



**Headteacher**

**Recruitment Information**

**January 2018**

## Headteacher, Brigshaw High School

**Salary:** Dependent on experience NOR 1320 inc. 175 Post 16

**We are looking for a Headteacher who can turn potential into performance and lead a team that will give every young person the best possible chance to succeed.**

The Governing Board of Brigshaw High School and Trustees of Brigshaw Learning Partnership are seeking to appoint an inspirational Headteacher to lead our vibrant school.

We are looking for an exceptional professional to provide dynamic and innovative leadership of Brigshaw High School, to take up post in September 2018.

Brigshaw High School is a successful school serving the outer suburbs of East Leeds. We are proud of our students' achievements and the opportunities we offer. We are committed to giving 'Every Child Every Chance of Success, Whatever it Takes'. We've been judged as a consistently 'good' school over many years, and have experienced and talented senior leaders, teachers and support staff. We believe our new Headteacher can continue to build upon these strengths and help us become an even better school.

In September 2016, Brigshaw High School became an Academy as a founder member of the Brigshaw Learning Partnership, a multi-academy trust of six schools (one secondary, five primary), serving the communities of Allerton Bywater, Great Preston, Kippax, Swillington, Methley and other communities in East Leeds. The BLP has recently become a sponsoring Trust for another local primary school. The partnership is based on shared values and aspirations, a strong sense of community identity and geographical proximity. We have strong working relationships with schools across Leeds and Yorkshire.

The successful candidate will:

- Have a proven record of leadership and management at a senior level and can demonstrate a range of effective leadership styles to inspire and develop staff and students
- Have excellent interpersonal skills
- Have demonstrable success in raising standards and meeting challenging targets.
- Be a versatile thinker who can look forwards and outwards to develop and champion innovative solutions
- Have a willingness to engage collaboratively across The Brigshaw Learning Partnership and beyond.

We warmly welcome all applicants to visit the school. Please contact Wendy Harrington, PA, on 0113 2878925 or via email ([harrinw02@brigshawtrust.com](mailto:harrinw02@brigshawtrust.com)) to arrange a suitable date and time.

An application pack can be requested from Jenn Wallis, Avec Partnership, by email [Jenn.Wallis@avec-partnership.com](mailto:Jenn.Wallis@avec-partnership.com) or by phone on 01325 281480. Applications must be returned to the above email.

**Closing Date: 12 noon 16<sup>th</sup> February**

**Interview Date: 5<sup>th</sup>/6<sup>th</sup> March**

The Brigshaw Learning Partnership and Brigshaw High School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS clearance and pre-employment checks will be undertaken before an appointment is confirmed.

January 2018

### **Letter from Chair of Governors**

Thank you for showing an interest in the post of Headteacher at Brigshaw High School. I hope the information we are providing will be helpful if you decide to apply.

This opportunity has arisen because our previous headteacher, Cath Lennon, has been appointed to the role of Chief Education Officer of The Brigshaw Learning Partnership. Our partnership, based on co-operative values, high trust relationships, and a commitment to inclusion and collaboration, has been very effective in bringing our schools together to work for all of our pupils, students and staff. We chose to set up a multi-academy trust on our own terms in order to sustain, strengthen and secure our partnership for the future.

Schools in the Brigshaw Learning Partnership have very high levels of autonomy, and, whilst the Partnership offers support and challenge, the role of Headteacher at Brigshaw High School is the key strategic role in the school. We are proud to have been judged at least 'good' or better in our last five full Ofsted Reports but we know that we must continue to improve. We are looking for a school leader who has a clear vision and can bring a fresh perspective and energy to Brigshaw, and will help us in improving outcomes for all of our students at a time of great challenge to our education system. You will benefit from a skilled and supportive governing body, a talented strategic leadership team, committed teaching and support staff, lively and interesting students, and parents and carers who trust the school to work in partnership with them to achieve the best for their children. In addition, you will be a member of The Brigshaw Learning Partnership Headteachers' strategic team and will play an active part in developing a coherent and inspiring learning journey for more than three thousand children and young people across the communities we serve.

To ensure our future success, it is vital that we maintain and develop networks, partnerships and collaborations. Brigshaw currently benefits from working with other schools and partnerships beyond our own communities, for example through the longstanding post-16 partnership with Temple Moor High School, recently joined by Royds School; with The Red Kite Teaching School Alliance; other co-operative trusts in the region; and through our involvement in the East Area Inclusion Partnership and Fair Access Panel arrangements. Our new Headteacher will also be expected to play a full part in representing Brigshaw in our existing partnerships as well as forging new ones in order to provide the very best offer and outcomes for our young people.

Further information about Brigshaw High School and The Brigshaw Learning Partnership is also included in the pack, and at [www.brigshaw.com](http://www.brigshaw.com) and [www.brigshawlearningpartnership.com](http://www.brigshawlearningpartnership.com).

In addition to the application form, please provide a supporting letter (no more than 2 sides of A4) outlining your current context and why you are applying for this school as well as addressing the job description and person specification.

If you wish to arrange a visit to the school, please contact Mrs Wendy Harrington, PA on 0113 2878925, or by email ([harrinw02@brigshawtrust.com](mailto:harrinw02@brigshawtrust.com)).

I look forward to hearing from you if you decide to apply.

Yours faithfully



Martin Dove  
Chair of Governors  
Brigshaw High School



January 2018

### **Brigshaw High School – Current Context**

This is a 'snapshot' view of Brigshaw High School. We hope it will give you a flavour of our vision, values and some of our current priorities.

Brigshaw is a thriving, popular school, occupying a large, attractive campus between Kippax and Allerton Bywater. Pupils come to us from these two “villages”, as well as from Great and Little Preston, Swillington, Micklefield, Methley, Woodlesford, Garforth and the outer Leeds suburbs. About 25% attract Pupil Premium funding. There are currently 1320 pupils on roll, including 175 in the Sixth Form. On September 1<sup>st</sup> 2016 we converted to Academy status alongside five of our partner primary schools as part of The Brigshaw Learning Partnership. Having worked together for several years as a very successful Trust, this conversion has been a natural progression. Our new status is helping attract additional school improvement resources and we are actively seeking further challenge and scrutiny for ourselves to help us raise achievement.

Pupil achievement and attainment remain at the heart of what we do. We are committed to trying to maintain a balanced curriculum offer and insist on consistently good teaching. Post-16 outcomes are good and retention is high. The number of 16-18+ leavers in education, employment and training is regularly one of the highest in the city. This reflects the excellent work done by our transitions staff as well as the solid grounding our curriculum provides in preparation for life. Most of our Year 13 leavers go on to their first choice universities, including Cambridge and Oxford. In 2016 and 2017 one in three of our leavers began a degree in a Russell Group university.

We are a “resourced school” for pupils with physical disabilities and our excellent inclusive practices have meant that pupils with a very wide range of special and additional needs come to Brigshaw from further afield through parental preference. They believe their child will succeed and thrive here. We believe that our effectiveness as a school should be judged on the basis of how we support our most vulnerable children as much as our most able.

We have made significant improvement and progress without sacrificing Brigshaw's traditional qualities: all staff who work at Brigshaw are asked to commit to providing ‘Every Child Every Chance of Success, Whatever it Takes’. Caring for our pupils as individuals, and providing a supportive learning environment allows young people freedom to develop ‘Respect For Learning’, develop themselves as successful learners, and encourages them to explore opportunities beyond their immediate surroundings. We are fortunate to have superb facilities to support our children in this mission.

Our most recent Ofsted Report (May 2013) judged us as a good school. However, we are not complacent. We believe that our pupils can make faster progress. There is still more we can do to further raise attainment. Current priorities in our School Improvement Plan are centred around raising achievement at all levels and ensuring all students are stretched; raising achievement for our disadvantaged students; and developing and consolidating partnerships. Under-pinning these objectives is an over-arching commitment to personalising learning and encouraging student leadership and parent/carer engagement at all levels of our work.

We are also keen to support other ways of helping children and young people learn and develop. We are committed to looking outwards and actively seek international perspectives. We have strong links with schools in many countries including Holland, Poland, Latvia, Czech Republic, China, Japan, France, Germany and Spain

Much of Brigshaw's success comes from the strong partnerships we belong to. As mentioned above, Brigshaw is part of the Brigshaw Learning Partnership. This multi-academy trust aims to support the whole community in achieving excellence for all of our young people. The work of the trust is enriching our work in many ways, from developing shared approaches to teaching and learning, to supporting vulnerable children, to developing creativity and leadership in our schools.

For a number of years we have worked closely with our partner school, Temple Moor High School, to develop shared post-16 provision, which has led to improved choice and higher levels of recruitment, retention and performance. Royds School have recently joined this collaboration. Our senior school leaders have played key leadership roles at an area and city-wide level, and Brigshaw has been involved in a number of regional and national projects.

Brigshaw has undergone a number of quite profound changes during the past few years - building a 'learning culture', changes in the curriculum and timetable structure, and most recently in our conversion to an academy as part of a multi-academy trust. The debate surrounding these developments has always been conducted in a constructive, congenial atmosphere, typifying the good personal relationships in the school. Brigshaw is a friendly, welcoming place in which to work and to learn. Staff work very hard, and co-operatively, to provide a stimulating and successful learning environment.

We believe that Brigshaw High School is a unique place to work, to learn, and to grow, and that to be associated with Brigshaw as a pupil, a parent, a carer, a colleague, a governor, or as a member of our community is a very great privilege indeed.

Martin Dove



Chair of Governors  
Brigshaw High School

## **Job Description – Headteacher**

**Salary:** Dependent on experience NOR 1320 inc. 175 Post 16  
This is a permanent, full-time post.

### **Purpose of the Job**

To provide effective, dynamic and inspirational leadership in order that every pupil at Brigshaw High School is able to fulfil their true potential.

To be responsible to the Local Governing Body, CEO and Board of Directors of The Brigshaw Learning Partnership for all aspects of the internal organisation, professional leadership, management and control of the school and for exercising supervision over teaching and support staff in accordance with Instrument of Government. The post holder, working with and through others, will secure the commitment of the wider community to the school by developing and maintaining effective partnerships. In carrying out these duties, the Headteacher will engage and consult, where appropriate, with the Local Governing Body, the Chief Education Officer, The Brigshaw Learning Partnership Board of Directors, the local authority and other local, national and regional bodies as appropriate, the staff of the school, the parents and carers of its pupils and other relevant professional organisations it has a relationship with.

Our job description is based on four 'Domains' outlined in The National Standards of Excellence for Headteachers (2015).

### **A. Qualities and knowledge:**

#### **Excellent Headteachers:**

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their 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 their own 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.

### **B. Pupils and staff**

#### **Excellent Headteachers:**

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.

### **C. Systems and process**

Excellent Headteachers:

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.

### **D. The self-improving school system**

Excellent Headteachers:

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.

The Headteacher shall carry out their professional duties in accordance with and subject to the "Conditions of Appointment of Headteachers" set out in the School Teachers' Pay and Conditions Document, which is published annually. Nothing in this job description can amend, or is intended to amend these overriding requirements.

**The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that maybe allocated from time to time.**

## Person Specification – Headteacher

ESSENTIAL				DESIRABLE		
	Criteria No.	Attribute	Stage Identified	Criteria No.	Attribute	Stage Identified
<b>Qualifications &amp; Education</b>	E1	Qualified Teacher Status	AF, C	D1	Degree/Master's Degree in related discipline	AF, C
				D2	Recognised Management qualification	AF, C
				D3	NPQH qualification	AF, C
<b>Experience &amp; Knowledge</b>	E2	Significant and successful senior leadership experience	AF, R	D4	Teaching experience in a Secondary School	AF, I, R
	E3	Thorough knowledge of the national curriculum	AF, I, R	D5	Understanding of academy and financial regulations	AF, I
	E4	Demonstrable experience of adaption to fast paced educational change	AF, I			
	E5	Experience of developing a highly exciting and innovative curriculum	AF, I, R			
	E6	Experience of managing, developing, inspiring and motivating staff	AF, I, R			
	E7	Demonstrable success in raising standards and meeting challenging targets	AF, I, R			
	E8	Experience of leading significant organisational development and change	AF, I, R			
	E9	Experience of presenting high quality, strategic information to directors/ governors and supporting their role as strategic leaders	AF, I, R			

<b>Experience &amp; Knowledge</b>	E10	Experience of implementing effective pupil tracking systems to ensure that pupils of all levels of ability achieve their full potential and beyond	AF, I, R			
	E11	Experience of strategic leadership on school finance issues, including budget management and funding allocation	AF, I, R			
<b>Skills</b>	E12	Excellent oral and written communication skills with an ability to negotiate at all levels	AF, I, P			
	E13	Be E-confident and able to understand and promote the benefits of ICT and future technology in an educational context	AF, P			
	E14	Ability to set appropriate targets for the improvement of school performance and how to establish, monitor and evaluate an action plan in relation to those targets	AF, I, P			
	E15	Ability to interpret and implement new legislation, policies and directives	AF, I			
	E16	Ability to analyse information from a wide variety of sources and solve complex problems	AF, I			
	E17	Ability to demonstrate sound leadership in managing transition between key stages for pupils across the school, and with partner schools	AF, I, R			
	E18	Ability to demonstrate sound organisational skills, work under pressure and determine priorities to meet tight deadlines	AF, I, P			

<b>Personal Attributes</b>	E19	High personal standards of integrity, probity and clear commitment to our collective co-operative values	I			
	E20	Enthusiasm, vision, drive, adaptability and resilience	I, P			
	E21	Be confident, positive and approachable	I, P			
	E22	Be able to secure the loyalty and confidence of pupil, staff, parents, governors and others	I, R			
	E23	Have consideration of the views of others	I, P, R			
	E24	Advocate a sound educational philosophy, with the ability to translate into practice	AF, I, P			
	E25	Ability to create a learning culture within the organisation which is recognised by staff, pupils and parents	AF, I, R			
	E26	Commitment to own and others personal development	I			
	E27	Evidence of being able to build and sustain effective working relationships with staff, governors, parents and the wider community including with partner secondary and Post 16 providers, Teaching School Alliances and external partners etc.	AF, I, R			
	E28	Evidence of being an inspirational leader and role model	I, R			
	E29	Emotional resilience in working with children and adults	I, R, D			
	E30	Suitable to work with children	D			

Key – Stage Identified	
AF	Application Form
C	Certificates
D	Disclosure
P	Presentation
I	Interview
R	References

Issues arising from references will be taken up at interview, all appointments are subject to satisfactory references