

HIGHSTED GRAMMAR SCHOOL



Highsted Road, Sittingbourne, Kent ME10 4PT

Headteacher: Anne Kelly BA MBA

Telephone: 01795 424223

www.highsted.kent.sch.uk

Email: recruitment@highsted.kent.sch.uk

Assistant Headteacher – Director of Learning KS4 (Leadership Range L10-14)

Due to the recent restructuring of the leadership group an exciting opportunity has arisen at this outstanding girls' grammar school from September 2018, for an exceptional leader to contribute to the strategic direction of the school.

We are seeking to appoint an outstanding teacher who wants to lead a strong ethos throughout the school to deliver outstanding Teaching and Learning for students in their key stage.

We can offer you:

- The chance to work in an innovative and forward thinking school
- Effective support for Professional Development in preparation for your next step
- A friendly and supportive environment
- The opportunity to work with well-motivated students and supportive parents

Are you someone who:

- Is a consistently outstanding teacher?
- Is able to motivate and inspire students to raise attainment across all ability ranges?
- Is able to deliver outstanding teaching and learning and achieve excellent results?
- Has proven strong leadership skills?
- Has excellent communication skills?
- Wants to make a real difference to the lives of our students?

Please contact Linda Sayers at the school or visit the website to download further information and an application form: www.highsted.kent.sch.uk
(Closing date noon 5 April 2018)

Highsted Grammar School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This post is subject to an enhanced DBS check.

Highsted Grammar School is an Equal Opportunities Employer.





Highsted Grammar School

Appointment of Assistant Headteacher: Director of Learning KS4

Leadership Pay Point L10-14 (£49,194 - £54,249)

Dear Applicant

Thank you for your interest in the above post, which I am pleased to acknowledge. Please find enclosed information about Highsted, together with the job details.

Highsted Grammar School has been judged by Ofsted to be an outstanding school in all categories. The school is committed to providing girls in Swale with every advantage that being a grammar school can provide.

In partnership with the Headteacher, the Senior Leadership Group (SLG) plays a vital role in setting the strategic direction for the whole school and holding staff and students to account for standards. From September 2018 the SLG will consist of the Headteacher, Deputy Headteacher (Standards & Achievement) and Assistant Headteachers (KS3-5 with whole school responsibilities). Although each member of the SLG has agreed priorities that relate to specific areas of school improvement, it is accepted that responsibilities are shared and strategic issues can be dealt with on a collaborative basis. Members of the SLG are also expected to take assemblies, support extra-curricular activities and represent the school, as required, in the wider community. The new member to the team will be expected to adopt the same approach.

The successful candidate is likely to teach a 40% timetable across a two-weekly cycle. The teaching subject you offer is not critical, however, you will be an outstanding classroom practitioner of proven ability who enjoys teaching. This is a post for a suitably ambitious teacher who is committed to achieving high standards in all areas of school life and can demonstrate the potential to contribute a great deal to the future development of Highsted Grammar School. We welcome applicants who can provide leadership for KS4. We will determine the finer details of the specific key stage job profile depending on the skills set of the successful applicant and the composition of the SLG at the time of appointment.

Application process

The closing date for applications is noon on Thursday 5 April 2018. It is expected that interviews will take place on 19 April 2018.

The interview process will involve a combination of tasks, interview panels with students, staff and governors. The tasks will be designed for candidates to demonstrate their leadership skills and strategic thinking in pressured conditions. Applicants must return:

1. A fully completed application form (leaving no gaps in employment) and naming your current Headteacher as your first referee.
2. A statement in which you set out in no more than two sides of A4:
 - a) Your vision for leading a successful key stage 4 over the next 3 years and how you would measure your impact in translating this success within the school;
 - b) Your vision for how the leadership of data for your key stage will improve the school over the next three years and how you can measure your impact in translating this success in the school;
 - c) An outline of the key aspects you consider are important for raising standards for able girls;
 - d) Why your appointment would be right for Highsted.

Should you need any further information, please contact my PA Linda Sayers at the school.

I look forward to receiving your application.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Anne Kelly', with a stylized flourish at the end.

Anne Kelly
Headteacher



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GENERAL INFORMATION

Summer 2017 school performance:

GCSE results achieved by pupils at the end of key stage four

	2017	2016
Percentage A*/A grades	47.7	45.5%
Percentage of pupils gaining at least five A* - C grades, including English and maths	97.2%	97.2%
Percentage of pupils gaining at least two A* - C grades, science	99.2%	97.2%
Percentage of pupils gaining at least one A* - C grades, MFL	84.9%	86.2%

Pupils	% achieving 5+ A*-C, including Maths & Eng.	% achieving English Baccalaureate*	% achieving 2+ Science A*-C	% achieving history or geography A*-C	% achieving 1+ MFL A*-C
Highsted 2017	97.2	84.0	99.2	97.5	84.9
England 2014	53.4	22.9	47.5	43.8	36.1
Kent 2014	58.1	26.8	47.9	42.2	35.9

* **English Baccalaureate** consists of A*-C grades at full GCSE in English, mathematics, two science subjects, a foreign language and history or geography.

A/AS-level results achieved by students at the end of Year 13

	2017	2016
Percentage pass rate	100%	100%
Percentage A*-B grades	60%	69%

'Highsted Grammar School is an outstanding school. It knows its strengths and areas requiring improvement very well.'

'The school is ambitious for its students and is very effectively focusing the staff team and the girls themselves on raising their expectations and achievements.'

'The school effectively enables girls to make excellent progress. They achieve the highest academic standards.'

'The curriculum gives girls an outstanding range of experiences and there is excellent involvement in extra-curricular activities.'

'There is a strong mutual respect between staff and girls. Initiative is encouraged and girls say that they get on very well together, help one another and enjoy school.'

(Ofsted Inspection report 2009)

Highsted Grammar School is a small girls' grammar school (around 827 on roll, including 214 in Sixth Form) situated in the North Kent town of Sittingbourne. As an outstanding school, we were one of the first to convert to academy status in the autumn term 2010.

Excellent road and rail connections give easy access to London, Canterbury, Ashford and the Continent. Sailing and swimming facilities in the area are good and there are plenty of community activities (for example, orchestral, choral, theatrical clubs, etc.) available. Theatres in Canterbury and Maidstone, as well as those in London, provide entertainment. A well-equipped sports complex in the town has excellent facilities both for the serious sportsman and woman and for family recreational use. House prices are relatively low for the South East and opportunities for further professional development are excellent.

The school itself is a high-performing girls' school, where pastoral care and enrichment feature as highly as academic success. Having featured three times in Her Majesty's Chief Inspector's list of outstanding schools, we are proud to play a leading role in the education of young people in our area. The pupils are exceptional in every way – they are enthusiastic, personable, caring, and show considerable initiative – and we enjoy the strong support of parents. Likewise, the staff team – teaching, support and administrative – is talented, dedicated, hard-working and committed to the continuing success of the school. The governing body represents a group of capable, multi-skilled individuals, wholly supportive of the work we do.

The main block of the school was opened in 1958 when the school moved from older premises and since then other buildings have been added, including a technology block, new laboratories and additional classrooms. Development of the site continues with an imaginative, multi-purpose teaching area – the Hi-pod; new PE and dance studio, language laboratory and media studies/photography suite.

The Learning Resource Centre was created out of the old school library and boasts a light, comfortable and airy environment with good book stock, excellent ICT facilities and a pleasant reading area. It is very popular with students and well used by all age groups. Books, newspapers and specialist magazines are catalogued alongside other media and loans are monitored through an electronic library management system. Much of the day-to-day running of the Centre is undertaken by a group of library prefects, trained and overseen by the Centre Manager.

Highsted is a school of opportunity for staff as well as pupils, winning the School Achievement Award in two out of the three years that the scheme ran. We contribute extensively to initial teacher training, with many PGCE and GTP trainees successfully completing their programme in the school each year and in recent years, no less than six members of the leadership team have been promoted to headship posts.

Pupils are granted places at the school on the basis of success in the Kent selection tests or the Highsted Test, broadly speaking they represent the top 25% of the ability range. The economic and social characteristics of the locality are not the most affluent in Kent, so opportunities for value-added are high and the school is able to make a real impact within the community. At Sixth Form level we work in partnership with two other local schools, Borden Grammar (boys) and Fulston Manor (mixed). Through this arrangement, we focus mainly on A-level provision and are able to offer more than 34 different courses, including several applied A-level options. Recently, Highsted was placed 92nd in the top 100 secondary schools (The Telegraph) based on our 2015 A-level results.

The school, sponsored by Microsoft, received specialist school status through science and we have implemented major changes to the ICT infrastructure to make full use of these connections. Across the school we regard this not only as a strategy to develop science further and promote the role of women in this area, but also as the opportunity to enhance provision across the whole curriculum.

Music and drama within the school are exceptional, with high quality productions taking place every term. There is a strong choral tradition and the school's Special Choir has recorded a CD of its Christmas repertoire. Sporting activity also features highly in the work that we do, and the pupils enjoy both local and national recognition in areas as diverse as cricket, judo and life-saving. Other extra-curricular activities are wide-ranging and responsive to student need. A very strong School Council has been an established part of Highsted for more than 50 years.

The school has enjoyed a long-standing partnership with Gymnasium Fridericianum, Erlangen in Bavaria and this has led to regular exchange visits for more than 25 years. From our advantageous geographical position, we are also able to undertake day trips to Europe and each year there are study visits to France, Belgium and Italy, organised by different subject areas. For the first time in 2005, a group of Year 12 students spent three weeks in quality work experience placements in Brussels and this has now become a regular part of the summer term enrichment programme, supported by substantial grants from the EU. In 2008, the school established a new partnership with the Lycée Prieur in Auxonne, Burgundy. Last year more than 35 students from Years 9, 10 and 12 participated in our European programmes.

From this brief description, potential candidates will realise that this grammar school offers far more than a purely academic focus. This does not come about by accident. It is entirely dependent on the determination and commitment of the whole school community, alongside effective delegation of tasks. If you have the potential to contribute to an exceptional school and would like to be part of a friendly, winning team, we would love to hear from you!

This post would suit a creative and ambitious professional who can work well as part of a team, is keen to contribute ideas and take on new initiatives and has high expectations of the students. It provides an opportunity to work with able and well-motivated students within a successful department and with friendly colleagues. Flexibility and a personal desire to broaden professional experience would be an advantage.

Anne Kelly (January 2018)

**JOB PROFILE – ASSISTANT HEADTEACHER:
DIRECTOR OF LEARNING KS4**



The exact nature of your responsibilities will be agreed upon your appointment.

Post title:	Assistant Headteacher: Director of Learning KS4
Pay range:	Starting salary within the range L10-14 (£49,194 - £54,249)
Responsible to:	The Headteacher
Responsible for:	Leadership of Teaching, Learning & Assessment across the allocated key stage Outcomes for students across the key stage Care, guidance and support for learners across all key stages Leadership of assessment, reporting and data across the school Effective use of data to track student progress across the school Strategic development and implementation of behaviour for learning across the school Elements of whole school continuing professional development Leadership of transition and school partnership development.

The duties outlined in this job description may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job commensurate with the salary. This job profile is not a comprehensive definition of the post; duties may vary within this framework in line with its general character and level of responsibility entailed. It should be read in conjunction with the School Teachers' Pay and Conditions Document (STPCD) 2017.

Core Purpose & Accountability

In keeping with the STPCD 2017, an Assistant Headteacher, in addition to carrying out the professional duties of a teacher must play a major role under the direction of the Headteacher in:

- formulating the aims and objectives of the school;
- establishing the policies through which they shall be achieved;
- managing staff and resources to that end and monitoring progress towards their achievement;
- to undertake the professional duties of an Assistant Headteacher as reasonably delegated by the Headteacher. To undertake the professional duties of the Headteacher, in the event of absence from school (if required to do so).

Strategic Leadership – as an Assistant Headteacher you have a responsibility

- to contribute as a member of the SLG to the development of the direction of the school;
- to support and secure the commitment of others to the vision, ethos and policies of the school and promote the highest levels of achievement for students;
- to embed ambition and drive improvement across the school;
- to articulate the vision of the school and ensure that it is understood, shared and acted upon by all and to demonstrate the vision and values of the school in everyday practice;
- to effectively support colleagues in how they lead and manage students and staff;
- to contribute to the Governing Body to enable it to meet its responsibilities;
- to promote school self-evaluation in order to drive improvement at all levels across the school particularly in relation to safeguarding and outcomes for students;
- to review and evaluate the work of teams and individuals in the context of school needs and plans;
- to implement and support school policies;
- to ensure that policies and practices are inclusive;
- to contribute to the creation and implementation of the School Improvement Plan and take responsibility for leading key aspects of it.

Leading/managing learning – as an Assistant Headteacher you have a responsibility

- to lead by example and act as a role model for staff and students by displaying those qualities expected of excellent teachers with regard to subject knowledge, teaching skills, assessment and pastoral care;
- to review and develop the curriculum in line with educational legislation and good practice;
- to monitor the quality of teaching and learning through quality assurance processes;
- to promote an aspirational ethos in the school for staff and students;
- to provide coaching as needed to team leaders, teachers and students to ensure outstanding learning and teaching practices;
- to accelerate the rates of progress for all students within the key stage;
- to share responsibility for student progress interviews and mentoring;
- to support colleagues in setting and monitoring standards of conduct and behaviour;
- to ensure that pastoral teams within the key stage use reporting and target data to secure progress;
- to liaise with middle leaders and teaching staff to secure timely interventions in the curriculum.

Leading/managing people – as an Assistant Headteacher you have a responsibility

- to ensure that the appraisal system is robust, operates effectively and drives forward improvement;
- to support staff in achieving high standards through effective professional development;
- to promote positive working relationships with and between students and staff throughout the school;
- to monitor and review the performance of colleagues for whom you line manage;
- to lead heads of department/pastoral leader meetings as they relate to your sphere of influence;
- to ensure that the Headteacher and Governors are well informed and advised about educational plans, policies and priorities in the areas you have responsibility, progress is evaluated and outcomes shared;
- to be a visible presence around the school during the day;
- to advise the Headteacher, SLG and Governors on staffing appointments;
- to plan, organise and lead at least one professional development day each year;
- to assist with the effective induction of new staff, as required;
- to undertake regular key stage assemblies throughout the year.

Managing resources – as an Assistant Headteacher you have a responsibility

- to monitor health and safety practice and report any issues to relevant staff;
- to ensure the school and the people and resources in it are organised and managed to provide an efficient, effective and safe learning environment.
- to monitor the management of accommodation and resources within your link areas, in order to promote the creation of a stimulating learning and teaching environment;
- to manage budgets for your areas of responsibility.

Community – as an Assistant Headteacher you have a responsibility

- to represent the school and its interests, in meetings and other relationships with parents, members of the community and a wide range of organisations and outside agencies;
- to foster links with feeder schools and promote the school's reputation and influence locally;
- to liaise with and promote opportunities for professional development with ITT partners;
- to participate in and play a lead role in planning for major school events such as Open Evening, Prizegiving, school productions;
- to foster links with universities and other HE providers;
- in the absence of the Headteacher and Deputy Head, to liaise with appropriate authorities and advise on such decisions as may be necessary to ensure that the school can continue to function in a safe and effective way, taking account of agreed policies and working practices.

“Highsted Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

Person Specification: Assistant Headteacher: Director of Learning KS4

	Essential	Desirable
Experience	Successful experience as a subject leader with a clear understanding of safeguarding procedures.	
	Experience of managing the performance of others in your team.	
	Lead best practice in teaching across the school, working with colleagues to ensure excellence in teaching and learning.	
	Support a well-planned, challenging and purposeful learning environment for students.	
	Successful leadership of whole school initiatives and experience of school improvement planning.	Leadership experience in more than one school.
	Has led on quality assurance and self- evaluation to drive improvement.	Experience of successfully leading change at a whole school level.
	Evidence of continued professional development and experience of delivering staff training.	Further qualifications/higher degree.
	Understanding of national policy and curriculum changes	
	Outstanding teaching across all secondary key stages.	
	Successful experience in raising student achievement and monitoring student progress to maintain consistently high standards.	Quality Assurance Accreditation e.g. Cambridge Education.
	Clearly demonstrates knowledge of current developments in teaching and learning.	Evidence of implementing innovative teaching and learning developments as a team leader.
	Evidence of working in partnership with other professionals.	Evidence of improving learning and teaching through joint practice development
Personal Qualities	Enjoy working with and motivating young people.	
	Demonstrates high professional standards.	
	Holds an 'I can' philosophy.	
	Is enthusiastic and energetic.	
	Ability to prioritise and organise own work, demonstrating flexibility to meet the corporate aims of the school.	
	Evidence of both supporting and challenging colleagues.	
	Ability to delegate appropriately but a willingness to tackle anything!	
	Sense of humour.	
	Evidence of leadership qualities and awareness of the difference between leadership and management.	
	Commitment and ability to inspire the community through the medium of whole school assemblies.	
	Ability to work under pressure and meet deadlines.	
	Clear educational vision with a commitment to selective education.	
	Ability and ambition to gain further promotion.	Aspiring to Deputy Headship.
	Consistently high expectations of themselves and others.	
	Self-motivated and a 'self-starter'.	
	A 'presence' with staff, students and parents, reflecting the values of the school.	Evidence of leading presentations, activities or events to adults.
Skills	Broad range of excellent classroom teaching skills.	Ability to facilitate learning across different subjects.
	High level communication and presentation skills.	
	Tenacity in 'difficult conversations'.	

	Ability to use ICT effectively to support teaching and learning.	
	Ability to develop the ICT skills of others.	
	Ability to identify and develop opportunities.	Evidence of entrepreneurial approaches to problems.
	Ability to interpret data and trends and act on what the data is telling you.	Experience of whole school planning.
	Make effective use of student performance data, and target-setting; and provide relevant information to staff.	