

# QUEEN MARY'S GRAMMAR SCHOOL

QUAS DEDERIS SOLAS SEMPER HABEBIS OPES

[www.qmgs.walsall.sch.uk](http://www.qmgs.walsall.sch.uk)

 @qmgs1554



## Headteacher Candidate Information

## Vision Statement

Queen Mary's Grammar School was founded in 1554 by Mary Tudor. We have been shaped by our past and are proud of our traditions, but we are also confident of an exciting future as, under the auspices of The Mercian Trust, of which we are a Founder Academy, we help to shape a new educational landscape.

Queen Mary's is an academically selective school. It is our aim to support pupils to achieve their full academic potential. We value the life of the mind and want to pass on a love of learning.

Outside the classroom, we offer a range of life-enriching opportunities: time at our Field Centre in Wales; membership of our thriving Combined Cadet Force; individual and team sports; foreign exchanges and travel; participation in music, drama and many other activities. We believe that achievement and enjoyment go hand in hand.



*Welcome from a QM pupil on the first School deep-sea diving trip to Spain*

We equip our pupils to meet the challenges of a rapidly changing world. Most choose to go on to Higher Education. Through partnership between School, pupil and parents, we aim for the examination success that will open doors to the very best HE institutions and international employers. We were rated as 'outstanding' by OFSTED and it is our mission to attain excellence in all that we do.

Our House system celebrates the four pillars of school life at Queen Mary's: an academic focus, an international ethos, an enterprising spirit and a sense of community. We enjoy our social, cultural and ethnic diversity and recognise our many privileges. We are keen to *share* what we have – experience, expertise, enthusiasm – both with those who live on our doorstep and those from further afield.

To do so is very much in the spirit of our motto ***quas dederis solas semper habebis opes***: it is what you *give* that you will keep as eternal riches.



## Strategic Aims

### School

- To play a leading role in shaping the local and national educational landscape as a Founder Academy of The Mercian Trust MAT
- To celebrate and maintain the School's unique identity, building on its strong values and high expectations and ensuring that they are clearly understood by all members of our community
- To keep teaching and learning at the heart of everything we do
- To build on our experience and to maintain both an international outlook and an enterprising spirit in our pupils and staff
- To encourage a culture of generosity and giving in line with our school motto
- To develop a community characterised by hope and embracing diversity in line with our pastoral charter
- To ensure that the financial resources available to the School are in line with its educational ambitions
- To maintain a culture of continuous improvement through collaborative self-evaluation
- To manage our financial affairs with maximum efficiency in order to maintain the quality and range of our provision and to invest in appropriate site facilities
- To maintain a Local Governing Body as an ambitious strategic team offering support and challenge



### Stakeholders

- To serve first and foremost the Borough of Walsall
- To provide appropriate information, advice and support to parents and to involve them fully in the life of the School (including through the QMA)
- To harness the good will, expertise and financial support of our alumni (including through the Alumni and Development Officer)
- To communicate effectively with all the School's Stakeholders

## Staff

- To celebrate the contribution of all staff and facilitate professional development
- To recruit, retain and invest in well qualified staff, committed to improving academic standards and promoting enrichment activities
- To empower middle leaders so that they can be drivers of development



## Pupils

- To prepare pupils for a fulfilling life by helping them to realise their multi-faceted potential and by ensuring their well-being
- To help students acquire the skills, learning habits and strategies they will require to meet the challenges of a rapidly changing global society
- To provide the environment and support that will foster examination success
- To develop our curriculum so that it benefits our unique cohort of pupils
- To encourage full pupil involvement in the life of the school community so that active participation is the norm
- To improve the quality of our intake by constant review of our admissions arrangements so that we attract pupils who will take maximum advantage from the education we offer



## The Four Pillars

The life of our School is underpinned by four guiding principles which we call the *four pillars* of our community. This is how we set out to prepare young men and women to live *life to the full*.

We are:

- Academic in purpose
- International in outlook
- Enterprising in spirit
- Generous in approach



Each of those *pillars* is represented by a School House:

**Petypher House** is named after the first known Headmaster of the School in the 1550s and recalls our academic purpose;

**Aragon House**, named after our royal patron's Spanish mother, is a reminder of our determination to remain international in outlook;

**Darby House**, named in honour of Samuel Darby, Headmaster from 1956 – 1979, represents the enterprising spirit we aim to foster;

**Gryphon House**, named after the symbol of the Queen Mary's Club, holds the responsibility of embodying our community-minded approach.





## The Pastoral Charter

Walsall is in the West Midlands, ten miles north of Birmingham, and is home to a population of 250,000 that is culturally and ethnically diverse.

It is our privilege to forge a community out of that diversity. We do so in a way that prioritises justice, respects difference, embraces inclusion and never abandons hope. Our *Pastoral Charter* sets out those ideals:



- Human dignity matters
- Justice is an absolute priority
- Serving others is part of the School's DNA
- A sense of Community holds everything together
- Inclusion & diversity are fundamental principles
- Our approach must be holistic: what we **do** must be informed by who we **are**
- Generosity is the key to our motto: it often means getting your hands dirty
- Supporting others means we have to step out of our comfort zone
- There is always hope ...

## Where we currently stand

### Academic Performance

Examination results are consistently excellent and our Progress 8 scores allow us to stand shoulder to shoulder with the best schools in the country.

At A Level in 2017:

- 72% of grades at A\* / A / B
- 99.8% pass rate
- 24 (15% of the cohort) candidates scored three grade As or better
- 7 students achieved 4 A\*/A grades

At GCSE in 2017:

- 74% of all grades were A\*/A or 7-9 (on the new scale)
- 100% of our pupils achieved A\*-C (9-4) in at least 5 subjects
- 61 pupils (2/3 of the cohort) scored A\*/A in at least 6 legacy subjects
- 64 pupils scored 7-9 grades in both Maths and English



*Hassan Akram obtained the equivalent of 14 A\* grades in his GCSE*

The School uses the BASS group of selective boys' grammar schools to benchmark its performance. On attainment at A Level in 2017, we were ranked 17<sup>th</sup> in the group and 9<sup>th</sup> at GCSE. Those positions improve if Progress measures are used to establish the rank order!

### Recruitment

The School enjoys an outstanding reputation in the region.

Typically there are 1,200 applicants to sit the Entrance Test for admission to Y7 (150 places).

In 2017, we admitted 116 external students in to Y12 from 33 different schools



## Enrichment

The School takes great pride in the range and quality of its extra-curricular provision. There is a strong tradition in sport, music and drama, and clubs and societies.

There are some well-established special projects including a near space exploration programme. You can find more details about Project Horizon here: <http://horizon.qmgs.walsall.sch.uk/>

The CCF is one of the largest contingents in the country; there are currently 216 army cadets and 169 in the RAF.

The School is fortunate to have access to its own Field Centre in Wales. Farchynys is situated on the Barmouth Estuary in North Wales and comprises two properties for school use: the Coach House and the Barn. A third property (the Cottage) is let commercially to help fund the whole enterprise.



*Sixth Form Language Immersion weekend at Farchynys*

In recognition of the staff's outstanding work in offering enrichment activities over and above the call of duty, Governors have, in recent years, approved a scheme where an additional five days holiday are granted (subject to an equivalent commitment to activities during the year).

## Finances and Campus

The School has benefited from strong financial management in recent years. Significant expansion since in the last five years (there were 731 pupils in 2012 compared to 1011 now) has allowed the school to ride out a turbulent period in school funding without making any redundancies.

The site has invested from sustained investment. A Fundraising Campaign in 2009-10 primed the pump and led to the opening of a new Sixth Form Centre in 2012. A series of further developments have been largely funded through successful bids to the Academies Capital Maintenance Fund (ACMF) and Capital Improvement Fund (CIF). The most recent of these projects will see a third storey added to the Science Block.



## Partnerships

The School is one of five Founder Academies in a new Multi Academy Trust (MAT). The Mercian Trust comprises:

- Aldridge School
- Queen Mary's Grammar School
- Queen Mary's High School
- Shire Oak Academy
- Walsall Studio School

There are plans to open an Alternative Provision free school, The Ladder School, in September 2018 and negotiations are ongoing with a number of other local schools which are interested in joining The Mercian.



*Colleagues from across the MAT at an inaugural networking event, October 2017*

The person appointed to the Headship at the School will play an active role in the development of The Mercian Trust and will sit on the MAT Executive Board (along with the other Heads).

A detailed scheme of delegation sets out the responsibilities of the Board of MAT Trustees and the Chief Executive Officer in relation to the Headteacher and Local Governing Body, but the guiding principle is one of collaborative autonomy. Diversity underpins this Trust; seamless collaboration makes it work.

Queen Mary's is also a hub school in the national Mandarin Excellence Programme (MEP), a scheme funded by the DfE and co-ordinated by UCL Institute of Education.

The MEP demands significant commitment from the school and its pupils. Study is intensive: the DfE expects students to invest the equivalent of 8 hours per week in language learning. These hours are made up in timetabled lessons, extra-curricular study, on-line learning and periods of immersion. There is also a commitment to visits to China, which are subsidised by the scheme.

## About the role

We are looking for a talented and inspirational leader to take our school forward. Your challenge will be to achieve the highest levels of excellence while delivering an education to our students that will develop their individual talents and maximise their potential. You will be expected to ensure the curriculum stretches all students including the most able.

To succeed in this high profile role you will be intellectually astute and emotionally intelligent. You will provide inspirational leadership and good business acumen. A thorough understanding of delivering outstanding education in an 11-18 selective setting is essential.

Your key priorities over the first few years in post will be to:

- Collaborate effectively with the Chief Executive Officer of The Mercian Trust, working as part of the MAT Executive Team to establish the ethos, strategy and success of this new venture
- Lead and manage Queen Mary's Grammar School in a way that reassures stakeholders at a time of significant change
- Deliver a rich curriculum – in and out of the classroom – against a background of budget cuts and national upheaval in examinations and assessment
- Maintain the drive for academic excellence
- Help to reshape the offer to post 16 students across the Multi Academy Trust

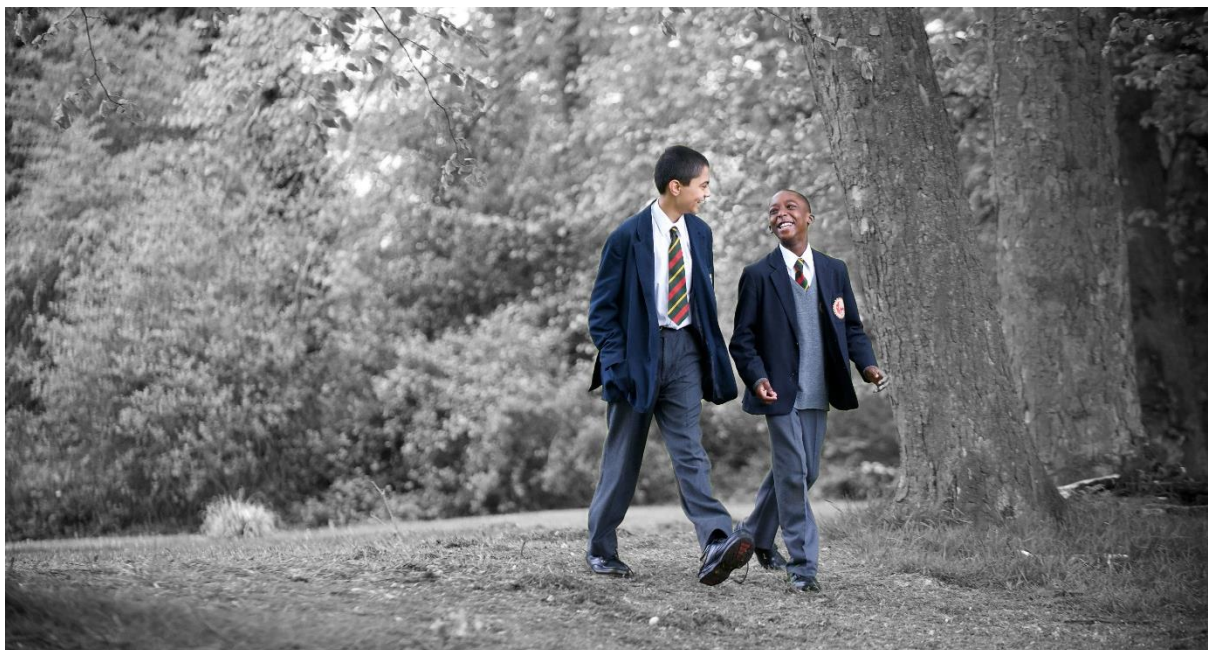
You will report to:

- The Chief Executive Officer of the Multi Academy Trust
- The Local Governing Body of Queen Mary's Grammar School

This is a full time post. The salary will be on the Leadership Range point 29-35 depending on experience and expertise.

Standard Conditions of Employment of Headteachers (as set out in the School Teachers Pay and Conditions document) will apply.

Queen Mary's Grammar School is committed to safeguarding and promoting the welfare of children and young people. This post is subject to an enhanced DBS check.





## Job description

The job description is defined by the Headteacher Standards (2015)

### Qualities and Knowledge:

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils at the School.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

### Pupils and Staff:

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.



## Systems and Process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
7. Contribute fully to the development and success of The Mercian Trust, attending Executive Board meetings and working in collaboration with other headteachers to promote the best interests of all Trust pupils.



*The Mandarin Excellence Programme*



*Chairman of The Board of Mercian Trustees*

## The self-improving school system

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.



## Person Specification

The successful candidate will have the following personal attributes:

- Commanding personal presence
- Energy, resilience and perseverance
- Courage, confidence and enthusiasm
- Intellectual ability
- Reliability and integrity
- Commitment to excellence in self, staff and pupils
- Excellent written and spoken communication skills
- Adaptability
- Self-motivation and the ability to prioritise work effectively
- Intellectual curiosity
- Gratitude and humility
- Professionalism and loyalty
- The ability to forgive
- A sense of humour



*Grammar School Campus from the South*

## Qualifications and experience

The successful candidate will have:

- |  |   |
|--|---|
| • QTS (Qualified Teacher Status)   | E |
| • NPQH (National Professional Qualification for Headship)                    | D |
| • Experience of leadership in a Secondary School                             | E |
| • Experience of leadership in a selective environment                        | D |
| • Evidence to demonstrate application of sound financial/business management | E |
| • First degree or certificate of education                                   | E |
| • Higher degree or evidence of further study                                 | D |
| • Relevant recent professional development                                   | E |

E : Essential

D: Desirable

## Summary of Key Facts and Statistics

Type of School	Selective Converter Academy (2011) Founder Academy of The Mercian Trust (2017)
Date school founded	1554
Age range	11-18
Location	Walsall, West Midlands
Denomination	Non-denominational The Objects of the Queen Mary's Foundation refer to the maintaining of a Christian ethos
Co-educational or single sex	Years 7-11: boys Sixth Form: mixed
Specialisms	Language College Business and Enterprise College
Combined Cadet Force	Y9 – Y13 (voluntary - 73% of Y9 joined in 2017) Parades on Fridays; termly Field Days; camps Army Section: 216 students RAF Section: 169 students
Partnerships	The Mercian Trust (MAT) The Mandarin Excellence Programme (MEP) Grammar School Heads Association (GSHA) Boys' High Achieving Selective Schools (BASS) Walsall Association of Secondary Heads (WASH)
Total number of students	1011
Number of students in the Sixth Form	361
Class size	KS3 and KS4: 30 KS5: 18 (but there are a significant number of smaller sets and a couple that are larger)
Total number of teaching staff	64 (58.1 FTE) Plus two HanBan teachers of Mandarin
Staff Churn	7 staff retired or moved to new jobs at the end of July 2017; 12 new staff were appointed
Total number of support staff (excluding peripatetic musicians)	30 (22.8 FTE)
% Pupil Premium (Y7-11)	9.5%
% of pupils with EAL	43%
% of pupils with SEND	3.4%
GCSE results 2017	74% at A*/A or 7-9 Attainment 8: 75.2 Progress 8: +0.69
A Level Results 2017	72% at A*-B Average Points per Entry: 38.17
University Admissions	88% of Y13 students accepted places at university (94% of those who applied)
Oxbridge, Medicine and Dentistry (2017)	13 students