



KATHARINE
LADY
BERKELEY'S
SCHOOL
FOUNDED 1384

Headteacher Application Pack

Katharine Lady Berkeley's School

Wotton-under-Edge

Gloucestershire

GL12 8RB

Tel: 01453 842227 info@klbschool.org.uk www.klbschool.org.uk

KATHARINE LADY BERKELEY'S SCHOOL, WOTTON-UNDER-EDGE, GLOUCESTERSHIRE, GL12 8RB

Katharine Lady Berkeley's School is a private company limited by guarantee registered in England & Wales at the above address. Company No. 7696921

Dear Candidate

Welcome, and thank you for taking the time to download this application pack.

“...considering that the purposes of man desiring to be informed in ... the foundation of all liberal arts ...and sciences... that they may build a school-house in Wotton ... which master and his successors shall govern and inform all scholars coming to the same house or school...”

The above is an extract from the School's Foundation Deeds, sealed with the personal seal of Lady Katharine, wife of the Eighth Lord of Berkeley, which formally endowed the school back in 1384.

For over 600 years, Katharine Lady Berkeley's School (KLB) has continued to provide education and development for the students of our community, making our school the oldest free school in the country. Over this time KLB has been led by 43 headteachers, shaping our school into the highly successful 11-18 co-educational comprehensive we are proud to be today. But we don't stand still, work has just commenced on our £20m building programme that over the next two years will see a significant portion of the school estate transformed with new and refurbished buildings fit to deliver 21st Century Education.

We are proud to be Katharine Lady Berkeley's School, proud to be at the centre of our strong extended community and proud of our unique heritage. We celebrate our achievements and the school we have become, and look to the future, as we guide and encourage our students to thrive and make their positive contribution to an ever-changing world. Our vision is a living statement that shapes our strategic planning; it is underpinned by KLB's values. These words are important to us: they live in our corridors and classrooms, they live in the ways in which members of our community treat one another, they permeate through our messages to our families and to prospective colleagues, and they guide our aspirations for the future of our school.

To continue our success we need to be looking to the future and so we are looking to appoint our next Headteacher to join us in September 2023 – someone who will share and help us develop our vision and ambition for KLB and its community, whilst continuing the focus on developmental success for all our students with a shared excitement for the future.

We feel this is a truly unique and exciting opportunity and if you are interested in being considered we would be delighted to hear from you.

You are welcome to make an informal visit to the school before making an application. Please contact Fiona MacMillan, Clerk to the Trustees at clerk@klbschool.org.uk to arrange a suitable time.

When making your application please ensure you use the main application form provided on our website, as other applications will not be considered. As part of your application please note we would also like you to describe, in no more than 1000 words, what you might expect to do or achieve in your first 100 days of headship at KLB.

We look forward to hearing from you.

Kind regards

The Trustees of Katharine Lady Berkeley's School

[KLB Website](#)

[KLB Prospectus](#)

A message from the School Council

Dear Candidate

As the Student Leadership Team, we would like to thank you for your interest in our school. On behalf of the students in our school, we would like to share with you what we feel is special about KLB.

We are a rural school, with a unique heritage, dating back to 1384. We have a strong community feel, evidenced by the constructive and friendly relationships between staff and students. We feel well supported by our excellent teachers to be the best we can be - in our character and reputation, as well as academia. Ofsted reports will attest to our outstanding pastoral team.

Our recent discussions regarding our school values have highlighted their importance to us. As a school, we strive to be respectful and compassionate in our interactions with one another. We value humility, whilst also striving for academic excellence. We see KLB as a place where we want to grow as individuals in confidence and understanding.

We greatly value our inclusive environment, with many factors contributing to this, including our strong international links. We are proud to be part of a school that provides for all areas of academic ability and interest, which achieves excellent results at GCSE and A level and which places emphasis on so many areas of activity beyond the classroom.

We are seeking a headteacher who aspires to lead us with confidence into the future, listening to the views of students and teachers alike.

It is important to us that our headteacher is strongly committed to enabling all students to fulfil their potential; is an inspiring and dynamic presence in the school community; and helps us become the best school we can possibly be.

Thank you for taking the time to listen to us and we very much hope to meet you in the near future.

Yours faithfully

Representatives of the KLB School Council

Job Description

Main purpose:

- To provide professional leadership for the school in order to secure its continuing success and improvement, ensure high quality learning and achievement for all its students.
- To inspire, challenge and empower all members of our school community to play their part in achieving the school's vision and values.
- To lead the development and monitoring of robust financial plans.
- To manage resources effectively and innovatively to secure best value and promote the highest achievement and attainment for both students and staff alike.
- To ensure a safe, supportive and stimulating environment for all to enjoy.
- To promote the school in the wider community and to work with others to support system-wide improvement.

In carrying out their duties the Headteacher should ensure that their actions:

- focus on learning
- demonstrate high quality leadership
- reflect the highest possible professional standards
- consistently model and promote the values, vision and ethos of the school
- promote and ensure diversity and access for all
- promote an open, fair and equitable culture where all are safe and able to express their views.

The Headteacher will report to the Board of Trustees and work with them, the senior leadership team and other colleagues in relation to the key areas.

Key areas:

Strategic direction and development of the school

The Headteacher, working with the Board of Trustees, will build on the excellent reputation of the school to develop a strategic view for the school and its wider community.

- Lead by example, providing inspiring and purposeful leadership for the staff and students.
- Work in partnership with the Board of Trustees, staff, parents and agreed stakeholders in generating the ethos and values which will underpin the school.
- Formulate the overall aims and objectives for the school together with relevant stakeholders.
- Build on the current Development Plan, ensuring that it is underpinned by sound financial planning, identifies priorities and targets for ensuring students achieve the highest standards and make progress, increases teacher effectiveness and secures school improvement.
- Promote, enable and support leadership at all levels of the school.
- Ensure that all those involved in the school are committed to its aims, motivated to achieve them, and involved in meeting long, medium and short-term objectives and targets which secure the educational success of the school.
- Ensure that the management, finances, organisation and administration of the school support its vision and aims.
- Ensure that policies and practices take account of national, local and school data including inspection and research findings and the outcomes of school self-review.

- Set and achieve challenging goals and targets.
- Monitor and evaluate the performance of the school and respond and report to the Board of Trustees as required.
- Monitor, evaluate and review the school's policies, priorities and targets and take action when necessary.

Teaching and learning

The Headteacher, working with the Board of Trustees, will secure and sustain effective teaching and learning throughout the school and:

- demand ambitious standards of learning and achievement for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on student outcomes
- secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and student well-being
- establish an educational culture that shares best practice within and between schools, drawing on and conducting relevant research and robust data analysis
- create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning
- hold all staff to account for their professional conduct and practice
- agree systems for tracking school data
- monitor, analyse and evaluate data and plan appropriate action for improvement
- manage effectively student behaviour and attendance
- celebrate excellence and challenge poor performance across the school
- ensure that policies and systems are in place to secure the above.

Leading and managing staff

- Develop individuals, empower and sustain outstanding teams.
- Foster an open, transparent and equitable culture.
- Identify the professional development needs of all staff through monitoring and performance management processes and demonstrate a commitment to staff development across the school workforce.
- Promote the relationship between self-evaluation, continuing professional development and sustained school improvement.
- Ensure that policies and systems are in place to secure the above.

Accountability

The Headteacher will be accountable for the efficiency and effectiveness of the school, and will:

- strengthen an organisation in which all the staff recognise that they are accountable for the success of the school by using a variety of data to understand its strengths and weaknesses
- present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including trustees, the local community, Ofsted, and others to enable them to play their part effectively

- ensure that parents/carers and students are well informed about the curriculum, and their attainment and progress
- ensure that parents and carers understand the contribution they can make in supporting their child's learning and development
- provide information, objective advice and support to the Board of Trustees to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money
- think creatively to solve problems
- demonstrate political insight and anticipate trends.

Strengthening the community

The Headteacher will:

- build and maintain positive and productive relationships with parents and all members of the school and wider community to enhance the education of all students and learners
- develop close working relationships with partner primary schools, to support outstanding transition working
- ensure outstanding team work and collaboration within the school and with external partners
- collaborate and network beyond the school to develop effective relationships.

The Headteacher will be committed to continual personal development as outlined in the 'National Standards of Excellence for Headteachers'.

This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes. This job description will be reviewed annually and may be amended to meet the changing needs of the school.

Person specification

The criteria set out below will be assessed in the Application Form (AF), at Interview (I) and/or via References (R).

Your application should demonstrate how you meet all of the essential criteria.

| Qualifications | Essential | Desirable | Evidenced |
|---|-----------|-----------|-----------|
| Honours degree | x | | AF |
| Qualified Teacher Status | x | | AF |
| A relevant post graduate qualification | | x | AF |
| NPQH | | x | AF |
| Evidence of preparation for leadership through Continuing Professional Development | x | | AF |
| Experience and skills | Essential | Desirable | Evidenced |
| Significant recent experience in comprehensive secondary school(s) as a Headteacher or Deputy Headteacher | x | | AF/I/R |
| A proven track record of successful teaching | x | | AF/I/R |
| Experience in post-16 education | | x | AF |
| Track record of providing inspiration and strong leadership to staff, trustees and students | x | | AF/R |
| Experience of raising achievement and inspiring progress through improving teaching and learning | x | | AF/I/R |
| Experience of strategic planning and rigorous school self-evaluation, alongside the use of external evaluations to develop the school | x | | AF/I/R |
| Experience of collaborative working with external partners, including further education, and the local community | | x | AF/I |
| Financial competency and awareness | x | | |
| Knowledge and understanding of current issues and best practice | Essential | Desirable | Evidenced |
| Safeguarding of children and child protection | x | | AF/I |
| School budget management and financial strategies | x | | AF/I |
| What makes a school outstanding | x | | AF/I |
| The principles of effective teaching and assessment for learning and promoting excellence in these areas | x | | AF/I |
| Developments in education research, policy and practice | x | | AF/I |
| The roles and responsibilities of an Academy's Board of Trustees and the requirements for accountability | | x | AF/I |
| Legal issues relating to school management | | x | AF/I |

| Understanding and experience of strategies for fostering school improvement | Essential | Desirable | Evidenced |
|---|-----------|-----------|-----------|
| Effective interventions that can address performance of both students and staff | x | | AF/I |
| Extensive knowledge of national policy framework and current educational legislation and initiatives, including the Ofsted framework | x | | AF/I |
| Perceptive understanding of data and curriculum issues and the ability to use a range of comparative data and performance indicators to establish benchmarks and set targets for improvements | x | | AF/I/R |
| New technologies as tools to aid teaching, learning and management | x | | AF/I |
| Specific professional qualities | Essential | Desirable | Evidenced |
| An inspirational leader, creating opportunities for distributed leadership with an open and collaborative style, using a high support high challenge approach | x | | AF/I |
| A genuine enthusiasm for, and commitment to comprehensive education, the development of young people and concern for the development of colleagues and members of the wider school community | x | | AF/I/R |
| The ability to understand and appreciate the school's current strengths and areas for improvement and the ways in which these can be developed and ability to lead appropriate change | x | | AF/I |
| A commitment to equal opportunities and diversity, ensuring inclusion and the best for all our students | x | | AF/I/R |
| Ability to work co-operatively and collaboratively with Trustees to review and monitor the vision and targets the school has set itself | x | | AF/I |
| Strong on discipline; firm but fair and always celebrating and sharing success and effort | x | | AF/I/R |
| A commitment to own personal and professional development and that of all staff | x | | AF/I/R |
| Personal qualities | Essential | Desirable | Evidenced |
| Ability to create and translate a shared vision into practice | x | | AF/I |
| Personal impact and presence combined with care, support and ambition for others | x | | AF/I/R |
| Ability to change and adopt new ideas | x | | AF/I/R |
| An ability to empathise with and listen to others | x | | AF/I/R |
| Excellent communication and diplomatic skills | x | | AF/I/R |