

Appointment of Head Teacher

South Wilts Grammar School Salisbury



SOUTH WILTS
GRAMMAR SCHOOL





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Welcome

I am delighted that you have expressed an interest in the role of Headteacher at South Wilts Grammar School (SWGS) in Salisbury, Wiltshire; a high performing girls' grammar school with a distinctive coeducational Sixth Form. This is an excellent opportunity for an outstanding candidate to take the school forward as we approach our centenary in 2027. The information in this pack, together with that available on our website, is designed to give you an understanding of the school, our vision and ethos, and we hope that this will encourage you to apply.

With a heritage of promoting female secondary educational excellence, South Wilts has developed and grown significantly in the 12 years since it became an academy. The Trustees face the future with confidence in our track record and a real appetite to explore what it means to be a girls' grammar school in the 2020s, how we should approach collaboration with other schools and how we can continue to enable students to thrive and achieve in the digital world.

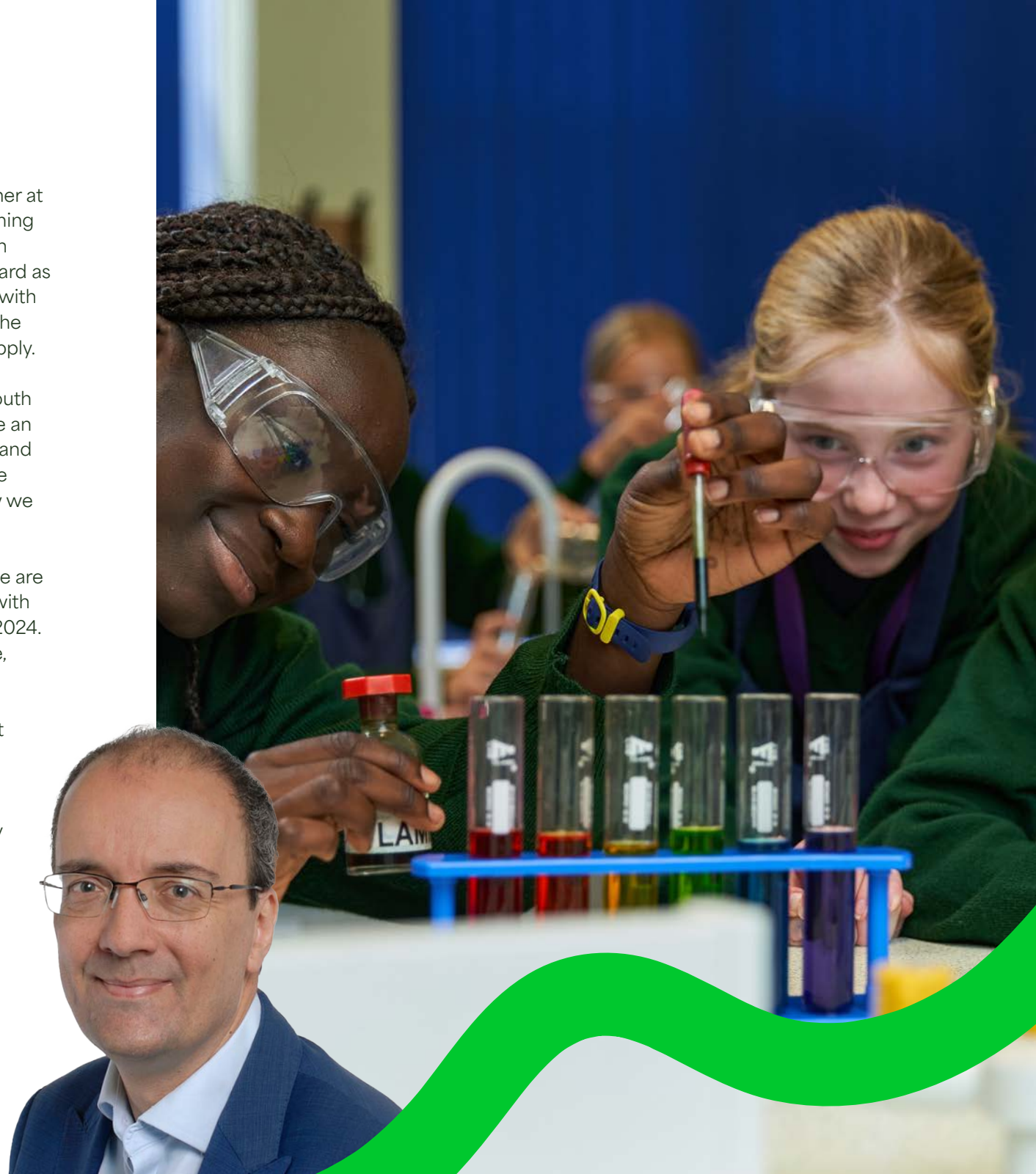
Our current Headteacher is retiring at the end of this academic year and we are looking for a dynamic and inspirational Head to join us and work together with the Trustees, staff, students, parents and our community from September 2024. You will be a strategic thinker, an excellent communicator and a supportive, collaborative and purposeful leader.

Our focus in this process is on identifying talent - regardless of your current location, background, heritage or journey to this point. You might be an established Headteacher, seeking broader experience, or a Head of School in a multi-academy trust (MAT) looking for an opportunity to take the helm of a single academy trust (SAT). Or perhaps you are an experienced Deputy Headteacher, raring to take on the responsibilities of headship?

This candidate information pack contains more details about the role and our school, and we would be delighted to receive your application if you are interested in exploring this exciting opportunity.

Nick Lay

Chair of Trustees



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About us

We are an 11 to 18 grammar school, which opened in 1927.

Entry for Years 7 to 11 is through selection using the 11+ assessment.

The school has been a standalone academy since January 2011, and from September 2020 it became co-educational in the sixth form, taking boys on roll.

There are currently 1130 students on roll, including 340 in the sixth form.

Our catchment includes the City of Salisbury and its wider geographical area.

The school is a five-form entry school with a PAN of 160. The school is oversubscribed both for entry into Year 7 and the sixth form.

The school was judged to be good overall, with behaviour and attitudes being rated as Outstanding by OfSTED in October 2019. They found the school to be thriving, with pupils proud of the school and pupils' eagerness to learn made a significant contribution to the success of the school.

We are exploring options regarding partnerships and MATs to secure an optimum path by which we can achieve our vision for the future of the school.





South Wilts
Grammar School
Salisbury, Wiltshire





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Our vision & values

Our School Vision embodies our determination to prepare our young people to be the best they can be and to empower them to live highly successful and fulfilling lives.



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Governors are enthusiastic in their commitment to the school. Their vision has maintained the high quality of education through a period of expansion.

OFSTED 2019

We will enable all students to achieve **success** in their education and future lives and will support, sustain and strengthen their physical and mental **wellbeing**.

We will skilfully promote **growth** in students' academic learning competencies and their personal resilience. By preparing them for life's opportunities and challenges we will enable them to **serve** their communities positively, in their own unique way.



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Academic information

The school places great emphasis on an academic, but broad and balanced, curriculum, through which students flourish in their learning experiences.

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An environment where students can develop their full potential, and where academic studies and pastoral care are valued equally.



Years 7-11

Students in Year 7 start with two languages, French and German, and then begin Spanish in Year 8.

At key stage 4 the school does not make studying a language to GCSE compulsory, but actively encourages students to continue with at least one language.

Three separate sciences are studied at GCSE and some students take Level 2 Further Maths in addition to GCSE mathematics.

Students are also given the opportunity to follow the Level 1 course in Sports Leadership. Students take on average 10.2 subjects at GCSE.

Admission to the school in Year 7 is by 11+ examination, which comprises verbal reasoning, mathematics and English tests.

The school admits approximately the top 20% of the national ability range, drawing students from a large number of primary schools. In 2023, students came from 73 different primary schools and from a radius of up to 25 miles.

There is a well-developed primary outreach programme in maths, MFL, computing, science and DT.

6th Form

In the sixth form, students can choose from 27 different A Level / Level 3 qualifications. The school works hard to respond to the needs of its students: it recently introduced environmental science A Level into the curriculum, and from September 2024 it will be delivering sociology. Most students study three A Levels with a small percentage studying four subjects.

The entry requirement for the sixth form is six grade 5s at GCSE including English Language and mathematics.

Approximately 90 students join South Wilts in the Sixth Form from other secondary schools each year.



Achievement

South Wilts Grammar school is a high performing school.

69.11%

of 2023 grades at GCSE were awarded grades 7 to 9, with 46.31% graded 8 or 9; 30% were grade 9.

96.2%

of students achieved five grades 5 to 9 including English and mathematics.

64.27%

of A Level grades were awarded A* to B; 10% were at A* and 32* were at A* to A.

0.61 score

Value added is positive at GCSE; the estimated Progress 8 score for 2023 is 0.61.

High%

A high proportion of students go on to study at a Russell Group university.

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Attainment 8 was 7.

A full profile of the examination results can be viewed on the school website.



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The teachers knew their students well and there was an obvious element of trust between the students and their teachers. The atmosphere in each of the classrooms was warm and welcoming and students were keen to ask and answer questions.



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Extra curricular activities

There is a wide range of extracurricular provision including academic support and a variety of clubs, many run by students themselves.





The majority of these activities take place during lunch time (which is an hour long), as many students travel to school by bus or train. Please refer to our website for the full programme of activities.

There is also a wide range of trips and visits, including residential visits to France and Germany, history trips to World War One battlefields and Washington, an RE visit to Rome, biannual ski trip and many subject-specific day visits.

There is wide participation in sports clubs and competitive teams. Music is particularly strong across the school, with a Senior Choir, Junior Choir, A Cappella, Senior Orchestra, Jazz Band, Wind Band, Chamber Orchestra and Guitar Ensemble. We have regular concerts for our choirs, ensembles, and orchestras.

The very popular Duke of Edinburgh Award programme operates from the school, with students participating across bronze, silver and gold levels. We currently have 552 taking part across Years 9 to 13.

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SWGS promotes the children to not only achieve a high level in academic success but to also have increased self confidence and respect.



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Pastoral care and wellbeing

At South Wilts, the focus is not only on academic excellence but also on enabling students to become independent and resilient learners. Ensuring that all students are supported in their needs is a priority, whether those needs relate to wellbeing, special educational needs, health or disability or other barriers in their lives. The pastoral Deputy Head is the DSL and oversees the role of the school's SENDCo, Year Heads and the Director of Sixth Form.

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The ethos of care
and concern is one of
SWGS's key strengths.





Consultation evenings are held online during the year, when parents can discuss their child's progress with subject teachers. All teachers are expected to be form tutors and the form tutor is the first point of contact for parents. We also have two Pastoral Managers, a part-time School Counsellor and Lay Chaplain.

A strong academic mentoring programme operates to help students who are finding work difficult. A team of senior mentors allocates sixth form students to help younger girls who request a mentor.

The Head Student team and Senior Prefects are invaluable in the organisation of the school, along with the House Captains. The school introduced a new House System in September 2023.

Student voice is an important aspect of the school. The school has a School Year Council chaired by the Head of Year, with two representatives from each tutor group.

There is also a School Parliament, with two student representatives from each year group and chaired by Year 11 prefects. There are many student leadership opportunities across all key stages.

Students follow the successful Live Well Programme, which is an holistic approach to positive physical and mental well-being.



The role

Strategic Leadership

- Work in partnership with the Trustee board, staff, parents and carers to promote and evolve the vision, ethos and culture of SWGS.
- Be strategic in approach and proactively manage future opportunities and risks.
- Provide inspirational and purposeful leadership for staff and students across the school.
- Articulate and uphold clear values, moral purpose and vision, setting the strategic direction of the school and developing policy to deliver the school's aims.
- Create a safe and productive learning environment which is engaging and fulfilling for all students and staff.
- Secure and sustain outstanding teaching and learning.
- Promote the social and cultural development of all students in a liberal, tolerant and respectful environment.
- Promote excellence, equality and high expectations for all students and staff.
- Evaluate the school's performance and work with the trustee board to identify priorities for continuous improvement.
- Ensure that the management, finances, organisation and administration of the school supports its vision and aims.
- Actively plan, deploy and manage resources to achieve the school's aims and objectives.
- Demonstrate high standards of professional personal behaviour, positive relationships and attitudes towards students, staff, parents, Trustees and members of the local community, and role model these expectations to staff.
- Actively work to develop the school's network of external partner organisations. Work with these organisations positively for mutual benefit.

Safeguarding

- Ensure the safety and wellbeing of all students by upholding the school's safeguarding and child protection policies and through the leadership, monitoring and influence of staff in accordance with legislation, national and local policies and best practice.
- Take a strategic lead on safeguarding and ensure that a whole-school safeguarding culture is firmly embedded in all areas of school life.
- Provide clear professional leadership and expertise to all staff in relation to any safeguarding matters.



Teaching and Learning

- Maintain and promote an environment that promotes and secures highly effective teaching and learning, excellent standards of achievement and exemplary behaviour.
- To determine, organise, implement and monitor the curriculum and its assessment and ensure that statutory requirements are met.
- To monitor and evaluate the quality of teaching and learning and standards of achievement of all students in the school through appropriate methods.
- Ensure that students of all abilities and vulnerabilities can access the curriculum, overcoming barriers to learning as necessary, making sure that additional dedicated funding is used exceptionally well.
- To promote a broad range of extra curricular activities in accordance with the educational aims of the school.
- To keep under constant review the ways of supporting the good mental health and wellbeing of all students.
- Ensure individual teachers and other relevant staff are committed to, and held to account for, continual improvement in relation to the quality of teaching and learning, curriculum provision and pastoral support provided for all students, and for the impact of their work on students' outcomes, their progress, development and well-being.

Professional Development and Welfare

- Drive high expectations of students and staff, a commitment to professional learning and continuous improvement.
- To implement and sustain effective systems for the management of staff performance, incorporating performance management and target setting, as well as monitoring of staff well-being.
- Ensure performance management procedures effectively identify strengths and areas for development and are rigorously used to optimise performance, support staff to improve and provide the opportunity for excellent practice to be recognised and valued.
- Ensure appropriate continuing professional development is provided in line with the identified areas for development in relation to individual leaders, teachers and staff, and where appropriate, in relation to specific teams and whole school priorities.
- Maximise the opportunities for all staff to work together, to share development priorities and good practice, in order to maximise outcomes and impact.
- To be a positive role model, treat people fairly equitably and with dignity and respect to create and maintain positive school culture.
- Promote ambition for leadership at all levels, encouraging staff to take on responsibilities when they are ready.

Working in Partnership

- Work closely with external partners to promote collaborative professional development, to enhance opportunities for all.
- Forge constructive relationships beyond the school, working in partnership with parents, carers, the local and wider community.
- Commit the school to continue to work successfully with other schools, businesses and organisations within a climate of mutual challenge and support.
- Establish and maintain positive working relationships with fellow professionals and colleagues across other public services to improve the outcomes for all students.

Accountability

- To continue to develop a culture in which all staff recognise that they are accountable for the success of the school.
 - To 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 and OfSTED.
 - To ensure that parents, carers and students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and achieving the school's targets for improvement.
 - To work collaboratively with the Chair of Trustees and Trustee Board.
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Other areas of responsibility

- Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.



Person specification

Qualifications

- Strong academic credentials including a degree with an additional leadership and/or management qualification e.g. NPQH, Masters.

Experience

- Have extensive successful experience of working as part of a Senior Leadership Team as an experienced Deputy Head or Headteacher.
- A proven track record of driving academic performance and achievement.
- Successfully developing, implementing and monitoring strategic plans.
- Sound financial management and commercial acumen.
- Experience of engaging and building relationships and partnerships with key stakeholders.
- Experience of leadership in multiple areas of life.

Skills and Abilities

- An uplifting and energetic team player who can build strong senior management and staff teams and lead with warmth and integrity.
- A visible leader, closely engaged with all elements of the School community—students, staff, parents and trustees.
- A strong-minded decision maker with the ability to make tough decisions, whilst maintaining an empathetic style of leadership.
- Strong financial and commercial acumen, with the capacity and judgement to know when to listen and act on the advice of fellow professionals.
- Ability to act as an ambassador and advocate for the School, with strong personal credibility and the capacity to build relationships and to effectively promote and market the School's ethos, values and facilities.
- Qualities of openness, sensitivity and tact.
- Excellent communication skills (both written and verbal).
- The resilience to thrive in a busy, demanding environment and to build resilience in others.
- A commitment to equality, diversity and inclusion across all members of the School community.
- An understanding of the opportunities afforded by digital technologies to enhance the student educational experience.



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Appointment terms

The expected start date for the new Head is 01 September 2024.

- The package will be competitive for a Group 7 school (£83 081 -£119 921) based on experience and we will consider an allowance for relocation.
- South Wilts Grammar School is committed to safeguarding and promoting the welfare of young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. As part of our shortlisting process, all shortlisted candidates will be subject to an online search as part of our due diligence. Appointment to this post will also be subject to satisfactory pre-employment checks.
- At South Wilts Grammar School, inclusion means everyone is welcome and everyone is treated fairly and with respect. We value individuality and uniqueness and aim to create a sense of belonging. We are committed to being an equal opportunities education provider and we are committed to equality of opportunity for all members of the School Community.





SOUTH WILTS GRAMMAR SCHOOL

Closing date for applications

12 noon | 04 March 2024

Interviews will take place at South Wilts Grammar School on Thursday 21 March and Friday 22 March 2024.



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