



Sheldon School
Chippenham

Candidate Information



Headteacher

Closing Date: 6th February 2023, Noon
Interviews: 22nd to 24th February 2023

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Cover Letter

January 2023

Dear Colleague,

Headteacher
L33 – L43 (starting point dependent on experience)
Start: September 2023

Thank you for your interest in the post of Headteacher at Sheldon School. We are seeking to recruit an outstanding individual to replace Neil Spurdell, who is retiring in August. Neil assumed leadership of the school just after Sheldon achieved academy status and now, as he departs, we are in the early stages of exploring the potential to set up a new multi-academy trust. This is an exciting prospect, with the new Headteacher playing a key role; whatever the outcomes of that exploration, it will strengthen the already good collaborative relationships we enjoy with other schools.

Sheldon has a good record of success academically but that only tells part of the story of what makes the school such an inspiring and positive community. As a truly comprehensive school, all children are valued and supported to reach their potential, whether that is those who successfully compete for Oxbridge places or those who achieve good vocational qualifications in subjects which really engage them. As well as excellent senior and middle leadership, there is a strong pastoral focus in the school, and the guidance and support provided throughout, including primary school outreach and transition, our tutor programme and comprehensive careers advice and guidance provision, help equip our students well for life within and beyond Sheldon.

The well-being of both staff and students is a key priority – we have well-being leads on the staff and governing body as well as our own school counsellor – and we continue to learn from the impact of the pandemic. The importance of equality, diversity and inclusion is also evident: as an example, we have recently set up a students' Inclusivity Community, together with a similar forum for their parents.

The school environment itself is appealing and well-maintained, attracting frequent comments, and has benefited from significant regular investment. Above all, however, it is the palpably positive and inclusive Sheldon culture which makes the school such a welcoming place to study, work, volunteer and visit.

I hope, having read the information available, that you will decide to apply. To do so, please complete the application form and provide a letter of application (maximum 2 sides and at least 11-point font).

Good luck with your application. I look forward to receiving it and to perhaps meeting you at interview.

Yours faithfully,



Louise Carver

Chair of Governors



Introduction from the Headteacher

Dear Colleague,

I would always include something for any potential candidates applying for vacancies at Sheldon, but of course this one is slightly different.

It has been a privilege to lead Sheldon since 2012 and after what will have been 11 years as Head at the school, I have decided that it is time to pass on the baton.

I believe that Sheldon is a great school and whoever is fortunate to succeed me will be joining a school that has plenty going for it. We are fully inclusive and comprehensive, drawing from some 40 partner primaries, with our current student number hovering around 1650. The size of the school allows for good economies of scale and you will inherit a healthy financial position. The students themselves are happy, positive and enjoy their learning; and you will find the staff incredibly committed, with teachers and support staff routinely going the extra mile.

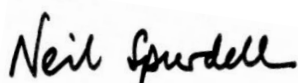
The job will definitely provide you with the challenge you are looking for, but unlike in some schools I hear about, you will have the time and space to breathe and will be able to draw on the support of an experienced senior team. We are in the very early stages of discussion about forming a multi-academy trust with two other secondaries – Hardenhuish next door and St Laurence in Bradford-on-Avon – but because any final decision won't be made until a good way through the 2023/24 academic year, this will enable the new headteacher to play a big part in shaping Sheldon's place in any MAT that is formed.

The Governing Body is an engaged and supportive group, again something that is helpful to any headteacher, and this has also helped the school to flourish over the years.

On the interview days themselves, I will generally be keeping out of the way, but if you would like to find out more about the school and would like to have a look round ahead of applying, I will happily set aside time to facilitate this. There is also a wealth of information available on the website.

If you do decide to apply, I wish you well, and if you are ultimately the successful applicant, I look forward to working with you in the summer months to help enable as smooth a transition as possible.

Yours faithfully,



Neil Spurdell
Headteacher



Senior Management Team Job Roles

HEADTEACHER: Neil Spurdell

Strategic Direction of and Vision for the School: working with the Board of Governors to build on the school's achievements and take it forward; overseeing and monitoring the school improvement and development plans; consultation with staff and governors; leading the whole school community in maintaining ethos, formulating policy and monitoring the performance of the school in the pursuit of its aims

Teaching and Learning: overall responsibility for the curriculum and its assessment

Ethos and Pastoral Care: responsibility for maintaining an environment which promotes effective learning and high standards of achievement and discipline

Leadership and Management: working closely with SMT, leading and managing the staff team in planning the tasks and workload to be undertaken by groups and individuals, ensuring the delegation of tasks and responsibilities and establishing clear lines of accountability

Effective Management of Resources: working closely with senior staff and governors to attract and retain high calibre staff; managing school finances effectively; managing and developing the physical environment and accommodation

The School in the Wider Community: responsibility for fostering positive relationships between the community and the school and for managing relationships with external agencies.

The Headteacher will also lead on personnel, admissions, appointments, SEF, staff handbook, school calendar, and wellbeing – and service the Governors' Staffing Committee.

DEPUTY HEAD: Alison Simpson

Raising and Driving Standards Curriculum, Development and Planning

- Curriculum planning and developments
- Timetable
- Oversight of faculty development planning
- Monitoring of curriculum provision and impact
- Oversight of curriculum enrichment opportunities and management of the enrichment budget
- Year 9 and sixth form options systems
- KS2/3 transition (curriculum)
- Line manager of Network Manager, who is responsible for ICT Strategy and Data Integrity
- Oversight of Staff cover
- Student target setting
- Oversight of faculty heads' group and chair of faculty heads' meetings
- Line manager of faculty heads in English, Maths, Science, Humanities, and MFL including performance reviews
- Service of Governors' Curriculum committee
- Oversight and line management of external exams administration
- Transport
- Assessment
- Development of school reports and reporting systems
- Equalities, Disabilities and Inclusion

ASSISTANT HEAD 1: Judith Owen**Teaching and Learning**

- Leading and coordinating developments in teaching and learning, including feedback and marking, to raise achievement
- Leading and coordinating teaching and learning training programmes (with AH2), including the teaching and learning group
- Ensuring whole school display and social media coverage reflective of outstanding practice
- Line manager of faculty heads in BEC, DT, PE and PEA including performance reviews
- Health and Safety coordination of school trips and events
- Lockdown and emergency evacuation procedures (with SBM)
- SMT member responsible for the coordination of Open Evening
- SMT member responsible for the coordination of Awards Evening
- Service of the Governors' PR and Marketing committee
- SMT link for Student Opportunity Fund
- Line manager of Library

ASSISTANT HEAD 2: Sian Mundy**Staff Development and Pupil Care**

- Continuing Professional Development (including staff development days, coaching and federation working)
- Coordination and oversight of NQT and new staff programmes
- Oversight of ITE and links with training institutions, line managing Senior Professional ITE Mentor
- Pupil behaviour and attitudes (with AHT3)
- Pupil rewards
- Pupil voice
- Oversight of pastoral development planning
- Oversight of extra-curricular activities and provision
- KS2/3 transition (pastoral)
- Management of lunch times and MDSAs
- Oversight of year heads' group and chair of year heads' meetings
- Pastoral line manager of, and responsibility for performance management of, KS3 year heads
- Line management of First Aid provision and oversight of accidents and near-misses
- Staff duties

ASSISTANT HEAD 3: Jonathan Scourfield**Student Services and Intervention**

- Strategic development and line management of inclusion provision
- Strategic development and line management of Student Services, including counselling services
- Coordination of work within Behaviour Support, Student Services and Learning Support
- Line Manager of SENDCo
- Mental Health Lead
- Day to day behaviour – in conjunction with other SMT members
- Monitoring pastoral intervention, including support provision and outside agencies
- Development of programmes of rehabilitation and intervention for students
- Pastoral line manager of, and responsibility for performance management of, KS4 year heads

ASSISTANT HEAD 4: Eugene Spiers**Head of Sixth Form**

- Lead and manage the Sixth Form
- Pastoral line manager of, and responsibility for performance management of, KS5 year heads
- Marketing and recruitment within sixth form
- Quality of teaching and learning and tutoring within sixth form
- Development of curriculum within sixth form (with DHT) and utilisation of data to positively affect sixth form outcomes
- Liaison with outside agencies, especially universities and workplace providers
- Sixth Form student care: day-to-day issues, attendance, behaviour, reviews, progress
- Plan effective transition to the Sixth Form
- Work with the senior student team
- Oversight of whole-school Aiming for Excellence initiative
- Oversight of Sheldon Alumni
- Line Manager of Careers/PSRE

SCHOOL BUSINESS MANAGER: Julia Finch

- Lead on Finance matters, including: budget construction, monitoring and forward projection; strategic financial planning; bids for grants and income generation; the procurement of capital projects
- Lead, manage and coordinate the support services, as well as the maintenance and development of the facilities including: buildings, facilities, grounds, health and safety compliance; major support service contracts; administration services
- Health and Safety coordination from Site perspective and preparation for H&S visits
- Recruitment and personnel management for all support staff
- Direct line management of support staff serving in finance, personnel, facilities maintenance, administration, marketing and commercial letting roles
- Oversight of GDPR and Data Protection
- Service of the Governors' Finance and Premises committees

ASSOCIATE ASSISTANT HEAD: John Rumble

- Designated Safeguarding Lead
- Oversight of attendance
- Development of strategies for greater engagement of parents and students
- Oversight of PP, disadvantaged and LAC pupils, developing strategies and monitoring their impact
- Oversight of health and safety of students with medical conditions (day-to-day)

ALL:

- Whole-school objectives
- School ethos and discipline
- Budget planning and monitoring
- Parent forums
- SMT representation at parents' evenings and school events
- Duty team leadership

Job Description

Job Title: HEADTEACHER

Salary: L33 – L43

Responsible to: BOARD OF GOVERNORS

Strategic purpose:

Reporting to the Board of Governors (BOG), the Headteacher will provide strategic leadership of Sheldon School, ensuring the highest educational standards, to prepare all students, regardless of background or ability, for life beyond school.

Key responsibilities:

- Foster an inclusive culture in which all students are valued and can develop and thrive
- Uphold public trust in school leadership and role model high standards of ethics, behaviour and professional conduct
- Build and sustain positive and respectful relationships across the school community, ensuring timely and appropriate communication
- Establish and sustain the Sheldon vision, values, and strategic direction together with the BOG and through consultation with the school community
- Establish and oversee systems, policies and processes so the school can remain compliant and operate effectively
- Identify problems and barriers to school effectiveness and to the achievement of all students, developing and implementing strategies for school improvement that are realistic, timely and suited to the school's context
- Monitor progress towards achieving the aims and objectives in the School Development Plan
- Ensure a culture of continuous improvement and professional development
- Ensure staff and student safety and well-being through effective approaches to safeguarding
- Use consistent and fair approaches to managing behaviour, ensuring rules and routines are understood by staff and students and clearly demonstrated by all adults in school

Teaching and learning:

- Sustain high-quality teaching across all subjects and phases, ensuring teaching is underpinned by subject expertise and access to professional networks and communities
- Ensure the teaching of a broad, structured and coherent curriculum
- Use valid, reliable and proportionate approaches to assessing students' knowledge
- Ensure effective collaboration with parents, carers and professionals to identify additional needs, fulfilling the school's statutory duties as a minimum and providing additional support and adaptation where appropriate



Staff and resource management:

- Attract, develop and retain a diverse workforce
- Line-manage senior leaders and ensure all staff are well managed, with due attention to workload
- Maintain a transparent and effective performance management culture in which constructive feedback is given and received
- Act as the Accounting Officer for the school
- Oversee the effective and efficient allocation and management of resources to ensure the smooth operation and future development of the school
- Ensure rigorous approaches to identifying, managing and mitigating risk

Professional development:

- Embed a culture of continuous improvement and expect all staff to access appropriate, high standard professional development opportunities in order to maximise their own potential
- Keep up to date with external developments and maintain own professional development to remain effective and credible

Governance and accountability:

- Understand and welcome the role of effective governance, including own responsibilities within the governance framework
- Ensure that staff understand their professional responsibilities and are held to account appropriately
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties, including compliance with the Academy Trust Handbook

Person Specification

ROLE: HEADTEACHER

| Attributes | Essential | Desirable |
|---|--|-----------|
| Qualifications: Qualified Teacher Status Good Honours Degree NPQH qualification | Y | Y Y |
| Experience: Successful experience of teaching at GCSE and 'A' level in 11-18 secondary school A track record of achievement in more than one school Minimum 4 years' experience in senior leadership role Involvement in school self-evaluation, development planning and progress measurement Successful leadership and management of individuals, teams and resources External stakeholder engagement | Y Y Y Y Y | Y |
| Professional Skills: Data analysis skills, and the ability to use data to set targets and identify weaknesses Understanding of high-quality teaching and assessment and the importance of this in achieving good outcomes for all students Sound knowledge of school finances and financial management Effective communication, negotiation and influencing skills Problem-solving skills Ability to communicate a vision and inspire others Ability to build and sustain effective working relationships Ability to lead people through change High level of ICT literacy, including social media | Y Y Y Y Y Y Y Y Y | Y |
| Personal Qualities: Professional and personal credibility An ability to inspire and motivate others The ability to build strong, mutually respectful relationships with students The competence to lead, manage and develop people individually and as a team A commitment to uphold the school's vision and values The ability to provide a clear sense of direction and purpose to achieve stated aims Good communication, listening and conflict resolution skills The ability to work effectively under pressure, prioritise effectively and maintain self-motivation The ability to take initiative and accept responsibility A commitment to professional development Resilience, energy and stamina Commitment to safeguarding Commitment to equality, diversity and inclusion | Y Y Y Y Y Y Y Y Y Y Y Y Y Y | |



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Headteacher: Neil Spurdell BSc (Hons)
Hardenhuish Lane, Chippenham, Wilts. SN14 6HJ

Tel: 01249 766020 **Fax:** 01249 766030 **Email:** admin@sheldonschool.co.uk **Web:** www.sheldonschool.co.uk