

## BOURNE GRAMMAR SCHOOL

### Headteacher - The position in more detail

The Governors entrust to the Headteacher the day-to-day running of the School. Overall responsibility for the entire secondary school experience of over 1,600 young people is a weighty burden. The Headteacher is also responsible for the wellbeing of a large staff of some 85 teachers and 30 support colleagues and for the business aspects of an operation turning over some £7m a year. But at Bourne Grammar the Headteacher is well supported by a strong Governing body and an outstanding quartet of Deputy Headteachers.

This document is not intended to be an exhaustive list of the roles and responsibilities of the Headteacher. In light of the previous paragraph, it is offered to help potential applicants decide whether or not they have, or could soon acquire, the range of skills necessary to be an effective Headteacher at Bourne Grammar. In particular, it aims to encourage applicants to consider the substantial commitment that the post demands before submitting an application.

*In the foregoing, references to 'education' should not be taken to mean academic studies alone. Education at Bourne Grammar School means the overarching experience of seven years here. Much of this is spent in academic study but, as in all good schools, there is a rich culture of performing arts, sport, positive relationships and the ensuring of a safe space in which our students can grow into confident, well prepared and well qualified young adults.*

### RESPONSIBILITIES

The Headteacher's responsibilities include:

#### *Leadership and Vision*

- Articulating, sustaining and enhancing the School's purpose, as set out in its Purpose Statement: **Best Atmosphere, Best Support, Best Results.**
- Leading the School with the students' best interests at heart, bearing in mind always that, in spite of the academic selection, our students cover quite a wide ability range.
- Provide guidance and vision for the future of the School, having regard to risks that might arise which could affect our present very advantageous position as the sole mixed selective school in a wide area which includes two populous towns, each with no selective school.
- Working with Governors, and with the Purpose Statement very much in mind, to develop and implement the School Development Plan, reporting on progress regularly.
- Build on the School's unmatched local reputation for excellence and for welcoming any student who is able to pass the 11+ test, regardless of background, culture, religion etc.
- Cherish, protect and nurture the School's special culture - **Best Atmosphere** - and ensure that the School continues to evolve as an innovative, modern learning environment which aims always to provide the best possible education for our students.
- Appointing the best staff that can be found. In view of the challenges of finding sufficient people of the quality we need, be innovative, imaginative and sometimes aggressive in achieving this aim, so as to ensure that our students have the best possible experience in their education here.
- An unswerving determination to tackle, and not turn a blind eye to, poor or inadequate staff performance which can significantly detract from students' experience at any School. It can impact on the quality of their education and on their motivation to engage with it.

#### *Educational Leadership*

- As educational leader of the School, the Headteacher provides encouragement, guidance and direction to the entirety of the academic and extra-curricular programmes.
- Encouraging students to engage with the opportunities that a Bourne Grammar education offers.
- Encouraging students to fulfil their potential.
- Encouraging all staff - teaching and non-teaching - to fulfil their potential.

- Inspiring staff to continually strive to improve their work and to share responsibility and accountability for maintaining the highest possible standards throughout the School.

### *Business & Finance*

Taking on responsibility and accountability - both to the Governors and to the public *via* the Headteacher's statutory duties as Accounting Officer - is a significant step up from Deputy Headship. The Headteacher can expect a high degree of support from Governors in this area and the Finance Team consists of two qualified colleagues but, ultimately, a heavy burden of responsibility must be borne by the Headteacher. The School's budget is in excess of £7m and, following our expansion, we expect to report a surplus each year. But there is not unlimited 'slack' and the Headteacher must take very seriously his/her responsibility to ensure that the School's finances are managed prudently and with scrupulous attention to best value and awareness of risk. The Headteacher must ensure that there is transparent and timely reporting to Governors and Leadership Team, especially if issues of possible concern are identified.

- Ensuring the continued financial well-being of the School.
- Overseeing the preparation and effective administration of the School budget.
- Managing and maintaining, with the assistance of the School Business Manager, the School estate.
- Given that some 80% of the School's budget is spent on salaries, paying particularly careful attention here. In the modern environment it is necessary to take carefully-considered risks and the Governors encourage this where it is likely to be to the School's advantage (such as the appointing of staff in difficult-to-recruit areas in anticipation of turnover later in the year).
- Take a steering role in the School's marketing strategy - an area in which the School is notably well-developed and sophisticated. Being aware that 'marketing' means far more than published advertisements.
- Lead the marketing of the School to prospective parents. The present Headteacher, for example, visits in excess of 15 of our 100+ feeder primary schools each year in order to present to parents of children in the latter stages of their primary education.

### *Relationships*

- Being visible in School.
- Taking a genuine interest in the students. Make a determined effort to learn as many names as possible. Encourage a safe, inclusive, warm and caring environment. **Best Atmosphere.**
- Leading the morning staff briefings regularly, attend when other senior colleagues lead; present to the staff in greater detail on the state of the School at the periodical longer whole-staff briefing meetings.
- In all contact with, direction of and leadership of the staff, endeavouring to preserve and improve yet further the uncommonly high level of staff morale which contributes significantly to a pleasant experience at School for the staff. This contributes, in turn, to excellent, warm and trusting relationships between staff and the students.
- Maintaining warm and effective relationships and good communications with the parent body. The present Headteacher leads on the production of a weekly *Bulletin* which is sent to all parents but is also available to anyone *via* the website. Maximising contact with the parent body by being present and engaging with parents/carers at School functions and events.

## **PROFILE**

Headship is wide-ranging in its requirements and demanding on the individual carrying such enormous responsibility so the Governors recognise, of course, that no one individual is likely to meet all of the following criteria in equal and full measure. However compelling evidence of the following qualifications, professional experience and personal qualities will be looked for in written applications and sought further in the course of the interview process:

### *Formal Qualifications*

- A university degree.
- A recognised teaching qualification.

- Some applicants are likely to hold the NPQH, MBA etc, though these are not prerequisites.

#### *Experience*

The Governors seek potential rather than evidence suggested by a particular job title. Given the magnitude of the weight of responsibility borne by the Headteacher of this large and very successful school, it is likely that applicants will be existing Headteachers or Deputies of exceptional ability and potential who work in close proximity to a successful Headteacher and are sufficiently experienced in their present posts to be close to Headship. Experience of working with Governors is helpful. Whilst, almost inevitably, applicants will presently work in secondary schools, the Governors have no position on, nor preference for, candidates from the various sectors - selective, comprehensive or independent. Bourne Grammar School operates in a selective area which has been so for very many years so it is seldom necessary to advocate for selection or to adopt a defensive position; selection is well understood and accepted here and the similarly-sized, non-selective secondary School in Bourne, Bourne Academy, is an excellent, popular, well-led and respected institution.

For information, the present Headteacher, Jonathan Maddox, came to Bourne Grammar from three-and-a-half years' experience in Deputy Headship in the independent sector, having worked his entire teaching career before the Bourne Grammar Headship in the independent sector.

#### *Be a Teacher*

It is non-negotiable that the new Headteacher will teach. The interview process will include the requirement for shortlisted candidates to teach. So applicants must have a passion for education and must love teaching, so as to be credible as the leading mentor to a strong and well-motivated teaching staff.

#### *Commitment*

Applicants must have the willingness, energy and stamina to commit wholeheartedly to the busy life of a school where the standards and expectations are high.

#### *Management and Business Skills*

A consultative yet decisive management style. Be prepared to share the burden of running a large school with a strong and very able Leadership Team. Understand the need to keep key senior governors constantly up-to-speed of what is going on in School, both good and less so. Understand the value of good relationships. Have well-developed conflict-avoidance and conflict-resolution abilities. Welcome and encourage constructive feedback and considered criticism.

The skills and attitudes required to oversee and retain accountability for prudent financial management combined with a sound understanding of business administration, or evidence of the potential to acquire these quickly.

Have experience of and a record of effectiveness in all aspects of staff development.

*Best atmosphere*

*Best support*

*Best results*

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