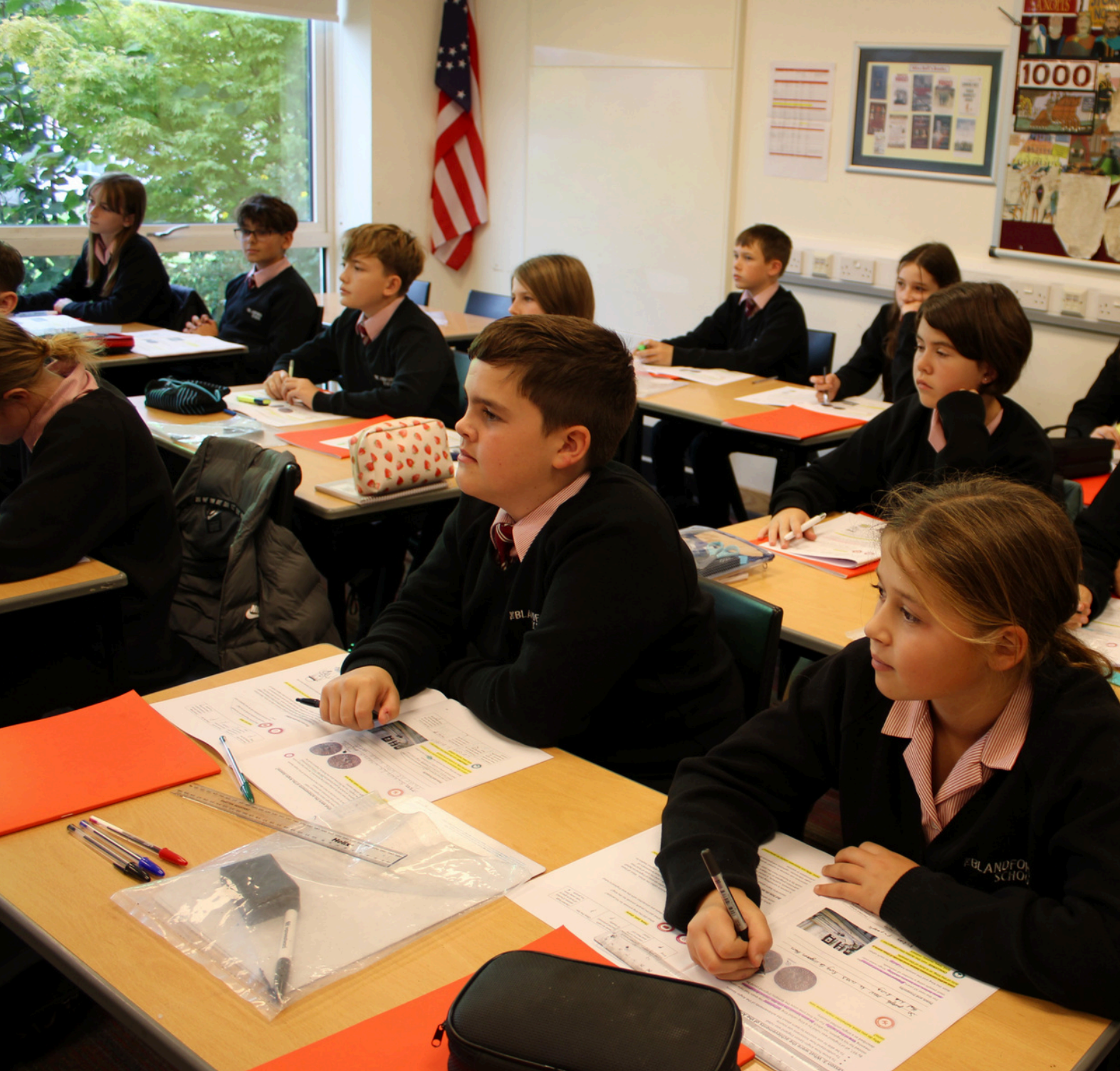




2025

Appointment of Headteacher



The Blandford School

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01258 451121

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www.blandfordschool.org.uk

OFSTED Report 2024



THE BLANDFORD SCHOOL

Respect | Effort | Attitude | Perseverance



Thank you for your interest in leading The Blandford School.

We are a vibrant and inclusive 11-18 maintained comprehensive school. The school's core values of REAP (respect, effort, attitude, perseverance) underpin all aspects of school life.

The Blandford School was rated Good by Ofsted in April 2024, with inspectors acknowledging the school's commitment to delivering high-quality education for all students while addressing any challenges they may encounter. Our Sixth Form performance currently places us in the top 1% of schools across the country; the result of the outstanding progress our students made over the past three years.

Rooted in the heart of Dorset, we are proud to serve our community and provide an ambitious learning environment where students and staff have a strong sense of belonging. We are now seeking an inspirational leader to build on our success.

We look forward to your application.

The Full Governing Board





Our Values

- **Respect** - ensure we are polite, well-mannered and respect the rights we all have
- **Effort** - challenge ourselves, be ambitious and do our best
- **Attitude** - have a positive attitude in every situation
- **Perseverance** - show resilience and determination

ESSENTIAL

QUALIFICATIONS:

- Qualified Teacher Status
- degree level qualification (Evidence: A, R, C)

Key:

A = Application
 R = References
 P = Presentation
 C = Certificates
 I = Interview

EXPERIENCE:

- successful leadership as headteacher, deputy headteacher or equivalent at a secondary school
- an understanding of business, financial and support services when leading a school
- successful experience in managing school capitation budgets and ensuring value for money
- proven track record in leading strategy, articulating vision and managing change to raise standards
- evidence of being a successful classroom practitioner with strong performance outcomes
- effective use and understanding of safeguarding practices
- an understanding of curriculum development and innovation together with the implementation of robust in-school self-evaluation processes
- successful experience of leading a high performing team
- effective use of evidence-based approaches for the development of teaching and learning which have resulted in significantly raising the academic and personal achievement of students
- experience of embedding systems to monitor the quality of teaching and learning
- experience of working in successful partnerships and/or collaboration with other schools and stakeholders
- proven track record of continuing professional development, including training in leadership and management
- successful experience of implementing effective strategies to ensure the engagement and support of parents, carers, stakeholders and the wider community.

(Evidence: A, I, R, P)

DESIRABLE

- other qualifications
eg. Master's degree;
NPQSL; NPQH.
- leadership experience at Senior Leadership Team (SLT) level in more than one school
- experience in Key Stages 3, 4 and 5
- experience of whole school budget setting, forecasting and income generation
- proven ability to work effectively with members of the local community in developing the school as a community resource
- experience of human resources
- risk assessment awareness
- experience of working effectively with external agencies
- knowledge of the statutory requirements and relevant legislation relating to school leadership and management including health and safety; child protection and safeguarding; safer recruitment and equality of opportunity.

ESSENTIAL

KNOWLEDGE AND SKILLS:

- proven ability to think and plan strategically, collaboratively and creatively to reflect, promote and deliver the school's vision, values and priorities
- an outstanding role model with a professional approach that demands excellence
- In-depth knowledge and understanding of the wider educational agenda including current national policies and educational issues as well as the statutory and legal framework governing the operation of schools
- ability to communicate and inspire both verbally and in writing to a wide range of audiences
- commitment to working closely with the Full Governing Board, in all respects
- in-depth knowledge and experience of best practice in teaching and learning (including the use of research and technology) to support student achievement, the delivery of the curriculum and school support systems. **(Evidence: A, I, R, P)**

PERSONAL QUALITIES:

- an outstanding role model with a professional approach that demands excellence
- inspirational team leader
- commitment to uphold the 7 principles of public life (The Nolan Principles) and ensure personal beliefs are not expressed in ways which exploit the position
- personal conviction to raise standards
- high standard of professional conduct
- committed to maintaining confidentiality
- honest and trustworthy
- outward facing
- ability to work under pressure, prioritise and meet deadlines effectively
- excellent communication, interpersonal and presentational skills
- resilient, calm, energetic and enthusiastic
- ability to take difficult decisions and conduct challenging conversations
- proven track record of valuing staff and students for the contribution they make to the organisation
- good sense of humour. **(Evidence: A, I, R, P)**

Local Extracurricular Visits 2024



Job description

Salary: Group 7 (L31 – 37) £104,040 - £120,524

Contract type: Full Time/Permanent

Reporting to: Full Governing Board/Dorset Council

Start Date: 1st September 2025

Main purpose:

- sustain and develop the school ethos, values and strategic direction together with the Full Governing Board and through consultation with the staff
- conduct rigorous self-evaluation which informs strategic priorities and leads to school improvement
- oversee systems, processes and policies, so the school can operate effectively
- maintain and develop a safe, productive learning environment which is engaging, motivating and aspirational for all
- allocate financial resources appropriately, efficiently and effectively
- ensure the school remains a central part of the school community.

School culture, relationships and behaviour:

- maintain and further develop a culture where students experience a positive and enriching school life
- uphold ambitious educational standards to prepare students for their subsequent destination
- ensure high standards of attendance and behaviour from students, built on expectations and routines that are understood by all and clearly demonstrated by all adults in school
- use consistent and fair approaches to managing behaviour, in line with the school's Relationships and Behaviour Policy; ensure expectations and routines are understood by all
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of excellent staff professionalism
- ensure student voice contributes to school culture.

Teaching and learning, curriculum and assessment:

- sustain and develop high-quality teaching and learning across all subjects and phases, using evidence-based research
- ensure teaching is underpinned by high levels of subject knowledge and approaches which respect the distinct nature of subject disciplines
- ensure the teaching of a broad, structured and coherent curriculum
- establish effective curricular and pastoral leadership, developing leaders with high levels of relevant expertise and access to professional networks and communities
- effectively use assessment and performance outcomes to inform decisions and strategy
- ensure parents and carers are kept informed of their child's attainment and progress
- acknowledge excellence and challenge underperformance.

Organisational Management:

- ensure staff and students' safety and welfare through effective approaches to safeguarding, as part of the duty of care
- ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention to workload
- oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk
- lead the Senior Leadership Team and senior leaders effectively, utilising their skills and talents.

Inclusion and SEND:

- promote a culture of inclusion and professional practices which enable all students to access the curriculum
- have ambitious expectations for all pupils with SEND
- ensure there is a strong partnership with parents and carers and make sure the school works effectively with them and wider professionals to identify additional needs and provide support and adaptation where appropriate
- ensure the school fulfils statutory duties regarding the SEND Code of Practice.

Professional development:

- ensure careful and effective implementation of improvement strategies which lead to sustained school improvement
- ensure staff have access to appropriate, high quality professional development opportunities
- ensure training and continuing professional development is effectively planned, delivered and evaluated utilising external specialists as required
- have an in-depth knowledge and understanding of the wider educational agenda, including current national policies and educational issues and the impact on continuing professional development.

Governance, accountability and working in partnership:

- understand the role of effective governance
- ensure that staff understand their professional responsibilities and are held to account
- ensure all staff are in line with statutory and school policies
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- be outward facing, share good practice and engage in self-evaluation work with school leaders beyond TBS
- forge constructive relationships beyond school, working in partnership with parents, carers and the local community to improve educational outcomes for all.

General:

- the current Teachers' Standards and Headteachers' Standards must be met
- 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 post holder may be required to do other duties appropriate to the level of the role.



The Blandford School Sixth Form

The Blandford School Sixth Form is a high-performing and close-knit community, recognised in the top 1% of UK schools for value added, with an ALPS 3 Year T-score grade of 1 and a top 10% award for 2024 results. Small class sizes and personalised support enable students to achieve outstanding outcomes, whether pursuing vocational training, apprenticeships, or places at top universities, including Oxbridge.

Our Sixth Form curriculum includes a one-year Level 2 programme and a two-year Level 3 programme, offering both A Level and vocational courses. Through strong partnerships with universities, employers, and external organisations, we provide students with the skills and opportunities essential for success. As a vital part of the school's commitment to excellence, the Sixth Form provides an inspiring environment for growth and innovation under forward-thinking leadership.



Sports Day 2024

THE BLANDFORD SCHOOL 
Ofsted
Good Provider



**The Addams Family
2023**



National Netball Tournament 2024



How to Apply

If you share our ambition and would like to join our dedicated team of professionals in September 2025, we would love to hear from you.

Candidates must complete the application form which includes an additional statement in approximately 500 words, addressing the following questions:

- Why do you want to be Headteacher at The Blandford School?
- What is your educational philosophy?

Your application must include:

- full contact details (address, telephone numbers and email address)
- details of two referees, including their name, position, organisation, telephone number and email address. One referee must be your current or most recent employer. If you do not wish us to contact referees at this stage, please make this clear in your application.

Submitting Your Application

Please send completed application forms to:

Georgie Mutton – Clerk to Governors gmutton@blandfordschool.org.uk

For further details or to request an informal discussion, please contact: office@blandfordschool.org.uk

Selection Timeline:

- application deadline: Wednesday, 26th February 2025 (by noon)
- selection activities & interviews: Tuesday, 11th March and Wednesday, 12th March 2025.

Important Information

The Blandford School is committed to equal opportunities employment and to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

Any offer of employment will be subject to:

- a satisfactory DBS Enhanced Disclosure
- acceptable references
- additional safeguarding checks, including online searches, in line with Keeping Children Safe in Education (KCSIE) guidance.

If you would like to visit the school in advance of applying, please contact Stacey Stevens sstevens@blandfordschool.org.uk to organise a tour on Monday 10th February or Wednesday 12th February.

The Blandford School HALL OF FAME



Maisy Allen

England Rugby Player

**From The Blandford School
to Rugby Glory**

Maisy Allen, a proud former student of The Blandford School, has made her mark in international rugby. After leaving TBS, she studied at Hartpury College, played for Gloucester-Hartpury, and represented England U18s. Later, she moved to Exeter, where she earned a degree in Sports and Exercise Science while captaining the England U20s and making her World Series debut with the England 7s squad. Now entering her fourth season with Exeter Chiefs, Maisy has earned 51 caps and two Premiership Cup titles.

Her advice to TBS students: *"Set goals, embrace challenges, and understand your purpose. It's okay not to have all the answers, but keep pushing forward, even on the toughest days."*

The Blandford School HALL OF FAME



Faisal Giwa

2nd Year PhD Student in Chemistry at
the University of Manchester

**From The Blandford School to Pioneering
Synthetic Biology Research**

Faisal Giwa credits The Blandford School as the foundation of his scientific journey, inspired by his biology and chemistry teachers to pursue a STEM career. After earning an MSci in Biochemistry from the University of Bristol, he discovered his passion for synthetic biology—designing artificial biological systems—and translational science, focusing on real-world applications. This led to an MRes in Synthetic Biology at Imperial College London and his current PhD programme at the University of Manchester, where he is engineering bacteria to produce spider silk-inspired materials.

Faisal's advice to students is simple: *"I just do not believe there are things that I cannot do."* His journey shows the power of ambition and perseverance in achieving groundbreaking work.