

## **Deputy Head (Partnership and Co-Curriculum)**

Post available from September 2020

City of London School for Girls (CLSG) wishes to appoint an inspiring and versatile leader to join its Senior Leadership Team as Partnership and Co-curriculum deputy to lead and develop the School's growing Partnership programme, and to oversee and develop the School's Co-curriculum. Candidates are likely to hold or have held significant middle-management responsibility in a school and to be able project-managers or have managed whole-school initiatives or change. A 30% teaching timetable is envisaged. Administrative support will be provided for this role.

This is a new post which reflects the increasing importance of partnership work within the School. The role holder will have overall responsibility for school life beyond the classroom (including the management and implementation of the strategic vision of the full co-curricular programme, our Partnership work, school trips and the School's relationships with relevant external stakeholders), and for the effective use and management of the School site and calendar during term-time. Working with the Head and Governors the role holder will also assist in developing and delivering the School's charitable vision.

Working with the Director of Partnerships, a new appointment to be made jointly with the City of London School, the role holder will forge relationships with the leads in the Family of City schools and other local schools and work closely with Heads of Department in the School to nurture effective partnerships and co-curricular opportunities. S/he will work in close collaboration with the City of London School Deputy Head i/c Partnership with the expectation that the partnerships' strategy is established with mutual aims to forge strong collaboration and therefore all the more effective partnerships.

The Deputy Head (Partnership and Co-Curriculum) will be a member of the Senior Leadership Team (SLT), which meets regularly to discuss operational matters, policy and strategy, in an atmosphere of confidentiality and collective responsibility. Members of the SLT are expected to have a knowledge of relevant issues affecting schools nationally (and within the independent sector), and to contribute to discussions relating to planning and the development of policy. As a Deputy Head, the post-holder may be called on to deputise for the Head during term, or during school holidays (as arranged with the Head). Furthermore, the post-holder may be asked to advise on any matter of school policy, procedure or routine beyond the remit of this job description, and to inform the Head of significant developments, problems or opinions on any matter from any relevant source. In this role, the post-holder has broad operational and strategic responsibility for the management of the School, and for its development.

## **Aims and Objectives**

The post-holder will have particular responsibility for two of CLSG school aims:

1. To embrace the cultural and social mix in the school and the world around us, to pursue the goal of sustainability, and to serve our local and wider community by further developing educational partnerships with a range of local, national and international partners. This may include the provision of incidental or ancillary educational activities and the undertaking of associated activities for the benefit of the public.
2. To provide an environment where all members of the school community can flourish and develop into happy, balanced and resilient individuals with positive attitudes to self, health, spiritual and moral issues, respect for others and the environment a strong social conscience.

The Deputy Partnerships and Co-Curriculum (DPC) will be aligned with the City of London's Education Strategy and, in particular, these objectives:

1. Deliver exceptional quality education in the Family of Schools that meets the challenges and skills requirements now and in the future.
2. Provide an educational experience that enriches and inspires through access to the learning opportunities that the City's cultural, heritage and environmental assets offer
3. Learning experiences promote the development of 21st century 'fusion skills' through programmes that are a mix of academic, creative, digital and emotional learning.

And to the Joint Partnership Strategy of CLSG and CLS, which can be summarised thus:

1. CLSG and CLS share a strategic vision which is rooted in a long-held and deep commitment to working in collaboration with other schools and institutions. Both schools believe that meaningful partnerships improve the educational opportunities for all young people and enhance the professional development of all staff. In doing so, they also provide a vehicle for tackling disadvantage by improving educational outcomes and promoting social justice.
2. CLSG and CLS intend to work together to develop further and implement a systematic, sustainable and impactful partnership strategy.

The DPC will be responsible for the activity which emerges from the objectives above in respect of educational activities for the benefit of the public; in recent years, this has taken the form of some partnership and outreach work from teachers and of voluntary work undertaken by pupils.

## **The Role**

This Job Description should be seen as enabling rather than restrictive and will be subject to regular review.

The role holder is responsible for his/her work to the Head; but will report to the Senior Deputy for some aspects of the role and work closely with the other Deputy Heads and Bursar.

The role holder has line management responsibility for:

Director of Partnership (to be appointed 2020); Director of Drama; Director of Music; Director of Sport; teachers in charge of the Duke of Edinburgh Award programme; and Community Service; Mission Co-ordinator; Debating Co-ordinator and Head of Houses. The Deputy Head (Partnership and Co-Curriculum) also has management oversight of all staff running school clubs, societies and trips.

Indicative, but not necessarily comprehensive responsibilities of the post are summarised as follows:

### Partnership

- Overseeing the building or furthering our relationships with the Family of City Schools eg Sir John Cass, COLPAI, the City Academies and such other schools or charities as directed by the Head
- With the Joint Director of Partnerships and Deputy Head Academic, determining, establishing, leading and co-ordinating the partnership teaching priorities, including summer school programme, scholars programme, co-curricular partnerships
- Ensuring the effective evaluation of and reporting on partnership work
- Overseeing and developing training for partnership teachers
- Building and maintaining good relationships with partner schools, local authorities and other public or Third Sector bodies or businesses
- Liaising with the Development Manager to provide timely and reliable feed-back for and to donors, potential or otherwise, and to assist the stewarding of donors
- Liaising with our Head of Mission to ensure alignments between the pupil's charitable fundraising
- Working closely with the City of London School to maximise opportunities for joint/collaborative partnership work and build the strategy together. Helping the Joint Director of Partnerships to oversee and/or direct significant partnerships, e.g. where CLSG sponsors or acts as a partner with a particular school, and will be the point of contact for schools or other bodies enquiring about collaboration or partnership with CLSG.

### The Co-curriculum

- Leading the management of the school's calendar; chairing a calendar committee, working closely with the Senior Deputy, Head, Bursar and other key stakeholders to ensure most effective use of School time and space
- Working both directly and through their line management responsibilities, managing all elements of school life that take place beyond the formal, taught curriculum, including (but not limited to) clubs, societies, lectures, assemblies, charity, community service, sport, music and drama
- Recommending developments and improvements to the School's co-curricular offering, and maintaining strategic oversight of that offering, consistent with the School's Strategic Vision
- Working with Heads of Section, Heads of Year, Heads of Houses and tutors as appropriate, overseeing pupil engagement with the co-curriculum, to ensure that the School caters for diverse interests, and that all pupils benefit from the opportunities that co-curriculum offers
- Ensuring that co-curricular opportunities are advertised appropriately to pupils (and, where relevant, parents), making use of school publications and on-line media, including Twitter and Instagram
- Championing the School's Co-curriculum through committed and regular attendance of the School's Co-Curricular events and celebrating and communicating co-curricular activities
- Liaising with all relevant staff to ensure that all co-curricular activities are run in a manner which is consistent with the School's procedures in relation to health and safety, security and critical incident planning
- Acting as the School's Educational Trips and Visits Co-ordinator, and working with the compliance manager to ensure compliance with appropriate regulations and guidance in the delivery of all trips and visits
- Ensuring an equitable distribution of trips and visits and ensuring that cost effectiveness is always borne in mind

- Monitoring pupil absence from the curriculum as a result of trips and visits and responding as required to ensure that excellent academic progress is facilitated for all pupils
- Providing guidance and training to staff, as required and liaising with all relevant staff to ensure that all educational trips and visits are run in a manner which is consistent with the School's procedures in relation to health and safety, security and critical incident planning
- Ensuring the School meets its responsibilities in terms of the checks that are required for external speakers visiting the School and that all safeguarding requirements are borne in mind in the organisation of such visits.

#### Other

- providing evaluative reports for the Head and for Governors as required
- acting as a point of contact for external agencies, partners, organisations or individuals seeking assistance from or partnership with CLSG
- with the Development Manager and the Head of Mission overseeing, guiding and where required supporting the whole school's charity work and philanthropic fundraising for designated external charities (e.g. those supported by Friends of CLSG etc)
- initiating and overseeing international links with schools, particularly with schools in the developing world.

A competitive salary commensurate with a post of this responsibility will be paid.

For further information please contact the Head [headspa@clsg.org.uk](mailto:headspa@clsg.org.uk) or the Senior Deputy Head [vendittij@clsg.org.uk](mailto:vendittij@clsg.org.uk)

---

### **APPLICATION PROCEDURE**

Please email or post the following documents to Mrs J Brown, Head, City of London School for Girls, St Giles Terrace, Barbican, London EC2Y 8BB

1. Letter of application - no longer than one side of A4, in point 12
2. Full curriculum vitae - including the names, addresses, telephone numbers and email contacts of two referees including current or most recent school employer where applicable
3. Application form.

Closing date: 12 noon on 23rd January 2020 but applications will be considered as they are received.

City of London School for Girls is committed to safeguarding and promoting the welfare of young people and requires the same commitment from all its staff.

Appointments are subject to satisfactory references, the receipt of an enhanced Disclosure and Barring Service certificate, medical clearance, confirmation of the right to work in the UK and overseas police checks where necessary. The school undertakes further checks as necessary including prohibition from teaching and management checks. This post is exempt from the Rehabilitation of Offenders Act 1974.

## Criteria for the post of Deputy Head Partnership and Co-Curriculum

(to be read in conjunction with the details of the post)

### 1 Essential professional criteria

Criteria	How will these be tested or verified?
The ability to lead and inspire colleagues	Questions at interview to test the candidate's experience and ideas  Short presentation of vision
Management of people and or change	Questions at interview to test the candidate's experience and ideas
Experience and/or knowledge of school charitable work between independent and state schools	Questions at interview to test the candidate's experience and ideas
An excellent honours degree in subject taught and a very high level of subject knowledge.	Original degree certificate(s)  Questions about subject specialisation (and course content for more recent graduates)  Opportunities at interview to discuss techniques for teaching set topics
Ability to teach effectively in an academically selective school  A teaching qualification would be desirable but is not essential.	A 40-minute lesson to be taught or an appropriate activity for someone who has not taught.  Review of experience including references, interview and verification of employment history
A willingness to be involved in the wider life of the School	Opportunities at interview to recount experience of running or participating in such activities or to give ideas for these
Excellent communication skills	Two interviews; lesson (as above).
The ability to adapt quickly to a new environment, establish good relations with colleagues and gain their confidence	Opportunities at interview to recount experiences where these skills have been demonstrated  Questions which referees will be asked as part of the confidential reference request
Sympathy with, and knowledge of, fundamental British values	Question to test this at interview
Awareness and understanding of safeguarding and welfare of children	Questions at interview to test attitudes towards and knowledge of children's safeguarding and welfare. Questions which referees will be asked as part of the confidential reference request

## 2 Core Management and Leadership Competencies

ADMINISTRATION AND ORGANISATION	TECHNICAL EXPERTISE	LEADING PEOPLE	COMMUNICATION & COLLABORATION	IMPLEMENTATION
Efficiency	Profound and continuing interest in subject taught	Strategic thinking	Interpersonal skills, including warmth, even-handedness and sensitivity	Explaining issues and decisions clearly and evenly
Personal time-management	High-order, good-quality subject knowledge	Formulating and communicating a clear and coherent vision which commands respect	Interpersonal awareness, e.g. understanding of and empathy with others' feelings, motives and feelings; the ability to see things from other people's perspective	Presenting information clearly to individuals
Time-keeping (deadlines)	Outstanding teaching	Setting an example, e.g. high personal standards of preparation and marking	Judgement: the ability to make reasoned, reasonable and balanced decisions	Presenting information clearly
Planning ahead	Informed and critical knowledge of trends in the subject	Motivating colleagues	Ability to create effective rapport and harmonious relationships with staff, parents and pupils	Explaining ideas and plans on paper clearly
Budgetary skills	Identifying strengths and weaknesses in curriculum	Empowering others	Ability to de-fuse difficult situations, e.g. careful listening, sensitive use of humour,	Ability to address issues of under-performance, including clarity, discretion and use of examples
Organisational skills	Identifying strengths and weaknesses in teaching	Developing others		Clarity and reliability of information and analysis for Senior Leaders
Effective delegation	Identifying strengths and weaknesses in attainment	Building morale		Ability to turn ideas into plans and action
Fair delegation		Initiative		
Preparing for meetings and taking minutes		Flexibility		
Running meetings effectively to include all colleagues				

	<p><b>Agility of mind to allow flexibility</b> in lessons to suit different pupils' needs</p> <p><b>Clarity of expression</b></p>	<b>Discretion</b>	<p>praise and recognition</p> <p><b>Retention of a sense of perspective</b> and a sense of humour</p> <p><b>Ability to work with individuals</b> collaboratively, drawing out their strengths and building trust</p> <p><b>Managing conflict</b></p>	<b>Ability to give advice supportively and effectively</b>
--	---	-------------------	--	--

### **3 Person Specification (teaching)**

CLSG seeks to appoint teachers who will have, in addition to the professional qualities outlined above, the following proven personal qualities, or the potential to develop them. At interview, candidates will have the opportunity to demonstrate or give an account of these attributes.

- The energy, dynamism and stamina to contribute broadly to the life of a busy independent day school
- Profound and continuing scholarly interest in the academic subject/s to be taught
- A commitment to the school's professional development and the collaborative enquiry programme
- The ability to pitch lessons appropriately and adapt methods according to pupils' responses and class dynamic
- Willingness to contribute to the co-curricular life of the school
- Commitment to the school's work in partnership with other schools
- Understanding and observance of professional standards (dress, punctuality, confidentiality)
- Capacity for industry and initiative as part of a team ie. contribution to the work of a department and Collaborative Enquiry Group
- Empathy with pupils of different ages and of high ability and the ability to relate to them
- Awareness and understanding of matters relating to the personal, social, health and emotional development of CLSG's pupils
- Knowledge and understanding of Child Protection issues and good practice (eg. professional obligations on safeguarding the welfare of children)
- Capacity to deal sensitively with problems raised by pupils, in line with CLSG's pastoral policies and sanctions system, working in partnership with CLSG's designated staff i/c pastoral care
- Ability to liaise and communicate effectively and professionally with parents
- Ability to see any issues that may arise with pupils, parents or colleagues from a variety of perspectives
- The ability to defuse difficult situations using different strategies such as careful listening, sensitive use of humour, praise and recognition where due, utilising the School's reward system
- Retention of a sense of perspective, sense of humour and, on occasion, the invaluable ability to laugh at oneself
- Willingness to seek out or to accept guidance or constructive criticism from line-managers