



Kings Heath Boys

'Striving for Excellence'

Headteacher

Information for candidates



Kings Heath Boys

Chamberlain Road | Birmingham | B13 0QP

Tel: 0121 464 4454 | Email: enquiry@khb.bham.sch.uk

BIRMINGHAM CITY COUNCIL DIRECTORATE OF CHILDREN, YOUNG PEOPLE AND FAMILIES

BIRMINGHAM CITY COUNCIL IS COMMITTED TO EQUAL OPPORTUNITIES IN EMPLOYMENT AND WE POSITIVELY WELCOME YOUR APPLICATION IRRESPECTIVE OF YOUR GENDER, RACE, DISABILITY, COLOUR, ETHNIC OR NATIONAL ORIGIN, NATIONALITY, SEXUALITY, MARITAL STATUS, RESPONSIBILITY FOR DEPENDANTS, RELIGION, TRADE UNION ACTIVITY AND AGE

APPLICATIONS ARE INVITED for appointment to the post of

HEAD TEACHER of KINGS HEATH BOYS

Chamberlain Rd, Kings Heath, Birmingham, B13 0QP
Tel: 0121 464 4454

**Chair of Governors: Mr Tom Garbett
Head Teacher: Mrs Bernadette Przybek**

GROUP 5 CURRENTLY SPINE POINT L25 – L31

**Leadership group pay range: L11 – L24
Wider leadership pay range: L6 – L10**

Kings Heath Boys is a local authority maintained comprehensive school for boys aged 11-16 years (600 pupils on roll) with 4 form entry, although governors fund 5 forms as the school is committed to smaller group sizes.

We are a stimulating and caring school. Our students come from diverse backgrounds and it is the positive community cohesion in our school which we celebrate. We are outward looking and active in the community, using our facilities - including a large Sports Hall completed in 2016 - to the benefit of our students and to further community engagement. Rated 'Good' by Ofsted, with elements of 'Outstanding', the school is ready to move forward in its hugely positive journey.

You will need to be an experienced and exceptional leader who:

- has a proven track record of effective leadership and inspirational practice
- understands what great teaching looks like to ensure that learning stretches, inspires and challenges students
- is fully committed to providing a safe, caring and inclusive environment for everyone
- has excellent communication skills, emotional intelligence, resilience and tenacity
- is outward facing and willing to harness partnership working for the benefit of both staff and students

We can offer:

- enthusiastic, friendly and engaged students who are keen to learn
- a talented, dedicated and hardworking team of staff
- a supportive and proactive Governing Board
- a well-cared for school site with Sports Hall and 2 multi use games areas
- an experienced senior leadership team
- a healthy and well managed budget
- a community of supportive families and external partners
- the opportunity to be involved in appointment of a new deputy headteacher

Birmingham City Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

The successful candidate will be expected to take up the appointment at the beginning of the Autumn Term 2019 – 1st September 2019.

Informal contact with the school is most welcome in the form of pre-application visits/contact.

Closing date: Monday 7th January 2019, 9am

Your completed application form should be returned to:
Performance, Engagement & Commissioning Services
PO Box 16461
Birmingham
B2 2DB
Or via email to CSURecruitment@birmingham.gov.uk

LETTER FROM THE CHAIR OF GOVERNORS

Our vision: 'Striving for excellence'

Thank you for your interest in Kings Heath Boys.

We are a boys, local authority maintained school which serves the families in the south of Birmingham, with a significant percentage of students who travel across the city to attend.

Kings Heath Boys is a stimulating and caring school. Our students come from diverse backgrounds and it is the positive community cohesion in our school which we celebrate. Our students are the heart of school and we are proud of their engagement with all aspects of school - from after school clubs to School Council. We have high expectations of our students in terms of attendance, punctuality, effort and willingness to take an active role in school life. School fosters a happy, caring environment where students feel safe to achieve the very best they can. This is a tribute to the staff who work hard to ensure high quality teaching and learning and the provision of individualised pastoral care. We set ourselves challenging targets and are determined to succeed. There is a strong partnership between the school, students, their families and our local community.

Over the last ten years Kings Heath Boys has been on a school improvement journey. In 2009 the school was rated 'satisfactory'. This has improved dramatically over the years and Ofsted visited in January 2013 with a judgement of 'Good', a judgement maintained on a short follow up inspection in March 2017. Ofsted actions are to: (i) ensure that the new assessment and tracking system that is already in place is well understood by all staff, pupils and parents; (ii) evaluate the spending of pupil premium funding more specifically in terms of its impact on pupils with high prior attainment, and these have been the focus of work, via the School Development Plan, over the last eighteen months. We believe firmly that in always striving for excellence, the school will achieve Outstanding.

We are outward looking, supporting our leadership team in using their skills outside school. It is important for us to remain so. We work with both primary and secondary schools in our area as an active member of local school partnerships. We are members of the South Area Network and STEP (Stronger Together Education Partnership). The South Area Network is a group of secondary schools and college principals who meet on a half termly basis. This close knit group ensures that schools work together and support each other in terms of curriculum links and inclusion. STEP comprises of 3 primary and 4 secondary schools in Kings Heath/Moseley. The headteachers in this group meet regularly to support the transition process in terms of curriculum, CPD and peer review.

The school also leads and organises the Kings Heath Boys Sports Partnership, a sports development programme launched in September 2016. Our staff work with (currently) 13 primary schools and organise activities, events and deliver CPD. This work is highly regarded. Sports activity in the school is based around our recently built Sports Hall, which is also used regularly by the wider community.

We are proud of our facilities. In addition to the Sports Hall, recent years have seen among other things a new dining hall, the creation of further teaching space in our Annex, and a general refresh of all classrooms. This academic year will see the creation of a large Learning Resource Centre, with a teaching space, which will be in use by the end of the summer term. The Sports Hall is used daily (out of school

hours) by the local community and two multi-use games areas provide all-weather activity space. IT systems have recently been refreshed.

In making this appointment, the governors are seeking someone to continue the school's hugely positive journey. We have the potential to be an outstanding school, in all senses of the word, and believe we have much to offer: enthusiastic, friendly and engaged students who are keen to learn; a talented, dedicated and hardworking team of staff; a supportive and proactive governing body; a well-cared for school site; an experienced senior leadership team, and a healthy and well managed budget. In addition, we hope to dovetail recruitment of a new Deputy Head with the appointment of the new Headteacher with the intention that the successful appointee is fully involved in that appointment.

You can get further information from our website and you are strongly encouraged to arrange an informal visit to the school by contacting Mrs Przybek. We very much look forward to hearing from you.

Yours faithfully

Tom Garbett
Chair of Governors

ACCOMMODATION

The school building comprises a main building with 4 on-site satellite teaching areas: Technology & Arts, Library Resource Centre and Maths classrooms, the Annexe (English classrooms and main reception) and the Sports Hall.

The main school building is 58 years old and – along with the site generally – has been well maintained. The school is in the process of adding a new Learning Resource Centre. We have an impressive school field and Sports Hall which is open to the public via school lettings.

THE GOVERNING BODY

The school is governed, in accordance with an Instrument and Articles of Government, by a governing body of 11 members, comprising:

- 2 Parent Governors
- 1 Governor appointed by the Local Authority
- 1 Teacher Governor
- 1 Associate Staff Governor
- 5 Co-opted Governors and
- The Headteacher

The head teacher automatically becomes a member of the governing body unless he or she elects otherwise and notifies the Clerk of the governing body in writing of his or her decision not to become a member.

The governing body must meet at least once a term and that will usually be an evening meeting. However, in view of recent changes in the law of education, and the consequent increase in governors' functions, our governing body meets more regularly than once a term. The governing body has delegated certain authority to its finance and staffing, data and curriculum committees which also meet regularly and report back.

It is expected that the governors take an active interest in the life of the school and will be invited to all appropriate school functions.

STAFFING

Teaching Staff

Teacher staffing for each academic year is determined by the governing body in the light of the school's formula funded budget during the preceding Spring Term.

Currently the Senior Leadership Group comprises of:

- 1 Headteacher
- 1 Deputy headteacher
- 3 Assistant headteachers
- 2 Wider leadership group members

School operates a faculty structure: Languages, Maths, Science, PE & Sport, and Technology & Art. Each faculty has a lead person with the leads of Maths, English and Science sitting on the leadership group. Core subjects have staff in charge of key stages and others have subject leads eg Geography, Art, Drama.

The teaching staff establishment for 2018 is head teacher plus 48.80 teachers (FTE). The provisional establishment for 2019/20, subject to confirmation when the final size of the Year 7 admission group is known, is head teacher plus 48.80 teachers (FTE).

School-Based Support Staff

The school-based support staff currently includes school support manager, finance officer, data manager, office administrators, classroom-based support staff, laboratory and technology and arts technician, Network manager, IT technician, cleaning and catering, community services manager and a resident Building Services Supervisor. Ground maintenance staff are provided by the contractor selected under arrangements for compulsory competitive tendering.

BUDGET

The delegated budget for 2018/19 is £3,946,924. A balanced budget is currently in place with a carry forward available for further school development.

ORGANISATION AND CURRICULUM

The Kings Heath Boys curriculum includes the formal programs of lessons, the quality relationships amongst pupils and their teachers and the values and activities fostered by the school. It includes all those activities, which promote the intellectual, personal, social and physical development of pupils through enrichment lessons that offer many opportunities and challenges. As a school we have focus groups that extend students within their own identified groups.

The school seeks to develop in every pupil a sense of self-worth. It provides access to understanding, knowledge and skills and lays the foundation for a life-long enjoyment of learning. It supports pupils in their efforts to make the most of all their abilities and encourages them to develop an enquiring attitude and a confident and creative approach to life. The school values the pupil's initiative, self-discipline and sense of responsibility.

Every pupil is entitled to a broad and balanced curriculum that provides access to the appropriate areas of the National Curriculum. Inclusion and equality of opportunity underpins the provision and delivery of all areas of the curriculum. The school aims to ensure pupils experience a curriculum that is relevant to their experiences and needs.

The core curriculum for all pupils will include:

- English
- Mathematics
- Science
- Information and Communication Technology
- Languages
- Physical Education
- Humanities
- Religious Education (parents may request that their child is withdrawn from formal religious education lessons)
- Personal Social Health Education – delivered within and across the curriculum as well as themed sessions
- Technology and Arts

The curriculum holds British values at its core whilst valuing, celebrating and building on religious and cultural heritage to develop a sense of identity. The community at Kings Heath Boys is fortunate to have students and staff from different backgrounds that enrich our school life. Cultural diversity and respect for each other are celebrated and reflected across the whole curriculum.

Religious education is provided in accordance with the Local Authority's "Agreed Syllabus". The religious beliefs of all pupils and their parents are respected, and appropriate arrangements are made for the withdrawal of pupils from RE lessons and acts of worship when parents request this.

Please see recently published:

<https://www.compare-school-performance.service.gov.uk/school/103486/kings-heath-boys>

Please note that this does not include our remark data for examinations in summer 2018. With this adjustment we expect progress to be: -0.27 for 2017/18 (analysis data from SISRA).

The new curriculum and examinations, a very hot summer and over three quarters of our students fasting has had an impact on Summer 2018 results. The governors and SLT have analysed the data carefully and appropriate interventions have been put in place to address the issues raised. The governors are committed to improving the current performance indicators. The school development plan 2018/19 reflects this and the targets set are to:

- Celebrate positive attitudes to learning via student success (raising aspirations/expectations)
- Ensure quality first teaching so all students make progress
- Raise attainment across the school to impact on progress
- Strengthen leadership during a period of change to ensure consistency

PASTORAL CARE

Our students are supported on a day to day basis by our Pastoral Team. Each year group has a non-teaching Learning Development Manager who works closely with staff, students and families to ensure any barriers to learning are removed.

Students have a form tutor and there is a house system in place. Each of the forms in Y7, 8 and 9 are divided into houses. Tutor groups are vertical for Y7, 8 and 9.

Students are further supported by our SENDCO and EAL Co-ordinator. We have an area in school called 'The Hub' which is a base for support activities.

The school's attitude to learning policy is instrumental to our pastoral care. The key driver is 'respect' and we engage students immediately with this message when they start with us.

PARTNERSHIP MONITORING, ADVICE AND SUPPORT

The school is a member of the Bishop Challoner Teaching School and Birmingham Education Partnership who are commissioned to do school improvement in Birmingham. Over the years we have worked closely with them. We also engage in peer review with our STEP partnership on a yearly basis. These partnerships provide the school with excellent monitoring, advice and support.

EDUCATION FOR A MULTI-CULTURAL SOCIETY

The Local Authority, as an integral part of its policy for 'Education for a Multi - Cultural Society', is committed to the promotion of justice and racial equality through the establishment of a strong multi-cultural perspective in all its schools. This is to be achieved through the implementation of three major objectives:

- Preparing all pupils for life in a multi-cultural society
- Providing for the particular needs of children
- Being aware of and countering racism and the discriminatory practice to which it gives rise

Kings Heath Boys basic characteristics trends:

This is final data for 2016/2017.

Up to Key stage 5 basic characteristics trends						
Breakdown	2015		2016		2017	
	School	National	School	National	School	National
Number on roll	522	945	535	943	559	950
Male %	100.0	50.3	100.0	50.3	100.0	50.2
Female %	0.0	49.7	0.0	49.7	0.0	49.8
Ever 6 FSM %	69.7	28.7	83.6	28.9	73.0	28.5
Minority ethnic groups %	96.4	26.9	97.1	28.2	96.3	29.5
SEN with EHC plan %	0.6	1.8	0.6	1.7	1.1	1.7
SEN support %	12.5	12.4	9.0	11.0	10.4	10.7
English additional language %	67.0	15.1	71.4	15.7	65.8	16.3
Stability %	78.5	91.9	79.3	91.6	82.5	91.5
School deprivation indicator	0.45	0.22	0.34	0.20	0.34	0.20

PARENT/TEACHER LINKS

We have 2 parents on our governing body and we meet with parents/carers at parents evenings (twice a year for each year group). Staff are encouraged to contact parents/carers as needed. We also celebrate student success via phone calls home or by making arrangements for meetings with parents individually or in groups.

LINKS WITH THE COMMUNITY

It is the Local Authority's policy to make the most effective and efficient use of all education buildings and plant throughout the year.

To this end, many schools throughout the city are used regularly by the Adult Education, Youth and Community Service on a dual use basis. Schools may also be hired by the public under the city's arrangements for letting school premises. The effectiveness of the dual use policy is characterised by excellent co-operation and collaboration between head teachers, and officers of the Local Authority and the Department of Recreation and Community Services.

Given these policies and the success of current practice, the person appointed to this post must be completely sympathetic to the school and any of its facilities being available for community use when not required by the school.

Kings Heath Boys has lettings throughout the week and during the weekend.

OTHER EXTERNAL SUPPORT SERVICES

Support staff such as doctors, nurses, psychologists, social workers, careers officers and others are available at the appropriate area centres in the city.

HEAD TEACHER INDUCTION

All new head teachers are able to access induction and support, on a rolling programme, provided by the Teaching Schools across the city, in partnership with Schools HR Services.



Headteacher Job Description

Key priorities

- Celebrate positive attitudes to learning via student success (raising aspirations/expectations)
- Quality first teaching to ensure all students make progress
- Raise attainment across the school to impact on progress
- Strengthen leadership during a period of change to ensure consistency

Core purpose of the role

To provide professional leadership and management that will promote a secure foundation from which to achieve high standards in all areas of the school's work.

Secure the school's position within the local community

The headteacher will:

- Provide vision, leadership and direction
- Be outward facing
- Effectively manage teaching and learning
- Promote excellence, equality and high expectations of all pupils
- Deploy resources to achieve the school's aims
- Evaluate school performance and
- identify priorities for continuous improvement
- Carry out day-to-day management, organisation and administration
- Secure the commitment of the wider community
- Create a safe learning environment that is engaging and fulfilling for all.

Key responsibilities

Qualities and knowledge

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.

Pupils and staff

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.

Systems and process

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 body 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.

The self-improving school system

Continue developing 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.

HEADTEACHER JOB DESCRIPTION

GROUP 5 SPINE POINT L25 – L31

LEADERSHIP GROUP PAY RANGE: L6 – L24

As required by Paragraphs 44-48 & 52 of the School Teachers' Pay and Conditions Document.

1. Job Purpose

As required by paragraph 44-48 & 52 of the School Teachers' Pay and Conditions Document, to be responsible for the internal organisation, management and control of the school.

2. Line Management

General

- To act in accordance with the requirements of paragraphs 46 – 49 & 53 of the School Teachers' Pay and Conditions Document
- To undertake the professional responsibilities of a head teacher as set out in paragraph 48 of the School Teachers' Pay and Conditions Document
- To act in accordance with other legislation affecting the conduct of the school, particularly that governing health and safety matters and employment rights
- Responsible for the supervision of all staff employed in the school

3. Conditions of employment

The above responsibilities are in accordance with the School Teachers' Pay and Conditions Document in terms of duties and working time and are also subject to any local agreements and LA guidance on interpreting conditions of service.

4. Review and Amendment

This job description is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body or the Head Teacher but only after full consultation between them. It will be signed if agreement is reached.

5. Complaints

If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

Job description issued after consultation _____ (Signature of the Chair of the Finance & Staffing Committee)

Copy received by _____ (Signature of the Head Teacher)

Date: _____

PERSON SPECIFICATION: HEAD TEACHERS

Kings Heath Boys School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

[illegible]

	<p>appropriate risk-taking.</p> <p>To demonstrate a wide range of high level communication skills including new technologies.</p> <p>To use authority appropriately to maintain discipline.</p> <p>To promote and foster a positive school image.</p> <p>To seek and maintain effective multi-agency partnerships and collaboration, in order to share and disseminate best practice throughout the whole school and beyond.</p>	<p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p>
OTHER	<p>Evidence of motivation for working with children.</p> <p>Evidence of ability to form and maintain appropriate relationships and personal boundaries with children and staff.</p> <p>Evidence of emotional resilience in working with children and staff exhibiting challenging behaviour.</p> <p>Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.</p> <p>Ability to coach and develop all school staff appropriately.</p> <p>Demonstrate the promotion of positive behaviour strategies and constructive handling of problems.</p> <p>Evidence of actively involving all staff, parents, Governors and the community in the life and work of the school, other schools and networks.</p> <p>Evidence of implementing Equal Opportunities and other legislation essential for the health, safety and well being of the school community.</p> <p>Ability to effectively implement personnel procedures in the management of staff, with relevant knowledge of Employment Law.</p>	<p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p>

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- Those elements marked **AF** - will be assessed in your **Application Form**
- Those elements marked **AF/I** - will be assessed in your **Application Form** and during the selection process e.g. Interview/presentation.

NB: If shortlisted, any relevant issues arising from references will also be taken up at interview. References will be used to support the selection panel's assessment.