



Key Stage 5 Director

Application Pack

January 2024



Principal's Welcome

Thank you for your interest in our school and the post of Director – Key Stage. These are new permanent posts that have been created to support us in our aim to become a Top 10% school within the next 5 years. The post will suit an extremely ambitious individual who is looking to eventually become a successful vice principal.

Our school is a dynamic and heavily oversubscribed all-through academy which covers an age range from 4 to 19. The school caters for over 2100 students across our Primary phase, Secondary phase, and Sixth Form.

The role will oversee the work of the performance leaders working across each key stage. They will be responsible for outcomes across the key stage. Applicants are welcome from any subject teaching background and the successful applicant would be expected to continue to teach in their own subject area. As a member of the leadership team, your role will be instrumental in leading staff to push our students to reach their full potential and challenge them to become ambitious, confident, and successful young adults as they progress into the next stages of their lives.


The school is currently rated as 'Good' with 'Outstanding' features by Ofsted. Our early years foundation stage provision is judged to be outstanding.

We continue to improve and aim to become one of the highest performing schools in the Northamptonshire area. We are a "High Performance Learning School" and in November 2021, we obtained the "High Performance Learning, World Class School Award". We are now part of the HPL global fellowship and collaborate with schools both locally and internationally.

Our vision for the school is that it becomes a centre of excellence in developing innovative teaching as well as being a school that focuses on developing success, confidence, and ambition in all our students. It is therefore important that the successful candidate has a true passion and determination for developing teaching and learning, coupled with a drive to deliver outstanding outcomes for our students.

If you feel that our school ethos fits your ambitions, we would very much like to hear from you. This position is available from 1st September 2024.

Regards,

A handwritten signature in black ink, appearing to read 'D J' followed by a long horizontal line ending in an arrowhead.

David James
Principal



Our school

We are an oversubscribed, academically successful all-through school that strives to develop young people into ambitious, extraordinarily successful, happy, and resilient young adults.

Being an all-through school has a number of benefits for staff, students and parents; children to stay settled, staff can work together across all phases and parents can be assured with a consistent approach to their child's education.

We make learning enjoyable from reception right up to the sixth form. We provide a challenging academic curriculum, coupled with an incredibly supportive pastoral system that values the strengths and talents of the individual student. Our purpose built, modern facilities, provide students with a wealth of exceptional learning spaces, including specialist science laboratories, drama and music studios, a dedicated sixth form study centre and so much more.

Since our opening in 2004, we have progressed as a school to offer both excellent facilities and teaching. We are an Ofsted rated 'Good' school and in 2021, we secured the prestigious World Class School Award following the High Performance Learning philosophy.

Our vision for the future

Our ambition is to become a top 10% school nationally, in all that we do. We are currently working well above this target in a number of areas and, with the help of our whole school staff body which you could be a part of, we continue to strive towards this goal against all measures to become one of the highest performing schools in the country.

*"Pupils are well supported for their next steps in education and training.
Opportunities for extra-curricular activity are highly regarded."*

Ofsted, 2020

Our vision and values

Caroline Chisholm School is a safe, inspiring, and inclusive learning environment, where everyone is valued, respected, and supported for wellbeing and success.

Our school community is built on:

Ambition

By developing the school culture, where everyone:

- strives to be the best they can become
- aspires to ambitious goals
- nurtures and supports

Confidence

Where everyone develops self-belief by:

- overcoming challenges
- taking calculated risks
- upholding our shared values

Success

Where everyone is inspired to:

- become a high performing learner
- embrace a range of rich and diverse opportunities
- celebrate achievement in all its forms

Our school ethos 'Everyone, Every Lesson, Every Opportunity' carries across all phases of our school. If our ethos fits with your ambitions, we would very much like to hear from you.



Strategic hubs

The strategy will be delivered through three delivery hubs.

Learning

 <h3>HPL</h3> <ul style="list-style-type: none"> We have a strong learning culture where HPL is exemplified across all phases (inspirational independent learners, community learning, minimal interventions, pride celebrating success) We see consistently great teaching for everyone in every lesson where students are enthused and motivated to learn and where teachers have great skills, understanding and support for HPL Our approach is informed by what we've learned from research and our links (international schools, HPL connections, local business links) World class development of teaching pedagogy 	<h3>Curriculum</h3>  <ul style="list-style-type: none"> Our all-through curriculum is integrated seamlessly from Year 1 to Year 13 and is carefully sequenced to build on prior knowledge and skills. The curriculum has the values of globalism, diversity and concerned citizenship embedded throughout. The curriculum is carefully planned to systematically develop students' skills of independent, enquiry based learning to equip them for life after school in the 21st century.
 <h3>Digital</h3> <ul style="list-style-type: none"> We have a highly effective pedagogical approach to the use of IT for learning in all phases that is judicious, high quality and consistent with our HPL culture.  <h3>Learning Spaces</h3> <ul style="list-style-type: none"> We provide sufficient accommodation to support curriculum delivery (overall footprint, potential increase/decrease in student numbers) Our learning spaces are modern, well-maintained, well-equipped, well-connected and inspiring students (& staff) to do their best work (classrooms, specialist rooms (IT, DT, galleries, studios), Lecture Theatre, Sixth Form centre, flexible-use areas, LRC, sports facilities) 	<h3>Assessment</h3>  <ul style="list-style-type: none"> High quality formative feedback that systematically helps students to improve is provided through the use of a wide range of tools including rubrics, verbal feedback and written comments. Staff are well trained and confident in the use of formative feedback using the best practice elements from Assessment Essentials. Our approach to testing and exams from KS1-KS5 is carefully considered and emphasises giving the students the knowledge, skills and understanding to succeed, not teaching to the test.

People

 <h3>Leadership</h3> <ul style="list-style-type: none"> Having vision, values and high expectations Maintaining a strong team culture Leading and building leadership capacity Developing leaders Students have opportunities to develop their leaderships skills in school Students deliver assemblies and run student-led initiatives Staff challenge everyone to be top 10% all the time The HPL philosophy is applied to everything staff do Staff set the example and push themselves to be top 10% Staff have defined 'must' expectations, a start to finish culture and act as critical colleagues with peers 	<h3>Performance</h3>  <ul style="list-style-type: none"> Academic progress is in the UK top 10% Progress tracking and target setting Teacher skills tracking and sharing best practice We have ongoing sustainable systems for review-action-impact-review with students and staff Students and staff are self-reflecting learners who [buy in to how we determine performance] Students participate in extra-curricular activities beyond the classroom Staff contribute to whole school aims [beyond their specific role function]
 <h3>Behaviours</h3> <ul style="list-style-type: none"> Students demonstrate exemplary conduct, praising HPL mentality and challenging one another about expectations when peers fall short Teachers have a top 10% culture with an open classroom door where students behave well (or are challenge about expectations when they fall short) The school has positive peer mentoring and supportive [form] tutors All staff interact with young people and act as positive role models 	<h3>Investment</h3>  <ul style="list-style-type: none"> Staff are problem solvers (not problem reporters) Leaders challenge poor performance Staff UPS expectations are understood and delivered Staff have opportunities to develop beyond their current roles The school invests in staff and student wellbeing Effective staff recruitment strategy Leadership roles are rotated External speakers deliver inspiring talks Students receive high quality SEND support from teachers and pastoral support with [form] tutors as their advocate

Community



Communication

- We have a strong understanding of our stakeholders (internal & external)
- We deliver effective communications: (consistent, clear, accurate and aligned to vision, celebrating successes)
- Our brand presents a clear and strong image of the school and its place at the heart of our community (with a website that clearly shows our vision & values)
- We maintain a positive reputation as the local school of choice (community believes school is realising its vision for students, people are proud to work here and want to work here, students are proud to be a part of the CCS family)



All-through-ness

- Students value our all-through ethos and actively participate in all-through activities (mentoring, peer-to-peer, student-led initiatives, student voice, house)
- We demonstrate planned and intentional investment in staff time for sharing cross-phase practices, expertise and resources
- Our curriculum delivers on the 'continuity of learning' promise

Connections



- We have well-established connections with potential partners for a future MAT who align well with our ethos, vision and values
- Our connections generate high demand for places where local families want their child to go to CCS and we're **oversubscribed** across all phases (with local nurseries, pre-schools and feeder schools)
- We **collaborate with other schools** to gain insights that help us develop strategies, approaches and practices... and we share in turn (all-through schools, HPL schools, top-10% schools)
- Our connections help prepare students for learning and career beyond CCS (colleges, universities, Russell Group, vocational, apprenticeships, careers)
- Staff have **strong connections with students** and their parents that help support high performance learning (staff setting the example, staff-student, tutor-student, tutor-parent)
- We engage effectively with **Parent Voice** (share information, engage, listen and consider perspectives)

Environment

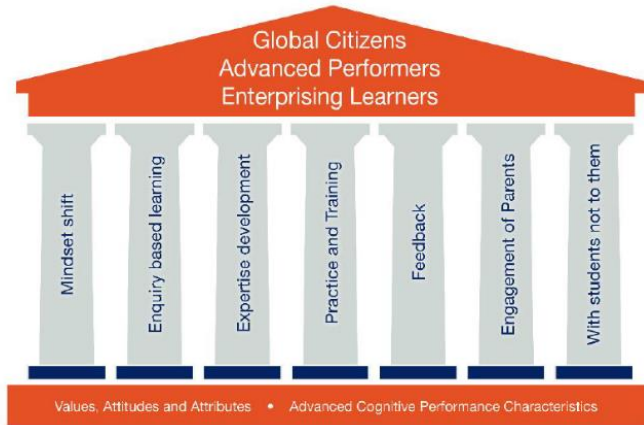


- The school has an excellent physical appearance that creates a positive impression and encourages everyone to take pride in the schools as a whole
- We provide a variety of valuable **non-teaching spaces** that people can use for learning, socialising, prayer, reflection, leisure and wellbeing

High Performance Learning

Our approach to Teaching and Learning is driven by the “High-Performance Learning Framework”. The framework is a practical method for schools and teachers to develop their students' intelligence. At the basis of the framework are the “Advanced Cognitive Performance Characteristics (ACPs)” and “Values, Attitudes and Attributes (VAAs)” that students can develop to become high performers.

The 7 Pillars of High Performance



The background to the “High-Performance Learning” philosophy is our growing understanding of how to create more high performing students. This requires a decisive move away from expecting only a small proportion of students to be able to achieve academic success and towards expecting high performance to be the norm in the school.

We are proud to be awarded the World Class School for High Performance Learning (HPL) award, prestigious, globally recognised award that celebrates the achievements of schools which are amongst the best in the world. Achievement of the award is a confirmation of the school’s ability to provide an exceptional level of education for its students; using the High-Performance Learning approach to enable them to reach high levels of academic performance.

- We believe that everyone in the school, regardless of background or starting point, can achieve the highest academic standards.
- Every member of staff works hard to ensure that students will be equipped with the values, attitudes and attributes that will serve them well in their next endeavours - be that university, apprenticeship, the workplace, and their lives.

Staff joining are given CPD and support to help them implement the High-Performance Learning Framework in their own classroom as part of our induction programme.





Job description: Key Stage 5 Director

Reporting to: Assistant Principal

Responsible for: Allocated Key Stage

Salary: L7 – L11 £54,816 - £60,488

Main duties and responsibilities

Main purpose:


- To support Caroline Chisholm School in providing an optimal learning environment for all students, to maximise the personal, social and academic progress of every individual, and to establish and maintain systems to nurture high achievement in all its forms.
- To ensure student progress, achievement and well-being are monitored so that appropriate support, guidance and challenge is provided throughout, including transition into and out of the Key Stage
- To provide professional leadership of Performance Leaders, Form Tutors and other staff to embed the school culture within the Key Stage and model the Caroline Chisholm School ethos.

Duties and responsibilities

- Develop and maintain a strategic plan for the Key Stage
- Oversee the coordination of the calendar, parents evening and other key events for the Key Stage
- Lead the key stage meetings, ensuring that accurate records are kept
- Line manage, and appraise performance leaders within your Key stage
- Mentor and develop new performance leaders in your key stage (if applicable)
- Work with agencies in school and beyond to support students and their families
- Work with SLT to continue to promote and embed the school ethos
- Work within school systems on safeguarding and communication to inform SLT and the wider staff about student progress and well-being issues
- Work with the performance leaders to analyse the progress and achievements of students through the Key Stage, promoting high expectations and ensuring that learners achieve the best they can in all subjects
- Co-ordinate the interventions in conjunction with the performance leaders to maximise achievement and address underachievement
- Manage, motivate and develop the team of performance leaders
- Arrange and lead the readmissions and high-risk parental meetings within your Key stage
- Communicate, enthuse and empower staff and implement ideas, and provide an outstanding experience for students within the Key stage
- Attend outside agency meetings and provide detailed reports back to SLT
- Responsible for reward system across the key stage and its development to ensure it is fit for purpose
- Ensure own knowledge is up to date with pastoral pedagogy, national and local initiatives and development
- Work with the assistant principal to develop and coordinate targeted programmes of support for students at risk of permanent exclusion in the key stage
- To regularly analyse attendance across the key stage and ensure this is a constant focus with performance leaders.
- Liaise with other directors of key stages at transition points
- Strategic planning and overview of the Key stage during unforeseen events (e.g. strike days)

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 key stage director will carry out. The postholder may be required to do other duties appropriate to the level of the role.





“This is a “World Class” school that is keen to progress further. In fact, I think it is a ‘wow’ school that could be a real beacon for how HPL can impact on learning in an Academy.”

Russel Ellicott – HPL accreditor



Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none">• Qualified teacher status• Degree• Professional development in preparation for leadership role
Experience	<ul style="list-style-type: none">• Leadership and management of a successful team within a school environment• Experience of managing aspects of pastoral care• Demonstrate impact of your own personal teaching with sustained positive value added• Involvement in school self-evaluation and development planning• Demonstrable experience of successful line management and staff development
Skills and knowledge	<ul style="list-style-type: none">• Understanding of high-quality teaching, and the ability to model this for others and support others to improve• Understanding of school finances• Effective communication and interpersonal skills• Ability to communicate a vision and inspire others• Ability to build effective working relationships
Personal qualities	<ul style="list-style-type: none">• A commitment to getting the best outcomes for all students and promoting the ethos and values of the school• Ability to work under pressure and prioritise effectively• Commitment to maintaining confidentiality at all times.• Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.



Safeguarding

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. This post will be subject to an Enhanced DBS Disclosure. All applicants should read the school's Child Protection and Safeguarding Policy (which is available on our website) and are required to declare any information, as requested, on the online application form.

How to apply

To apply, please download the application form and attach a supporting statement to tell us about your experience and suitability for the post with reference to the job description and person specification.

An on-line search will be conducted for all shortlisted candidates prior to interview.

If you have any immediate questions, or you are interested in visiting the school prior to application, please do not hesitate to email Jane Trellick, Payroll and HR Coordinator via: jtrellick@ccs.northants.sch.uk

Please note that all applications must be submitted by **4pm, 21st February 2024**.

If you have not heard from the school within 2 weeks of this deadline, please assume that your application has not been successful on this occasion. References will always be requested before interview.

Interview

Interviews for the post will take place on the following date:

Thursday 29th February 2024.

The school reserves the right to interview strong candidates at an earlier date to ensure we secure the best person for the post.

Caroline Chisholm School



Ambition Confidence Success
Everyone Every Lesson Every Opportunity

Principal: Mr David James

Vice Principals: Mr Andrew Fisher, Mrs Elizabeth Husband, Mr Gary Wakefield

Tel: 01604 344744

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Instagram: [@CarolineChisholmSchool](https://www.instagram.com/CarolineChisholmSchool)

Twitter: [@CCS_UK](https://twitter.com/CCS_UK)

Website: www.ccs.northants.sch.uk