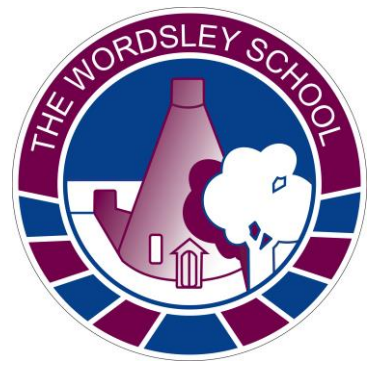


# HEADTEACHER APPLICATION PACK



BELIEVE · ACHIEVE · INSPIRE

# Contents

---

Page 2	Contents
Page 3	Welcome
Page 5	MVVM (Mission, Vision, Values and Motto)
Page 6	Staff benefits
Page 7	Job description
Page 10	Person specification

# Welcome

Owing to the promotion of our current Headteacher to another school, we are advertising a vacancy for the post of Headteacher, to commence January 2024 or earlier if possible.

We welcome applications from serving Headteachers/Principals and Deputy Headteachers/Vice Principals, and the flexible start date has been agreed specifically to enable applications from both of these eligible groups.

The unique sense of 'community' sets our school aside from any other school that I have been a part of. As a group of over 60 teachers and 50 additional non-teaching staff, every single adult in the school has a critical part to play in our school and the sense of purpose that underpins everyone's individual contribution is what makes our working environment so collaborative and supportive. If you decide to apply to lead our school, you will be joining a committed team of staff who make it their business to excite and inspire our pupils, providing them with the very best opportunities to be successful. Moreover, you will be joining a cohesive and ambitious Senior Leadership Team (SLT), who are incredibly driven to further develop and enhance our school over the coming years, supporting the pupils whom we serve every day.



The school is in a very strong position. Academic results have increased considerably over the past three years, with the school's P8 score markedly above what it was pre-pandemic, in each of the four P8 buckets and overall. The progress of pupils in receipt of the Pupil Premium Grant is in-line with national standards and the progress made by our most-able pupils is one of the most improved in Dudley.

In addition to strong academic results, the school is oversubscribed and moreover, owing to its success and popularity, its Published Admission Number has increased from 151 to 240 in the past three years. The school is now a leader in innovation, with every classroom being equipped with a 'clevertouch' smartboard and every member of staff with an ipad, enabling seamless learning opportunities. The school is very well resourced and has recently opened a £6M suite of English classrooms, Library and Sports Hall. Despite the national funding pressures that schools are currently facing, through prudent financial management and efficient resourcing, our school is well-equipped to face the challenging times ahead, without needing to compromise class sizes (which are the third lowest in the Dudley area), nor our commitment to a very generous allocation of PPA time for staff (currently 14% for a classroom teacher, and more for TLR postholders).

Our SLT is currently structured as follows:

- Headteacher – Gareth Burton
- Deputy Headteacher Quality of Education – Curriculum Intent and Impact – Helen Griffiths
- Deputy Headteacher: Quality of Education – Curriculum Implementation – Linda Parry
- Assistant Headteacher: Personal Development – Andrew Fisher
- Assistant Headteacher: Pupil Behaviour and Attitudes – James Griffiths
- Assistant Headteacher: Quality of Education – Curriculum Intent and Impact – Tom Brain
- Assistant Headteacher: SENCo – Sarah Austin
- School Business Manager – Cathy Stewardson

I strongly encourage you to take the opportunity to come and visit the school prior to submitting an application. Visits are offered at the following times:

- Tuesday 13<sup>th</sup> June between 8:30 and 10:00am.
- Wednesday 14<sup>th</sup> June between 8:30 and 10:00am.

If you would like to arrange a visit, please contact Rachel Potter (PA to the Headteacher) by email ([rpotter@wordsley.dudley.sch.uk](mailto:rpotter@wordsley.dudley.sch.uk)) or telephone (01384 816015) to make an appointment. In addition to this, a wealth of information about our school can be found on our website.

Beyond this, if you would like to apply for the post, please do so by applying at <https://www.wmjobs.co.uk> Your supporting statement should be a maximum of three sides of A4 (min. font 11) and should outline how your leadership portfolio to date is suited to the requirements of the job description and person specification. The deadline for applications is **10:00am on Thursday 22<sup>nd</sup> June.**

Applicants who are shortlisted for interview will be contacted on Friday 30<sup>th</sup> June, with interviews taking place as follows:

Monday 10<sup>th</sup> July (Interview Day 1)

Tuesday 11<sup>th</sup> July (Interview Day 2 – subject to further shortlisting following Day 1)

If you believe that you are the right candidate to lead our school into and through the next chapter in its exciting journey, I look forward to hearing from you.

**Ian Grosvenor**  
**Chair of Governors**

# Mission, vision, values and motto

A school is defined by its culture and ethos – ‘the way things happen’. At The Wordsley School our culture and ethos is our unique selling point and together we strive to fulfil our mission, with a clear vision, motto and five key values that underpin our daily work.

## **OUR MISSION**

To provide an outstanding and enjoyable educational experience for everyone in our Wordsley community

## **OUR VISION**

We promote high levels of aspiration and achievement, and support each other to be the best we can be

## **OUR VALUES**



**CURIOSITY:** we have enquiring minds and are keen to learn



**INTEGRITY:** we are honest and have strong moral principles



**KINDNESS:** we are friendly and considerate of each other



**RESILIENCE:** we respond well to challenge and are keen to improve



**RESPECT:** we have an appreciation and awareness of others

## **OUR MOTTO**

**BELIEVE · ACHIEVE · INSPIRE**

# Staff Benefits

---

Every school is unique and ours is no exception. One of our unique selling points is the relatively high average length of service of our staff, and relatively low rate of staff turnover. Neither of these are by chance and are the product of staff feeling trusted, empowered and recognised for leading the roles they do. Below is a list of just some of the 'pull factors' that contribute to making our school a great place to work

- An ipad to use in school and at home, to enable seamless remote working, using cloud-based technology.
- Complimentary staff breakfast every Friday at 8:00am – a great way to catch up and connect with colleagues at the end of a week.
- Complimentary use of the school sports facilities, including gymnasium, swimming pool and fitness equipment.
- Comprehensive range of staff social events throughout the year.
- Contribution to and from our Staff Wellbeing Group, who meet six times per year.
- Engagement in our optional 'Leadership Development Programme'.
- Focused weekly SLT meetings, which run to time and have a cut-off of 5:00pm – without fail!
- Generous allocation of directed time for teachers and SLT (For the 2022/23 year, only 93% of the permitted 1265 annual hours are directed to staff, with all teaching staff having at least 14% of the timetabled week allocated as non-contact periods; more for TLR postholders. Deputy Headteachers are allocated a teaching timetable of around 27%: 8 periods out of 30 and as far as possible, this is within their specified subject area.
- Individual weekly strategic development time, which can be completed remotely.
- Outstanding, tailored CPD as part of our instructional coaching programme.
- Third lowest pupil to teacher ratio (average of 15.6 pupils per teacher) in all Dudley secondary schools.
- Support in completing relevant external leadership development programmes.



# **Job Description**

---

**Post title:** Headteacher  
**Responsible to:** Chair of Governors  
**Salary:** Leadership pay spine (L25 – L31)

**The successful applicant will be expected to fulfil the Headteachers' Standards 2020 (updated 15<sup>th</sup> October 2020).**

## **School culture**

- establish and sustain the school's ethos and strategic direction in partnership with governors and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

## **Teaching**

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

## **Curriculum and assessment**

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

## **Behaviour**

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

## **Additional and special educational needs and disabilities**

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

## **Professional development**

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

## **Organisational management**

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

## **Continuous school improvement**

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement



- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

### **Working in partnership**

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

### **Governance and accountability**

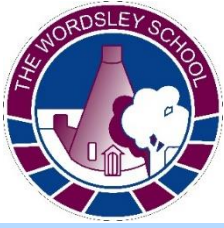
- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

# Person Specification

<b>Qualifications, professional development and knowledge</b>	<b>Essential (E) Desirable (D)</b>	<b>Application (A) Interview (I) Reference (R)</b>
Qualified teacher status.	E	A
Educated to degree level.	E	A
Ability to teach at a consistently high level, evidenced by pupils' academic outcomes over time.	E	A/R
In-depth knowledge and understanding of the Ofsted School Inspection Handbook	E	I
A willingness to keep abreast of relevant educational research and pedagogical development.	E	I
Degree classification of 2:1 or higher.	D	A
Other professional development qualification(s) relevant to the post.	D	A
NPQH/MEd	D	A

<b>Professional experience</b>	<b>Essential (E) Desirable (D)</b>	<b>Application (A) Interview (I) Reference (R)</b>
Experience of being a Headteacher/Principal, <b>or</b> Deputy Headteacher/Vice Principal for at least three years	E	A
Evidence of positive impact over time, in whole-school leadership priorities, within the past three years.	E	A/I/R
Experience of working with governors.	D	A/I/R
Plan, implement and evaluate the effectiveness of a medium/long term plan designed to raise standards.	E	A/I/R
Rapidly analyse pupil performance data, with a high degree of accuracy, drawing logical conclusions and recommendations for further action.	E	I
Competently use management information systems.	E	A/R
Assimilate financial information and demonstrate astute financial awareness.	E	A/R
Analyse legislation and other complex documents, summarising required actions for multiple audiences.	E	A/I/R

<b>Traits and competencies</b>	<b>Essential (E) Desirable (D)</b>	<b>Application (A) Interview (I) Reference (R)</b>
Outstanding oral communicator.	E	I
Written communications are appropriate for the intended audience, grammatically correct and showcase high levels of written literacy.	E	A/I/R
Confidently communicate with audiences of varying sizes, articulating content with passion and clarity.	E	I/R
Ability to delegate effectively and hold staff to account.	E	I/R
Demonstrate dynamism and creativity in solving problems.	E	A/I/R
Motivate and inspire individual colleagues and teams.	E	I
A 'self-starter' with the ability to prioritise effectively and meet deadlines	E	I/R
Outstanding levels of EQ and self-awareness.	E	I
<p>Someone who:</p> <ul style="list-style-type: none"> <li>• is reflective, with high levels of personal resilience and able to accept constructive feedback from others in order to further improve performance.</li> <li>• prioritises 'the team' above 'self', and contributes wholeheartedly to the life, culture, spirit and ethos of our school.</li> <li>• thrives on challenge, with the necessary drive and determination to get a job done.</li> </ul>	E	I



# The Wordsley School



## **The Wordsley School**

Brierley Hill Road  
Near Stourbridge  
West Midlands  
DY8 5SP  
(01384) 816015

[rpotter@wordsley.dudley.sch.uk](mailto:rpotter@wordsley.dudley.sch.uk)  
[www.wordsleyschool.co.uk](http://www.wordsleyschool.co.uk)