



Deputy Headteacher (Pastoral)

DEPUTY HEADTEACHER (PASTORAL)

September 2017

L20-24

Bourne Grammar is one of the largest grammar schools in the country
8 forms of entry
1,435 on roll and growing
Sixth Form of 325 and 25 A-Level Subjects
OfSTED Outstanding

A rare opportunity to join the Leadership Team of this incredibly popular, successful, mixed selective school. The Governors wish to appoint a candidate with outstanding potential to take a hands-on, leading role - perhaps in anticipation of and preparation for Headship in due course.

Working with a large and very able staff that nurtures well-motivated and well-behaved students, the new Deputy will report directly to the Headteacher and will join a strong and ambitious Leadership Team at a time when the School is in an exceptionally strong and confident position.

We seek and value potential above all else so welcome applications from anyone who believes that they have it in them to grow into this role at our School.

Typically, a candidate will:

- Have an absolute determination to ensure that Bourne Grammar students enjoy the very best atmosphere in which their learning and personal development can flourish.
- Be able to command the trust and confidence of our students and parents.
- Be able to establish relationships with colleagues that are supportive, professional, persuasive and, where necessary, firm.
- Have several years' experience in a significant promoted post where he/she has been able to establish a proven track-record in leadership of a whole staff or, at least, demonstrable whole-school impact.

Interviews will be conducted over two consecutive days, with shortlisted candidates progressing to the second day. Candidates' expenses, including travel and accommodation, will be covered.

Bourne Grammar recruits staff from all sectors: Comprehensive, Selective and Independent

Bourne Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all who work here to share this commitment. The successful applicant will be subject to an enhanced DBS disclosure.

Best atmosphere ... Best support ... Best results

A Note from the Headteacher

Thank you for your interest in this most important post. The successful candidate will join a wonderful school which is in excellent shape at a time when state-funded schools are facing challenges. Several years ago we commenced a programme of expansion, responding to parental demand, and have since grown from five forms of entry to eight; our present Year 7 is our third fully-expanded intake. Even with 8 forms of entry we remain over-subscribed. We recruit strongly into our large Sixth Form and offer 25 academic A-Level subjects, with no minimum set-size and a guarantee that each subject will run every year. The School is financially solvent, with confident projections going forward. Because of expansion there has been no need for drastic cost-cutting measures.

The School is well led and extremely well governed. For those of us who have taught in a number of schools, and in other sectors, there is consensus that it really is a joy to work here. Staff morale - as was evidenced by this year's annual staff questionnaire - is very high. The local area offers something for every preference in terms of housing; prices are reasonable and the primary schools are, in many cases, outstanding.

Pastoral Care is led at present by Assistant Headteacher (Pastoral) Mrs Liz Faux, who is retiring after a decade or so in her present role. Liz serves concurrently as SENDCO. Due to the School's growth and my vision for the new role and its impact, Liz will be succeeded by a Deputy Headteacher and the role of SENDCO has been allocated to another member of the Leadership Team.

I wish to attract a new Deputy Headteacher of the highest possible calibre, although clear potential to attain that in time is just as acceptable. In the course of my headship, three of my deputies have gone on to headships of their own. For an ambitious and able individual who aspires to headship within, say, five years, the new post at Bourne Grammar will offer first-rate preparation. For one who wishes to settle in the area and remain here longer term, Bourne Grammar offers a working environment of very special quality and the potential to enjoy unparalleled job satisfaction.

What matters to me is *potential*

I have no particular image in mind for the new Deputy Headteacher; the quality my colleagues and I seek above all other is the *potential* to be a great school leader. Nobody who is excited about applying for this post should, if they believe that they have - and can communicate - that potential, be anxious about applying, provided that they are able to demonstrate a track-record of leadership, ideally but not necessarily at senior level.

The aim of this brochure is to explain a little about my expectations of the new appointment and to communicate something of the position of the School at the moment, and of its future.

Jonathan Maddox joined Bourne Grammar School as Headteacher in 2005, having previously taught at three independent schools. He teaches Citizenship to each of the eight forms in Year 7, Mathematics in Year 7 and Further Mathematics in the Sixth Form - a teaching load of about 40%. Jonathan's style of school leadership is to have a small but very close and highly-empowered Leadership Team. He does not micro-manage. His style is very much School-based; he is rarely out of School and places considerable weight on being a practising teacher, knowing his students and being seen to be upholding the School's purpose - Best Atmosphere, Best Support, Best Results - by all in the School community, day in, day out. The Leadership Team meets daily before School and twice or more every week for a more formal and longer session. All members of the Leadership Team attend meetings of the Full Governing Body and, according to their roles on the LT, the relevant Committee Meetings.

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DEPUTY HEADTEACHER (PASTORAL)

The new appointment will:

- Reporting only to the Headteacher, lead all aspects of pastoral care and safeguarding.
- In all that he/she does, contribute to the upholding of and enhancement of the special and precious atmosphere (*Best Atmosphere ...*) in which the School community thrives.
- Take a prominent leading role, working with the other Deputy Headteachers and other colleagues, leading the development of our pastoral structure in the direction of pastoral care *for learning*; a start has been made, but impact here will define the success of the new DHT. We want to bring the academic and pastoral teams closer together, with our pastoral staff increasingly using the mass of data we hold but do not, at present, use as productively as we know we could be using it to help our students progress.
- Lead and guide the work of the Heads of Year and Assistant Heads of Year.
- Evaluate and determine the role of the tutor and the structure of the tutor team.
- Work closely with the SENDCO, offering support and guidance as necessary.
- Lead whole-school training in pastorally-focused areas of our work.
- Ensure that the School is at OfSTED readiness on pastoral matters, including preparation of the relevant sections of the SEF.
- Working with the Deputy Headteacher (Academic), prepare the whole-school self-evaluation documents for annual Governor review.
- Conduct, as line manager, Performance Management for the Heads of Years 7-11.
- Determine the effective use of Pupil Premium funding and evaluate its impact on the progress of Pupil Premium students.
- Oversee the PSHEE programme, including the delivery of SRE.
- As the Educational Visits Coordinator, assume responsibility for the risk management of all School-run trips and visits.
- Ensure that the School routine is suitably and safely staffed by relevant colleagues.
- Teach a small number of periods (own subject).
- Line-manage one or more academic departments as required.

This is certainly one of the most important appointments that will be made during my headship. It has the potential to have a substantial, whole-School impact.

LT structure

The structure from September 2017 will be:

Headteacher	Jonathan Maddox (Mathematics, Citizenship)
Deputy Headteacher (Data & Student Progress)	Andy Ransom (Mathematics)
Deputy Headteacher (Academic)	Martin Hewitt (German)
Deputy Headteacher (Pastoral)	<i>New appointment</i>
Assistant Headteacher (Digital Strategy/SENDSCO)	Stephen Brown (Systems & Control/Computer Science)
Director of Business & Development	Jane Gray (Non-teaching)

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About Bourne Grammar School

The School has an exceptional and much-envied local reputation, outstanding examination results, great demand for places, a strong staff, a modern and forward-looking curriculum, a genuine, proven commitment to first-rate pastoral care, a high-quality estate which is mostly modern and in good order and up-to-the minute ICT provision. Over the remainder of 2016/17 our new £4m Science Block of fifteen laboratories will be built, freeing up the existing science estate for the additional teaching space we will need as the expansion rolls through the year-groups.

Over 2,000 people have attended annual Open Evenings in recent years. Of the order of 550 children sit our 11+ test each year, resulting in us being full and comfortably over-subscribed. We have of the order of 70 feeder primary schools, drawing students from Bourne, the surrounding villages, the Deepings, Spalding (which has two grammar schools of its own), Stamford and Peterborough.

Bourne Grammar School has a special atmosphere which is unique and precious to us; it is our uppermost priority as we expand to preserve, and even enhance, the atmosphere here. It is deliberately placed first in our purpose statement - *Best Atmosphere, Best Support, Best Results*.

Key Facts

Number of students:		Pupil Premium students	57	4%
Years 7 - 11	1,110	Service Premium students	56	4%
Sixth Form	325	Looked After Children	5	0.4%
Total	1,435	Number of students with an EHCP	2	0.1%
Expected number on roll once expansion is complete	1,650 +	Number of Fixed-Term exclusions per year (2015/16)	11	

KS3 Curriculum

Students study a broad and balanced curriculum comprising Art, Citizenship (Year 7 only), Computer Science, Drama, English, Ethics, Philosophy and Religion (EPR), Geography, History, Maths, Music, PE, Science (Biology, Chemistry and Physics), Spanish and Systems and Control. Able linguists study French or German from Year 9.

KS4 Curriculum

All students study English Language, English Literature, Maths, Science (either as double or triple award) and Spanish as compulsory GCSE subjects (6 or 7 GCSEs). Students choose a compulsory humanity subject from EPR, History and Geography, and two further subjects from Art, Computer Science, Drama, EPR, History, French, Geography, German, Music, PE, Systems & Control and Statistics.

Sixth Form Curriculum

Entry to the Sixth Form is through achievement of 7 A*-C grades, including English and Maths, and subject-specific criteria. Each year, approximately 85% of Year 11 students join the Sixth Form in addition to nearly 50 external students from a large number of other schools. The School offers academic A-Level subjects only (24 this year, plus the addition of Politics from September 2017). Most students choose to study 4 AS subjects in Year 12 and reduce to 3 subjects in Year 13. The School continues to offer AS exams at the end of Year 12 as we believe this is beneficial for our students.

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Academic Performance - GCSE

Subject	2016 GCSE Results		
	Entries	%A*-A	%A*-C
Art	41	32	90
Biology	93	80	100
Chemistry	93	83	100
Computer Science	26	42	92
Drama	59	64	98
English Language	153	48	100
English Literature	153	48	94
French	9	89	100
Further Mathematics	28	89	100
Geography	69	39	94
German	12	83	100
History	70	31	89
Mathematics	153	60	99
Music	22	32	91
Physical Education	35	51	94
Physics	93	70	100
Religious Studies	78	35	90
Additional Science	60	27	83
Spanish	153	32	88
Statistics	18	83	94
Systems & Control	19	21	90

2016 GCSE Results

20.3% of all grades were A*

50.3% of all grades were A* or A

79.9% of all grades were A* to B

Average grade attained by all students in all subjects was B +

% 5 A* - A including English and Maths - 40.5%

% 5 A* - B including English and Maths - 81.7%

% 5 A* - C including English and Maths - 98.7%

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Academic Performance - A-Level

Subject	2016 A-Level Results			
	Entries	%A*-A	%A*-C	%A*-E
Art	5	0	100	100
Biology	42	41	91	100
Business	25	20	100	100
Chemistry	32	26	88	100
Computer Science	9	0	44	100
Economics	18	22	78	100
English Language	19	21	95	100
English Literature	18	39	89	100
Extended Project Qualification	43	49	86	95
French	6	50	83	100
Further Mathematics	13	69	92	100
Geography	20	5	80	100
German	8	38	75	100
History	15	20	100	100
Law	24	38	92	100
Mathematics	52	50	83	100
Media Studies	<i>First results due in 2017</i>			
Music	2	0	0	100
Physical Education	7	29	86	100
Physics	24	42	83	97
Psychology	23	26	83	100
Religious Studies	8	13	75	100
Spanish	5	40	100	100
Systems & Control	8	25	100	100
Theatre Studies	13	15	85	100

2016 AS Results

24.9% of all grades were A
 52.5% of all grades were A - B
 76.3% of all grades were A - C

2016 A-Level Results

10.3% of all grades were A*
 31.5% of all grades were A* - A
 64.0% of all grades were A* - B
 86.1% of all grades were A* - C

84% of Year 13 students applied to university and 95% secured a university place
 43 students now attending Russell Group institutions including 4 Oxbridge places
 2 students reading Medicine

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I hope that you will wish to apply. Bourne Grammar really is a lovely place to work. It is my fourth school and by far the happiest. The students are a joy to be with. Relationships between them and between students and staff are exceptional. If you want to teach and enjoy teaching, if you want to work with well-behaved, well-motivated and cheerful students then consider us. I can't think of any teacher who does not love teaching here and none face classroom discipline issues of any significance. The quality of the teaching staff is high; we attract good people and recruit the best through an exacting selection procedure which, though demanding, results in the appointment of the right people who fit in and flourish at once.

I should be delighted to talk informally with any prospective candidate about the role, the School, its atmosphere, its leadership, the staff, our governance, my vision for the School or anything else that might help you to make the right decision regarding an application. Please do not hesitate to get in touch - the best approach would be to contact Mrs Stella Chamberlain, who handles recruitment. Her email address is recruitment@bourne-grammar.lincs.sch.uk and her direct line is 01778 391648. If you would like to visit for an informal look-round then that can be arranged, but do not feel disadvantaged if you choose not to - my priority with this appointment is simply to get the right person, and I am confident that the two-day interview process will achieve that.

Jonathan Maddox
Headteacher

How to apply

If you are interested in applying, please complete the fast-track application form (found on the School website: www.bourne-grammar.lincs.sch.uk) and submit a letter (no longer than a single side of A4 please) to the Headteacher, outlining your experience, skills and potential.

Your completed application form and letter should be sent to Mrs Stella Chamberlain by email: recruitment@bourne-grammar.lincs.sch.uk or by post: Bourne Grammar School, South Road, Bourne, Lincs, PE10 9JE. Mrs Chamberlain may also be contacted by phone: 01778 391648.

Deadline for applications - Tuesday 3 January 2017, 09:00

Shortlisting date - Wednesday 4 January 2017

Interview dates - Wednesday 11 and Thursday 12 January 2017

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