

The King David High School



Headteacher Candidate Pack

Welcome Letter

Dear Applicant

Thank you for showing interest in becoming our new Headteacher at King David High School.

Our mission is to encourage each and every child to reach the highest levels of academic achievement, creativity and personal development. Equally, our aim is to create a generation who will be knowledgeable, committed to their faith and values and who will become outstanding citizens within the Jewish and wider community.

Our Yavneh streams cater for the more religious students and provide a single sex options for both boys and girls.

Historically, we have been one of the top performing state schools with a strong track record for successful Oxbridge applications and to other leading universities.

We are looking for an inspirational leader for our school. The ideal candidate will be strategic with a track record of taking schools to the next level. We welcome candidates of any faith or none.

If you are someone who can provide visible leadership to the whole school community and to embody the school's values, we want to hear from you.

Our immediate priorities are:

- to maintain the excellence for which the school is renowned
- to reverse the recent decline in academic standards and have the school's rating back at the top of the national league tables
- to improve behavioural standards
- to enhance Judaism and its values throughout the school

We are also keen to build on the strong foundations of the school and together with our highly trained staff body, to enable the school to be outstanding in all areas.

You will bring clear focus on how we can further improve on what we already do and play a key role in the strategic and future development of King David High School.

We welcome you to talk to us before submitting your application.

Yours sincerely,

Jonathan Dover



About our School



The King David High School is an 11-18 Jewish faith school with academy status, with almost 800 students on roll. It is situated just north of Manchester city centre and is housed in modern buildings with excellent facilities.

Until recently, King David consistently ranked amongst the top performing, non-selective state schools in the country. The last two years have seen a decline in academic achievement and a dip in standards, both with regard to the Jewish ethos of the school and general behaviour.

The governors are seeking to appoint a charismatic and dynamic head, committed to achieving the highest standards, who will promote and support the Jewish ethos of the school, inspire and lead staff, pupils and students and ensure that every child reaches their potential in a supportive, warm and caring environment.

The school is a modern Orthodox Jewish faith school and the ethos and values of the Jewish faith underpin all aspects of school life. The vast majority of the children are of the Jewish faith and come from across the religious spectrum from those who have minimal connection with Judaism in their life outside school, to those for whom Jewish practice and religion inform all aspects of their daily life. The school welcomes staff from all backgrounds, be they of any faith or none. It asks them to support and uphold the ethos and be good role models, helping the pupils to understand the difference between right and wrong, to be courteous and polite and to develop a sense of responsibility for others.

The school benefits from a parent body who care deeply about education and academic achievement and expect the school to help each child achieve their potential in a caring and nurturing environment. Manchester is home to some excellent schools and parents will consider sending their children to the independent sector if they are not satisfied with the school's performance. Parents have recently expressed concern that standards have declined and parental satisfaction is consequently not what is used to be.



About our School continued



The school's mission is:

- To provide academic excellence for each child according to their ability, enabling them to achieve their full potential.
- To imbue the children with an appreciation of their religion, heritage, culture and identity, including the centrality of the State of Israel for the Jewish people.
- To provide a warm and caring environment, where children feel valued and can flourish and are offered support and help when needed, so that when they leave school, they are confident and resilient, well prepared for their next stage in life
- To encourage the children to be well behaved, responsible and considerate of the needs of others so that when they leave school, they are young people we can be proud of who will be good citizens and contribute positively to society.
- To offer a wide range of extra-curricular activities to enrich the life of pupils and students allowing them to develop and shine in areas beyond the classroom.

With regards to the internal organisation of the school, it consists of three sections. The majority of pupils are taught in the Main School which is coeducational and streamed on entry, based on performance in formal written assessments taken in January of Year 6 and on reports from pupils' primary schools. The streams are named after the biblical kings Solomon, Saul and David, with Solomon catering for the most academically gifted, Saul for the broad middle range and David for those who will benefit from smaller class sizes and extra help and support to achieve well. The pupils and parents know that every child is equally valued and the naming of the streams is designed to reinforce that message.

Teachers are allocated classes across the full ability spectrum so that all pupils benefit from the same quality of teaching. The streaming is fluid, with a review twice a year and by Year 9 pupils are set in each subject with some setting in lower years depending on timetable constraints. The vast majority of pupils achieve good results at GCSE enabling them to continue into the Sixth Form.

There are two smaller sections of the school, Yavneh Boys and Yavneh Girls, catering for pupils from religiously observant homes who want more Jewish Studies and appreciate the single sex environment. Yavneh lessons are generally taught in the Yavneh buildings for classes which do not require a specialist teaching area. Children attending Yavneh have an extended school day to allow them to follow the same curriculum as the Main School with additional Jewish Studies. Pupils are able to move from Yavneh to the Main School or from the Main School to Yavneh should they so wish. There has been a recent focus on ensuring that the Yavneh offering appeals to parents, as there is increasing competition from other schools in the community.

There is a strong and dedicated governing body who are focussed on ensuring the school's success, arresting the current decline and restoring the school to its former position. They are seeking to appoint an outstanding headteacher to enable them to achieve this.





Headteacher Job Description

Job Title: Headteacher

Salary: L25-L28

Job Purpose: To provide leadership in the organization and management of the school, staff, pupils, students, budget and premises.

Responsible to: The Governing Body

Core Purpose:

The Headteacher will provide strategic leadership and direction to ensure the highest standards for pupils and students, outstanding teaching and continuous challenge to promote further school improvement .

Strategic Leadership:

- Lead by example, providing consistent and motivational leadership
- Work with the Governing Body and all stakeholders to develop the shared vision and strategic plans for school
- Provide encouragement, support and challenge to the Senior Leadership Team to ensure the highest standards across all aspects of school life
- Plan and organise effectively to ensure that strong outcomes are achieved and sustained by all member of staff
- Set and critically evaluate performance targets and ensure that these are achieved for all groups
- Work closely with parents, carers and the wider community
- Develop leadership capacity at all levels through coaching, mentoring and other appropriate means
- Promote well-being for all staff



High Quality Teaching and Learning:

- Instil a culture of high expectations in all aspects of school life
- Promote the highest quality teaching and learning through sound strategies of monitoring and evaluation of the quality of education and pupil outcomes, setting targets for improvement
- Ensure that robust assessment of data analysis is used to set challenging targets and provide support where it is needed by staff or pupils
- Develop an inclusive supportive approach so that children know they are welcome, are encouraged to reach their full potential and to enjoy the school and the learning experience
- Ensure that effective and appropriate pastoral support is available to children
- Motivate and enable all staff to carry out their roles to the highest standards, through high quality continuing professional development

Systems and Process:

- Work with the school Finance Team to build a sustainable budget and reflecting the future needs of the school
- Ensure the regular monitoring of the budget and effective use of resources
- Ensure all school policies are regularly updated and strictly adhered to
- Ensure that all senior and middle leaders have clear responsibilities and accountabilities
- Ensure agreed reporting mechanisms are in place for Governing Body
- Ensure that robust safeguarding procedures are in place and clear communication
- Ensure that health and safety procedures are understood and rigorously followed by all staff

This job description summarises the responsibilities and duties of the Headteacher. Full details of statutory professional duties and tasks are set out in School Teachers' Pay and Conditions Document

Person Specification



<i>Qualifications and Experience</i>	<i>Assessment Method</i>
Qualified Teacher Status or Qualified Teacher Learning and Skills (QTS or QTLS) (with degree level education or equivalent). Desirable: National Professional Qualification for Headship (or working towards this) or evidence of other successful post-graduate study (e.g. MA in Education).	A
Proven recent senior leadership experience in a relevant sector school.	A
Proven excellent and inspirational teaching relevant to sector.	A,I
Relevant experience of working with children with a wide range of special needs.	A,I
Experience and understanding of managing people, budgets and IT in relation to its effective use in the curriculum.	A,SS,I
<i>Knowledge and skills</i>	
Leadership and Management	
The ability to establish and sustain the school's ethos and strategic direction in consultation with stakeholders.	I
To have an up-to-date understanding of national policy, curriculum developments, and statutory and legal frameworks within which schools operate, including the Ofsted Inspection framework and safeguarding practices and procedures.	SS,I
The ability to lead, motivate and inspire others and manage people to work as individuals and as part of a team. To provide professional leadership, motivate staff, set standards and engender initiative and a common purpose.	SS,I
The ability to initiate and manage change to meet the school's strategic objectives.	I
The ability to lead the development, planning, monitoring and evaluation process.	I
The ability to manage and plan strategically the use of financial and other resources to achieve the school's objectives.	SS,I
The ability to plan, prioritise and delegate responsibilities according to both the long term and day-to-day needs of the school, monitor their implementation and ensure feedback on their effectiveness.	SS,I
The ability to identify and evaluate data critical to the assessment of the school's performance and take appropriate action.	SS,I
The ability to develop positive and respectful relationships across the school community with high expectations of behaviour creating a safe, orderly and inclusive environment.	SS,I
The ability to create a culture where pupils experience a positive and enriching school life.	SS,I
The ability to communicate effectively in writing and orally to a range of audiences.	SS,I

Person Specification



<i>Qualifications and Experience Continued</i>	<i>Assessment Method</i>
Management of Teaching, Learning and Assessment	
Demonstrate an evidence informed understanding of child development and how children learn.	A,SS,I
Demonstrate a thorough evidence informed understanding of teaching, learning and assessment.	A,SS,I
Demonstrate a thorough understanding of the teaching skills required to achieve high standards and experience of raising pupil attainment and ensuring strong pupil progress.	A,SS,I
Demonstrate an ability to monitor and evaluate the quality of teaching, learning and assessment with a demonstrable impact on improving pupils' outcomes.	I
Demonstrate a very good knowledge and understanding of how to provide a broad structured, coherent and accessible curriculum, with ambitious expectations for all pupils, including those with SEND, with a good understanding of how to provide the widest range of opportunities to those with SEND through support and adaptation where appropriate to enable them to achieve their full potential.	I
The proven ability to work in partnership with all families to involve them in the education of their children.	SS,I
Managing Staff and Personal Professional Development	
The ability to lead, develop and motivate colleagues through effective performance management and continuous professional development (CPD).	SS,I
Up-to-date knowledge and understanding of current developments in education, including evidence of commitment to recent CPD.	A,SS
The ability to drive a culture with high levels of staff professionalism and performance whilst effectively challenge underperformance.	A,SS,I
Managing the School	
The ability to be accountable to the Governing Body for decisions taken affecting pupils, staff and the wider community and to establish and sustain a good working relationship with the Governing Body.	I
The ability to promote good staff and parent relationships and deal sensitively with people and any conflicts.	SS,I
The ability to work in partnership with Governors, the LA, other schools and wider professional networks.	SS,I
The ability to undertake whole school self-evaluation and performance monitoring using all data available (including local and national standards) to rigorously analyse performance identifying barriers which limit school effectiveness and prioritising areas for improvement.	SS,I
The ability to undertake rigorous approaches to identifying, managing and mitigating risk.	SS,I
The ability to deploy staff effectively and actively manage staff workload.	SS, I
Commitment to safeguarding children and ensuring all members of the community share that commitment.	A,SS,I

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post will be subject to an enhanced Disclosure and Barring Service check.

How to Apply

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact William Bridge at Academicis, our recruitment partner, on wbridge@academicis.co.uk or by phone on **07825 346535 / 01223 907979**

Closing date: 7th May 2024

Shortlisting: 9th May 2024

Interviews: W/C 13th May 2024



The King David High School
Eaton Road, Higher Crumpsall
Manchester, M8 5DY

