

## BOURNE GRAMMAR SCHOOL

Headteacher

January 2021

The post falls vacant in January 2021 on the (early) retirement of Jonathan Maddox who has served since January 2005. Since the School re-opened on its present site in 1920, it has been led by just five Headteachers.

The Governors believe that the vacancy presents a rare opportunity for a serving Headteacher, or a Deputy Headteacher of exceptional potential, to lead a large, successful and financially secure mixed selective school whose places are in great demand.

Bourne Grammar School is a free-standing, Single Academy Trust. There are no plans, and no intention of plans arising, for the School to join or form a Multi-Academy Trust. The School is not involved in close working with/support of other schools.

Admission to the School at Year 7 is selective, and details of the testing procedure are set out on the website. The School selects the top 25% of students by academic ability as measured by the Lincolnshire Consortium of Grammar Schools' 11+ test. There are no plans to alter the admission or oversubscription arrangements. The Admissions Policy is available on the website.

Jonathan's tenure has been defined by the significant growth of the School, from a five-form entry of 140 students to an eight-form entry of 240 boys and girls drawn from a radius of some twenty miles, crowned by a Sixth Form of well over 400 students. Though no further strategic expansion is planned, it is expected that as the present Year 12 cohort - the first arising from an 8-form Year 7 - works through to Year 13, the Sixth Form will grow somewhat to settle at around 450.

In its steady state the School will contain in excess of 1,650 students. At present the roll stands at 1,620, including 415 in the Sixth Form.

Jonathan's Headship has been transformational for the School. In addition to the expansion of student numbers there has been significant expansion of the estate, including a magnificent £4m Science Block, a state-of-the-art Drama Studio and a £750k Design Engineering/Humanities block which was opened by the Duke of Edinburgh. An all-weather playing surface is expected to be added in the present academic year. The School's reputation across a wide area, demand for places at Year 7 and Year 12 and its financial security have all improved dramatically. The estate is all post-1960 and a significant extent is post-2000. It is well-maintained, fit for purpose, adequate in quantity for our expanded student numbers and a budgeted, multi-phase refurbishment programme is under way. The campus is pleasant, with adjoining playing fields. It is situated to the south of the town centre in a largely modern residential area.

Even throughout the period of expansion, sound financial management and governance ensured that there was need for neither austerity nor staff reduction; in fact staffing *increased* steadily as student numbers rose, and further subjects were added to the Sixth Form. There are now 26 A-Level courses (all Sixth Form courses are A-Level courses). Academic performance has risen to the point at which the latest published Progress 8 score is a remarkable 0.8 (and was very high last year too) and, at GCSE, the School stands confidently amongst the top state-funded schools. At A-Level, the 26 A-Level subjects allow the Sixth Form to welcome students across a wide range of academic ability and subject preference. The majority of our Year 11 students choose to join our Sixth Form and, each year, a significant number joins our Sixth Form from other schools.

It is easy to list factual evidence of the School's success but at the very heart of the School - and this has been understood, nurtured and built upon by Jonathan - is its very special atmosphere. Jonathan spends a good deal of time teaching, taking the trouble to know as many of the 1,600+ students as he can. He welcomes the students as they arrive at School in the morning and he does a daily lunchtime duty. He attends every performance and personally welcomes parents as they arrive to see their sons and daughters acting, playing or dancing. He is rarely out of School.

His view is that being seen to lead the fundamental work of the School - its care for and education of the students - is, if done with a genuine sense of commitment and enjoyment, key to building the atmosphere and the relationships in which students flourish and staff enjoy supporting the students as they flourish.

The School is very well governed by a committed Governing Body of 20 governors, of which the Headteacher is one. There are 7 parent governors, and in recent years all elections have been contested and excellent, well-mandated appointments have been made. There is a good range of professional skills and experience, including a former Headteacher (of another school), several accountants, a local authority Chief Executive, a number of high-ranking military officers and two medical doctors. Other governors are appointed by a local charitable trust which has a long association with the School and some are appointed by the Governing Body itself. Several governors, including the present Chair and Vice-Chair happen to be *alumni*. The governors act strategically, holding the Headteacher and Leadership Team to account, and the separation between governance and the School's management is well maintained and well understood.

Some years ago the School's verbose Mission Statement was replaced by a very simple, memorable *Purpose Statement* which has remained in place without amendment. It encapsulates how the School is led, how it is run on a day-to-day basis and it informs everything we do.

#### *Best atmosphere*

#### *Best support*

#### *Best results*

The order is significant. We see that if there is a pleasant, calm, inclusive atmosphere in which students and staff are happy, and students are well-supported as they face the many challenges of secondary education, then our bright students are more likely to secure great results. We speak rarely of results; yet the students achieve fabulous results, and do so consistently from year to year.

With *best atmosphere* and *best support* very much in mind, Jonathan leads his staff with the aim of placing as few obstructions as possible in the way of excellent, lively, enthusiastic, well-planned teaching. There are no staff duties (other than voluntary ones for which payment is made). Teaching allocations allow as much time as possible for planning and preparation. There is a strict policy of *not* prefacing everything with '*OfSTED is looking for ...*'; Jonathan's way is best summed up by the Deputy Headteacher Academic's well-used aphorism *Let the Leadership Team take the strain*. The Leadership Team works hard to keep on top of OfSTED's expectations as they evolve and it ensures that the School is in a constant state of readiness, but this is done by encouraging and valuing excellent practice and not by rigid adherence to any particular OfSTED-focussed strategy. Likewise, it is Jonathan's well-established view that encouraging the best from colleagues is *not* achieved by an endless succession of whole-school teaching and learning strategies. What matters is good teaching which engages students. At Bourne Grammar our students expect this and they appreciate it too.

Jonathan often says that the most important thing he does is appointing staff. It is true that the standard of our staff - teaching and non-teaching - is high, and the LT works tirelessly to recruit the best it can but also to ensure that colleagues are developed, encouraged, supported, held to account and well rewarded. Staff morale, especially amongst the teaching staff, is astonishingly high but there is no complacency; the Leadership Team knows that its success in leading the School for the benefit of our students depends very substantially on the way in which the staff go about their work and interact with students.

There are some non-negotiable requirements of the new Headteacher which potential applicants should bear in mind. The new Headteacher:

1. Must be a *teacher*. The January start may lead to the remainder of the 2021/22 academic year being a period for the new Headteacher to become established, but it is non-negotiable that he/she will commit to a meaningful teaching timetable from September 2021.
2. Must be able to demonstrate an understanding of, and commitment to the School's *Purpose Statement*.
3. Must be able to demonstrate, through experience or evidence of potential, the ability to assume overall responsibility for the management of the School's financial operation - one which deals with an annual budget of in excess of £7m.

### **The appointment process**

The post will be advertised from mid-December 2019.

Closing date for applications to be received at School: Monday 20 January 2020 at 16:00

**Salary:** A six-figure salary offer will be made.  
A competitive salary range will be determined at the final stage of the appointment process and will have regard to the successful candidate's present remuneration, experience and potential.

**Relocation:** A contribution may be made to assist the successful candidate in relocating, if relocation is necessary.

**Expenses:** Reasonable travel expenses for candidates attending for interview (for each round) will be reimbursed.  
Hotel accommodation can be arranged at the School's expense, if required, for candidates invited to interview.  
Hotel accommodation for shortlisted candidates (Round 2 interviews) will be provided between Days 1 and 2 of Round 2, if required.

**Long-listing:** Week commencing 20 January 2020

**Preparation:** Candidates are not asked to prepare anything specific, such as a presentation, for the interviews.

### **Round 1 interviews (candidates will be required for part of one day at the School)**

*Wednesday 29 January or Wednesday 5 February 2020*

Depending on the number of candidates invited to Round 1 interviews, candidates may expect to be called to interview at the School on either Wednesday 29 January 2020 or Wednesday 5 February 2020.

Candidates invited to Round 1 can expect: a 1-hour interview with the Chair of Governors and another member of the Appointing Panel, a 30-minute conversation with the present Headteacher and a brief tour of the School with a senior student.

### **Round 2 interviews - Shortlist Interviews (two days)**

*Tuesday 11 February and Wednesday 12 February 2020*

All candidates will be required at School for all of Day 1. Selection of candidates to continue to Day 2 will be made at the end of Day 1. Candidates selected to continue to Day 2 will join the Appointing Panel, a range of members of staff and the current Headteacher for dinner at *The George Hotel* in Stamford and will be offered overnight accommodation there.

The formal programme of interviews and other activities will take place on each day at School and it will be sharply focused on exploring the extent to which shortlisted candidates are a match to the Governors' requirements. It will include a meeting with the Finance Department for which no advance preparation is required, teaching, further contact with staff and students, a meeting with the Leadership Team and, for those selected to continue to the second day, a formal interview with the Selection Panel.

## **The Selection Panel**

The Chair of Governors has formed a Selection Panel consisting of:

**Mr Ian Mears** - Chair of Governors

**Mr Robert Parker** - Vice-Chair of Governors; Chair of the Finance & Premises Committee

**Mr Ian Fytche** - Governor (former Chair of Governors)

**Dr Suneetha Siddabattuni** - Parent Governor

*The Headteacher is not a member of the Selection Panel but will work closely with the Panel, in an advisory capacity, throughout the Selection Process.*

## **The Leadership Team**

The Leadership Team is at a high-point in terms of its strength, efficacy and relationship with the School's staff:

**Mr Jonathan Maddox (Headteacher)** Appointed in 2005 - *teaches Mathematics in the Sixth Form and Citizenship in Year 7 to all eight forms.*

**Mr Andy Ransom (Senior Deputy Headteacher)** Joined BGS in 2002 as an ordinary teacher - *teaches Mathematics.* Responsible for timetabling, staff allocation, GCSE and A-Level options, target-setting, monitoring of student performance, reporting, development of the estate.

**Mr Martin Hewitt (Deputy Headteacher - Academic)** Appointed in 2016 - *teaches German and Politics.* Responsible for Teaching & Learning, T&L Quality Assurance Programme, readiness/preparation for inspection, staff recruitment. Leads the team of Subject Leaders. Leads NQT and trainee teacher programmes. Leads internal and external examinations, staff CPD and performance management.

**Mr Mark Brunker (Deputy Headteacher - Pastoral)** Appointed in 2017 - *teaches PE.* Responsible for Pastoral care across the School. Designated Safeguarding Lead and Designated Person for Pupil Premium. Leads the team of Heads of Year and Deputy Heads of Year in addition to other members of the Pastoral team such as the Student Manager and Inclusion Manager. Leads the Heads of the four Houses. Oversight of trips and visits.

**Mr Stephen Brown (Deputy Headteacher - SENCO/Sixth Form Strategy/Digital Strategy)**

Joined BGS as Head of Computing in 2007 and *teaches Design Engineering and Computer Science.* Provides strategic overview in the Sixth Form, working with the Head of Sixth Form and the Sixth Form team. Leads the School's Digital Strategy - evolving the highly-developed and heavily-invested ICT infrastructure, as well as the use of ICT across the School. Leads on whole-school marketing, working with the Headteacher and serves as the School's SENCO.

## **More information about the School**

In addition to the information available *via* the website, the following are available and can be provided on request, but it is not expected that candidates will have obtained and read these documents. It is very much the intention that the interview process will identify the right candidate in its own right.

The School's (deliberately) very brief, outline *School Development Plan.*

The SEF.

The latest GCSE *Options Booklet.*

## **Visiting the School and Contacting the Headteacher and/or Chair of Governors**

It is not expected that candidates (who are likely to be busy school leaders) will need to visit the School prior to the first-round interviews but a visit can be arranged if desired, by contacting the Clerk to the Governors.

The Headteacher is very happy to speak with any prospective applicant by telephone including at weekends and over the Christmas holiday period. Please do not hesitate to contact the Clerk, in the first instance, to arrange this.

The Chair of Governors is also able to speak with prospective applicants, likewise arranged through the Clerk. Any conversations will need to fit around his work commitments.

### **Application procedure**

The appointing panel asks and expects that applicants will adhere to the following very simple procedure. It is designed to encourage applicants to think carefully about how to convey the essence of themselves as a school leader whilst discouraging the listing of numerous achievements, courses attended etc. **Quality and clarity are sought, not quantity.** This approach will minimise the time required for a busy school leader to prepare his/her initial application. Having brief, clear, concise paperwork for each candidate will help the Selection Panel to consider the applications when long-listing. The Panel would be disappointed to receive a generic, lengthy letter and/or an over-long, stock CV. The following is sought:

#### **Item 1: A Curriculum Vitae on one side of A4**

Please include your A-Level (or equivalent) subjects and grades. Please state your degree classification(s). Please include all significant employment since leaving university. Whilst, inevitably, the Panel will focus on your experience of school leadership, it is **not** necessary to go into excessive detail regarding your experience and achievements, and please do not include a lengthy list of courses attended.

You **must** give the contact details of **two** professional referees (the details may, if necessary, be set out on a second side of A4) who will be able to write about your professional achievements, standards, qualities, commitment and potential to be an outstanding Headteacher. They should be able to do this as a result of current or recent experience of working directly, or very closely, with you. You may choose to include a third referee. Unless there are exceptional reasons to the contrary, one of your referees will be, in the case of a serving Headteacher, your present Chair of Governors. In the case of a senior leader who is not a Headteacher, one referee must be your present Headteacher; you may well choose to ask your Chair of Governors or another Governor to serve as your second referee. References will be taken up in advance of drawing up the long-list. Candidates invited to interview will be required to complete the standard Bourne Grammar School application form (for safeguarding reasons).

#### **Item 2: A covering letter on one side of A4**

It is accepted that some or all of those who apply may be considering other posts, or may have done so in the past, and may have a letter ready to be sent with applications for other headships.

**Please do not send a standard letter if you choose to apply for the Bourne Grammar Headship.** All that is asked is that you consider carefully, having read the documents which are made available and having done the usual research, whether or not this particular Headship, at this particular school, is for you. The Governors are seeking an individual who will commit wholeheartedly to the School and to doing his/her best to ensure that our students get the best possible experience and education. Please try to convey in your letter your considered reasons for applying to Bourne Grammar School and the reasons why you feel that you are ready for the post and have what you believe are the qualities required to ensure your success when in post.

Candidates invited to interview must bring original documentary evidence of identity and qualification, namely:

1. Proof of identity (e.g. passport, driving licence)
2. Original certificate evidence of a recognised teaching qualification
3. Original degree certificate(s).

Ian Mears, Chair of Governors  
*On behalf of the Selection Panel*  
December 2019

#### **Clerk to the Governors**

Mrs Fiona Hill  
[fiona.hill@bourne-grammar.lincs.sch.uk](mailto:fiona.hill@bourne-grammar.lincs.sch.uk)

*In view of the timing release of the advertisement and details shortly before Christmas, Fiona has agreed to deal with enquiries via email that she receives over the Christmas school holiday period.*

## **THE AREA**

Large parts of Lincolnshire are rural, agricultural, and somewhat distant from the country's main transport networks but the south-west corner - at the northern tip of which stands Bourne - is attractive, more densely populated, relatively more affluent and well connected. Both Stamford and Peterborough (East Coast Main Line) have stations and, with the A1 passing close to Peterborough and Stamford, connections by road are good too.

Following the School's expansion the Georgian town of Stamford, the large and well-connected city of Peterborough, the towns and villages of The Deepings and the many villages around Bourne form, with Bourne itself, the Schools catchment area. Lincolnshire has fifteen selective secondary schools of which Bourne Grammar is by far the largest and, in spite of its 8-form entry, it is by a considerable margin the most oversubscribed. The three primary schools in Bourne are excellent as are several of those in Stamford. House prices are, by national standards, reasonable, tending to rise as one moves south-east from the areas north and east of Bourne towards Stamford.

With good primary schools, co-educational Bourne Grammar with its wide catchment, pleasant countryside, well-connected larger towns and reasonably-priced housing the area offers the opportunity for a good, pleasant and affordable standard of living. The majority of teaching colleagues, including those with families, tend to live in Bourne, The Deepings, Stamford, Peterborough or in one of the attractive villages of south-west Lincolnshire.