against some of the challenges of the three-tier system. You will play a key role in the organisational design and structures of the new school.

The successful candidate will have the support of the headteacher and senior leaders at Vandyke Upper School as well as a very supportive Governing Body in both schools.

Vandyke Upper School:

Vandyke Upper School (13-18) was a convertor academy in August 2011. The school is over-subscribed with 1468 students aged 13-19 on roll and, with a growing Sixth Form, will have 1550 students on roll in September 2022.

Students achieve very well, making strong progress in all year groups and achieving outstanding outcomes at GCSE and A Level from all starting points. In 2019, Progress 8 was +0.49 and value-added in the Sixth Form was also high building on strong progress at KS4. Results in 2020 and 2021 were at a similar level and allowed students to progress to their chosen next steps. For the majority of Y13 students the next step was university with students going on to a range of courses at many different universities including two students going on to Oxford.





The ethos of Vandyke is based on strong, positive relationships between staff and students. The atmosphere is of a “college” whereby we seek to allow students autonomy and independence. Students respond very well to this creating a “special” atmosphere around school often commented upon by visitors. Staff go out of their way to provide great teaching and support and additional learning opportunities for students. Parents and carers are supportive of the school and feedback from parents and carers is always that the school is welcoming and friendly.

Gilbert Inglefield Academy

Gilbert Inglefield made the transition to Academy status in 2012. It is one of four middle schools serving the busy market town of Leighton Buzzard. The last OFSTED inspection took place in June 2016 when the school was awarded an overall “Good” status

Gilberts has significant investment, including a £7m building project with new facilities including a multi-use games area, science and IT labs, dining area, sports hall, etc., in order that it is able to hold 840 pupils as the town continues to expand; we are really proud of our new facilities. In September 2019 the school had c.400 pupils and has grown each year and in September 2022 we expect to see just under 700 pupils.

Our academy provides a unique opportunity to teach both key stage two and key stage three children. We work with children age 9 – 13 (Y5 – Y8) and this age range enables us to put the curriculum at the heart of what we do. There are no national tests or exams at the end of key stage three and this empowers teachers to focus on driving a broad and balanced curriculum. As a teacher you will be surrounded by professionals from a range of backgrounds including both primary and secondary training. Teachers share pedagogical practice with each other and there is a genuine sense of a learning community.

Our children come from all walks of life and we strive to ensure no matter a child’s background or circumstance that they experience success and happiness at school. We want children to have memorable learning experiences that help them grow and develop. We would love to show you around our school and give you an opportunity to get to know us better.

With warmest regards, Gilbert Inglefield Academy & Vandyke Upper School





Our Values

We are privileged here at Gilberts to work with amazing children and families. Within our caring community, we encourage everyone to **believe** in themselves and our school values of inclusion, integrity and independence. These underpin learning and development and enable every member of our school community to **achieve** excellence. With high academic and behavioural expectations we empower our children and staff to **succeed** in school and in life beyond Gilbert Inglefield Academy

In order to fulfil this vision, we aim:

To be a school for the 21st century, equipped to prepare our pupils for the rapidly changing needs of a multi-cultural society.

To work together to ensure that our pupils feel valued, are healthy and safe; enjoy learning and achieve success; make a positive contribution to society and are prepared for economic security in the future.

To be recognised as a community which fosters excellence in the academic, cultural, personal and social development of all pupils irrespective of race, creed, gender or disability.

To enable our pupils to become lifelong, enterprising, independent learners able to take risks and assume responsibility confidently.

To foster a set of moral values including honesty, compassion, tolerance and a sense of responsibility.

To be a valued and active part of the local community and promote a powerful, collaborative approach to learning through our partnership with other local schools.

To maintain a dynamic and motivated staff prepared to embrace change and respond to these principle





Job Description

This job description reflects the National Standards of Excellence for Head Teachers (2015). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including Head Teachers. The appointment is subject to the current conditions of employment of Head Teachers, contained in the School Teacher's Pay and Conditions document and other current educational and employment legislation, including that of the Department for Education in carrying out his/her duties, the Head Teacher shall consult, where appropriate, with the Local Authority, the governing body, the staff of the school, its pupils and the parents of its pupils.

A. The Core Purpose of the Head Teacher

The core purpose of the Head Teacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the Head Teacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Head Teacher should establish a culture that promotes excellence, equality and high expectations of all pupils.

The Head Teacher is the leading professional in the school. Accountable to the governing body, the Head Teacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Head Teacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The Head Teacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, Head Teachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the Head Teacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.



B. The Four Domains of Headship

Domain One: Qualities and knowledge

1. Hold and articulate clear values and moral purpose focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two: Pupils and Staff

1. Demand ambitious standards of achievement and attendance for all pupils, overcoming disadvantage equality, instilling a strong sense of accountability in staff for the impact of their work on pupil's outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of "open classrooms" as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning, holding all staff to account for their professional conduct and practice.



Domain Three: Systems and Process

1. Ensure that the school's systems, organisations and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Head Teacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Domain Four: The self-improving school system

1. Create outward-facing schools which work with other schools, organisations and the local community – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.



5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others – within and beyond schools – to believe in the fundamental importance of education in young people's lives and to promote the value of education.

The applicant will be required to safeguard and promote the welfare of children and young people. The Head Teacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers' accountability for their contribution to the safeguarding regulations.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Head Teachers.



Person Specification

| Specification | Essential | Desirable | Evidence |
|--------------------------|---|--|--------------------------------|
| 1. Qualifications | <ul style="list-style-type: none">• Qualified teaching status• Evidence of further professional study | <ul style="list-style-type: none">• Higher Degree• NPQH | Application form |
| 2. Experience | <ul style="list-style-type: none">• Minimum of three years as a successful serving Head, Deputy or Assistant Head• Implementing self-evaluation strategies to raise standards• Construction and implementation of school improvement planning• Developing and fully implementing whole-school initiative and evaluating impact | <ul style="list-style-type: none">• Senior management and teaching in a middle school• Liaison with other schools and appropriate agencies• Participation in Budget setting and management• Working with governors• Working with wider parent body | Application form and interview |
| 3. Teaching and Learning | <ul style="list-style-type: none">• A good understanding of teaching the National Curriculum• Ability to identify constituents of outstanding teaching, learning and planning and use them to bring about required improvements• An excellent understanding of monitoring and evaluation procedures and use of them to bring about improvements• Understanding of curriculum requirements for the whole ability range and for diverse range of backgrounds• An understanding of how pupils learn and how to meet the varying needs• Commitment to high standards and continuous improvement• Commitment to equality and inclusion principles and practice• High expectation of pupil attainment and personal development | <ul style="list-style-type: none">• Awareness and understanding of transition issues and the role of a middle school in a three tier phase system | Application form and interview |

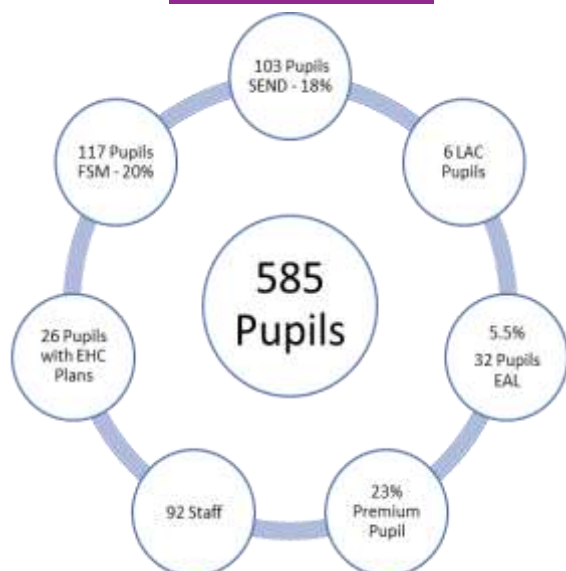


| Specification | Essential | Desirable | Evidence |
|------------------------------|--|---|---|
| 4. Leadership and Management | <ul style="list-style-type: none">• Evidence of good strategic and visionary leadership and management skills• Presents as a leader who can inspire members of this school community• Good interpersonal and communication skills• Ability to communicate a clear vision for improving standards and for moving Gilbert Inglefield from good to outstanding• Ability to use ICT as a management tool• Demonstration of good management skills that value people throughout the school community• Capacity to manage performance and staff issues robustly and support others to do so.• Understanding and experience of varied approaches to developing and empowering staff• Understanding of effective working with governing body and commitment to working closely with them to action the vision• Understanding of role of governors within an Academy Trust | <ul style="list-style-type: none">• Evidence of teaching and management in a similar sized school• Experience of links with governors and parents• Participation in Budget setting and management | Application form and interview Letter in support Presentation and interview |
| 5. Community | Ability to <ul style="list-style-type: none">• Work collaboratively with key stakeholders.• Work with and develop effective relationships with local schools.• Ability to extend and develop school partnership with parents and the wider community | <ul style="list-style-type: none">• Experience of serving on, or working with, a Governing Body | Application form and interview |
| 6. Application | <ul style="list-style-type: none">• Well presented, coherent and concise and setting out capacity for great leadership of Gilbert Inglefield Academy• Clearly demonstrates the applicant's view of the Head Teacher's role and their personal philosophy | | Application form |



Key Information

School Context



Key Facts:

PAN: 210 – School Capacity 840
School Years: Y5 – Y8
Budget: £3.5m
Learning is organised under the secondary model timetable
SLT: Head, Deputy and Assistant
Aspire Centre for Vulnerable Children
Alternative Provision providers include: Ride High Equine Therapy, Curly Tails Farm Therapy, Art Therapy and a school counsellor.

Prior Attainment

Reading, writing and maths combined ?

Percentage of pupils achieving the expected standard or higher ?

Number of pupils = 114

[View as table](#)



Reading, writing and maths combined

Percentage of pupils achieving the expected standard or higher ?

Number of pupils in 2017 = 131

Number of pupils in 2018 = 88

Number of pupils in 2019 = 114

[View as table](#)



Prior Attendance

Absence
4.4%
(nat. 5.2%)

9.3%
Persistent
Absence
(nat. 12.7%)

Reading

Progress score -2.9

Writing

Progress score -1

Maths

Progress score -1.1



How to apply

Contract Details: Permanent Contract

Start Date: 1st September 2022

Salary: Group 5 School - Competitive

Closing Date for Applications: Monday 23rd May at 12:00 pm

Interview Dates: Thursday 26th and Friday 27th May

Please complete an application with supporting statement and return to:

ssibley@gilbertinglefield.com



Tours: We strongly recommend you visit both of our schools; to arrange a tour, please contact ssibley@gilbertinglefield.com

Promotional Video: [School Promotional Video - YouTube](#) & [Video – Vandyke Upper School](#)



Why Leighton Buzzard?

The market town of Leighton Buzzard is in an ideal situation for all. If you're looking for market town life with canal walks, local history with community events – we have it! If you're looking for the buzz of the city we are **35 minutes train journey from London**, 15-minute drive from Milton Keynes and Oxford & Cambridge are just over an hour away. If walks along the Chiltern Hills, Dunstable Downs or strolls within Wendover or Rushmere Woods then Leighton Buzzard is surround by some of the most beautiful places. Leighton Buzzard is the third largest town in Bedfordshire and is poised to expand rapidly. It is a very attractive, vibrant town situated in the Ouzel valley and has a delightful historic market place and town centre with many very attractive architectural features. In his "England's Thousand Best Churches", Simon Jenkins rates All Saints Church in Leighton Buzzard as the finest in the County. The town also boasts a Narrow Gauge Railway, many parks and spaces and is close to the Grand Union Canal. Leighton Buzzard host many events such Cinema in the Park, Food Festival, Music Prom in the Park.

Useful links

<https://www.leightonlinlade-tc.gov.uk/your-town/events/>

<https://www.mkgallery.org/>

<http://www.destinationmiltonkeynes.co.uk/>

<https://www.londonnorthwesternrailway.co.uk/>

<https://www.beds.ac.uk/>

<https://www.culturechallenge.co.uk/>

