

RAINHAM MARK GRAMMAR SCHOOL



HEADTEACHER INFORMATION PACK SEPTEMBER 2021



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INTRODUCTION:

School Address:

Rainham Mark Grammar School

Pump Lane

Gillingham

Kent ME8 7AJ

Tel: 01634 364151

Email: office@rmgs.org.uk

HR@rmgs.org.uk

Chair of Governors: Mrs Susan Griffiths

CEO of RMET: Mr Simon Decker

School Type: Academy, Co-educational Selective with a large 6th form

Age Range: 11—18

Number of students on roll: 1487

Ofsted rating: Outstanding

ABOUT RAINHAM MARK GRAMMAR SCHOOL:

Rainham Mark Grammar School is a highly successful, 'Outstanding', co-educational, selective school with a large Sixth Form. It expanded to eight forms of entry from the September 2018 intake so the current roll of 1487 students is expected to peak at around 1600 students in 2024.

We aim to provide an education of the highest quality, not narrowly focused on academic achievement above all else. The co-educational ethos is central, and girls and boys work together in an environment which puts student wellbeing first. Our strong tradition of academic excellence results from students enjoying their studies, supported by a tradition of hard work and extensive support.

Our excellent facilities include a modern sports hall comprising a dance studio and fitness suite, as well as a large main space; a purpose-built music block with a recital hall and recording studio; a Sixth Form study suite; an Art block with two large studio classrooms; a drama studio; and specialist teaching suites for all subject areas.

Pastoral support from the outset is very strong and children are happy, confident and secure. Individual progress and potential are assessed frequently to ensure that the level of challenge is appropriate for each child. Relationships between staff and students are excellent with discipline firmly based on a tradition of mutual care and respect. We are proud that students leave us as confident and well-qualified men and women prepared to benefit from higher education.

Beyond the national curriculum subjects, pupils enjoy a good deal of choice. At the moment, all study two modern languages through to the end of Year 9. All pupils have the opportunity to study the three separate sciences (Physics, Chemistry and Biology).

Drama, Economics, Business Studies and PE are popular amongst a wide range of GCSE option choices. Extensive extra-curricular activities include many sports, Duke of Edinburgh, orchestra, band, choir, Maths puzzle club, dance and drama, and use of the computer rooms. Around 80 school trips take place, some of which are strongly linked to the curriculum, and some (during school holidays) are more for enjoyment.

Sixth Form A Level options are exceptionally wide (currently 26 different subjects are offered) and include Government & Politics, PE, Film Studies, Philosophy and Theology, Psychology and Economics besides the more traditional subjects. The majority of Sixth Formers go on to degree courses.

Admission to the school in Year 7 is via the Medway test which is taken in September. All children taking part in the selection procedure take the same test, whichever Medway school they have chosen as their preference.

"Pupils commented particularly on how safe they feel in school and how there is always someone available to help them resolve any personal problems or to give extra support if there is anything they do not understand about their studies. Good teaching and a well-planned and relevant curriculum help pupils to achieve well and develop the knowledge and skills necessary for their chosen further education and careers. Lessons are challenging and pupils say that teachers make them fun. This, together with the excellent relationships they have with their teachers, keeps pupils motivated and participating fully in lessons. All the teachers show great commitment and dedication. Parents particularly value the outstanding care, guidance and support provided for their children. Exceptionally positive relationships and good humour across the whole school mean that pupils enjoy relaxing together socially"

Quote from last Ofsted Inspection report

INTRODUCTION FROM CHAIR OF GOVERNORS, MRS SUSAN GRIFFITHS

Dear Applicant

As the Chair of Governors, I would like to introduce you to the Governors of Rainham Mark Grammar School.

We have an extremely active Governing Body at Rainham Mark who work in partnership with the Headteacher and the school staff, taking an active interest in the direction of travel and the improvement plans for the school, as well as financial monitoring.

For many years now, the school has been recognised as 'Outstanding' by Ofsted – this is a tremendous achievement by everyone involved. As a Governing Body, we are working alongside the Senior Leadership Team to ensure that we maintain this level of performance and commit to continually improving the learning outcomes of all our students.

We are proud of the work the school does in our local community, developing key partnerships with local primary schools and helping the children in our community to obtain a love of learning from a young age.

Our children work hard, and our results demonstrate that all children progress well at both GCSE and A-Level. This is down to the strong leadership and excellent teaching which is prevalent across the school.

Who hope that our future Headteacher will want to continue improving the school whilst ensuring it maintains its ethos and values. The recent COVID pandemic has changed teaching more in the last nine months than we could ever imagine, with schools having to embrace new technology, managing both remote and classroom learning, alongside ensuring that they support the student's mental health and ongoing progression.

We look forward to working with our new Headteacher and continuing to support the teaching staff, support staff and students.

Mrs Susan Griffiths

Chair of Governors (RMGS)

INTRODUCTION FROM RMET CHIEF EXECUTIVE OFFICER, MR SIMON DECKER

Dear Applicant

Thank you for showing an interest in joining Rainham Mark Education Trust as our new Headteacher at Rainham Mark Grammar School from 1 September 2021. This follows the retirement of Alan Moore after 20 years of outstanding service as both Deputy Headteacher and Headteacher.

We are looking for a talented educator and leader who is able to build on the success of RMGS in delivering exceptional outcomes for students within a framework of strong pastoral support.

The school's distinctive mutually supportive ethos and natural co-educational environment is immediately evident to visitors. The school is one of the largest grammar schools in the Country but also one of the friendliest places to study, work and thrive.

We would welcome potential applicants who wish to visit after school hours during the first two weeks in January, prior to the closing date. Please do contact the school for details.

Rainham Mark students and teachers are the school's best advert and we are fortunate to have a great team of teachers and support staff, all of whom are dedicated to doing the very best for their students. They have responded with great determination and resilience during the current pandemic, going above and beyond what would normally be expected.

This information pack includes the detailed job description and person specification and the job advert contains all the application details, including closing dates and interview dates.

If you would relish the opportunity to lead the RMGS team and feel you have the necessary skills, experience and talent then please do apply for this position.

We look forward to your application.

Mr Simon Decker

CEO, Rainham Mark Education Trust (RMET)

DETAILS OF THE POST:

HEADTEACHER

L33 - 39 (£92,624 to £107,239) starting point subject to experience

From September 2021

"An Outstanding School" Ofsted 2014

The Governing Body and RMET Trustees are pleased to invite applications for the post of Headteacher at Rainham Mark Grammar School, following the retirement of the current post holder. Governors are seeking to appoint an inspirational and highly motivated Headteacher with the vision and energy to continue to build on our achievements, working with the staff, Governing Body and Trust to develop a robust strategy for continued improvement.

Rainham Mark Grammar School is a very popular and highly successful co-educational selective school with a large Sixth Form in the heart of Kent.

You will:

- Have a clear vision which focuses on raising achievement and standards through a wide variety of teaching and learning experiences.
- Significant experience as a senior leader in a secondary school, with a proven track record of effective leadership and management.
- Work with the Governing Body and Trust to lead the overall strategic leadership and management of the school, and its pursuit of excellence in relation to the educational standards enjoyed by all our students.
- Ensure the highest quality of curriculum and pastoral provision for all year groups and ability levels, working to support the Trust's vision, mission and values.
- Develop and implement strategies to raise standards of attainment and progress across the whole school.
- Work to identify the best practice available and use this to create an outward looking culture which promotes an ethos of achievement and a desire for excellence.
- Have experience of whole school data analysis, reporting and target setting.
- Be passionate about high expectations and high standards of achievement for all.
- Be passionate about teaching and learning.
- Be an effective team player and maintain high staff morale during the current pandemic.

What can RMGS offer you?

We can offer you the opportunity to work with high-ability young people in a supportive, well-equipped and forward-thinking school, as well as access to excellent professional development opportunities within our 'Outstanding' school. A major building programme in recent years has delivered a brand-new Art block with two large beautifully appointed studios, excellent sports accommodation with free gym facilities for staff and students, as well as free Health care provision

HEADTEACHER JOB DESCRIPTION

Introduction

As headteacher you are a leading professional and role model for the community you serve. Your leadership is critical to ensuring high quality teaching and achievement in the school and a positive and enriching educational experience for students.

Parents and the wider public rightly hold high expectations of you as headteacher, given your influential position in leading the teaching profession and on the young people who are your responsibility.

Salary

- A seven-point range on the Leadership Scale from points 33 to 39

Line of responsibility

- The Headteacher is directly line-managed by the CEO of RMET

Culture and ethos

- To sustain the school's ethos in harmony with the vision for the Trust: "A family of local schools working together to provide outstanding pastoral care and inspirational teaching, motivating all students to enjoy learning and achieve their potential within a community founded on mutual respect."
- To provide strategic direction in partnership with the governors and trustees, and through consultation with the school community
- To nurture a culture where students experience a positive and enriching school life
- To uphold ambitious educational standards and which prepare students from all backgrounds for their next phase of education and life
- To promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- To ensure a culture of high staff professionalism
- To uphold public trust in school leadership and maintain high standards of ethics and behaviour
- To build relationships rooted in mutual respect; and at all times to observe proper boundaries appropriate to your professional position
- To show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain and demonstrate equality, diversity and inclusion in teaching and learning.
- To uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- To ensure that your personal beliefs are not expressed in ways which exploit your position or students' vulnerability
- To conduct yourself in a manner compatible with your influential position in society by behaving ethically, fulfilling your professional responsibilities and modelling the behaviour of a good citizen
- To know, understand, and act within the statutory frameworks which set out your professional duties and responsibilities
- To take responsibility for your own continued professional development, engaging critically with educational research
- To make a positive contribution to the wider education system

HEADTEACHER JOB DESCRIPTION CONTINUED

Working in partnership

- To forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- To commit your school to work successfully with other schools and organisations in a climate of mutual challenge and support
- To establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students

Governance and accountability

- To understand and welcome the role of effective governance, upholding your obligation to give account and accept responsibility
- To establish and sustain professional working relationship with those responsible for governance
- To ensure that staff know and understand their professional responsibilities and are held to account
- To ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Organisational management

- To ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care
- To give student and staff wellbeing the highest priority in all decision making
- To prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- To ensure staff are deployed and managed well with due attention paid to workload
- To establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- To ensure rigorous approaches to identifying, managing and mitigating risk

School improvement

- To make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- To 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
- To ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

HEADTEACHER JOB DESCRIPTION CONTINUED

Curriculum and teaching

- To 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
- To ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- To ensure effective use is made of formative assessment
- To ensure there is a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- To establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- To ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum

Behaviour

- To 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
- To ensure high standards of student behaviour and courteous conduct in accordance with the school's behaviour policy
- To implement consistent, fair and respectful approaches to managing behaviour
- To ensure that adults within the school model and teach the behaviour of a good citizen

Additional and special educational needs and disabilities

- To ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- To establish and sustain culture and practices that enable students to access the curriculum and learn effectively
- To 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
- To ensure the school fulfils its statutory duties with regard to the SEND code of practice

Professional development

- To ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- To 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
- To 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

HEADTEACHER PERSON SPECIFICATION

Essential	Desirable	Evidence
Qualifications and experience		
<ul style="list-style-type: none"> First degree Qualified teacher status A continued commitment to own professional development. As an assistant/deputy/headteacher in an 11-18 school Successful teaching experience within an 11-18 school Experience of child-safeguarding issues and successful use of measures that promote and ensure the safeguarding of children. 	<ul style="list-style-type: none"> NPQH Relevant further degree. Further relevant professional studies. Experience of more than one school/academy. 	<p>Application form</p> <p>Certificates</p> <p>References</p>

Leading strategically		
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> Models of effective leadership and organisational structures. New technologies and their potential impact. Strategic planning processes, tools and techniques. Ways of achieving stakeholder and community engagement. Leading change, creativity and innovation. <p>Skills:</p> <ul style="list-style-type: none"> Think strategically, analytically and creatively. Build capacity and achieve sustainability. Deal with complexity and uncertainty. Build a vision and communicate clear purpose and sense of direction. 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> Developments in education at local, national and global levels. <p>Skills:</p> <ul style="list-style-type: none"> Demonstrate political acumen. 	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

HEADTEACHER PERSON SPECIFICATION CONTINUED

Essential	Desirable	Evidence
Leading strategically		
Skills continued: <ul style="list-style-type: none"> Anticipate, lead and manage change. Use research to support and challenge practice. Inspire, challenge, motivate and empower others to attain challenging outcomes. Celebrate achievement and acknowledge excellence. Model the vision and values of the school and RMET Work strategically with the governing board. 		
Leading Teaching and Learning		
Knowledge and understanding of: <ul style="list-style-type: none"> Methods to ensure the latest specified teaching standards are harnessed and maintained by all teaching staff. Curriculum design and management. Principles of quality learning, teaching and assessment including school review and self-evaluation. Use of external support and expertise. Behaviour and attendance management. New technologies to support learning and teaching. Strategies for improving outcomes and achieving excellence for all. Tools for data collection and analysis. 	Knowledge and understanding of: <ul style="list-style-type: none"> Ways of applying effective practice and research evidence to improve outcomes. Political impact of external, community or family factors on learning. Skills: <ul style="list-style-type: none"> Capitalise on appropriate sources of external support and expertise. 	Application form Letter of application References Interviews

HEADTEACHER PERSON SPECIFICATION CONTINUED

Essential	Desirable	Evidence
Leading teaching and learning continued		
Skills: <ul style="list-style-type: none"> Design, develop and deliver the curriculum. Demonstrate equality and diversity in teaching and learning. Achieve the best possible learning outcomes for all. Use developmental models for teaching and learning. Engage parents in pupil's teaching and learning. Manage and use performance data. Deploy technology to support teaching and learning. Develop and use effective assessment and moderation systems. Understand whole school culture of best practice in teaching and learning. Understand flexible and comprehensive learning opportunities for all pupils. Evaluate, review and develop systems and structures. 		

Leading the organisation		
Knowledge and understanding of: <ul style="list-style-type: none"> Employment market, effective recruitment, deployment and management of staff. Technology to enhance organisational effectiveness. Strategies to maximise contributions from the 	Knowledge and understanding of: <ul style="list-style-type: none"> Development of and access to school buildings and facilities. Project management techniques. Skills: <ul style="list-style-type: none"> Manage industrial relations . 	Application form Letter of application References Interviews

HEADTEACHER PERSON SPECIFICATION CONTINUED

Essential	Desirable	Evidence
Leading the organisation Continued		
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> Accountability frameworks. Legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks. Strategic financial planning, budget management and principles of best value. Organisational development, planning and implementing change. <p>Skills:</p> <ul style="list-style-type: none"> Seek expertise and advice from within and outside the school. Delegate, collaborate and distribute leadership. Manage others within an accountability framework. Create an environment which enables people to perform at their best and underpins effective employee relations. Manage the school's financial, human and physical resources. Establish structures and systems so operational decisions are based on informed discussion. Develop and sustain a safe, secure and healthy school environment. Create a working environment which takes account of workload and work-life balance. 		

HEADTEACHER PERSON SPECIFICATION CONTINUED

Essential	Desirable	Evidence
Leading people		
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> Significance of interpersonal relationships, including impact on teacher performance and pupil learning. Performance management, continuous professional development and sustained school improvement. Building motivation, including the importance of celebrating achievement. Own performance, ways of obtaining feedback and how to improve. <p>Skills:</p> <ul style="list-style-type: none"> Develop self-awareness, self-management and self-confidence and use effectively. Listen, reflect and communicate effectively. Give feedback and provide support to improve performance. Hold people to account and challenge under performance. Develop a culture of learning and continuous professional development. Receive and act on feedback to build on strengths and improve personal performance. Create a culture which encourages ideas and contributions from others. Foster an open, fair and equitable culture. Motivate, develop, empower and sustain individuals and teams. High standards of personal and professional conduct. 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> Building and sustaining a learning community within a diverse workforce. Support and development systems for individuals and teams. <p>Skills:</p> <ul style="list-style-type: none"> Negotiate and manage conflict, providing appropriate support. 	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

HEADTEACHER PERSON SPECIFICATION CONTINUED

Essential	Desirable	Evidence
Leading in the community		
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> Multi-agency work (including the team around the student), benefits and risks of multi-agency working. Collaboration and partnership working (including school, home, community and business partnerships). Wider curriculum beyond the school and opportunities it provides. Diversity and community cohesion issues. <p>Skills:</p> <ul style="list-style-type: none"> Establish and engage in partnerships, including working with multi-agency teams. Consult, engage and communicate with staff, pupils, parents and carers to enhance pupil's learning. Engage in cross phase working and transition issues. Collaborate and work within and across the community. Engage the community in systematic evaluation of the school's work and act on outcomes. 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> Extended service provision, commissioning and contracting. The diversity of professional cultures and ways of working. Strengths, capabilities and objectives of other schools, services and agencies. <p>Skills:</p> <ul style="list-style-type: none"> Take a leadership role within and across the community. Engage in school-to-school collaboration and contribute to leadership in the wider education system. Contribute to achievement of community cohesion. Broker and commission services. 	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

THE RECRUITMENT TIMELINE

Closing date: Monday 18 January 2021 at 4.00pm

Interview dates: Monday 8 February and Tuesday 9 February 2021

Applications should be submitted by the deadline via email to peter.jacobs@kapehr.co.uk

How to apply:

Applications must be made using the Rainham Mark Grammar School Teacher application form.

Your personal statement must say, in no more than two sides of A4, in a succinct format why, having read everything in this pack, you think you are the person suitable for the position and provide veritable evidence of your experience, skills, ability and knowledge.

Your application should include full contact details (address, daytime and evening telephone numbers - home and mobile numbers where applicable, and email addresses).

Please provide details of two referees including their name, position, organisation, telephone numbers and email addresses where known. One of the referees must be your current or most recent employer. If you do not wish us to contact referees at this stage, please let us know.

Application packs are available to download from the vacancies section on the school website (www.rainhammark.com) or can be requested by emailing peter.jacobs@kapehr.co.uk

If you would like to arrange an informal discussion about this position with the RMET CEO, or to arrange a COVID secure visit (in early January 2021) please contact Mrs Smith (PA to the Headteacher) on 01634-364151 or email HR@rmgs.org.uk including your available dates. Please note that visits will be welcomed after the School day and will be dependent on local/national COVID restrictions that may be in place.

RMGS is committed to the protection and safety of its students, is an Equal Opportunities employer and has Prince's Teaching Institute recognition. Ofsted judged the school as 'Outstanding' in all areas June 2014. The post is subject to a satisfactory Enhanced DBS disclosure.

