



Dallam School



Headteacher Application Pack

Appointment starting either
June or September 2018



South Westmorland Multi-Academy Trust

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Welcome to Dallam

Thank you for your interest in the post of Headteacher for Dallam School which includes the role of Accounting Officer for the South Westmorland Multi-Academy Trust. The vacancy has arisen because our current Headteacher and Accounting Officer, William Bancroft, is retiring on 31st May 2018.

Under his leadership there have been significant improvements and developments and we believe the school is poised for a great future. We now need to recruit a skilled, astute and inspirational headteacher with the capacity to lead on many fronts, to build on Mr Bancroft's successes and to work with others in creating an ambitious and coherent vision for the future.

Dallam School has a long and distinguished history, its origins going back to the foundation of Heversham Grammar School in 1613. Heversham joined with Milnthorpe Secondary School in 1984 to form Dallam School. The decision was made to become an academy in 2011 and to form the South Westmorland Multi-Academy Trust in 2016. At present, Dallam is the only school in the Trust, but governors and trustees alike are keen to appoint an outstanding headteacher who will help to shape its future.

If your application for this post is successful, you will be the leader of a dynamic and well respected comprehensive school, which is also proud to be an international state boarding school and an International Baccalaureate World School. Dallam is also well known for its extensive outdoor and sporting provision as well as its impressive community education programme.

Enid Fraser

Chair of the South Westmorland Multi-Academy Trust



As noted by the Chair of the Academy Trust, William has done great work at Dallam and is leaving it in good health and well-placed for his successor to develop further the many strengths of the school.

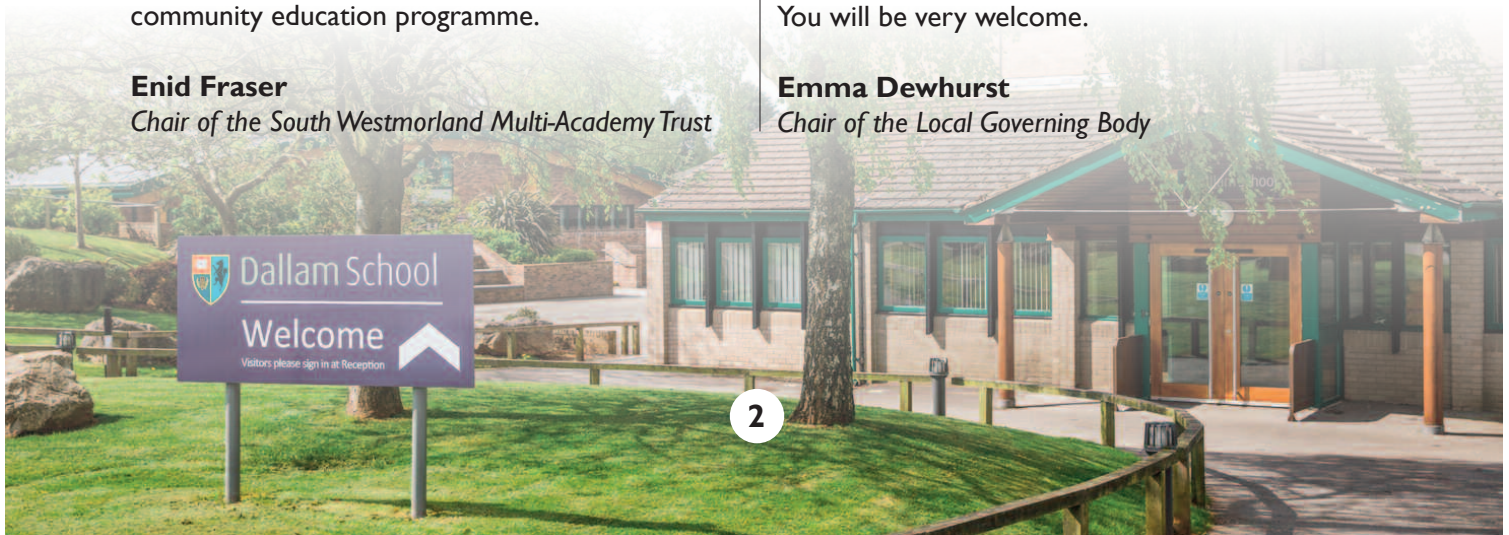
Dallam is a good school of which we are all very proud so the priority for the Local Governing Body is to support the appointment of an outstanding individual with the drive, determination and thirst for excellence to make Dallam even more successful. We believe it is a great place to work with much to offer staff and students alike.

If you are an exceptional person with the experience and inspirational skills to lead and manage the school's future development, to realise the potential of all our students and take the school to the outstanding position to which it aspires then we look forward to receiving your application.

Please come and visit us to find out more. You will be very welcome.

Emma Dewhurst

Chair of the Local Governing Body



About Us

Dallam School has a long and successful history. Four hundred years on from its origins, Dallam is a popular 11-19 mixed local comprehensive school committed to serving its local community and beyond. While half of our students come from our natural catchment area in South Cumbria, over 400 travel daily from a wide area that stretches into Lancaster, Morecambe and the Lune Valley.

In addition, 129 of our students are boarders who live in excellent accommodation on the Heversham site during term time. They are all UK or EU passport holders which entitles them to free education in the UK. They come from across the globe including Europe, Nigeria, Hong Kong, Cambodia, Mexico, Chile and the USA. This means that many different languages are spoken by our students and we are truly an international school. Drawing from both the local community and beyond, as well as internationally, brings a richness and diversity to the school that would not normally be found in rural Cumbria.

Dallam School, Milnthorpe, is the main hub for teaching, Dallam Sports Centre and daily life. The campus is attractive and set in beautiful countryside on the outskirts of the large village of Milnthorpe, close to the market town of Kendal to the north and Lancaster to the south. Dallam School, Heversham, is home to the boarding students and the Dallam School base for Dallam Community and Dallam Outdoors. Staff, governor and occasionally external meetings and conferences are also held here.

Ethos

Despite popular demand for places, Dallam remains small enough (around 1000 students), for everyone to be known, respected and nurtured as an individual. Student and staff relationships are good; the atmosphere is friendly, yet purposeful. There is respect for the traditions of the school, including good behaviour; a smart school uniform for students in Years 7-11 and business dress for the Sixth Form. All students know that high standards of academic and personal achievement are expected of them. Students present themselves well at community events.

Curriculum and beyond

Dallam's emphasis is on preparation for our constantly evolving modern world and a lifetime of learning. To that end our curriculum is underpinned by the Dallam Learner Profile, leading to the Dallam Diploma. This is central to our vision statement: 'Learning for All, Learning for Life' and means that all teaching encompasses the key soft skills that are often associated with outdoor and adventurous activity. Principles such as teamwork, inquiry, intellectual risk-taking, resilience and wider personal development are vital in helping students to prepare for their place in the modern world. There is a strong link between these skills and those of the IB learner profile which underpins our post-16 programmes. The formal curriculum is diverse and flexible, designed to meet the needs of all our students, from those with major barriers to learning, special educational needs or disabilities to high achievers or those with exceptional talents. We currently choose not to pursue Ebacc compliance in favour of a KS4 curriculum which is



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better suited to students needs and aspirations. In Years 7 and 8 students study a broad range of subjects to help them to develop as learners, meet the criteria for the Dallam Learner Profile and choose the right subjects to study in Key Stage 4. At Key Stage 4, students take four options, including GCSEs, BTEC subjects and a core of English, Maths, PE, RS and Science. The school has recently moved to a three-year Key Stage 4 to allow teachers to concentrate on good quality teaching and learning under the reformed GCSE syllabuses.

There is a wide range of courses on offer in the Sixth Form. Many of our students starting in Year 7 can expect to continue all the way through to Year 13 and in turn go on to university, college and apprenticeships. We run a unique three pathway curriculum post 16 which enables us to offer the International Baccalaureate and the International Baccalaureate Career Programme alongside A' Levels. Our International Baccalaureate results are amongst the highest in the world. Expert staff, specialising in their subjects up to International Baccalaureate and A' Level, teach throughout the school. We also continue to offer a significant programme of adult education on our Heversham site.

Making good use of its superb setting, Dallam is a regional centre for outdoor education, and an Operating Authority for the Duke of Edinburgh Award scheme. There is a full sporting programme within and beyond the curriculum making use of

facilities that include a 3G all-weather pitch, excellent outdoor pitches, and another sports hall at Heversham in addition to the main sports centre at Milnthorpe. The curriculum includes a full range of arts subjects and extra-curricular opportunities with excellent facilities. The school's extensive programme gives students the chance to discover new interests or explore their creativity. This includes musical productions, artistic opportunities, instrumental lessons, dance events and a wide variety of lunchtime and after-school clubs.

Standards

Academic achievements at this fully comprehensive school are generally high. In recent years, 70% or more of Year 11 students have gained 5 or more A* - C grades at GCSE including English and maths and we regularly perform well in the Cumbrian league tables. This year students gained 72% five or more 9-4 grades including English and maths and our unverified P8 score is -0.12. However, with outliers removed and with the significant percentage of students with no KS2 data added in we calculate the actual figure to be +0.09. Pupil Premium students in 2017 performed in line with their non-PP counterparts.

Staff and governors recognise that there is still room for improvement; there is some in-school variation in results and some groups where performance needs to be better. Following last year's GCSE results, department improvement plans, monitored by governors, outline the planned actions to secure the required improvement.



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Teaching and Learning

There is good teamwork between teachers and learning support assistants and this supports the learning needs of all students. Our outstanding pastoral care system is carefully organised to ensure that all students have a choice of trusted adults to whom they can turn. Students appreciate the caring and supportive environment that safeguards their emotional and social needs as well as ensuring their personal development and wellbeing.

Much emphasis is put upon Quality First teaching throughout Key Stage 3 and beyond. Teaching is monitored in several ways and whole school analysis indicates that teaching is almost always good or better. Any colleagues falling below this standard are mentored as part of an improving performance programme.

Ten teachers are on the Osiris Outstanding Teacher programme this year and all teachers belong to Professional Learning Communities working on different aspects of teaching and learning.

As Dallam is an active member of the South Lakes Federation (SLF), a soft federation but also a company with a long history and very strong ties, our teachers also benefit from SLF subject network groups to help faculty leaders develop their subject areas.

Ofsted judged the school to be Outstanding in 2010 and Good in 2013. The current assessment is that the school remains Good with the Sixth Form considered to be Outstanding. Three consecutive Boarding inspections, which take place under the Social Care Framework and are additional to the main Ofsted process, have each resulted in an Outstanding judgement.

Resources

The school has always prided itself on achieving its yearly budget target as well as ensuring constantly improving facilities and growing both the number and size of its buildings in response to educational need and aspiration. As well as normal academy

funding, additional funding streams come from our boarding provision, lettings of the state of the art sports complex, thriving outdoor and community education provision and summer holiday activities programmes. Effective management and control maximise these income streams so that all students and staff benefit from this extra investment. Owing to its historical links, the school also benefits from a Charitable Trust. The interaction of each income and expenditure stream needs to be fully understood by our Headteacher who is the Accounting Officer for all aspects of our finances.

A £13m building programme was completed in 2010. This included a new entrance and car park, reception, front offices and staffroom, learning resources centre, dining rooms, science building, an arts centre with new music rooms, dance and drama studios, a sports centre with sports hall, gym, fitness suite and 3G all-weather pitch, and a general teaching block. This finally enabled all teaching to move from Heversham to the Milnthorpe site.

There is a magnificent new boarding accommodation block and a fully refitted technology and IT building. In 2015, we opened the new sports pavilion on our Tristrams playing fields as well as refurbishing the community education and conference facilities on our Heversham site. A new Sixth Form common room was opened in September 2016, and in 2018 we will further consolidate boarding provision with the opening of a 12 bed extension. At present, working with a local provider, enhanced IT and broadband facilities are being developed on both the Milnthorpe and Heversham sites.

Dallam is an exceptional place in which young people can learn, achieve and thrive. As an Academy trust we enjoy considerable freedoms and financial benefits whilst maintaining close links with our neighbouring secondary schools and Kendal College, all members of the South Lakes Federation.

About Us

South Westmorland Multi-Academy Trust (The Trust)

The Trust was formed in October 2016 emerging from the existing structures of Dallam School. Processes and procedures for managing the MAT are secure. Our current headteacher is the Accounting Officer of the Trust and has led development to date but its final vision and its next phase will be established in partnership with the new headteacher. At present we are a single school MAT but with an ambition to grow. One of our Good smaller partner secondary schools within the South Lakes Federation (SLF) had asked to join the MAT and appropriate due diligence has been undertaken; this opportunity is on hold for the present but is a strong possibility.

The Trustees have a clear view about the kind of Trust they wish to develop. The central aim is to secure high aspirations and outstanding achievement for students and staff in a cross-phase Trust, supporting high quality education for all within a cost-effective system. The Trust is committed to sharing good practice, providing support where that is required, whilst respecting the values, unique characters and heritage of individual schools that are integral to their own communities.

In Cumbria, there are some challenges to MAT future development, not least achieving geographical coherence but also the fact that many primary schools are voluntary-aided or voluntary-controlled. These issues are not insurmountable; there have been tentative local conversations to consider the potential for MAT mergers or closer working practices at some point in the future, for example under the SLF umbrella.

Links

Dallam School is at the southern edge of Cumbria, close to both the Lake District and Yorkshire Dales National Parks. The school is easily accessible from Junction 36 of the M6.

There are good rail links to Manchester and London with easy access to the West Coast mainline railway with the nearest station being Oxenholme The Lake District (Kendal) only 15 minutes away.

In summary

In Dallam, we have a successful school, set in a fantastic location, with excellent facilities one of only a small number of state schools to offer boarding places. It benefits from committed staff, supportive and appropriately challenging governors, interested parents and a good community relationship. We are confident that Dallam has a great future ahead of it.

In the Trust, we have an emerging organisation, ready to be shaped and developed to play a strong role in meeting the needs of schools and students across the area.

The Trustees believe this is an exceptional opportunity for an outstanding and ambitious individual who has the experience, skills and drive to take both the school and the Trust to their next phases of development. Within school, there is still work to be done to secure the very highest standards, genuinely moving from Good to Outstanding across a broad front. There is a need to lead on the vision for the Trust; to move it on from being a single academy, to foster strong partnerships with other schools and to contribute to future local and county-wide discussions about MAT development.

Could this be you?

You should find the Dallam School website a useful place for more information
- <http://www.dallam.eu>

If you are interested in finding out more, please see the details on Page 12 'How to Apply'.

We would love to hear from you.



Job Description

Position: **Headteacher**

Responsible to: The South Westmorland Multi-Academy Trust Board

Main Purpose: To provide effective, dynamic and inspirational leadership for Dallam School that ensures its continued success and improvement by securing a culture that promotes excellence, equality and high expectations so that all members of the school community can fulfil their true potential. The post requires the headteacher to be the Accounting Officer for the South Westmorland Multi-Academy Trust and critical responsibilities at this point in the development of the Trust are included below.

Principal Accountabilities:

Strategic Direction and Development of the School

- Ensure that all those involved in Dallam School are committed to and share its vision, ethos and aims, are motivated to achieve them and are engaged in meeting objectives that secure the educational success of the school
- Ensure that effective teaching and learning are at the centre of strategic planning and resource management and that value for money is demonstrated by student outcomes
- Promote a harmonious learning culture which secures success through effective teaching, successful learning and sustained improvements by students to prepare them for a positive future
- Create and implement strategic plans, within the framework of the Trust's objectives that are underpinned by sound financial planning, management and organisation, to achieve excellence
- Lead by example and demonstrate that the school is aspirational for and equally values every member of its community in all aspects of policy and practice
- Ensure that strategic planning takes account of the complexity of Dallam School, embracing boarding, community, outdoor education and the Academy Trust

- Develop a clear understanding of the development of the Trust to date, its structures, policies and procedures and its local and wider context
- Work with the Trust Board to develop and articulate a coherent vision, establish the values and ethos for the Trust and inspire others to share in achieving those
- Build effective relationships to further the Trust's external partnerships and future development, seeking creative solutions and contributing to local and county-wide discussions about MAT development
- Work closely with the Trustees, governors and staff to develop a cohesive school improvement plan that meets the needs of Dallam and is a template for wider use in the Trust

Teaching and Learning

- Create and maintain a code of behaviour that secures excellent standards of teaching, effective learning and high standards of achievement
- Encourage high standards of performance for all, challenge underperformance and use effective strategies to support improvement
- Regularly review the pastoral system to ensure it can promote a culture of high expectation where all students are well supported, have positive attitudes to learning and can achieve success



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- Ensure a consistent and continuous school-wide focus on student assessment and achievement, using appropriate data and benchmarks to set, monitor, track and evaluate individual student progress
- Maintain and further develop an effective partnership with parents and the wider community to support and improve students' achievement and personal development

Developing staff and working with others

- Adopt a strong, caring and flexible leadership style to influence and motivate staff and students to achieve their objectives and those of Dallam School
- Create and sustain a collaborative learning culture within the school and share evidence of best practice by networking with other organisations through the Trust, South Lakes Federation and other educational networks
- Ensure that all staff are encouraged and supported to develop their own practice, participate in training and research and share their skills for the benefit of all within and beyond school
- Implement and sustain effective strategies and well understood procedures for staff induction, professional development, performance management and target setting, and take appropriate action when performance is unsatisfactory
- Encourage effective teamwork, plan, allocate, support and evaluate the work of both teams and individuals, ensuring clear delegation of tasks through distributed leadership, building a culture in which staff and students are encouraged to develop their own leadership skills and contribute to school development
- Lead by example to shape a working environment that places importance on wellbeing and the link with a positive work/life balance

- Regularly review your own practice, set personal targets and take responsibility for personal and professional development

Managing the Organisation

- Deploy staff and resources efficiently and effectively to meet the specific objectives in line with the Trust's objectives and Dallam School's strategic plan, financial constraints and legal requirements
- Manage, monitor and review the range, quality, quantity and use of all available resources to improve the quality of education for all students and secure value for money
- Develop and manage the school environment efficiently and effectively to ensure it meets the needs of the curriculum and health and safety regulations
- Recruit, manage and motivate a committed, effective and diverse workforce that enables and promotes high quality learning
- Ensure all relevant policies and procedures are implemented, reviewed, meet statutory and organisational requirements and contribute to continuous school improvement
- Accept responsibility and carry out all the functions of the Accounting Officer as described in the Academies Financial Handbook and ensure that the Trust works to the standards required
- Lead and manage all operations through the agreed organisation structure and accountability matrix, and through the development, implementation and review of Trust level policies
- Work closely with the Trust's Chief Financial Officer to secure efficient, effective systems that are fit for purpose, that ensure financial probity and meet standards required



Job Description

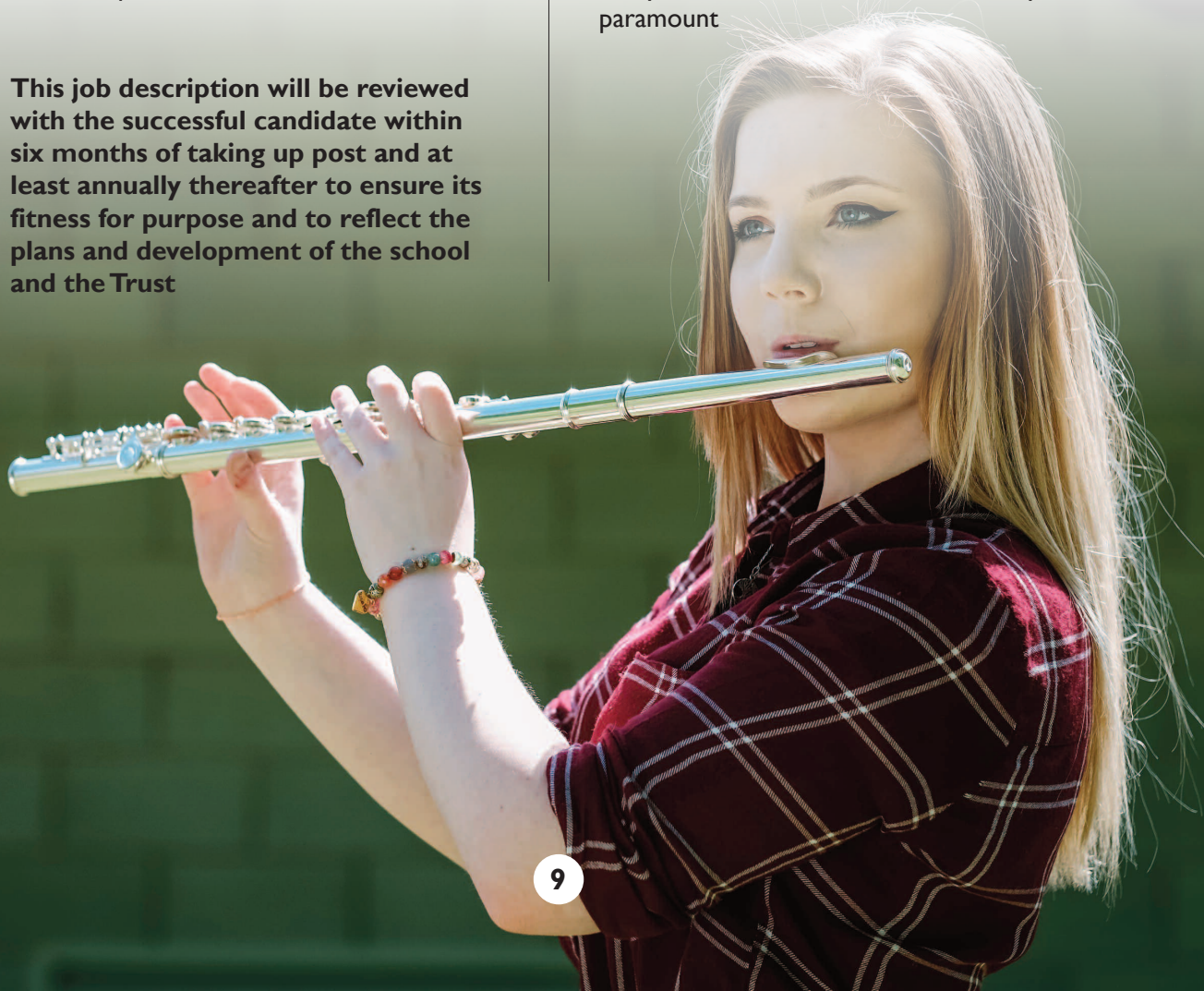
Accountability

- Provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money
- Present a coherent and accurate account of the school's performance in a form appropriate to many audiences including the Trust Board, governors, parents, Ofsted, the South Lakes Federation and others as required
- Make use of national and internal data to inform rigorous and effective monitoring, school self-evaluation methods and improvement planning to sustain and improve teaching, learning and achievement
- Keep abreast of and critically appraise educational developments, national agendas, new legislation and synthesise the information to support the understanding of others
- Seek and value the views of all stakeholders using constructive feedback to contribute to school improvement

This job description will be reviewed with the successful candidate within six months of taking up post and at least annually thereafter to ensure its fitness for purpose and to reflect the plans and development of the school and the Trust

Community Engagement

- Build, maintain and review effective communication and relationships with parents, carers and other members of the school community to support the learning of students, seeking feedback to ensure the needs of all parties are met
- Encourage and engage in collaboration with other schools, networks and partners, including the South Lakes Federation to share expertise and evidence of best practice to provide positive benefits to Dallam and other schools
- Continue to offer the facilities of Dallam School for use by the community and promote provision that contributes to lifelong learning for all
- Build a school culture that values and uses the richness and diversity of the school and wider community to enhance all aspects of school life and student experience
- Secure positive relationships with all agencies that can support the health and wellbeing of every child in a culture where safeguarding every member of the school community is paramount



Person Specification

Method of assessment: Application form (A); Letter of Application (L); Reference (R) Interview process (I)

Criteria	Essential	Desirable	Method of Assessment
Qualifications			
Good Honours degree	x		A
Qualified teacher status	x		A
Successful completion of the NPQH		x	A
NLE/LLE status and experience		x	A
Have evidence of continuous professional development appropriate to the role	x		A
Evidence of further training and accreditation at leadership level		x	A
Up to date training and knowledge of legislation for the protection of the whole school community	x		A
Wider commercial experience		x	A/L,R
Experience			
Has experience of at least three years of a secondary school headship or substantial school senior leadership role, with significant strategic responsibilities	x		A, R
Is/has been head of a mixed, all ability, state school with students to age 18		x	A, R
Has experience of working collaboratively with other schools e.g. within federations, MATs, supporting other schools	x		L,R,I
Has a proven track record of raising educational aspirations and standards	x		L,R,I
Has experience of international links and/or working in international schools		x	L,R,I
Has experience of working in schools with boarding provision, including international students		x	A,R,I
Has experience of leading or working in a MAT setting		x	A,R,I
Can provide evidence of being an excellent classroom practitioner and of leading and coaching others in developing high quality teaching	x		L,R,I
Leadership skills, abilities and experience			
Proven ability to inspire others towards a vision for the whole school community, enabling this to be shared, understood and supported by all stakeholders	x		L,R,I
Able to demonstrate good oral, written and listening skills. Evidence of building and maintaining strong relationships within school and the wider community, engendering a sense of trust and belonging for all	x		L,R,I
Proven track record of leading school improvement, raising aspirations, attainment and progress	x		L,R,I
Demonstrate the ability to build on the existing strengths in the school and take it to its next level of development and high performance	x		I
Proven understanding of successful strategies to secure good behaviour and attendance across an inclusive organisation	x		L,R,I
Able to demonstrate clear values, high integrity and a strong moral purpose	x		L,R,I
Proven success in promoting a collaborative, distributive leadership style. Having the ability to motivate and empower staff, encourage creativity and develop effective teams	x		L,R,I

Person Specification

Leadership skills, abilities and experience cont.	Essential	Desirable	Method of Assessment
Able to exemplify a firm belief in staff development and lifelong learning for all in the organisation, developing individuals and teams to achieve personal and shared goals	x		L,I
Proven success in developing or making a significant contribution to a culture of high expectations across an organisation with a healthy balance of challenge and support for all	x		L,R, I
Management skills, abilities and experience			
Proven experience of strategic management including planning and managing a budget and allocating human and financial resources effectively	x		L,R,I
Experience of managing or making a significant contribution to premises development and capital planning		x	L,R,I
Proven experience and understanding of school self-evaluation methods, improvement planning and links with the Ofsted process	x		L,R,I
Demonstrate a secure understanding of multi-academy trusts and the accountability links between school and the Trust	x		I
Demonstrate an understanding of and the capacity to carry out the Accounting Officer role as well as being the school headteacher	x		L,R,I
Able to demonstrate skills in the understanding and interpretation of data and the use of data to support improvement and evaluation	x		I
Demonstrate a clear understanding of current educational and political issues and national agendas	x		I
Able to critically appraise and implement new legislation and policies, synthesising and interpreting information to ensure all stakeholders understand at an appropriate level	x		I
Proven ability to turn a well-founded educational philosophy and shared aspirational vision into practical outcomes	x		L,R,I
Evidence of the successful management of multiple stakeholder groups	x		L,R,I
Personal qualities, behaviour and style			
Has the energy, drive, ambition and tenacity to take on a challenging role as the head of this unique school in a fast- moving educational climate	x		R,I
Has a keen interest in all Dallam's component parts: the whole school, community programme, boarding, outdoor and sport programme, MAT development	x		L,I
Is passionate about the Dallam school community but also outward-facing and committed to wider relationships and educational improvement	x		L,I
Has a personal and professional demeanour that commands confidence and engenders respect	x		I
Is emotionally intelligent, resilient and remains calm under pressure	x		R,I
Has a good sense of humour; is cheerful and optimistic, flexible and approachable	x		R,I
Is personally committed to the wellbeing of everyone in the organisation and committed to social justice and equality of opportunity	x		R,I
Is of high integrity, sets high standards for self and others, expects to be personally accountable and to hold others to account	x		R,I
Can manage own workload successfully and monitor the workload of others, striving to achieve a good work/life balance for all	x		R,I

How to Apply

1. We strongly encourage you to visit the school before you apply for the post. We have set aside four days in January for this purpose.

Tuesday 9 January morning or afternoon

Tuesday 16 January morning or afternoon

Friday 19 January afternoon only

2. If you would like further information or a confidential conversation with the Chair of the Trust, and/or to arrange your visit, please contact Lynne Knipe either by telephone on 015395 65114 or email l.knipe@dallam.eu
3. If you decide to apply for the post, please note the following important information:
 - Please read the Guidance Notes carefully before completing the Application Form and ensure that you fill in all sections
 - Along with the Application Form, please write a covering letter of no more than three sides (font 11 or more please) demonstrating how the impact of your skills, experience and personal attributes match the Person Specification

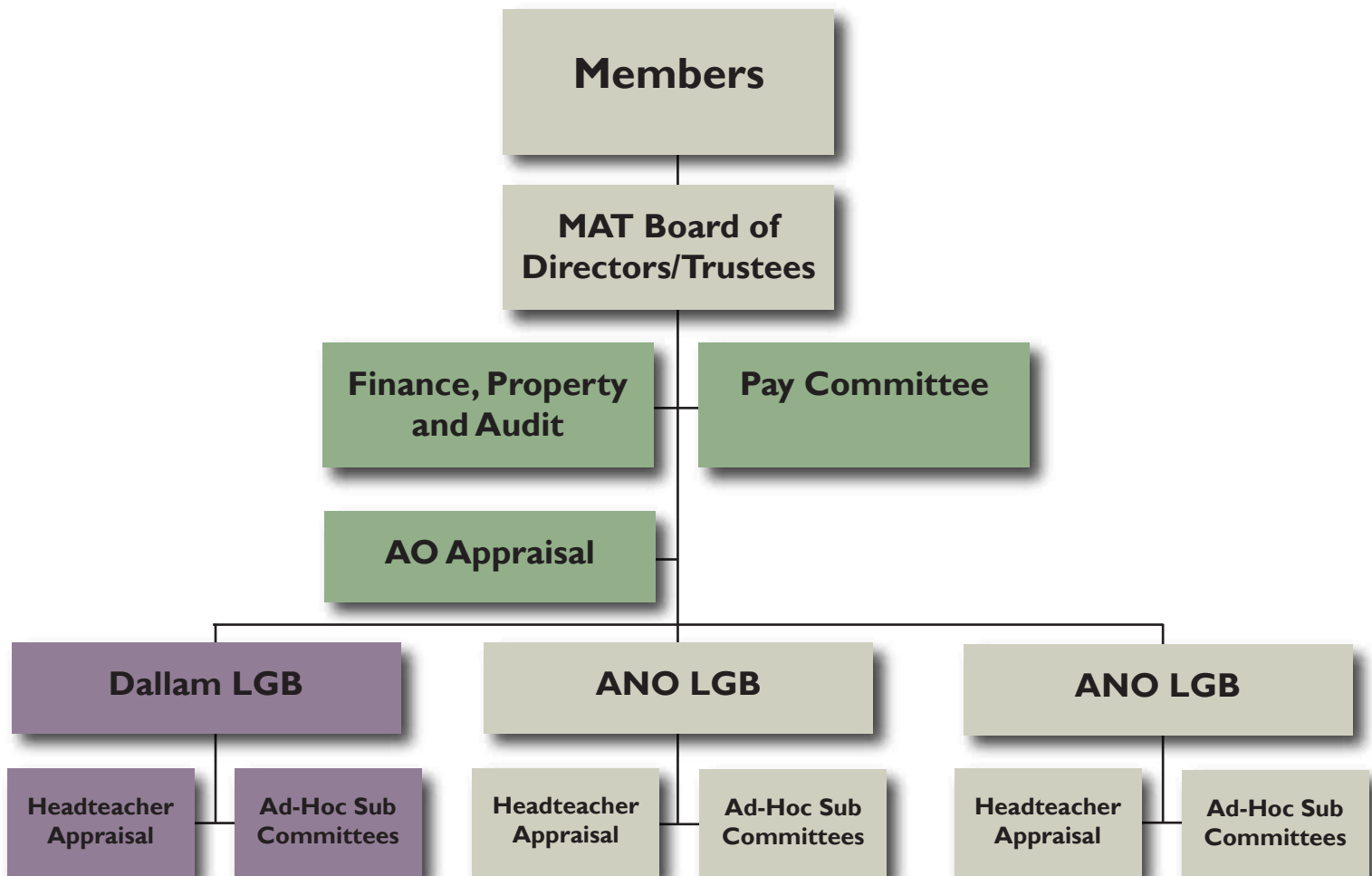
- **Closing date: Monday 22 January 2018**
All applications are to be sent to Lynne Knipe by email no later than 12 noon that day
- **Shortlisting: Monday 29 January 2018.** We shall try to contact all applicants selected for the interview process by telephone initially on that day. This will be followed up by a formal invitation and further information about the process the following day
- **The interview process: Tuesday 6 February 2018 (pm), Wednesday 7 February and Thursday 8 February**
- Please ensure that your referees are alerted to the need to respond to reference requests by **Monday 5 February**





Appendix

South Westmorland Multi-Academy Trust Structure



Notes:

1. Currently Dallam School is the only LGB (Local Governing Body) in the MAT. There may well be more than two additional LGBs in the future
2. Ad Hoc Committees refers to those committees which meet as and when required such as Student Discipline, Staff Dismissal/Grievance and Appeals etc
3. Currently the Accounting Officer is also the Headteacher of Dallam School therefore the Dallam Headteacher appraisal forms part of the AO Appraisal process