

SOUTHEND HIGH SCHOOL FOR BOYS



HEADTEACHER Candidate Information

At Southend High School for Boys, talent is nurtured, and learning is valued. Challenge is welcomed, participation is expected, and achievement is prized. Students are happy and prosper at the School. The education we provide is world class.

Welcome

Southend High School for Boys (SHSB) is a remarkable School with an impressive history. For over 100 years we have been inspiring and empowering our students to achieve their full potential. Our School preserves values and traditions from the past whilst preparing students through a contemporary curriculum for the world of tomorrow. As one of the highest achieving selective state schools in the country we were proud this year to have been recognised by Ofsted as providing a world-class education.

I have been a Trustee of SHSB since 2012 and became Chair in 2018. I am privileged to be a part of the school's history and the journey ahead to ensure our students can continue to benefit from exceptional opportunities into the future.

As a grammar school, high academic expectations are central to our purpose, and these are sustained through excellent teaching and an extensive programme of support and guidance. Our 2020 Vision however ensures we provide opportunities and enrichment which go far beyond the curriculum. Our students therefore not only excel academically, but through a wide range of creative, sporting and other endeavours, they develop their confidence, emotional intelligence and enthusiasm to make a positive and

worthwhile contribution to society and become our leaders of tomorrow.

Students leave and retain fond memories of their years at the School and stay in contact for many years through the SHSB alumni association which is one of the oldest and largest in the country. With over 3,000 members the Old Southendian Association provides students with the opportunity to continue lifelong friendships and benefit from an extensive community of support.

We recognise all of this can only be achieved through the recruitment and retention of talented, motivated staff who are fulfilled and well-suited to their roles. Our rich heritage and commitment to academic excellence, makes SHSB a truly unique and inspiring place to learn and work. I am therefore delighted to invite applications for the fantastic opportunity to make a significant impact as our next Headteacher.

Thank you for your interest in our School and for reviewing this application pack. If what you read here, and on our website excites you, then we look forward to receiving your application, and if you are called to interview, I look forward to meeting you.

Our school preserves values and traditions from the past and prepares students through a contemporary curriculum for the world of tomorrow.

With best wishes



Sharon O'Ryan
Chair of Trustees

"Contemporary traditions: one with future and with past"



....from the Chair

2020 Vision



SHSB is a selective grammar school with 180 boys in each year group 7 to 11, and a large co-educational sixth form with 400 A-level students, over 100 of whom are girls. The School was rated outstanding against every inspection criteria (Ofsted 2024) and in 2024 has been recognised as one of the top schools in East Anglia.

Ofsted referred to 'an ethos of excellence in both academic achievement and a wide range of activities that permeates all aspects of the School' and they described 'the quality of education provided at SHSB as world-class and second to none'.



We are immensely proud of our exceptional academic outcomes, which routinely place our students amongst the top performers nationally. However, through our 2020 vision, we are also committed to developing our students as future leaders who are morally, socially and emotionally equipped to take an active role in society.

Our admissions policy gives priority access to local students enabling us to develop strong ties with the wider Southend community. Students spend seven years at Southend High School for Boys: the influence of the School throughout those years can be significant in determining the life trajectory for every student. Our vision is to set them on the path towards young adulthood with the highest aspirations and equipped to make a positive and worthwhile contribution to society – often in the role of leaders. Students learn what we teach, but more significantly they learn by how we teach.

Talent is nurtured, learning is valued, challenge is welcomed, participation is expected, and achievement is prized. The School is recognised as a welcoming institution, with an open and friendly approach, where outstanding behaviour is elicited through fostering mature relationships. It is this that makes Southend High School for Boys such a unique, supportive and remarkable place.

Our passionate and hard-working staff deliver the highest standards of teaching and learning. They are highly motivated subject matter experts; a fact endorsed by Ofsted. Our staff also provide unwavering pastoral support and guidance to all students, equipping them with the knowledge and skills to excel as they develop into young adults.

Our students are ambitious for themselves and for others. They embrace challenge and aim for the highest standards in everything they do. From enriching extra-curricular activities to embracing leadership opportunities, our students develop into confident and capable young men and women who go on to make strong and effective contributions to society.

We successfully blend progressive initiatives with our treasured traditions including our thriving house system which was established in 1908 and remains a very important part of life at SHSB today. People enjoy being part of our community because it is a place where the traditional values, mutual respect, integrity and care are placed at the heart of all we do. Being a part of this School means being part of something truly exceptional, and our students are proud to wear the green blazer.

.....our School, our Ethos

forti nihil difficile



SHSB is a creative and pioneering teaching community. In 2006 we became a Leading-Edge school. This accolade recognised our programmes for improving learning and for encouraging innovation. Our philosophy is to share good practice, encourage creativity and nurture innovation so students benefit from a stimulating learning experience and staff benefit from collaboration and professional development with like-minded enthusiastic individuals.

The School is strongly committed to supporting staff in their educational research and gives time allowances and subsidies for this. Over a third of our staff have achieved higher degrees during their time with us. We regularly support colleagues in other schools, having been designated as a regional research hub in 2019, and have a wide-ranging professional development programme.

We were the first secondary school in the Eastern counties to receive the Challenge Award and the first in the world to secure a fifth accreditation in recognition of our provision for highly able learners.

Assessors in the report commented: "Southend High School lives up to its aim of 'Nurturing and Supporting Young Talents' through offering exciting and stretching opportunities for learning well beyond those offered in many other schools. Students make full use of these opportunities, share responsibility with staff for setting and achieving challenging targets for themselves and are proud of their achievements. Challenge is firmly embedded in all aspects of school life."

Our values are reflected in various accolades including being recipients of the Gold Equalities Award for our pioneering work in this field, as well as being a Fairtrade institution and a Pupil Premium Awards winner.

The School offers an extensive range of extra-curricular activities and has an excellent reputation locally for its music and drama. In sport we are proud that our most able athletes have competed in international competitions, have represented England at World Schools Championships in cross country and athletics, and have won over 20 national titles in the last 10 years.

Success isn't only achieved through exceptional performance. It's about consistency, and consistent hard work leads to success.



.....our School, our Ethos

Governance

The School is governed locally by the School's Board of Trustees under the Chairmanship of Mrs Sharon O'Ryan. The Trust Board is comprised of co-opted trustees, elected staff trustees and parent trustees. We are privileged to have a committed diverse group of professionals who care deeply about the school, its staff and its students, and work closely in a professional capacity with the Headteacher. They bring experience in accounting, auditing, law, education leadership, and the medical profession, as well as expertise in Estates, IT, HR and Operational leadership. The Trustees believe it is important that boards reflect the diversity of the communities they serve and use the data about the board's diversity to inform their recruitment and training needs.

The Board of Trustees is accountable to Members of the Trust whose Chair, Paul Richards is a former Chair of the Board of Trustees and along with others, remains actively involved with the School.

The purpose of governance is to provide confident, strategic leadership and engagement, and to create robust accountability, oversight, and assurance for educational and financial performance. The Board of Trustees operates a circular model of governance, whereby Trustees work collectively as a 'whole team' with minimal committees; currently meeting six times per year (once per half-term) to make decisions, consider monitoring reports and recommendations, and conduct routine business. Separate committees operate in the areas of Pay & Personnel and Health & Safety; in addition, the lead Trustees in the areas of Finance & Audit, Pay & Personnel, Curriculum & Pupil Matters, Facilities, plus the Chair and Vice-Chair, meet at least once per term as the Executive Committee. Focus groups meet three times per year to scrutinise Pupil Data, Accounts and Audit, and Forecast & Budget in more depth.



Pastoral Care

Pastoral care provision at SHSB is detailed and extensive. Further information about how the School delivers this through promoting excellent conduct, safeguarding, student services, pastoral support, form time, assemblies, attendance and punctuality, 'looked after' children, SEND and financial support can be read on the School's website.

Pastoral care is strengthened by counselling support and mentors. The mental health of all students is a priority, and both 'Well-being' and 'Careers, Employability and Enterprise' are integral parts of the curriculum, with timetabled lessons for all ages. We are also proud to have been awarded 'Enhanced Healthy Schools Status: Emotional Health and Wellbeing' – further details can be found on the SHSB website in the document 'Enhanced Healthy School Stories'.

Autism Resource Base

To welcome and support students with additional challenges in their educational lives is central to our School ethos and in September 2023, with great excitement we welcomed the first cohort into the Autism Resource Base (ARB) at Southend High School for Boys. The base provides the transitional environment that gives students direct access to a mainstream curriculum, alongside specialised accommodation, support and resources. Admissions to the ARB are overseen by Southend City Council and places are available to a limited number of students with both an Education, Health and Care Plan (EHCP) and evidence of an autistic spectrum condition (ASC).



SEN & Disability Provision

SHSB proudly values the abilities and achievements of all and is committed to providing each student with the best possible environment for learning. Some students may have difficulties during their school life and every student will be helped to try to overcome these. Central to our ethos is to set all students on the path towards young adulthood with the highest aspirations and equipped to make a positive and worthwhile contribution to society.

The provision for students with SEND is a whole-school responsibility and our intention is always to provide support in such a way as to meet the needs of students, without making them feel unnecessarily different from their peers. This is most effective when the School, students and parents work closely towards shared goals. Throughout a student's time at SHSB, we aim to ensure:

- The views of the students are always considered
- There is regular, positive home/school communication
- All parties have confidence in the diagnosis of SEND and are fully informed of the best strategies to meet the student's needs.
- Positive and constructive advice, support and strategies are provided by relevant external agencies.
- Reasonable adjustments are made, and support is provided to ensure students with SEND have access to the same opportunities as all other students.
- Emphasis is placed on providing students with SEND the skills to manage as independently as possible and be prepared for life after school.

.....meeting all students' needs



Job Description

Curriculum, Standards and Welfare

Lead curriculum design and development within and beyond the National Curriculum such that each student may develop their individual interests and talents to the full. Ensure students are provided with a caring, safe and attractive environment in which they can thrive.

KEY REQUIREMENTS

- Create and maintain an environment which promotes high academic standards and ensures that students are afforded the maximum possible choice and opportunity within the school curriculum.
- Create and maintain an environment in which all aspects of individual student achievement (curricular and extra- curricular) are promoted, valued and celebrated.
- Create and maintain an environment which secures sustained improvement in students' spiritual, moral, cultural, mental, physical and emotional development and prepares them for the opportunities, responsibilities and experiences of adult life.

RELATED TASKS

- Determine, monitor and evaluate the school curriculum, identifying and acting on areas for improvement.
- Ensure that a wide range of extra-curricular opportunities are available for all students to enhance their experience and deepen their learning.
- Use benchmarks and set challenging and realistic targets for sustaining high academic standards.
- Ensure a range of educational data is regularly presented to the Board of Trustees.
- Ensure the School is fully compliant with DfE and local authority child protection and safeguarding

regulations and best practice.

- Take overall responsibility for the delivery of excellent pastoral care – providing personal guidance and discipline, contributing to the security and well-being of all students in line with safeguarding legislation, including safer recruitment and working alongside external agencies as appropriate.
- Ensure the existence of systems for target setting, assessment and monitoring of progress.
- Deal with serious breaches of discipline, including suspension and permanent exclusion.
- Manage the School environment to ensure it meets the needs of the curriculum and health and safety regulations.
- Plan for and oversee building/estates projects, working with relevant colleagues.

Leadership

Develop and embed the vision and strategic direction across the School.

KEY REQUIREMENTS

- Ensure all those involved in the School are committed to its aims, motivated to achieve them and strive to secure the long- term success of the School.
- Ensure the most efficient and effective deployment of staff and resources to support teaching and learning.
- Actively collaborate with other schools.
- As Accounting Officer for the Southend High School for Boys Academy Trust, ensure adherence to the Academy Trust Handbook and high standards of probity in the management of public funds, particularly regularity, propriety and value for money.

RELATED TASKS

- Create and implement a strategic plan which takes account of the future needs of the School in a local and national context.

- Report to and be accountable to the Board of Trustees and provide it with information, objective advice and support to enable it to meet its responsibilities.
- Produce and implement clear, evidence-based improvement plans and priorities for the development of the School and its facilities.
- Work with the Trust Board to set appropriate priorities for expenditure, allocate funds and ensure effective administration and control to secure value for money.
- Recognise and manage risks facing the School and implement strategies to reduce their impact.
- Demonstrate a clear set of values and integrity when dealing with others, in line with the Ethical Leadership Framework for Education.
- Put the collective good above personal interest.

Teaching and Learning

Secure high-quality teaching appropriate to the differing needs and aspirations of all students and foster an enthusiasm for learning through a varied programme of curricular and extra- curricular activity.

KEY REQUIREMENTS

- Create and sustain an ethos of high academic standards which promote and secure good teaching, effective learning and constructive relationships between staff and students.

RELATED TASKS

- Systematically monitor and evaluate the quality of teaching and standards of learning and promote evidence-based improvement strategies.
- Take a strategic role in the development of new and emerging technologies, including online learning, to enhance and extend the learning experience of students.
- Work collaboratively with colleagues in the wider context to share best practice in teaching and learning.



People Development

Inspire, motivate and lead the staff within the School, ensuring morale is high and the right structure and mix of staff skills are in place to deliver a world class educational experience.

KEY REQUIREMENTS

- Value, support, challenge and develop staff to sustain good performance and promote collaborative activity throughout the School to meet its strategic aims.

RELATED TASKS

- Build staff capacity and capability to navigate and deliver change, innovation and organisational flexibility.
- Through coaching and mentoring, enable staff to develop expertise in their respective roles through high-quality, inspiring and collaborative continuing professional development.
- Assist in the delivery of the HR strategy, working with colleagues to deliver on people priorities.
- Engage in constructive discussion with staff to maximise student progress and School development.
- Ensure clear delegation of tasks and responsibilities so that teams and individuals are aware of their accountabilities and can undertake effective planning, allocation, support and evaluation of work.
- Manage own workload and that of others to ensure a good work/life balance and staff well-being are maintained.
- Develop, and empower staff enabling individuals to progress to become future leaders.
- Manage people issues with empathy, consulting and negotiating to reach successful outcomes.



Being part of the Wider Community

Be an effective ambassador promoting the work of the School, locally and nationally.

KEY REQUIREMENTS

- Ensure an effective partnership between Governors, staff, parents and students.
- Collaborate with other Headteachers on local initiatives and make a valuable contribution by providing expertise and sharing resources.
- Through liaison and networking, encourage links with the local and wider community of Southend to provide opportunities for students to contribute to and learn from the society in which they live.
- Maintain strong links with the OSA and foster the relationships to the benefit of the school and students.

RELATED TASKS

- Keep parents fully informed about the curriculum and work of the School, their child's progress and how they can offer support.
- Make a significant contribution to the wider education community by working collaboratively with other Headteachers and further develop strong partnerships.
- Foster links with a range of educational, business, cultural, civic and governmental organisations.





Person Specification

Knowledge, Skills and Understanding

- Thorough understanding of what makes for excellence in an ambitious and selective but ethnically and socially diverse school.
- Ability to analyse a school's strengths and interpret relevant comparative data, establish benchmarks and set targets for improvement.
- Proven ability to develop highly effective partnerships with all key stakeholders.
- Comprehensive knowledge of national policy, legislative and financial frameworks and school governance.
- Deep understanding of political, economic, social, religious, legal and technological influences which have an impact on school strategy and operational delivery.
- A thorough understanding of the Head's responsibilities in relation to safeguarding and child protection issues and a clear commitment to delivering best practice in safeguarding.
- Knowledge and understanding of statutory requirements and models for the curriculum and its assessment.

Values and Leadership Qualities

- Strong, visible and collaborative leader with the vision, authority and energy to inspire, motivate and empower people and teams.
- A strategic thinker and leader with outstanding analytical and planning skills.
- A modern and empathetic leader, committed to evolution, not revolution who is able to build on the extraordinary legacy of SHSB and recognise and embrace the importance of its culture and ethos.
- Ability to build an environment of trust, high performance and accountability.
- Strong alignment with the values of SHSB and its mission.
- Exceptional and versatile interpersonal and communication skills.
- Ability to work through challenges, take difficult decisions and exercise sound judgement with integrity.
- Commitment to embracing diversity and inclusion in a changing world and the skills to run an inclusive and diverse school community.

Experience

- Significant experience of senior leadership in secondary education in a large, high-performing selective, non-selective or independent school.
- Evidence of having provided a balance of academic challenge and support to students and staff.
- Evidence of having successfully led change and innovation.
- Significant personal leadership of school improvement, including curriculum, teaching and staff development.
- Successful experience of working in partnership beyond your own school and a commitment to collaborating with colleagues to exchange ideas and learn from one another.
- Evidence of collaborative or partnership working to aid widening access and improve outcomes for disadvantaged students.



Benefits:

- The salary for the role will fall within the Group 7 scale.
- Access will be given to the contributory pension scheme (TPS).
- Free on-site parking and cycle to work scheme.
- CPD through internal and external providers (including a subscription to National College)
- Employee Support Programme offering retail discounts and vouchers, a 24/7 confidential advice line, and counselling.
- Free use of the sports facilities
- The post will be offered subject to the necessary pre-employment checks, including medical fitness and enhanced DBS checks.

Application Process:

Candidates should submit the following, both in PDF format:

- A completed application form (available on the School website [here](#) alongside this candidate information pack www.shsb.org.uk)
- A covering letter addressed to Mrs Sharon O’Ryan, Chair of Trustees explaining your reasons for applying and the strengths and skills you could bring to SHSB. Please clearly explain how your qualifications and experience meet the requirements set out in the Job Description and Person Specification including the school context where the experience has been acquired.

Applications should be made electronically to Louise Kent, HR Manager at lak@shsb.org.uk.

Closing date: 10.00am on Monday 20th January 2025

- All applications will be acknowledged by email.
- On Monday **3rd February 2025**, shortlisted candidates will be invited to visit the School for meetings with the Chair, other key stakeholders and students. Candidates will also complete assessment tasks on this day.
- Final interviews (including a presentation) will take place at the School on **Friday 7th February 2025**.

The selection process is being supported by the Grammar School Heads Association (GSHA) and the successful candidate will be selected by a panel chaired by Sharon O’Ryan, Chair of Trustees. Interested candidates are invited to contact either Mark Fenton or Sharon O’Ryan to arrange a confidential discussion:

- Mark Fenton, CEO GSHA: gshaceo@gmail.com
- Sharon O’Ryan, Chair of Trustees: sharon.oryan@shsb.org.uk

.....how to apply

Our Location:

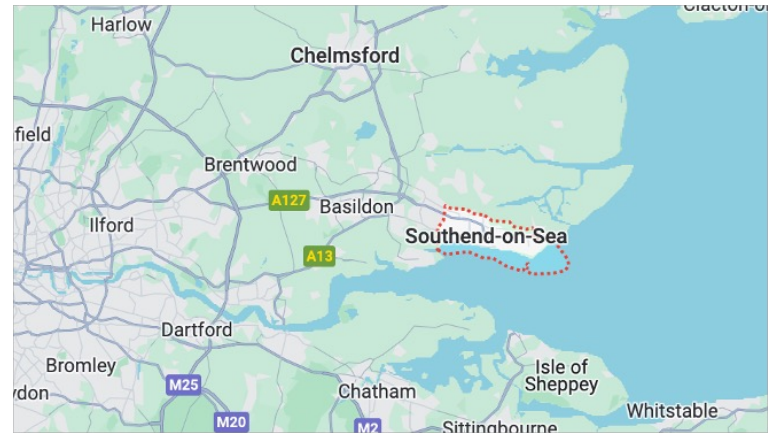
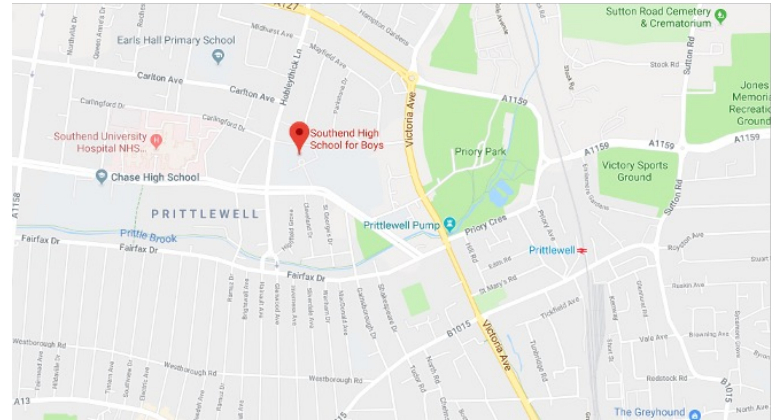
Southend High School for Boys is situated in the heart of the city of Southend On Sea, a resort town on the north side of the Thames Estuary in Essex, southeast England.

Southend originally consisted of a few fishermen's huts and farms at the southern end of the village of Prittlewell. In the 19th century Southend's status of a seaside resort grew after a visit from Princess Caroline of Brunswick and Southend Pier was constructed - the longest leisure pier in the world which it is serviced by a small train and has a museum at its shore end. The Cliff Lift, a century-old funicular, clings to the hillside and offers coastal views. The resort is well known for its beaches and beautiful parks having achieved the third highest number of Green Flag Awards in the East of England.

Southend is now the 52nd city in England and the second in Essex having been granted granted city status in 2022 by Queen Elizabeth II in memory of Sir David Amess, the Conservative MP for Southend West.

Leigh-on-Sea lies to the west of Southend and is often thought of as a 'jewel in the crown' of Essex having been voted as being one of the top ten happiest places to live in the country. Leigh has grown from a tiny fishing village to a trendy town with its café culture, boutiques and restaurants and yet still manages to keep its charm in the original old town, with its unique festivals and seafood stalls.

The town is home to four grammar schools, which are some of the best performing in the country, alongside a wealth of high performing feeder primary schools. SHSB is thirty miles from London and is close to main road and two major fast rail links into London through Fenchurch Street and Liverpool Street, plus good rail links to Chelmsford and Cambridge.



.....how to find us



Data Protection and Privacy Notice:

Under data protection legislation, you have the right to request access to information we hold about you. To make a request, contact enquiries@shsb.org.uk. You also have the right to:

- object to the processing of personal data if it is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed.

We will always seek to comply with your request. However, we may be required to hold or use your information to comply with legal duties. If you have a concern about the way we are collecting or using your personal data, you can raise your concern in the first instance either with the HR Manager (HR@SHSB.org.uk or our Data Protection Officer (dpo@shsb.org.uk. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns>

Recruitment & Selection Policy:

The Trustees recognise the value of achieving a diverse workforce including people from different backgrounds, with different skills and abilities. We are committed to ensuring our recruitment and selection processes are conducted in a systematic, efficient, and effective manner, and promotes equality of opportunity. Please refer to our website for full details of our Recruitment & Selection policy.

Safeguarding:

SHSB is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS). The post is exempt from the Rehabilitation of Offenders Act 1974. To assess suitability to work with children, the School is permitted to ask applicants to declare all convictions and cautions in advance of attending an interview (including "spent" convictions unless they are "protected" under the DBS filtering rules)

