



LIGHTHOUSE
SCHOOLS PARTNERSHIP

Headteacher Gordano School

Application Pack

January 2022

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Dream big
Do your best
Give back

Welcome from the Chair of Governors Neil Willey

Dear Applicant

Re: Headteacher Appointment

Thank you for your interest in the post of Headteacher here at Gordano School. We are a thriving, high achieving school in which the challenge is not only to maintain and improve the school's performance but also to ensure that we deliver for every one of our students. Staff, students and parents expect a lot from the leaders in our school and although Gordano is a demanding place to work it is also a hugely enjoyable and rewarding context: we have great common purpose in our commitment to young people and belief in the transformational power of education.

The school has been led since 2017 by Tom Inman, who originally joined in 2008 as Head of Sixth Form. After 13 successful and inspiring years as a leader at Gordano, Tom has decided that he is ready for a fresh challenge, so the Governors and Trust are looking for someone who can bring fresh leadership to our school.

We have recently seen a period of numeric growth and have also faced the trials of the pandemic. Gordano has risen successfully to both these challenges and has in the last year refreshed its vision as a foundation for future success. We now hope to appoint a successor to Tom who can help us fulfil our potential for improvement. There are very many strengths that we will all want to maintain at Gordano but we know too that new leadership will bring change and we will support our new Head in delivering that.

I enclose additional details which should contain much of the information that you will need. However, as this is an exceptionally important process for the school and a significant decision in your own professional career, please do not hesitate to contact Lisa Harrison, Head's PA (lharrison@gordanoschool.org.uk or call 01275 842606), if we can add to or clarify any of the details that you have been sent. Visits to the school are most welcome and Gary Lewis (CEO of the Trust) will be able to offer you up to an hour for a brief tour of the school and a discussion about any questions you would like to raise. Please call or e-mail Lisa who will be happy to make the visit arrangements - dates that have been set aside are 19th and 20th January, but Gary will seek to accommodate any request.

I hope that you will feel encouraged to submit an application to us and may I thank you in advance for the thought and effort that this will inevitably entail.

With best wishes

Neil Willey

Neil Willey
Chair of Governors

The School

Gordano School is a very large, over-subscribed secondary school with more than 2,100 students on its roll, including almost 400 in the Sixth Form. The school has grown significantly in the last few years to meet the demand for places from the town of Portishead.

Gordano School is a member of Lighthouse Schools Partnership (Multi-Academy Trust).

The Governors and Trustees are seeking to appoint an outstanding and forward-thinking leader to take this high performing and creative school on its next stage of development from September 2022.

We are looking for a leader who has:

- a track record of success in raising standards for young people
- the qualities needed to challenge, motivate and support colleagues to achieve the highest standards
- a vision for educating the whole person
- a personal commitment to inclusion and diversity
- The desire to extend the educational opportunities that a large school can provide
- the skills to network and build alliances across educational settings
- a desire to work collaboratively within the Multi Academy Trust

We can offer you:

- a school that is already performing well but will need to be constantly renewed
- a culture where all students feel safe and valued

- a talented, committed and well-motivated staff
- a happy, well-behaved, confident and hard-working student body
- a supportive and active Governing Body, together with encouraging and involved parents
- significant opportunities for collaboration and development within the LSP

Furthermore, as Gordano School is part of a larger Trust, there are wider opportunities for the right candidate to collaborate in initiatives over a number of schools.

Gordano School offers an excellent benefits package including contributory pension scheme, a comprehensive employee assistance programme and benefits (offering discounts on shopping) and a cycle to work scheme.

We would encourage prospective candidates to visit our school prior to application. Arrangements can be made by contacting Lisa Harrison, Head teacher's PA lharrison@gordanoschool.org.uk or 01275 842606

Applications should be emailed, with covering letter and application form (please do not include a curriculum vitae), to Prof Neil Willey, Chair of Governors, to HR@lsp.org.uk by no later than 9am on Monday 31st January 2022.

Interviews will be on 7th and 8th February.

Lighthouse Schools Partnership supports Equal Opportunities Employment. This Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Enhanced DBS checks are required for all successful applicants

Advert

Headteacher

Salary Range L37-43 (£102,159 - £117,197)

**Closing Date:**

9am on Monday 31st January 2022

Interview Dates:

7th and 8th February 2022

Address:

Gordano School, St Marys Road,
Portishead, Bristol ,BS20 7QR

Tel:

01275 842606

Email completed applications to:

HR@lsp.org.uk

Application Process:

How to apply:

Applications should be made to the Chair of Governors by formal letter of application (maximum 2,000 words) accompanied by a fully completed application form (please do not include a curriculum vitae) with details of all educational qualifications, including grades obtained.

Please address the following issues in your letter of application:

- Examples of your work which provide evidence of your leadership skills and that demonstrate how you would work effectively in this post;
- The values and philosophy which underpin your commitment to education.

The written application will be scored against the selection criteria in deciding whether to shortlist applicants.

Referees: Please ensure that you enclose the names and contact details of TWO referees (address, telephone or email) to support your application. One of the referees should be your current Headteacher (or, in the case of existing Heads, your Chair of Governors). References will be used to support the selection process and will therefore be obtained prior to interview.

Additional details are available from our website: www.gordanoschool.org.uk or Miss Lisa Harrison, Head's PA lharrison@gordanoschool.org.uk or call 01275 842606.

Closing date for applications no later than 9am on Monday 31st January 2022.

Notes:

- The interview will be a two-day process - 7th and 8th February.
- E Applications will be acknowledged by email. Postal applications will only be acknowledged by email.
- It will not be possible to give debriefs to applicants who are not invited for interview. Verbal feedback will be offered to all candidates who are interviewed.
- The school will commence the recruitment process for the current Deputy Headteacher vacancy in January with the hope that the Headteacher designate can join some or all of the interview process for that post on 16th and 17th February.

Please email completed applications to Prof Neil Willey, Chair of Governors: HR@lsp.org.uk or send postal applications to: Gordano School, St Mary's Road, Portishead, BS20 7QR.

Introduction

We are proud of our school, our students and our track record of achievement and community. Our 2019 outcomes were strong and reflected a trend of success in this excellent school. We were disappointed for our pupils that they were unable to take external exams in 2020 and 2021 as our tracking indicated that outcomes would have risen in both years. We cannot, however, rest on our laurels as our community rightly expects a lot from Gordano and a large school such as this requires strong, energetic leadership.

Gordano is successful, friendly and inclusive. We pride ourselves on the warmth of our school community, the richness of our educational offer and the very high quality of the staff who work here. In the paragraphs that follow, we have tried to highlight some of the key features of our community and to describe what makes this school such a rewarding place to work.

The Town

Portishead (population 20,000), situated on the Bristol Channel, has retained its character and its individuality despite continued growth and its proximity to the M5. Bristol is nine miles away and offers a full range of cultural, academic and sporting activities. There are many attractive places to live within easy reach. Property prices cover a wide range, but there is enough choice to suit most needs. There are housing developments in the town with more new houses being built. Staff travel comfortably to the School from as far away as South Wales, Taunton, Bath and Cheltenham.

The School

The School, which is the sole secondary school serving the community, traces its roots back to the Portishead Congregational School in the 1870s. In 1956 it moved to its current site and in 1964 became a Comprehensive School. In 2007, the School became a Foundation School and converted to Academy status in July 2011. We see ourselves as a community comprehensive school in nature, if not in name, and we will always work closely with other local schools, the Local Authority and the RSC's office. In 2016 we joined with other local providers to form The Lighthouse Schools Partnership (www.lsp.org.uk).

Gordano is an 11-18 co-educational comprehensive school in Group 8. There are 2,119 students on roll (PAN 336 but with breaches in years 7 and 9) including with 392 students in the Sixth Form; most study AS/A2 courses but there are also good vocational options. The school is 12 form entry with pupils placed in all-ability tutor groups. The School remains over-subscribed.

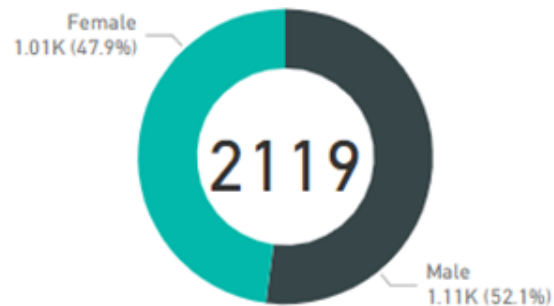
Examination results are well above national averages and show strong value added. In 2019, 55% of pupils achieved the Grade 5 or above basics measure in GCSE English & Maths and our Progress 8 was 0.2. At A Level, 75% of grades were at C or above and VA was positive. Whilst examination results are an important aspect of the School, we really strive to be much more than 'just exams'.

Gordano is a big school in every sense. The school roll exceeds 2,100 pupils, we have 211 staff (of whom 80 are support staff) and the school budget for 2021/22 is £11.4M. School finances are strong and the school maintains a healthy level of reserves.

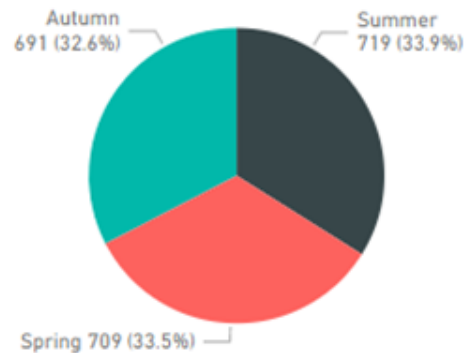


Introduction to the school

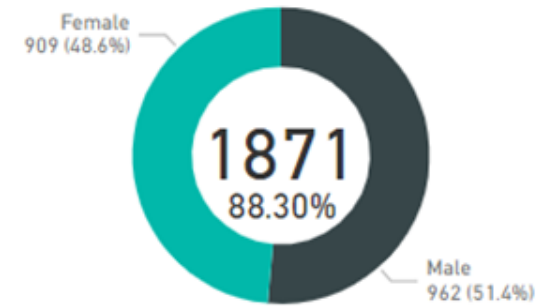
Total Number of Pupils



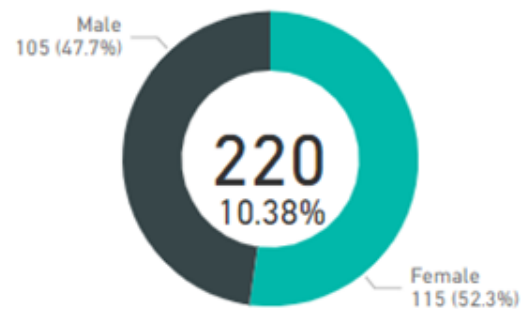
Term of Birth



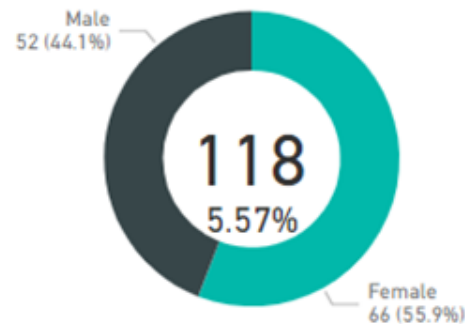
White British



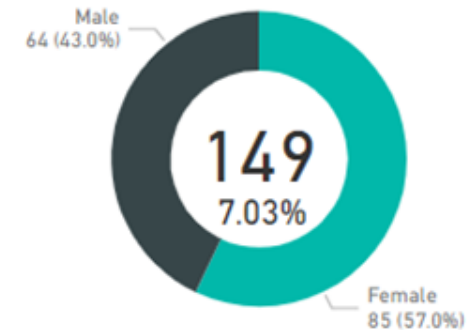
Pupil Premium



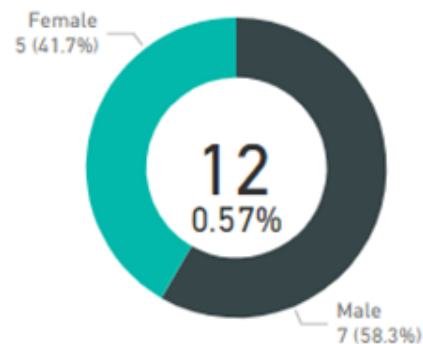
Free School Meal



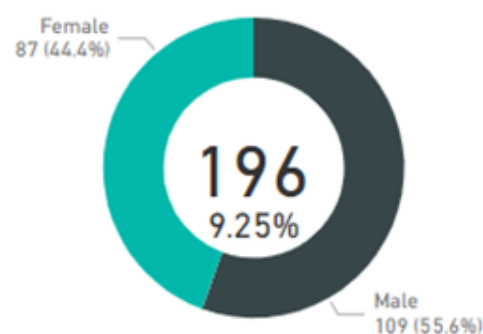
Free School Meal (last 6 years)



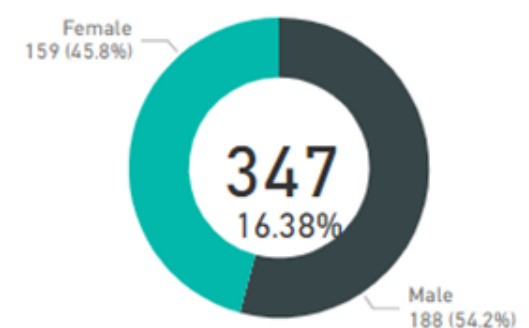
SEN - E - Education, health and care plan



SEN - K - SEN Support



SEN - N - No special educational need





Introduction to the school

The Trust

Gordano is one of 24 schools in the Lighthouse Schools Partnership. There are two other large secondary schools and the relationships between the schools are strong. The vast majority of Gordano's intake transfer from LSP primary schools. The Trust's latest Strategic Plan is available on the [LSP website](#). The Trustees are eager to see the secondary schools develop a deeper collaboration in future years and leaders across the schools are exploring areas that will increase capacity without unnecessarily constraining the freedom of each school. Assessment is a likely area for work in the coming year.

The Trust Offices are based at Gordano School.

Accommodation

The school expanded from a relatively small secondary school whose original buildings still provide the core. All of the original 1956 buildings remain but have now been augmented by many new facilities. A new Dining Hall and Modern Languages Faculty accommodation (with IT suite and Sixth Form Study Area) was added in 2018.

Apart from the main classroom areas, there is a wide range of purpose-built facilities, including a Science Block, Drama Studio, Music Rooms, an Art Suite, Library, Design and Technology area, Business Studies suite, ICT rooms, two Sports Halls, Gymnasium and all-weather "Astroturf" pitch. All Faculties/Departments have their own teaching areas with offices and resource bases.

There are six House areas and a dedicated Year 7 area, each with a common room. The Sixth Form is separate and has good facilities. These include a Study Centre, a Common Room and Lecture Hall. Spacious games fields adjoin the site, heavily used by students and the wider community. Our Community Trust (at arms' length and a not-for-profit-company) manages our leisure facilities.

Pastoral Organisation

The House system is a cornerstone of the Gordano tradition. Students in Years 7-11 are organised into six Houses. Until May in Year 7, new recruits remain in a separate year group then transfer as Year 11 leave. Each House has its own identity and tradition, and they work very closely together. The Sixth Form (Years 12/13) is organised separately. Each House and the Sixth Form have their own elected Pupil/Student Councils.

All teaching staff are attached to a house and participate in its activities and administration. There is a well-established pastoral programme that is delivered by tutors. Great importance is attached to the tutor's role, with responsibility for the personal, social and academic development of children in the tutor group.

There is also a strong Personal, Social and Health Education leader with specialist teachers (Ethics) delivering the PSHE curriculum. British Values and SMSC is delivered through PSHE, the Tutor Programme and the House system.

The school has a clear policy on behaviour to ensure that there is a consistent approach. Students and adults are expected to be polite, courteous and tolerant. Bullying in any form is challenged vigorously.

The Student Support Centre

The Student Centre provides a central contact point for students to access a plethora of support services, and is a gateway to our Inclusion Hub. We established it as part of our commitment towards including every single child in integrated support from all the professionals engaged in supporting young people work. The wider inclusion team is comprised of a Safeguarding Officer, Education Welfare Officer, Inclusion Mentor, Behavioural Support Worker, Attendance Officers, School Counsellors, Careers Advisors, Work Experience Coordinator and Student Receptionist, who is also our First Aider.

Inclusion Hub

Our Inclusion Hub is based at the heart of the school and provides a safe and calm environment for our most vulnerable young people. Based in our Hub are the SEND team (Student Support), non-teaching Assistant Heads of House and Year 7, school Chaplain, school Nurse, Counsellors, Alternative Curriculum Team and Pastoral Admin support.

Staff

It is the people that make a successful and happy school community - staff, students, parents and governors. The School wants staff to feel valued, fulfilled, and supported. The teaching and support staff at Gordano are very committed to the school. There is a strong Heads of Faculty group and a Heads of House team. All staff have the opportunity to be involved in consultations through faculty meetings, tutor meetings and full staff meetings. Regular staff surveys are conducted. During the pandemic on the UKGov-sponsored thankateacher.co.uk Gordano school had the most thanked teachers in the South West of England.



Introduction to the school





Curriculum

Rationale

Gordano School believes in a broad and balanced curriculum in order to be able to develop the rich and diverse talent that its pupils bring into the learning environment. By the end of Year 11 the aim is to develop fully rounded individuals that have a positive role to play within our society. Throughout their school career, students also study Personal, Social and Health Education and Citizenship.

KS3 (Year 7 and Year 8)

(The curriculum is currently undergoing a review so the information below describes the current structure.)

All students follow a two-year Key Stage 3 which aim to provide them with a meaningful foundation in the following subjects: Art & Design, Design Technology, Drama, English, Humanities (Geography, History and Ethics & Philosophy), Mathematics, a Modern Foreign Language, Music, Physical Education, Science and Information Communication Technology. Students are set by ability in English, Maths and Science (Year 8 only) to ensure they receive an appropriate level of challenge and support in their learning. The Modern Foreign Language will either be French or Spanish and this is allocated on entry into the school, although students are able to express a preference if they have a sound reason for doing so.

Students with special educational needs are encouraged to study all subjects and will receive in-class and one-to-one help from the Learning Support faculty, including some withdrawal for specialist intervention. Students with a particular interest in and/or aptitude for a curriculum area are strongly encouraged to develop their skills further. as fostering enjoyment of reading.

Gordano supports these students through a number of Able Pupil and curriculum enhancement projects. All students follow a tutorial programme which covers aspects of personal, social, careers and health education, and are encouraged to join in the range of extra-curricular activities that cover most subject areas of the school, including Sport, Drama and Music (including tuition to learn an instrument).

Engagement with reading is supported in Years 7 and 8 as part of a wider literacy strategy, through weekly library lessons, attitude to reading surveys and for Years 7, 8 and 9 through tutor time reading and weekly D.E.A.R opportunities. Two reading mentors work with students identified as requiring intervention to support them in accessing the curriculum, as well as fostering enjoyment of reading.

KS4 (Years 9, 10 and 11)

The three year Key Stage four has allowed students to study beyond their GCSE/ Vocational specifications creating the learning pathways that will take them on to Sixth Form, further education or training. In year 9 most students will continue with a Modern Foreign Language as well as Maths, English and Science with the majority being settled in these subjects.

Depending on the needs of the student, there is a choice of other qualifications, most of which last three years. The qualifications may be GCSEs, Cambridge Nationals or other forms of study which will enable each student to choose a set of options that suits their style of learning and interests. Ethics & Philosophy, Core PE, and work experience remain compulsory elements in the curriculum.

There are a range of curriculum enhancement opportunities offered to students throughout their time at Gordano through field trips, Gordano Extra and extra revision sessions outside of normal school lessons. We strongly encourage students to make the best use of these opportunities. As in the Development Stage, Gordano values sports, music, drama, debating and public speaking alongside a variety of other extra-curricular activities available to students. The school is particularly proud of the very high enrolment and completion rates for Duke of Edinburgh Award and we are the largest provider for DofE in the South West. Children that would benefit from Learning Support or the Able Student Challenge Programme will continue to be supported. Additional lessons also continue for those who subscribe.

Sixth Form Years 12 and 13 (Year 14)

The majority of our students start Advanced Level (Level 3) courses in Year 12, while others may select a Level 2 course (GCSE A-C equivalent) to gain the entry requirements to study in Sixth Form or enter further education the following year.

The Sixth Form curriculum, as well as offering formal qualifications, includes the Careers, Volunteering, Extra-curricular (Electives) and tutorial programmes. Our students enter vertical tutor groups on arrival in Sixth Form, mixing Years 12, 13 and 14 together.

We offer a choice of over 30 Advanced Level courses including Cambridge Technicals and Level 3 BTEC Award Programmes. Most students will study three full 'A Level (or equivalent) courses in preparation for entry to university, further training, apprenticeships or employment. Many of our students also choose to study for the Extended Project Qualification.

Students continue to receive learning support as and when appropriate in Sixth Form, and have access to a Learning Mentor and Careers Advisor. All students are supported with university applications and those choosing Oxbridge, Medicine, Veterinary Science or Law, receive specialist advice. Our Careers Advisor also supports employment, apprenticeships and internship applications.

Learning at all key stages is delivered through 'Gordano Learning' a research informed approach that supports professional development in order to improve student learning.



Curriculum

Senior Staff & Responsibilities

School Leadership Team (SLT)

HEADTEACHER:

- Overall standards
- OFSTED & School Improvement
- Role of Gordano in the LSP
- Strategic vision & RAPP
- Governance
- Staffing and recruitment
- Challenge Partners
- Workload
- Union liaison
- Behaviour Stage 4
- Student Leadership

DEPUTY HEAD - Daniel McGilloway (until April 2021):

- Pastoral Care
- House system / Tutor Groups
- Pastoral Postholders
- Safeguarding and Child Protection
- Anti-Bullying
- Behaviour
- Enrichment & Extra - Curricular
- EOTAS
- Educational Visits - H&S
- Parent Forum

DEPUTY HEAD - Carolyn Tipler

- Curriculum
- Teaching and Learning
- CPD and Training
- Appraisal
- Training Budget
- Curriculum Postholders
- Observation
- Curriculum Development Budget
- Educational Visits - Curriculum Impact/Authorisation
- Library and Reading

BUSINESS MANAGER - Shane Blackshaw

- Finances & Operations
- School estate and development
- Budget and financial reporting;
- HR & payroll
- Lead for support staff
- Health and safety/compliance
- Contracts & SLAs
- Gordano School Community Trust (Financial Management)
- Catering contract

ASSISTANT HEADS:

Adam Snow:

- Director of KS3
- Homework
- KS2-3 Transition
- KS3 Curriculum and Assessment
- Year 6 Open Evening & transition arrangements
- Calendar
- EAL

David Beesley:

- Director of KS4
- Year 11 Strategy & The Hive
- Revision Guides
- IT Steering Group

Jeanne Fairs:

- Director of Sixth Form
- Sixth Form: admissions
- Careers Strategy
- Mental Health
- Post-16 pastoral care
- Post-16 safeguarding
- Sixth Form Senior Students / Prefects

Stuart Rossiter:

- Year 9 Achievement
- Learning Environments and Site Development
- Display
- GSCT Operational Management
- Options process
- Cover management

Charlotte Thomas

- Inclusion Team
- Student Centre
- Attendance
- Focus Room
- Inclusion Teams meetings referrals
- Intervention & Restoration
- Lead Pastoral & Behaviour Team, Student Centre
- Heads of House - operational line management

Extended SLT

Suzanne Devine:

- SENDCo

Laura Hitchcock:

- Head of English

Chris Rogers:

- Head of Fitzroy House

In our school we hold these Big 5- values:

- Care - we know and care for students as individuals
- Equity - we seek the same opportunities in life for all students
- Consistency - we maintain high expectations and support for all
- Partnership - we work together, in school and at home/with families
- Communication - we inform and listen

For our students we aim to:

- Develop self-esteem and raise aspirations
- Promote an independent learning capacity and the motivation to use that capacity
- Provide a rich and stimulating learning environment and a curriculum that meets the needs of all our learners
- Provide the highest possible level of pastoral care
- We offer a wide range of experiences beyond the formal curriculum
- Celebrate excellence and achievement
- Communicate regularly with their parents and with students themselves about academic attainment and the next steps for challenge and further progress
- Prepare them for the opportunities and responsibilities of adult life and local and global citizenship
- Work with their parents to share the responsibility of developing happy, confident young people who will leave school with qualifications and a purpose in life



Statement of Values & Aims

Our values and aims are delivered through our School Vision

1: Gordano Learning <ul style="list-style-type: none"> • Evidence-informed • Accessible For All • Promoting Literacy: Reading © and Writing as 'gateways to success' 	2: Academic Curriculum <ul style="list-style-type: none"> • Built on prior experience • Broad, balanced, ambitious • Personalised as appropriate 	4: Inclusion <ul style="list-style-type: none"> • 'An expert in your students' • Shared information and systems • Tiered support ('graduated response') 	6. Climate for Learning <ul style="list-style-type: none"> • Positive relationships • 'Visible Consistency' • Partnership with families
3. Professional Development <ul style="list-style-type: none"> • Joined up - Teaching & Learning, CPD, Appraisal • Developmental lesson observation • Personal professional development at all levels 	<p>"To provide a rich and rewarding learning journey, empowering all students to be positively engaged and contribute to their communities"</p> <div data-bbox="891 619 1288 981"> </div> <p>Our 'Big 5':</p> <ul style="list-style-type: none"> • Care - we know and care for students as individuals • Equity - we seek the same opportunities in life for all students • Consistency - we maintain high expectations & support for all • Partnership - we work together, in school and at home / with families • Communication - we inform and listen 		8. Safeguarding & Wellbeing <ul style="list-style-type: none"> • Welfare—Safe and Secure • Physical Wellbeing—physical health, healthy lifestyles • Emotional Wellbeing—positive Mental Health
5. Monitoring, Tracking, Intervention <ul style="list-style-type: none"> • Coherent model of Assess, Plan, Do, Review (APDR) • Consistent Quality Assurance & Self- Evaluation • Defined responsibilities 	7. Pastoral Provision <ul style="list-style-type: none"> • Tutor at the centre • Joined-Up support • House Identity • Charity and Kindness 	9. Wider Curriculum (Enrichment & Extra-Curricular ©) <ul style="list-style-type: none"> • Comprehensive offer • Increasing engagement for all • Student Leadership © 	10. Futures Curriculum <ul style="list-style-type: none"> • Comprehensive Careers programme, including exposure to future pathways and the World of Work • Personalised IAG • Curriculum links to future choices



Equality & Diversity

Gordano School recognises and values the diversity of its workforce and is committed to creating a working environment where everyone is respected and where all current and potential staff are afforded dignity and equality of opportunity.

We recognise that false assumptions, prejudice and stereotyping can lead to discrimination. That is why Gordano School is committed to actively promoting equality and combating prejudice, discrimination and harassment through the use of policies, procedures and education.

Our E&D Mission Statement is:

To eliminate discrimination and achieve equality in the workplace and in service delivery.

Work-Life Balance Statement

Gordano School recognises that in today's society people want a workplace that is flexible, and understands individuals' outside commitments. Our approach to work-life balance is based upon this principle and we seek to provide appropriate ways of achieving this.

Personal Data Statement

Personal data is sensitive and will be treated with the utmost confidentiality, in line with the requirements of the Data Protection legislation. The information will only be used for general statistical and monitoring purposes. It will be separated from the application form and will not be given to the selection panel.

Reasonable Adjustments / Alternative Formats

At any stage of the recruitment and selection process, should you require any information in alternative formats or reasonable adjustments to participate, please do not hesitate to contact a member of the HR team on 01275 842606. As an employer, we have a general duty to ensure, so far as is reasonably possible, the health, safety and welfare of our employees (in accordance with the Health and Safety at Work Act 1974). This responsibility means we must pay particular attention to many things, including:

- Providing safe plant and equipment
- Providing safe systems of work
- Ensuring a safe place of work with safe access and exits that pose no risks to health
- Providing information, training and supervision to promote safety at work
- Providing accessible welfare facilities
- Providing, where necessary, personal protective equipment (PPE) to protect staff while carrying out work

We also carry out regular risk assessments in line with the Management of Health and Safety at Work regulations 1999. The Health and Safety team enable the School to fulfil our statutory obligation and also provides professional advice to Headteachers and Managers.

2019 Results

Published performance data is available on the DfE website:

[Gordano School - GOV.UK - Find and compare schools in England
\(compare-school-performance.service.gov.uk\)](https://www.gov.uk/find-and-compare-schools-in-england)

The IDSR will be available at interview.

A photograph of several young boys in school uniforms (white shirts with dark blue sleeves and dark blue shorts) playing rugby on a green grass field. One boy in the foreground is running with the ball, while others are in the background. The image is partially obscured by a blue overlay on the right side.

Performance Statistics



The Post

Purpose of the post:

To provide professional leadership of Gordano School securing its continuing success and improvement, ensuring high quality education for all its students and excellent standards of learning and achievement.

Reporting to:

The Chief Executive of the Lighthouse Schools Partnership and Gordano School Local Governing Body

Line Managed by:

The Chief Executive and accountable to Local Governing Body

Headteacher Responsibilities:

This job description reflects and references the DfE Headteacher Standards 2020

Ethics and Behaviour:

- build relationships rooted in mutual respect, and always observe proper boundaries appropriate to this professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit the position, students' vulnerability or might lead students to break the law

As the head of the Gordano School community and the leading professional :

- serve in the best interests of Gordano students
- conduct yourself in a manner compatible with this influential position in society by behaving ethically, fulfilling the professional responsibilities, and modelling the behaviour of a good citizen
- uphold the obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for your own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

School Culture:

- strengthen and sustain the school vision and ethos in partnership with the Local Governing Board and through consultation with the school community
- continue to create a culture where students experience a positive and enriching school life
- uphold ambitious educational standards which prepare students 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

Teaching:

- establish and sustain high-quality, expert teaching across all subjects and key stages, built on an evidence-informed understanding of effective teaching and how students learn
- ensure that effective strategies are in place, closely monitored and reviewed, to continue to rapidly close the gap for disadvantaged students and other vulnerable groups
- 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 to shape and develop the curriculum

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 valid, dependable, and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum

Behaviour:

- establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students
- ensure high standards of student 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

Additional and Special Educational Needs and Disabilities:

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

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



The Post



The Post

- 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

Organisational Management:

- ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately in line with the School's Development Plan, 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

Continuous School Improvement:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit the school's 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

Working in Partnership:

- forge constructive relationships beyond the school, working in partnership with parents, carers, and the local community
- commit the school to collaborate successfully with other schools and organisations within and beyond Lighthouse Schools Partnership 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 students

Governance and Accountability:

- understand and welcome the role of effective governance, delivering leaders' obligations to give account and accept responsibility
- establish and sustain professional working relationship with the Local Governing Body and the Board of Trustees
- 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

This job description may not necessarily be a comprehensive definition of the post. It will be reviewed as appropriate and may be subject to modification or amendment at any time after consultation with the holder of the post.

Essential Requirements		Form of Assessment
Qualifications and experience		
1	Qualified Teacher Status.	Application
2	Evidence of continuous professional development.	Application
3	At least three years of proven strong, successful leadership as a Deputy Headteacher or more senior role in a secondary school.	Application, Reference & Interview/ Assessment
Leadership		
4	The ability to think strategically and take the leading role to develop, build on and communicate a shared vision and strategic plan which inspires and motivates the whole school community.	Application, Reference & Interview/ Assessment
5	Evidence of successfully implementing, managing and evaluating change.	Application, Reference & Interview/ Assessment
6	Evidence of holding others to account for their quality of work and performance.	Application, Reference & Interview/ Assessment
7	A clear understanding of and enthusiasm for current issues in education.	Interview/ Assessment
Pupils and staff		
8	Evidence of raising standards and improving outcomes.	Application, Reference & Interview/ Assessment
9	Significant experience in evaluating and using data to plan and improve pupil experience and outcomes.	Interview/ Assessment
10	A clear understanding of what makes good and outstanding teaching and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work.	Application, Reference & Interview/ Assessment
11	A commitment to valuing, supporting and encouraging the professional development of all staff members.	Application & Interview/ Assessment

Systems and processes		
12	An understanding of how to create whole community accountability systems and implement them with the support of the leadership team to combine data from a range of sources in order to maximise the achievement of pupils.	Interview/ Assessment
13	Experience in financial planning and budget setting.	Application & Interview/ Assessment
14	A clear understanding of and commitment to promoting and safeguarding the welfare of children.	Application, Reference & Interview/ Assessment
Community		
15	Evidence of building and nurturing a strong, positive and collaborative team culture.	Application, Reference & Interview/ Assessment
16	A commitment to building and maintaining effective and positive relationships with parents, carers, governors, the wider community and other schools.	Reference & Interview/ Assessment
Personal qualities		
17	Can inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.	Interview/ Assessment
18	Excellent communication skills and proven ability to listen to, understand and work effectively with all children, staff, governors and parents.	Application, Reference & Interview/ Assessment
19	The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level.	Reference & Interview/ Assessment
20	Knows how to set limits on working life and supports others in doing so.	Reference & Interview/ Assessment

Desirable experience		
1	NPQH or equivalent	Application
2	Relevant postgraduate qualification such as Master's degree	Application
3	Previous/current Headship experience	Application
4	Experience in budget setting, monitoring and review at whole school level	Application
5	Leadership of collaboration between schools	Application
6	Experience in leading CPD or shaping educational thought through publication or other academic activity	Application
7	Experience of leadership in a school of more than 1,500 pupils	Application



Desirable
Experience



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