



# Brookfield Community School

**Post:** **Headteacher**  
L37 (£95,333) – L43 (L109,366)

## Candidate Information Pack



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# 1 Welcome

Dear Applicant,

Thank you for your interest in the post of Headteacher at Brookfield Community School. I hope that the information in the application pack provides you with enough insight into our school to make an informed decision to apply.

Chesterfield is a lively market town on the edge of the beautiful and highly popular Peak District National Park, with its rich variety of dramatic scenery, impressive country houses and attractive towns and villages. It is also close to, and has excellent travel links with, the city of Sheffield. Brookfield Community School is situated in a thriving suburb of largely high-achieving households on the western edge of the town.

Brookfield Community School converted to Academy status in 2011. It is a popular and successful comprehensive school of which we are justifiably proud. We believe that every student should have the opportunity to enjoy achievement in a safe and supportive environment. We focus on working together to provide a welcoming, inclusive, stimulating and challenging educational environment where high expectations, the highest standards of teaching and learning and the development of the whole child are central to all that we do.

We have good links with the community that we serve. We work closely with our parents, our feeder schools, the Chesterfield Learning Community, Derbyshire Local Education Authority and universities to support and enhance the learning experience for our students. We also work closely with the Chesterfield Schools Sports Partnership and encourage students to appreciate the value of sport and to participate in a wide variety of sporting activities. Our excellent sporting facilities are very well used by the local community.

Although Brookfield has a wide range of student ability, our intake is, overall, of above average prior attainment with relatively low levels of disadvantage. Whilst the vast majority of students achieve well at GCSE and A-level our focus is on ensuring that all pupil groups are making good or better progress. We have a healthy mix of experienced and younger staff all of whom are well qualified and hardworking. They show genuine commitment to the school and a willingness to take on new challenges. A successful coaching programme supports teachers who wish to extend their skills. Securing further improvement to pupil progress through the continued development of Middle Leaders and provision of more individualised CPD are likely to be key tasks for the new headteacher.

Mature discussion regarding the options for Brookfield Community School to work in partnership with other providers is ongoing. This does not mean we have an intention to be part of a Multi Academy Trust rather that we recognise the benefits of collaboration in raising standards and better meeting the needs of the local community. It is the intention of governors to remain a stand-alone academy so long as that status suits the requirements of our students, staff and ethos. That intention should not be taken as a sign of complacency. Governors fully appreciate that we face challenges in ensuring that all aspects of provision are

securely good or better. Brookfield was last inspected by OFSTED in 2013 when it was graded as good, having previously been judged outstanding in 2008. Whilst it is governors' ambition for the school to return to its former outstanding status as quickly as possible, our drive for continued improvement stems as much from a desire to ensure that every student leaves Brookfield having had the best possible educational experience.

Analysis of our 2017 results and other data has shown that we need to focus on:

- further improving attainment and progress and reducing inconsistency across subject areas
- further improving the achievement of boys and disadvantaged pupils

The Governing Body understands the need to adapt to the ever-changing world of education. It works collaboratively with school staff to effect change and improvement. It is involved in school development planning and in a wide range of data analysis. It works with students and parents to ensure that their views are considered.

The school has a well-managed budget which has historically resulted in a healthy financial position, though current financial pressures in education have latterly restricted the further accumulation of funds. A significant proportion of our reserves has been set aside to contribute towards capital works in order to maintain and improve our premises, equipment and facilities to provide the best working environment for students and staff. How best to improve accommodation and the fabric of the building is a continuing trial for us, and it is a disappointment that recent funding applications have had limited success. Our challenge is to continue to bid for funding and to improve the quality of our bids to attract a more favourable outcome.

Governors, staff and parents are looking for an inspirational leader who shares our inclusive ethos, has the necessary skills to maintain and build upon our successes and has the vision to ensure that the school embraces the challenges of the future. If you believe that you are that person, we would be delighted to receive your application.

Yours sincerely,



Jonathan Hardwick  
Chair of Governors

## **Letter from Head Boy and Head Girl**

May 2018

Dear applicant,

Brookfield Community School is a well-established school which takes pride in its high academic achievements and a strong positive presence amongst both students and teachers. We pride ourselves based on our school motto which is: 'one school, one community'. The dynamic between students and teachers is of major importance within school especially in fostering a sense of community and making sure everyone feels safe, worthy and happy in their learning environment.

We have both had slightly different experiences at Brookfield, although it has had a dramatic influence on both our lives.

For Courtney: I joined the school a quarter of the way through GCSEs (which was a concern to me and my family) yet I was still able to achieve the merit award (a reward given for the highest improvement from SATs to GCSEs) due to the amazing internal support and high quality of teaching. Additionally, I was welcomed with open arms by all, making the transition that little bit easier. In relation to this, Brookfield also has a great support system hence why bullying within school is virtually unheard of and dealt with at first instance with a zero-tolerance stance.

For Sam: My experience at Brookfield has taken the more traditional route - starting in Y7 and ending here in Y13. I can hand on heart say that throughout my time here at Brookfield I have been left wanting for nothing. Support from all staff has been phenomenal, be that in academic or personal life - the team are absolutely amazing. I have been able to fulfil my potential here and I know with absolute certainty that my peers and Courtney would one hundred percent agree this is down primarily to the high standard of teaching and support given by the staff.

An example of a support scheme Brookfield offers students who are dealing with struggles in or out of school is the buddy mentoring scheme which as SSLT we work closely with the assistant headteacher to run. The programme trains Y12 students and allocates them a 'buddy' for the year to meet with regularly to help them overcome their difficulties and generally give them guidance where possible.

Another amazing thing about Brookfield is its large array of extra-curricular activities which has something to cater for everyone. Our PE department hosts clubs and competition teams for sports such as: badminton, netball, rowing, football, trampolining and much more. As for those who aren't quite the sporty kind (such as ourselves) there are plenty more opportunities such as chess club, maths club, craft club, prefects, school council and buddy mentoring. We have participated in many of these between us, seeing first hand how they impact students and make a difference whether that be through forming new friendships or renovating the school environment (as seen through previous years' school council). These opportunities also lead to chances to become leaders in many things such as maths leaders, language leaders, SSLT, or prefects.

Another key element of the spirit of Brookfield is our annual school production. You may have heard about or even seen these in the past years (Les Mis, Jesus Christ Superstar, We Will Rock You etc.). For those in the school who flourish in performing arts this is often the highlight of their year and one of the best examples of the 'We are all Brookfield' spirit. Students year on year come together regardless of age and form a true family - something we love to celebrate here at Brookfield.

Overall, Brookfield is a school which has been a huge part of our lives since we joined and one neither of us would ever have wished to change. With the help and support from everyone in the school and the various opportunities we have been fortunate enough to be involved in, allowing us to advance as individuals, we are now fully prepared to move on to our next chapters in life and make our respective differences in the world. For us, that is what Brookfield is about, shaping people and giving them meaning to achieve to their best potential, and providing them with all the relevant tools to do so.

Kind regards,

Courtney Brewster  
Head Girl

Sam Massey  
Head Boy

## 2 Brookfield Community School

Brookfield Community School is a very successful 11 -18 comprehensive school which started its life in 1991, following a major reorganisation of secondary education in Chesterfield. It was formed by the amalgamation of an 11-16 mixed school, a 13-18 boys' school and a 13-18 girls' school. In 2011, following a full consultation process, the school converted to Academy status, although we still continue to work closely with the Local Authority. The school is also centrally involved with the work of the Chesterfield Learning Community, a collaboration of ten secondary schools, Chesterfield College and local training providers.

### **Financial Statement**

Since April 2011 Brookfield Community School has been a converter academy. With the increased freedom which conversion brings comes increased responsibility, and we are acutely aware of the need to deliver:

- the economic, efficient and effective use of all resources to improve educational results;
- the avoidance of waste and extravagance;
- the prudent and economical administration of our academy trust;
- the establishment and maintenance of financial governance, including robust controls on expenditure, keeping and reporting of up to date financial records, continuous financial monitoring and reporting to all concerned parties;
- value for money in all financial transactions.

A key objective in achieving the above is to realise value for money for our academy trust and the taxpayer more generally. We strive to live within our funding levels; we utilise resources correctly and with probity and we continuously aim for improved educational and wider societal outcomes for our students with the resources available to us. We take very seriously our responsibilities as a caring employer, and work tirelessly to make our academy an outstanding place to learn, work and develop in a professional manner.

Independent auditors, an appointed Responsible Officer and our funding agency (ESFA) scrutinise our accounts and systems annually and comment positively on our:

- financial governance and oversight;
- better purchasing;
- improving educational results;
- income generation;
- risk management;
- future planning.

Our academy remains in a healthy financial condition and expects to do so during the latest cycle of financial planning.

### **Buildings and Site**

The Brookfield School site consists of a compact area of buildings and an extensive area of playing fields. The playing fields are bordered by a recently built sports hall with attached teaching rooms and an AGP football pitch. These facilities have extensive student and community use.

The majority of the School buildings are over 50 years old. The main building is situated around an open quadrangle and there are various later additions linked to this main block. The buildings are in good condition due to a yearly programme of upgrade and refurbishment. However, the age of the buildings and the continuing pressure on space caused by the number of students presents both financial and organisational challenges to school leaders and governors.



## **Staffing:**

### **Teaching Establishment:**

Headteacher + 75.08 FTE

### **Support Staff:**

Business Manager:	1 post
Finance	2 posts
Data Manager	1 post
Administrative:	13 posts
Teaching Assistants:	19 posts
Learning Mentors:	3 posts
Technicians:	8 posts
Midday supervisors:	9 posts
Site Manager:	1 post
Site Assistants:	2 posts
Cleaning:	15 posts
ICT Technicians:	2 posts
Cover Supervisors:	4 posts

### **Leadership Team**

We have an experienced, approachable and hardworking Leadership Team who work collaboratively to ensure that the school offers excellent opportunities for our students.

### **Structure:**

Headteacher  
Deputy Headteacher: Student Performance and Intervention, KS4  
Assistant Headteacher: KS3 Intervention and Progress  
Assistant Headteacher: KS5 Intervention and Progress  
Assistant Headteacher: Curriculum and Progress  
Assistant Headteacher: Teaching and Learning  
Business Manager

## **The School Governing Body**

### **Structure:**

Parent Governors:	6
Teaching Staff Governors:	3
Co-opted Governors:	3
Community Governors:	4
Member Appointed:	1
Headteacher:	1

The Governing Body has a good balance of experienced and newer governors, all of whom have received appropriate training. It understands its responsibilities for supporting, monitoring and challenging the School Leadership Team to ensure that the school continues to thrive. Through its Committee structure it works closely with staff and students. Many of the governors have also taken on a special responsibility for liaising with members of staff who have specific roles and responsibilities within school. The Governing Body is currently evaluating its own structures and practice to ensure that it continues to work as effectively as possible.

### **Parents**

Great value is placed on the relationship between home and school. Parents are frequently kept informed of events, activities and progress. The Parents Association meet frequently with the Headteacher. It supports the school in many ways and raise funds for nominated school projects. Over the years the association has funded a new minibus, the redecoration of the main foyer, improvements to the library and provided additional seating for covered areas outside school.



## **Curriculum 2017-18**

The school curriculum is delivered across a 25 period week, with lessons of an hour each, four before lunch, one afterwards.

### **Key Stage 3**

Students are placed in mixed ability form groups on entry into the school.

In Y7 most lessons are taught in form groups. The exceptions are PE and Technology where new groups are formed across the half year group. Technology is mixed ability across the half year group which means that these groups are small than form groups. PE is setted into 3 groups, single sexed top groups and a lower ability mixed group.

English and Maths both have a lesson a week for Literacy and Numeracy respectively. In these lessons the students are set in half year groups – into four small classes. The remaining English and Maths lessons are taught in mixed ability form groups.

There are three equal languages in the school: French, German and Spanish. Students study two of these in Y7. The languages studied rotate each year 7.

Number of lessons a week: Y7: English: 4, Maths: 3, Science: 3, Languages: 3, PE: 2, Technology:2, History:1.5, Geography 1.5, RE:1, Art:1, Computing: 1, Music:0.5, Drama:0.5, Learn to Learn 1

In Years 8 and 9 students are organised into ability sets across each half year in Maths and Languages.

The top set in Languages in each half year starts a second language: the one not studied at all in Y7 that year. Those students still requiring Literacy intervention have Literacy lessons instead of taking a language.

Number of lessons a week Y8: English: 3, Maths: 3, Science: 4, Languages: 3, PE: 3, Technology: 2, History: 1.5, Geography: 1.5, RE: 1, Art:1, Computing 1, Music 1

Number of lessons a week 9 English: 3, Maths: 3, Science: 4, Languages: 3, PE: 2, Technology: 2, History: 2, Geography: 2, RE: 1, Art:1, Computing 1, Music 1

PDC is delivered through registration period and three whole days throughout the year.



**In Key Stage 4** all study English, English Literature, Maths and Science to GCSE. There is core PE provision and students follow a core Computing/PD/Citizenship/RE programme.

In the options process all students choose either History or Geography and then have a free choice of 3 other options: Art, Business Studies, Design & Technology, Drama, French, Food, German, Geography, Graphics, History, IT, Music, PE, RE, Spanish, Textiles, Triple Science or a Youth Award course.

Those wanting to do three separate sciences choose this as one of their options.

Number of lessons a week Y10 and 11: English: 4, Maths: 4, Science: 5, PE: 1, Computing/PD/Citizenship/RE 1, 4 option subjects with 2.5 lessons a week each.



## **Post 16**

Our sixth form is composed of students from other schools in the area as well as ours. All students now start their A Level course in Year 12. Some students take 4 A Level subjects, others take 3, this is decided in an interview, taking into account their previous results and abilities.

The subjects on offer are: Art, Biology, Business Studies/Economics, Chemistry, Computing, Dance, English Language, English Literature, Further Maths, French, Geography, German, Graphic Design, History, Maths, PE, Physics, Politics, Product Design, Psychology, Sociology, Spanish, Textiles, Theatre Studies.

They all have 5 hours a week.

There is also an enhancement programme in the sixth form involving General Studies, PD, Sport and a wide range of optional activities.

## Enrichment Opportunities

There are many opportunities for students to develop their full potential, whether it is in academic work, sports, or on one of the many extra curricular activities that take place. We are proud of our reputation for excellence in sporting and cultural activities.

*"An excellent range of enrichment opportunities, in which high numbers of students participate, complements the curriculum. In addition to residential visits at home and abroad, students of all abilities take advantage of the many clubs and other activities offered ... large numbers of students participate in a wide range of sporting activities, with many achieving high standards. These activities, together with the high quality musical and drama productions, make an important contribution to students' personal development."* Ofsted



## Number of students on Roll

Each year there are a number of appeals from parents whose children have not been allocated a place at the school. The roll now is approximately 1200. This includes a healthy Sixth Form of approximately 300 students.

## Pastoral System

We are a school which celebrates the pursuit of excellence in all things. At Brookfield Community School people matter and everyone in school is valued. The school's pastoral structure and discipline are rooted in care, friendliness and good humour.

Each Year group has a Head and Assistant Head of Year who are responsible for all issues concerning student welfare, attendance and punctuality. Heads of Year meet regularly with the SLT link for their Key Stage to provide feedback on the work that has been undertaken with students.

Each Year group is further supported by a team of Form Tutors who are the first port of call when dealing with students and their parents.



## 3 Key Performance Data

### Examination Performance Summary

#### Brookfield GCSE Headline Figures 2017

This cohort had 183 students, 87 girls and 96 boys.

On entry they had an average KS2 points score of 29.5 against a national average of 28.5 – meaning they were significantly above national average.

#### Progress 8

	Overall	CI
2017	-0.14	(-0.32, 0.04)
2016	-0.23	(-0.38, -0.07)

#### Attainment 8

	Overall
2017	49.31
2016	54.02

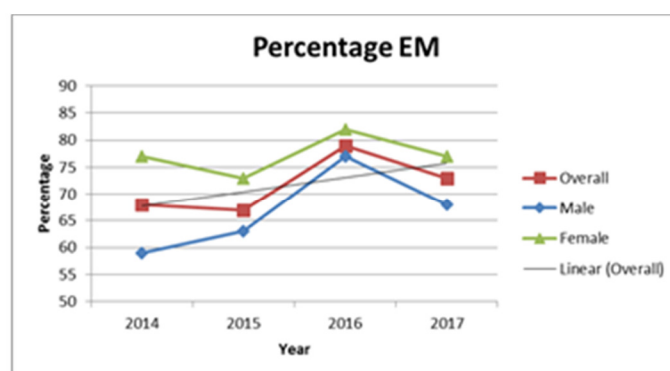
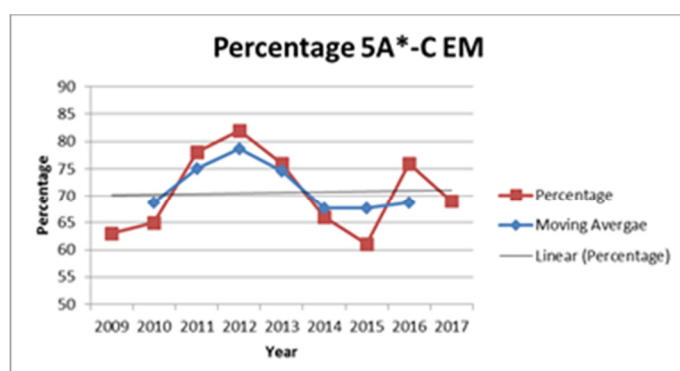
#### EBACC

	Entered	Achieved
2017	54%	40%
2016	49%	36%

#### EM

2017	73% / 58%
2016	79%

- 73% of students achieved a standard pass in English and Mathematics
- 58% of students achieved a strong pass in English and Mathematics
- 54% of students were eligible for the English Baccalaureate for which students must achieve A\*-C grades in English, Mathematics, a Modern Foreign Language, Science and History or Geography
- 40% of students achieved a strong pass in the English Baccalaureate
- 36% of students gained three or more A/A\* grades or equivalent
- 28% of the grades attained were A\*/A grades or equivalent



## Brookfield A Level Headline Results 2017

Product Design, General Studies, German, Health and Social Care and Sociology have all performed excellently, against benchmark top 25%.

### Level 3 VA

A level value added score 0.05

Lower confidence limit -0.03

Upper confidence limit 0.14

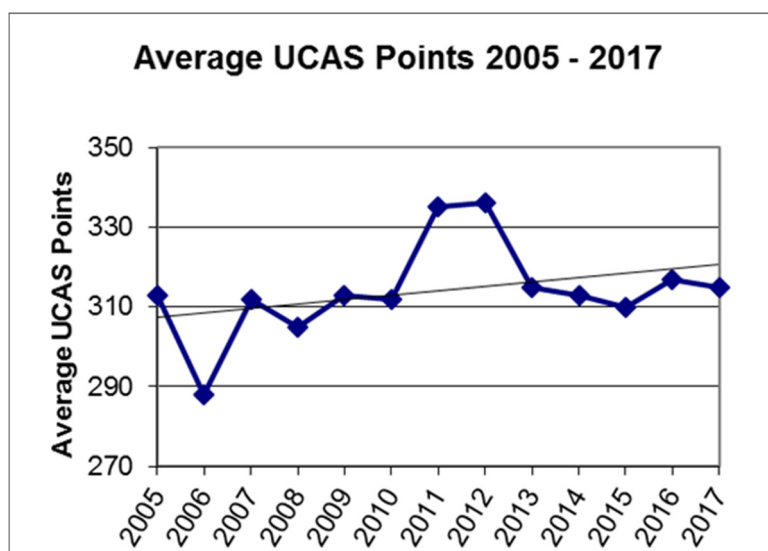
### QCA Points

Excludes General Studies and any AS/other qualifications taken, therefore these results are from A Level only.

	2017	2016	2015	2014	2013	2012
Average points score per student	646	627	642	631	654	662
Average score per entry	217	218	222	217	223	225

### UCAS Points

Average points score is 124, this includes General Studies and any AS qualifications taken in Yr 12/13. The average score per entry is 83 points. (Equivalent to a Grade C.)



## 4 Job Description: Headteacher Brookfield Community School

### **Accountability**

The Headteacher is accountable to the Trustees of the Brookfield School Academy Trust and the Governing Body of Brookfield Community School.

They are responsible for carrying out their duties in accordance with and subject to:

- The provisions of all applicable legislation and any orders and regulations having effect under the applicable legislation, and in particular the Education Act 1996(17);
- The instrument and articles of government of the school;
- The provisions of the funding agreement between the school and the EFA;
- Any rules, regulations or policies made either by the Governing Body on matters for which it is responsible or the funding agency with respect to matters for which the Governing Body is not responsible.

### **The Fundamental Role**

- To provide professional vision and leadership for Brookfield Community School, which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement.
- To inspire, challenge and empower all members of the school community to play their part in achieving that vision ;
- To manage resources effectively and innovatively in order to secure best value and promote the highest achievement for both students and staff alike;
- To ensure a safe and stimulating environment;
- To promote the school in the wider community and to work with others to support system wide improvement.

In carrying out their duties the Headteacher should ensure that their actions:

- Are focussed on learning;
- Demonstrate high quality leadership;
- Reflect the highest possible professional standards;
- Consistently model the values, vision and ethos of the school;
- Promote an open, fair and equitable culture where all are able to express their views secure in the knowledge that their opinions are valued and respected.

## **Key Responsibilities:**

### **1. Qualities and knowledge**

#### **Brookfield Community School's Headteacher will**

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

### **2. Pupils and Staff**

#### **Brookfield Community School's Headteacher will**

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

### **3. Systems and Processes**

#### **Brookfield Community School's Headteacher will**

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.

- Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

#### **4. School Improvement**

##### **Brookfield Community School's Headteacher will**

- Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

#### **5. Other**

Carrying out any other such duties as the Governors may reasonably require.

## 5 Person Specification: Headteacher Brookfield Community School

The criteria set out below will be assessed in the Application Form (AF), at Interview (I) and/or References (R).

Your application should demonstrate how you meet all of the essential criteria:

<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidenced</b>
Good honours degree	x		AF
Qualified Teacher Status	x		AF
A relevant post graduate qualification		x	AF
NPQH		x	AF
Evidence of preparation for leadership through Continuing Professional Development	x		AF
<b>Experience and Skills</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidenced</b>
Significant recent experience in secondary school(s) as a Headteacher, Deputy Headteacher or equivalent	x		AF/I/R
A proven track record of successful teaching and leadership	x		AF/I/R
Successful experience in post-16 Education		x	AF
Track record of providing inspiration and strong leadership to staff, governors and students	x		AF/R
Successful experience of raising achievement and inspiring progress through improving teaching and learning	x		AF/I/R
Experience of strategic planning and rigorous school self-evaluation, alongside the use of external evaluations to develop the school	x		AF/I/R
Experience of collaborative working with external partners, including further and higher education, and the local community	x		AF/I
<b>Knowledge and Understanding of current issues and best practice including:</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidenced</b>
Safeguarding of children and child protection	x		AF/I
What makes a school outstanding	x		AF/I
How to communicate and translate a shared vision into practice	x		AF/I
The principles of effective teaching and assessment for learning	x		AF/I
Promoting excellence in teaching and learning and having a clear idea of what this looks like	x		AF/I/R
19			

Strategies for fostering school improvement including behaviour for learning	x		AF/I
Effective interventions that address under-performance of either students or staff	x		AF/I
Post 16 issues	x		AF/I
National policy framework and current educational legislation and initiatives, including the Ofsted framework	x		AF/I
Developments in education research, policy and practice	x		AF/I
New technologies as tools to aid teaching, learning and management	x		AF/I
The use of a range of comparative data and performance indicators to establish benchmarks and set targets for improvements	x		AF/I/R
Perceptive understanding of data and curriculum issues;			
The roles and responsibilities of an Academy's Governing Body and the requirements for accountability		x	AF/I
School budget management and financial strategies		x	AF/I
Legal issues relating to school management.		x	AF/I
<b>Specific professional qualities</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidenced</b>
An inspirational leader, with a shared sense of vision and the ability to communicate this to all stakeholders engaging their active commitment to this vision	x		AF/I
A genuine enthusiasm for, and commitment to the development of young people and concern for the development of colleagues and members of the wider school community	x		AF/I/R
The ability to understand and appreciate the school's current strengths and areas for improvement and the ways in which these can be developed	x		AF/I
A commitment to promoting best practice in safeguarding of young people and child protection	x		AF/I
A commitment to equal opportunities and diversity, ensuring inclusion and the best for all our students	x		AF/I/R
A commitment to an open collaborative style of management, to work as a team, with an open door policy, and have the ability to delegate to the right level	x		AF/I/R
A willingness to work co-operatively with Governors to review and monitor the vision and targets the school has set itself	x		AF/I
The ability to create and nurture an environment, based on trust and respect, whilst still providing a high level of challenge for students and staff alike	x		AF/I/R
Being consultative, collaborative, thoughtful and having an evidence based approach to managing change	x		AF/I/R
Being strong on discipline, firm but fair and keen to celebrate and share success and effort	x		AF/I/R
Commitment to own personal and professional development and that of all staff	x		AF/I/R

<b>Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidenced</b>
Personal impact and presence	x		AF/I/R
Reliability and integrity	x		AF/I/R
Adaptability to change circumstances and adopt new ideas	x		AF/I/R
Energy and enthusiasm and perseverance	x		AF/I/R
Sense of humour and ability to empathise with and listen to others	x		AF/I/R
Excellent communication and diplomatic skills	x		AF/I/R
Caring, supportive and ambitious for others	x		AF/I/R
Strategic thinking and planning with a considered approach to the interests of this school	x		AF/I/R
Strong analytical and organisational skills	x		AF/I/R

## 6 How to apply and recruitment timetable

### **Applications**

Candidates should submit applications **online** on a DCC Teacher Application Form via [www.derbyshire.gov.uk/jobs](http://www.derbyshire.gov.uk/jobs) quoting Job Reference **DCC/18/0240A**. Your application should include a supporting statement concentrating on how your skills, experience, and personal qualities match the requirements of the Job Description and Personal Specification. The statement should be no longer than 1500 words (please include word count). CVs should not be attached.

If preferred, **postal application forms** are available from Call Derbyshire on 08456 058058, quoting the job reference number attached to this post. Completed applications should be sent to Derbyshire County Council, Recruitment Section, County Hall, Matlock, Derbyshire DE4 3AG, allowing sufficient delivery time to meet the deadline for applications.

In order to comply with the safer recruitment requirements candidates must fully complete the application form including the section on references. It is not acceptable to substitute parts of the form with your own version. All gaps in employment should be accounted for and explained.

### **References**

Open testimonials are not accepted for this post and it is intended that references will be taken up from your **existing employer** and one other professional reference of your choice. **If you are not currently working with children, references will be requested from a previous employer where this was the case. You are, therefore, requested to supply contact details for this organisation and also to alert all referees to expect a request, should you be shortlisted.** References from relatives or people writing solely in the capacity of friends will not be accepted.

### **Security Checks**

Due to this post having access to children and/or vulnerable adults, candidates will be required to undertake a Disclosure and Barring Service check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided. **Candidates who are foreign nationals, or a UK national who has lived abroad at any point in their adult life, MUST provide a Certificate of Good Conduct prior to taking up an appointment.**

### **Recruitment Timetable**

Closing date for the receipt of applications: midnight on **Thursday, 31<sup>st</sup> May 2018**.

### **Interviews:**

Intended interview dates: Tuesday to Thursday, 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> June 2018.

Candidates selected for interview will be notified by telephone in the first instance, followed by an email. If you have not been contacted within seven days of the proposed interview dates you should assume that, on this occasion, you have not been successful.

Brookfield Community School follows a safer recruitment process. The appointment to this post will be subject to suitable references and an Enhanced Disclosure and Barring Service check. The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

For all queries at any stage of the process, please contact the Headship Recruitment Team at Derbyshire County Council on 01629 538836.