



# King Edward VI School

Respect Aspiration Creativity

Grove Road Bury St Edmunds Suffolk IP33 3BH  
Telephone 01284 761393 Fax 01284 767474  
admin@king-ed.suffolk.sch.uk www.king-ed.suffolk.sch.uk  
Headteacher **Lee Walker**



# Deputy Headteacher

## Recruitment Pack

### October 2017

**Required for April 2018**

## **Deputy Headteacher**

**Starting salary within the range L21-25**

Are you passionate about developing teaching and learning? Do you have the skills and aptitudes necessary to lead a large team of teachers who jointly aspire to deepen their passion for our craft? We are looking for an ambitious, reflective and talented leader who can help us to develop the quality of teaching at King Edward VI School and ensure an even better learning experience for our students. This is a new role, and a key appointment in the future development of our school.

King Edward VI CEVC School is a successful, oversubscribed 11-18 school with 1593 students on roll, including 377 in the Sixth Form. We are situated in the historic town of Bury St Edmunds ('the jewel in the crown of Suffolk'), surrounded by beautiful countryside – just over an hour by train to London, and a 30 minute drive to Cambridge.

We are seeking to appoint a person who:

- has an outstanding track record in educational leadership with proven success and demonstrable impact
- is able to think strategically, analytically and creatively about teaching and learning, and has the personal authority and communication skills to make a difference in this crucial area of school life
- has the vision, imagination and commitment to add to and complement the existing strengths of our Executive Leadership Team
- is committed to the continuous improvement of people and systems to improve outcomes for students and staff

<b>Closing Date</b>	12 noon	Monday 6 November
<b>School visits</b>	11am	Thursday 19 October
	11am	Thursday 2 November
<b>Interviews</b>		Tuesday 14 November and Wednesday 15 November

## Applicant Letter

October 2017

Dear Colleague

Thank you for your interest in the position of Deputy Headteacher at King Edward VI School. This is a new role, and a key appointment for us. The information provided seeks to outline the context of this position, and to describe the kind of person we are looking to appoint. I hope this will enable you to determine whether this is the right position for you at this stage of your professional development, and whether you are the colleague for us. If you decide this is the case, I look forward to receiving your application.

I joined the school at Easter this year, and could not have been more delighted to do so. King Edward VI School has been inspiring young people in Bury St Edmunds since 1550, and we are held in the highest repute for our academic success, our broad and successful programme of enrichment activities, and our strong ethos as a fully comprehensive and inclusive Church of England School.

The Senior Team is currently made up of the Headteacher, one Deputy, a Business Manager, a Senior Assistant Head and five further Assistant Headteachers. The successful applicant will take the lead, as a second Deputy Headteacher, on developing the quality of teaching and learning, including all aspects of CPD, training, appraisal, links with local TSAs and other partnerships.

This post provides an exceptional opportunity for the right person to take teaching and learning further. We are committed to developing even more reflective practitioners, more engaging and exciting lessons, and for further collaboration between colleagues.

You will join the school at a most exciting stage of its development. Currently a Local Authority VC 11-18 School, we have put together a proposal to form a Multi Academy Trust with a group of Primary schools in and around Bury St Edmunds. We have also been working very closely with the Suffolk Academies Trust, to jointly plan for the building of a brand new academic Sixth Form Centre on our site which will open in September 2019. Our own Sixth Form will close, but many of our staff will teach here and in Abbeygate Sixth Form as the buildings are on the same site. We think this is a wonderful opportunity for A-Level students in Bury St Edmunds.

Our students are excellent ambassadors for the school, are courteous and kind, and strive to be the best they can be. We want them all to be inspired by what we offer so that they can thrive in the future. We have vertical tutoring in Years 7-11, and there is a strong sense of belonging fostered by our six Colleges. We are proud of our transition arrangements, newly devised following the arrival of our first cohort of Year 7 and 8 students in September 2016, when we became an 11-18 school as part of schools reorganisation in Suffolk.

Our results this Summer were very pleasing in many respects. 68% of our students achieved a 4 or better in English and Maths, and 43% scored 5 or better in both subjects. 24% of students achieved 3 or more grades at A or A\*. The percentage achieving 4+ in English was 83%, and in Maths the figure was 73%. At A Level, we were graded 3 in ALPS, with 58% of grades being A\*-B. We know there is further work to be done, however, and that much of this can be achieved by developing the quality of teaching across the school.

We have a skilled and committed team of teachers, of all levels of experience. We also have a superb team of administrators who provide an excellent level of support for all staff. We were

judged 'good' in our last Ofsted report in 2013, and 'outstanding' in our SIAMS report of 2014. We are proud of our links with the Cathedral, with schools at home and abroad as well as a number of national networks. The scene is truly set here for someone of exceptional talent to transform teaching and learning so that students and staff can thrive in the future.

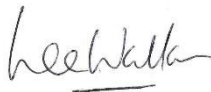
Above all else, though, we are looking for someone who is not afraid to innovate, who is an outstanding practitioner in the classroom, a leader who will shape the role and the agenda for learning in this school in the way that they see fit. We have deliberately set the start date for Summer Term to allow the post holder time to get 'under the skin' of the school to find out what is needed and develop a strategy for making it happen in the short and longer term. You will find here a staff who are eager for someone to take hold of the teaching and learning agenda, and drive the improvements needed to make us a truly world-class centre of learning.

The deadline for applications is 12 noon on Monday 6 November, and we will be holding interviews on 14 and 15 November. We have also set aside two dates for informal visits prior to making an application – these are at 11am on the 19 October and 2 November.

Please don't hesitate to get in touch if you would like an informal discussion about the post. My email address is [wk@king-ed.suffolk.sch.uk](mailto:wk@king-ed.suffolk.sch.uk). If you wish to book a place on one of the school visits, please contact my PA, Diane Hartnell ([admin@king-ed.suffolk.sch.uk](mailto:admin@king-ed.suffolk.sch.uk)).

I hope to hear from you soon,

Yours sincerely

A handwritten signature in black ink, appearing to read 'Lee Walker', with a horizontal line underneath the name.

Lee Walker  
Headteacher



## Our Core Values

King Edward VI School has been in existence since 1550. We have always held close to a set of principles – standards which govern what we do and how we operate. As a Church of England School, we cherish and celebrate life in all its fullness. We actively promote the well-being, hope and dignity of all members of our school and the wider community. Below are our three core values. These are the things we hold most dear:

### **Respect**

*As a truly inclusive school, we understand and value the rights, feelings, beliefs and wishes of others. Thus we live honestly, with civility, tolerance and social conscience. We are truthful, kind and we care for each other.*

### **Aspiration**

*In an atmosphere which encourages a deep love of learning, we all aim to be the very best we can be. Thus we are ambitious, courageous, determined, resilient and we believe that anything is possible.*

### **Creativity**

*We are an inspirational and outward-looking community. We seek to create opportunities, both in and out of the classroom, for students and teachers to thrive for the rest of their lives.*

## Our vision

As a Church of England School, our vision embraces the **spiritual, physical, intellectual, emotional, moral, cultural** and **social development** of children and young people. Our vision is rooted in our values of respect, aspiration and creativity.

What follows sets out our vision for the school we will be in 2020:

- We will be a school where, through our creation of opportunities for children and adults to **thrive** and be the best they can be, students **achieve** the very best outcomes they can.
- We will be a school which is proactive in seeking out and developing new and innovative ways to attract, retain and develop the very best teaching and support **staff**. We will enable our staff to flourish in their roles.
- We will be a school where there is **consistency** in everything we do. We will recognise and celebrate innovation and diversity in teaching practice, whilst setting clear expectations to ensure that students benefit from a rigorous and consistent approach to behaviour for learning, information and guidance, and pastoral care.
- We will be a school where we have successfully completed the **transition** from a 13-18 Upper School to an 11-16 organisation working in tandem with a brand new Sixth Form Centre.

- We will be a school which nurtures **partnerships** with local, national and international agencies and through this we will have improved the educational opportunities and well-being of our students and staff.
- We will be a school which, through our close partnership with local **primary schools** as well as Abbeygate Sixth Form Centre, enhances learning throughout our community.
- We will be a school which is distinctly **outward-facing** and **forward looking**, helping our young people succeed in an ever-changing world.
- We will be a school which has found innovative ways to make the most of our available **resources**, and to create more, in order to deliver the best we can for those in our care.

## Our Strategic Objectives – 2017-20

- SO1 To inspire students, and equip them with the skills, confidence and qualifications required to thrive in a changing world
- SO2 To create a highly skilled and successful workforce by developing and nurturing skills and talents and fulfilling our potential
- SO3 To provide the best possible pastoral care
- SO4 To embed our vision, values and ethos in all of our systems and other aspects of our work to consistently develop leadership and management
- SO5 Further develop partnership working to aid teaching and improve outcomes
- SO6 To successfully manage our transition to an 11-16 school

Securing outstanding achievement (SO1) remains a key focus alongside improving the quality of teaching and learning (SO2). Professional development will focus on the sharing of best practice, and our vision and values will permeate our approach to behaviour for learning. We will develop leadership at all levels, including strengthening the effectiveness of our professional development model and reviewing student leadership throughout the school.

We will continue to focus on the narrowing of key gaps in performance. The determining of intelligent intervention strategies that impact positively on achievement is integral to this. Our work with PiXL, within the Bury Schools Partnership, and as a partner in the LARK Teaching School Alliance (SO5) will inform our practice and enable the sharing of our work with others to drive improvement for all students in our community.

The management of behaviour (SO3), and the embedding of simple yet effective systems to help us achieve this, are key elements of our work this year. This in turn will provide an opportunity to refocus our attention on creating a culture that always reflects our values, and recognises the changing dynamic following the introduction of Year 7 and 8 this year. We will continue to focus on the role of the form tutor (SO3), both as a guardian of the school's ethos and culture, and as an academic mentor for their tutees within the College system. We wish to build further on the strengths and opportunities of the vertical tutoring system, in particular exploring ways that students of all ages can inspire, motivate and support each other.

We will continue to promote and deepen parental engagement, both through use of Go4Schools and the introduction of a Parent Forum. We will also review our curriculum this year, to broaden opportunity for all and to ensure financial efficiency in the future.

## **From our School Development Plan – key actions 2017-18**

- Improve progress and attainment and meet or exceed our targets for 2018  
- KS4 and 5
- Carry out a full curriculum review – including programmes of study, courses at KS4, alternative provision, extra-curricular opportunities and setting arrangements across the school
- Develop the use of PiXL Edge and introduce a student ‘passport’ to increase engagement with our rich extra-curricular provision
- Develop and embed further opportunities for student leadership throughout the school
- Continue to develop the quality of teaching
- Develop a culture of, and strategy for, staff well-being, which seeks to mitigate workload and stress
- Complete and implement a support staff review
- Develop, embed and monitor a new approach to behaviour for learning
- Further develop the roles of Tutor, Head of College and Pastoral Support Manager
- Develop systems for the provision of high quality information, advice and guidance about career and educational progression
- Develop the quality and effectiveness of leadership across the staff team and within the governing body
- Ensure financial security and responsibility in the short and medium term
- Further develop partnership working to aid teaching and improve outcomes
- To successfully manage our transition to an 11-16 school

## Person Specification – Deputy Headteacher

CRITERIA	Essential/ Desirable		Assessed by: Application Form/Letter of Application/Interview		
	E	D	AF	L	I
<b><u>EDUCATION AND QUALIFICATIONS</u></b>					
Good honours degree or equivalent qualification	√		√		
Qualified Teacher Status (QTS)	√		√		
Commitment to ongoing personal professional development at leadership level	√		√		
Commitment to ongoing research into teaching and learning and school improvement		√	√		
<b><u>KNOWLEDGE AND EXPERIENCE</u></b>					
Successful recent strategic leadership experience gained as a Senior Leader	√		√		
Proven track record in leading, monitoring and managing staff including building a successful team, delegating effectively and implementing and managing change	√			√	√
In-depth knowledge and understanding of the wider educational agenda including current national policies and educational issues relating to teaching and learning	√			√	√
A record of sustained impact on students' progress in their learning and outcomes	√			√	√
Be astute and perceptive with strong analytical skills with the ability to use sound judgement to anticipate and to resolve conflict and issues imaginatively	√			√	√
Be articulate and approachable with excellent interpersonal communication skills both verbally and in writing with a wide range of audiences including pupils, staff, parent/carers, governors, the Diocese and the community	√			√	√
Be able to relate empathetically to parent/carers, staff, pupils, Governors, stakeholders and the wider community	√				√
Be a visible high profile role model with a professional approach that demands excellence, confidence, trust and respect of the School and wider community	√				√
A commitment to the Christian character of King Edward VI Church of England Voluntary Controlled School	√			√	√
Be an effective self-manager and independent worker, who can prioritise and adapt as required, with the ability to work under pressure	√			√	√
<b><u>PUPILS AND STAFF</u></b>					



Highly successful classroom practitioner, including evidence of high level student achievement and consistent outstanding teaching over time	√			√	√
Secure excellent teaching in others through an analytical understanding of how pupils learn and of the core features of successful classroom practice	√			√	√
Successful experience of positive behaviour management and developing a pupil focused, inclusive and effective learning environment	√			√	√
Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality. Instil a strong sense of accountability in staff for the impact of their work on pupils' outcomes	√			√	√
Successful experience of the implementation of effective assessment procedures and an understanding of assessment for learning needs of pupils	√			√	√
A positive, professional role model for staff and students, with high expectations of themselves and others	√			√	√
Skilled at working with people, and with the ability to challenge, motivate, inspire and influence staff and students	√			√	√
<b><u>SYSTEMS AND PROCESSES</u></b>					
A strong leader with evidence of highly developed skills in performance management, recognising high performance and tackling underperformance through to resolution	√			√	√
Proven successful experience of school self-evaluation and accountability and the school improvement process	√			√	√
Experience of working collaboratively with the Governing Body and other stakeholders to develop and deliver teaching which embraces excellence, intellectual rigour, high standards and inclusion		√		√	√
Proven ability to plan strategically with the expertise to deliver and to communicate plans and necessary actions compellingly	√			√	√
<b><u>THE SELF IMPROVING SCHOOL SYSTEM</u></b>					
Clear vision for raising standards in teaching and learning	√			√	√
Successful experience of securing and raising standards in an inclusive school and working with external agencies locally and nationally		√		√	√
Experience of research led development by staff and subsequent innovation in teaching practices		√		√	√
Show a commitment to developing a staff who have the necessary skills and knowledge to raise standards, promote equality, respect diversity and challenge stereotypes to promote the rights of children	√			√	√

## King Edward VI School

### JOB DESCRIPTION

## DEPUTY HEADTEACHER

### 1. INTRODUCTION

**1.1 NAME OF POST HOLDER:**

- 1.2 Key responsibility:** To provide high profile leadership as part of the school's Executive Team (Head, Deputy Head, Senior Assistant Head and Business Manager) and Senior Leadership Team, contributing to school strategy, standards, day-to-day management, and deputising when required for the Headteacher

**1.3 Post Title: DEPUTY HEADTEACHER**

- 1.4 Post Purpose:**
- To develop the quality of teaching & learning across all subjects
  - To oversee the professional development of teachers to improve the quality of teaching and leadership
  - To contribute to school systems that drive improvement – school development plan, SEF, and quality assurance
  - To be responsible for appraisal throughout the school
  - To participate in whole-school evaluation, review, supervision and duties
  - To provide high-level visibility around school
  - To deputise in the absence of the Headteacher

**1.5 Reporting to:** Headteacher

- 1.6 Responsible for:**
- To improve the quality of teaching & learning across the school
  - To drive training which further raises classroom standards, working with members of the Senior Leadership Team, Subject Leaders, Heads of College, and teachers

**1.7 Liaising with:** Headteacher, Senior Leadership Team, Heads of Subject, Coordinator of Sixth Form and Heads of Colleges

**1.8 Working Time:** Full time as specified within the STPCD, teaching up to 8 out of 40 sessions over two weeks

**1.9 Salary/Grade:** Leadership spine (starting salary between L21 and 25) reviewed annually as part of performance management cycle

### 2. TEACHING

- To teach students according to the generic job description issued to all teaching staff

### 3. OPERATIONAL/ STRATEGIC PLANNING:

- As a member of the Executive, to take a leading role in developing whole-school strategy for improved teaching, learning and staff development
- To take responsibility for other strategic areas of the school's development, working to targets defined within the School Development Plan, as directed by the Headteacher
- To work with the Governors, in particular the Full Governing Body and the Curriculum Working Party

#### **4. LEADERSHIP:**

- To take a high-profile role around school, being visible on corridors, visiting tutor groups and lessons, talking to staff and students
- To provide a rapid, calm response to day-to-day issues as they arise
- To provide support for a number of Heads of Subject
- To model school expectations about how we treat students, staff and visitors, and in the language we use
- To take assemblies which reinforce the key messages of the school
- To lead meetings in a way that exemplifies a commitment to collaboration and consultation, but also being prepared to take difficult decisions
- To praise high quality performance and tackle issues of underperformance across the staff team

#### **5. CURRICULUM PROVISION:**

- To work as part of the Senior Leadership Team to provide a challenging, interesting and innovative provision
- Formally and informally to evaluate the quality of the curriculum, using a range of information and feedback from staff and students

#### **6. CURRICULUM DEVELOPMENT:**

- To take a whole-school view of the curriculum based on students' personal, cultural and intellectual development
- To develop relevant, lively and innovative strategies for making students' learning more effective
- Actively to seek ways of developing opportunities for students' independent learning
- To keep abreast of developments in learning and teaching at a national and local level

#### **7. PROFESSIONAL DEVELOPMENT:**

- To keep well-versed in developments at a national and local level through reading widely, discussing ideas, interacting with colleagues and attending conferences
- To visit other schools in order to see different ideas and systems in action
- To use performance management to review the performance of members of your 'subject support' teams, setting clear and measurable targets
- To use regular line-management meetings as opportunities for coaching and professional development

#### **8. STANDARDS:**

- To expect high standards of behaviour, respect and courtesy from students across lessons and to monitor these across the team
- To monitor the quality of learning, teaching, assessment and student enjoyment across subjects and lessons
- To provide active pastoral support to Heads of College and other staff, investigating serious breaches of behaviour policy, and making a recommendation to the Headteacher where external exclusion may be required
- To ensure the quality of work set during cover lessons through random sampling and use of the cover sampling
- To follow the school's agreed house style on behaviour, dress code and visibility
- To use information and targets to set high expectations for students and staff

#### **9. MANAGEMENT OF INFORMATION:**

- To use school systems for managing and recording information, including behaviour issues
- To be fully conversant with internal and external whole-school performance data
- To encourage staff to use information for decisions relating to student performance

**10. COMMUNICATION & LIAISON:**

- To follow agreed policies for communications in the school, including with Governors
- To give priority to meeting each week as part of the school's Executive Team
- To support other staff in dealing with demanding students and parents in an authoritative but non-aggressive way
- To communicate with staff, orally and in writing, in a style which is clear, non-patronising and succinct
- To model appropriate ways of talking to students, staff and parents, exhibiting calm professionalism
- To help staff to work in constructive relationships with students and each other
- To take part in liaison activities such as parents' evenings, review days and liaison events with partner schools

**11. RESOURCES:**

- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students
- To ensure the good upkeep and secure storage of resources

**12. SCHOOL ETHOS:**

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To promote actively the school's corporate policies, including the dress code for staff and students, our approach to behaviour management, and engaging in high-profile, visible leadership around the school

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

**13. SIGNATURES:**

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed \_\_\_\_\_  
(Deputy Headteacher)

Signed \_\_\_\_\_  
(Headteacher)

Date \_\_\_\_\_

Date \_\_\_\_\_