



HEADTEACHER CANDIDATE PACK



KING EDWARD VI
SCHOOL LICHFIELD

WELCOME

Welcome from the Governors,

Thank you for showing an interest in applying for the Headteacher post at King Edward VI School (KES).

We have an active and collaborative board of Governors bringing a wide range of skills and experience from inside and outside education. We are proud of the progress that the school has made over the last decade. We are also proud of the integrated Governor links that we nurture.

We look forward to working with someone who can continue to build upon the excellence and inclusivity that we promote and support.

The KES Governors



KEY INFORMATION

Status	Local Authority Maintained
Last Ofsted	October 2022
Ofsted Judgement	Good
Type of School	Maintained Secondary
Planned Admission Number	Year 7-11: 250 Year 12-13: 180
Number of Pupils on Roll	1633 (Group size 8)
Percentage of SEND Pupils	Year 7-11: 11.4% SEN Status Whole School SEN Status: 9.61%
Percentage of EAL Pupils	6.06%
Percentage of Pupil Premium Pupils	Year 7-11: 16.5% Whole School: 13.9%
School Website	www.keslichfield.org.uk



ABOUT US

King Edward VI School is high-performing, inclusive 11-18 community school. Our vision is built around Wellbeing, Collaboration and Aspiration. These three strands carry through all aspects of life at our school.

- **Wellbeing** - We value the personal and professional wellbeing of all members of our school community
- **Collaboration** - We work together to achieve our shared ambitions
- **Aspiration** - We challenge ourselves to reach our full potential in all aspects of school life

KES students and staff are valued as individuals within our large and thriving school. We believe that supportive relationships and positive behaviour for learning should be actively fostered through a whole-school approach. We value the views and ideas of all members of our school community and seek to develop a strong partnership between students, parents and the school.

We have experienced subject specialists and highly skilled support staff who work hard to bring out the best in our students. Our success is built on strong collaboration, allowing us to provide high quality support and challenges. We are proud of the school's achievements and its long history in Lichfield.

The school is well-resourced and has benefited from significant investment in recent years, providing excellent facilities on a green and spacious campus.

Students access a broad and dynamic curriculum in an environment that provides exceptional academic and pastoral support.

In return we expect a commitment to high standards of effort and behaviour. We encourage all students to strive to reach their potential in its widest possible sense, our staff are fully committed to providing the enrichment and wider extra-curricular opportunities that make our school such a vibrant community.

OUR CODE OF CONDUCT



Ready

- Attend school every day, where possible
- Always wear correct and smart uniform
- Be on time to school and all lessons
- Mobile phones must be switched off between 8.50am and 3.15pm and not seen or heard
- Have correct equipment ready



Respect

- Be respectful of our school and the environment
- Be polite & respectful to all members of our school community
- Walk sensibly and keep to the left
- Act safely at all times
- Follow instructions from staff.
- Be tolerant and respectful of different faiths and beliefs



Strive

- Be enthusiastic and engaged
- Show a determination to do your best
- Reflect on your learning
- Learn from mistakes
- Celebrate success



OUR VISION



Wellbeing

- Supportive relationships and positive behaviour for learning in school are actively fostered through a whole-school approach to self-awareness and emotional intelligence.
- Student & staff development and support opportunities (including CPD & PSHE) are clear and accessible to all.
- Valuing the views and ideas of all members of our school community.



Collaboration

- Clear, measurable priorities for working together to achieve our aspirations.
- Challenge and support for how we work together to achieve the best possible outcomes.
- Consistency where it counts.
- Visible leadership, transparent processes and active communication.



Aspiration

- Teaching and learning is of the highest quality - learners strive to reach their potential through both collaborative and independent learning. We actively seek out, develop and share good practice within school, locally and nationally.
- A centre of excellence - the school is held in high regard by its students, staff, parents and the wider community which in turn brings opportunities for positive collaboration and celebration of success.
- The school environment provides positive and well-resourced indoor, outdoor and online learning space across a large well-connected campus.



OUR VALUES



Wellbeing

We value the personal and professional wellbeing of all members of our school community.



Collaboration

We work together to achieve our shared ambitions.



Aspiration

We challenge ourselves to reach our full potential in all aspects of school life.



SCHOOL DEVELOPMENT PLAN 2023-26

Focus	Actions	Costs	Completion
Teaching, Learning, Curriculum and Assessment	T&L Focus: Use the Quality of Education plan to maintain an ambitious and coherent vision of the curriculum. Focus on a whole school approach to expectations of high-quality learning through clear classroom routines for all. Use the quality of education plan to provide next steps in: literacy across the curriculum, approaches to formative and summative assessment, including use of GO4Schools to track and analyse assessment data; embed a whole school approach and routine for metacognition & self-regulated learning, linked to scaffolding and modelling; and quality assurance using the quality assurance calendar.	Staff time CPD time T&L Bursaries	July 2024
	Shared focus for teacher appraisal, Focus 2 also applies to appropriate student-facing support staff: Focus 1: Making effective use of Go4Schools: utilising the system to routinely analyse data at all levels to inform intervention in the classroom, across departments, year groups and at a whole school level. Focus 2: Use the pillars of the Quality of Education plan to develop best practice in the classroom, to ensure the progress of all students. To support appraisal process, all staff complete their own self-evaluation and contribute to development of quality assurance through visiting classrooms of other teachers either in King Edward VI School or beyond.		
	Pupil Premium students & Service Family students are supported in all aspects of school life (<i>Pupil Premium Plan/Service Family Premium Plan</i>)		
	Evaluate and refine the cycle of intervention, including peer mentoring, in class support, additional learning activities and school-based tutoring. Review departmental and year group approaches, make recommendations for maximising impact and ensure clear communication to all stakeholders.	PP/SF spending £80,000+ over 2 years	Annual 2024
	Reading & literacy: Whole school development using EEF research with each department utilising recommendations: a) to build Tier 2&3 vocabulary, b) for reading complex academic texts.	CPD + £10,000	2024
	Curriculum Planning to be re-evaluated to ensure best support for SEND, LAC and those with SEMH needs. To consider accommodation and staffing needs to support changes and further develop systems for working with external providers (alternative provision).	CPD	July 2025
Inclusion and a sense of belonging underpin working practice and routines	Embed a whole school approach to learning behaviours through positive relationships, clear expectations, consistent approach and development of reward system.	CPD	July 2024
	Establish Inclusion Framework, highlighting tiered needs of students in relation to: Wellbeing, Learning & Safeguarding. Fortnightly inclusion meetings review need and provision for vulnerable students.	Staff time	July 2024
	Develop 'Trauma Informed' approaches to support all learners, secure accreditation and implement action plan.	Bursary & CPD	July 2024
	The role of the tutor is prioritised. Improved communication, CPD, clear routines and expectations for tutor time support tutors in their role to meet individual needs.	CPD	July 2024
	Develop our use of the Learning Hub, and explore further 'in house' alternative provision opportunities to support the inclusion of vulnerable & disadvantaged learners.	£30,000	July 2024
	Embed Attendance Strategy to increase overall attendance towards 96% by early identification and intervention at year group level to reduce persistent absence, increasing overall attendance and punctuality.	Staff time	July 2024
	Embed additional opportunities for Student Leadership (Prefects, School Council, Mentoring and House System)	Bursary £1000	July 2024
	Strategic support for SEND to secure best possible provision through LA SEND review and strong outcomes for SEND learners including targeted CPD for staff.	Staff time	July 2024
	Meet Equality Objectives and develop Diversity & Accessibility Action Plans.	CPD+	July 2024
	Fully embed whole school approach to tackling bullying behaviour and ensure all students are aware of the methods they can use to report bullying and feel confident using them. Action plan is shared which includes developing the role of the Anti-bullying ambassadors.	Staff time	July 2024
	Following the achievement of the Wellbeing Award for Schools award, embed action plan to continue to move forward supporting emotional wellbeing & mental health for staff & students. Including regular opportunities to collect and share staff feedback. Role of SMHL (Senior Mental Health Lead) established in school & appropriate training to be completed)	£5000	July 2024

Supportive relationships for the school community	Build on work linked to Chimp Management to investigate an effective programme for students in school using the key strands from the mind management programme for staff.	CPD Staffing	July 2025
	Work with the new Advertising and Marketing Administrator to develop the profile of the school including resources for recruitment, induction and CPD opportunities.	£20,000 + CPD income	October 2024
	Governors develop their link roles and presence in the school and on the school website, so that governors fully represent stakeholders and take their views into account.	Time	July 2024
Personal development PSHE/CPD	We have a robust safeguarding action plan formulated from the feedback of our own evaluation of provision (175 audit) and the external audit. Our PSHE provision adapted to respond to patterns identified from the timely analysis of safeguarding data.	Staff time	July 2024
	Careers programme fulfils the requirements of the Gatsby benchmarks and widely recognised as centre of good practice. Further strengthening of employer and provider engagement has positive impact on destinations. Implement Unifrog and evaluate as vehicle for careers development.	Staffing CPD £10,000	July 2025
	Empower Middle Leaders & Support Staff Team Leaders across the school. Provide increasing opportunities for collaboration, distributed leadership and ensuring impact of strategic approaches to school development. To continue Associate Assistant Headteacher secondment opportunity for 2023-24 and bursary leads for key development priorities (currently Trauma & Attachment, Metacognition & Ind. Learning, Student Leadership). Evaluate impact of NPQ programme and link to in-school developments.	Time & CPD	July 2024
Communication	Review opportunities for parental engagement including in-school events for each year group in addition to online parents' evenings, evaluate and update celebration events.	£5000	October 2024
	New school website to improve accessibility to information and celebrate success.	£5000	December 2023
	Active use of Go4Schools by all the school community (staff, parents, governors) to communicate about attendance, behaviour and progress through using GO4Schools. The on-going reporting of assessments to become fully embedded with the use of markbooks. Usage to be monitored and key actions taken where gaps are identified.	Staff time/CPD Systems £10,000+	July 2024
Buildings & Environment	Celebrate the life of the school: a) Develop areas around the school to share student success b) Develop and install wall vinyls in key areas c) Identify and set up mechanism to visually promote the running House points totals throughout the year.	£25,000	July 2024
	Update accommodation: a) Bader dining extension 2023 b) Windows Bader Hall, Bader staircases 2023 c) Develop proposal for Sixth Form expansion with the LA d) Redecorate Bader Hall	£150,000 plus bid funding	September 2025
	Develop facilities for staff: a) Bader Staffroom & workroom b) Toilet facilities Bader c) PE office in Sports Centre.	£40,000	September 2025
	Improve the fabric of the buildings: roof repair to Bader corridor (LA funded,) gym roof, DT block developments, Geography area renewal plan, rolling programme to decorate 10 classrooms per year.	LA funds + £40,000+	September 2025
	Consider sustainability in all planned developments to make the school as energy efficient and environmentally friendly as possible.		Ongoing

JOB DESCRIPTION

CORE PURPOSE

The Headteacher's core purpose is to provide high quality, effective, professional leadership and management for the school. This will promote a secure foundation from which to further improve and sustain high standards in all areas of the school's work.

To gain success at KES, a headteacher will be able to:

- Provide vision, leadership and direction
- Promote excellence, equality and high expectation for all students
- Lead and manage learning and teaching effectively
- Evaluate school performance and identify priorities for continuous improvement
- Create a safe and productive learning environment which is engaging, motivating and secures the best outcomes for all students
- Work effectively with the school's Governing Body
- Secure the commitment of the wider community
- Deploy resources to achieve the school's aims
- Carry out day-to-day management, organisation and administration

KEY RESPONSIBILITIES

In seeking to realise the vision for KES, the Headteacher would be expected to carry out the following duties and to recognise that the list is only indicative and that there might be other, similar duties which they might be required to carry out.

1. VISION, STRATEGIC LEADERSHIP & DEVELOPMENT

The Headteacher will work with the governing body, staff, parents and students to create a shared vision and strategic plan for the school, which inspires and motivates staff, students and other members of the school community and develops the ethos of the school linked to its core aims and values. In so doing the Headteacher will be:

- Providing strategic leadership that secures the delivery of high standards of attainment and personal development for all students and staff
- Working with the governing body in formulating, updating and reviewing the school's educational aims and policies for their implementation
- Leading strategic change and organisational development in order to develop and support the stated vision for our school
- Managing effectively all aspects of the organisation and change processes
- Providing leadership in the development of innovative teaching and learning and extended community activities
- Working with other schools, academies, Further and Higher Education providers, partners and organisations in the public, private, business and voluntary sectors for the benefit of our school, using entrepreneurial skills
- Advising Governors on developments in educational thinking and national initiatives that might benefit our school
- Ensuring the school's management structure, finances, resources and administration clearly support its vision and the objectives outlined in the School Improvement Plan
- Motivating and inspiring staff and students recognising all as individuals
- Monitoring, evaluating and reporting on the school's academic achievements
- Producing and regularly updating the SEF by ensuring the collection of a rich set of data to review and understand the strengths and weaknesses of the school

- Ensuring that the outcomes of performance review feeds into the school's self evaluation
- Ensuring that all statutory requirements are met

2. LEADING LEARNING AND TEACHING

The Headteacher will be responsible for raising the quality of learning and teaching and for ensuring high expectations and standards in student achievement and progress within our school. Working with the governing body, the Headteacher will develop staff with the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes in order to promote the rights of children and young people.

The Headteacher will do this by:

- Demonstrating personal enthusiasm for and commitment to the learning process
- Developing and implementing a broad and relevant curriculum which embraces innovative approaches to teaching and learning, national initiatives and requirements and is at the forefront of best practice, to meet the needs of all students
- Identifying the needs, experience, interests, aptitudes and stage of development of our students through listening and responding to our students and those caring for them
- Monitoring and evaluating the curriculum for both quality and value for money, utilising the resources available to the school in order to best meet the needs of our students
- Developing an ethos that supports an inclusive approach for all members of the school community
- Ensuring that all members of the school community promote excellence, equality and high expectations for all students
- Embedding data and benchmarking systems to monitor progress, raise standards and ensure a continuous and consistent school-wide focus on students' achievement which engages the support of parents/carers and the assistance of other stakeholders
- Maintaining effective assessment, recording and reporting systems of student progress

- Ensuring that suitably challenging targets are set, including those for student attainment, progress and attendance
- Maintaining the strong ethos and structure for managing behaviour which enables each student to achieve their potential, including the management of pastoral care, student welfare and effective anti-bullying procedures, promoting students' self-discipline, respect for authority and their peers and encourages good behaviour
- Involving students, as partners in the learning process, in the development and decision-making of the school
- Participating in teaching (where this does not conflict with the headteacher's leadership time and other functions)
- Initiating and supporting research and debate about effective teaching and learning and develop relevant strategies for performance improvement
- Acknowledging excellence and challenging poor performance across the school

3. LEADERSHIP OF PEOPLE

The Headteacher is responsible for developing effective relationships and communication, which underpin a professional learning community that enables everyone in the school to achieve. This will involve building a successful organisation through effective collaboration with others.

The Headteacher will do this by:

- Leading the selection and appointment of staff on behalf of the governing body, ensuring their effective deployment and managing a complement of high-quality staff to ensure that effective learning takes place throughout our school
- Maximising the contribution of staff to improve the quality of education provided and standards achieved and to sustain the progress of our school
- Fostering an open, fair, equitable culture and managing conflict
- Challenging, influencing and motivating others to fulfil their potential
- Lead, manage and develop staff, including appraising and managing performance

- Developing clear arrangements for linking appraisal to pay progression and advising the relevant body on pay recommendations for teachers, including whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range
- Developing, empowering and sustaining individuals and teams, in order that all who work in our school are committed to its development
- Collaborating and networking with others within and beyond the school
- Giving and receiving effective feedback and acting to improve own performance
- Accepting support from others including colleagues, governors and the Local Authority
- Maintaining effective working relationships with the school community and staff representatives
- Ensuring there are appropriate continued professional development opportunities for all staff that feed into both personal development and school improvement
- Promote our school's ethos, values and aims, characterised by high aspirations and expectations, with all staff of our school

4. MANAGING THE ORGANISATION AND ACCOUNTABILITY

The Headteacher is accountable to the governing body and is responsible for providing effective organisation and management of the school and seeking ways to improve outcomes and performance based on rigorous self-evaluation. This includes ensuring a safe learning environment, which sets the safety of students and the whole school community at the heart of its working practices.

The Headteacher will do this by:

- Creating a positive culture in which everyone is valued and respected
- Establishing and sustaining appropriate structures and systems
- Making professional decisions based on informed judgements
- Thinking creatively to anticipate and solve problems

- Ensuring that child safeguarding practices are fully embedded
- Ensuring that parents/carers are kept well informed of the progress of their children, the curriculum and other matters relating to teaching and learning at our School and provide regular opportunities for the parents/carers to meet staff
- Working collaboratively with and in support of the governing body, its Chair and its sub-committees, to enable them to fulfil their monitoring, statutory and wider responsibilities. Producing regular reports and providing accurate information, support and objective advice on the educational and financial aspects of our school. Preparing plans and policies for consideration by the governing body
- Developing an organisation in which staff share responsibility for the success of our school and individual accountabilities are clearly defined, understood, agreed and acted upon
- Promoting a positive image of the school among parent/carers, within the local community and the local media ensuring that effective communications are maintained within and beyond our school with all stakeholders
- Encouraging students to make a contribution to the community by working with local organisations and charities
- Delegating management tasks and monitoring their implementation
- Ensuring the smooth and effective transfer and induction of students from local primary schools and from other schools through mid-year admission
- Liaising with other educational providers using their expertise to provide additional services for students
- Working effectively and collaboratively with external partners, local headteachers, businesses and stakeholders to achieve mutually agreed objectives where the best interests of our students are met

Headteachers are required to carry out their professional duties in accordance with, and subject to the annual School Teachers' Pay and Conditions Document, which can be downloaded from www.teachernet.gov.uk.

The job description should be subject to annual review as part of the appraisal cycle.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE	EVIDENCE
QUALIFICATIONS	• Qualified Teacher Status • Relevant Degree	• Relevant further / higher studies e.g. Master's Degree • NPQH	A, R, C
EXPERIENCE	• Successful leadership as Headteacher, Deputy Head or equivalent at a secondary school • Proven track record of providing vision and leading change using effective improvement strategies to raise standards in a school which has the potential to become outstanding • Effective use of evidence-based approaches to the development of teaching and learning which have resulted in significantly raising the academic and personal achievement of all students • Leadership in curriculum development and innovation together with the implementation of robust in-school self-evaluation processes • Leadership in professional development which resulted in real, significant professional growth • Working in successful partnership and/or collaboration with other schools, agencies and stakeholders • Proven track record of continuing professional development, including training in leadership and management • Successful experience of leading a high performing team • Successful experience in managing school budgets and ensuring value for money • Experience of effectively challenging and managing poor performance • Experience of embedding systems to monitor the quality of teaching and learning; using the outcomes of review to inform professional development and appraisal • Successful experience of effective strategies to ensure the engagement and support of parents/carers	• Management and leadership experience at Senior Leadership Team (SLT) level in more than one school • Experience in Key Stage 3,4 & 5	A, I, R
KNOWLEDGE, SKILLS AND ABILITIES	• Proven ability to think and plan strategically, collaboratively and creatively to reflect, promote and deliver the school's vision, ethos, priorities and targets • Ability to communicate and inspire both verbally and in writing to a wide range of audiences • Commitment to working closely with the Governors to realise their vision for the school • Resilience, the ability to lead and to work calmly under pressure and meet deadlines • Demonstrable ability to lead and manage change • In depth knowledge and understanding of the wider educational agenda including current national policies and educational issues as well as the statutory and legal framework governing the operation of schools	• Experience of and the ability to identify, access and manage external funding streams • Proven ability to create and maintain a stimulating and attractive learning	A, I, R, P

	• An understanding of strategic school budget, planning and management • Proven sound decision-making skills • An outstanding role model with a professional approach that demands excellence, earning the confidence, trust and respect of the entire school and wider community • Successful personal conviction to raising standards for all with measurable outcomes in a school in the pursuit of excellence • In depth knowledge and experience of best practice in teaching and learning, including the use of the research and technology, to support student achievement, the delivery of the curriculum and school support systems • To be proactive, innovative and versatile with a high level of drive, energy and enthusiasm, resilience, reliability, integrity and a sense of humour • Ability to plan strategically and to monitor, evaluate and review all aspects of our school • Substantial experience in conflict resolution within the school community with the ability to use sound judgement to anticipate and resolve conflict and issues imaginatively • Proven ability to apply the principles and practices of appraisal for all staff to improve practice and drive school improvement • Proven ability to analyse and interpret pupil performance data, set challenging targets, devise and oversee effective intervention strategies and monitor outcomes in order to ensure all students make the best progress of which they are capable • Proven ability to ensure a positive ethos and structure for managing behaviour which enables all students to achieve to the best of their capabilities in a safe, orderly and inclusive educational environment • Commitment to lifelong learning and working in partnership with other providers of education and training • Thorough knowledge of the statutory requirements and relevant legislation relating to school leadership and management, including health and safety, child protection and safeguarding, safer recruitment and equality of opportunity	environment for students • Proven ability to work effectively with members of the local community in developing the school as a community resource	
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A = Application | I = Interview | R = References | P = Presentation | C = Certificates

HOW TO APPLY

Thank you again for your interest in the post. You will find further information on our website www.keslichfield.org.uk.

Please do not hesitate to get in touch with the school if there is any further information which you require to assist you in making an application.

As stated in the advertisement for the post, the closing date for receipt of applications is Friday 1st March 2024 at 9.00am. Interviews for the post are currently scheduled to take place on 14th and 15th March 2024.

Any candidates who have not been contacted within one week of the closing date should assume that, on this occasion, their application has not been successful.

If you feel that this is the school that you would like to lead then please complete the application form and recruitment monitoring form in full, sign them and send them back to us by email to: office@keslichfield.org.uk.

Please include with your application a covering letter, no more than two sides of A4, that outlines your views on three principal elements that would assist our students to achieve their potential.





KING EDWARD VI SCHOOL LICHFIELD

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