



Applications are invited for the post of
Deputy Head (Academic)

Information Pack
Starting September 2018

CHARTERHOUSE

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Coeducation at Charterhouse and Academic Vision

Building on the success of our coeducational Sixth Form – where girls have flourished since 1971 – we are moving to full coeducation from the age of 13. We look forward to welcoming our first girls into the Fourth Form (Year 9) in September 2021, the year in which we will celebrate half a century of girls at Charterhouse. There will be girls in every year group from September 2023. As the School is currently full, the school roll will grow over the next decade to around 1,000 pupils, the increase representing additional places for girls. We will be creating separate girls- and boys-only boarding houses from September 2019, and will be building two new boarding houses by September 2021 to enable the admission of 13+ girls.

Building on our Strengths

We have all seen first-hand the benefits of coeducation in our Sixth Form. We want to extend those social, cultural and academic advantage to the whole community of the School. Charterhouse's educational approach has stood the test of time. Younger girls will thrive, as do our boys and older girls, on our commitment to care, independent learning, pupil leadership, and both academic and extra-curricular challenge and breadth.

A Strategy for the Unfolding World

The world of work is changing profoundly and at great speed. We believe the best preparation for a rewarding life in this exciting future is a well-rounded education for boys and girls learning together as partners and equals – just as they will work together as adults to take on opportunities and tackle challenges.

Our aim is to be the best coeducational boarding school in the country, with a worldwide reputation for academic and pastoral care and all-round achievement.

Academic Vision

We are planning a full scale curriculum and timetable review of our GCSE and IB Diploma Programme/Pre-U/A Level provision in order to become ready for full coeducation, and for establishing the School as a nationally renowned centre for education and training for pupils and staff. There will be:

- increased focus on learning and sharing best practice within the teaching body, through support and mentoring;
- development of links between the academic programme and our inclusive pastoral approach, to ensure that all pupils flourish in the broader sense of the word.

We have already commenced a review of our reporting schedules aimed at improving the quality of information available, encouraging more pupil engagement with their academic development and improving the culture of independence. We continue to look for innovative means of fostering an even greater sense of independent learning, and pupils taking ownership of their own development.

The next phase in developing our external relations will include forging stronger links with a variety of maintained schools.

The Deputy Head (Academic) will play a pivotal role in enabling this transformation into a fully coeducational school and in realising the School's wider ambitions.



The Role – overall purpose and responsibilities

1 - Basic Purpose of the Job

The Deputy Head (Academic) is a member of the School's Senior Leadership Team (SLT), is one of the two School Deputy Heads, and is directly responsible to the Headmaster for all aspects of learning and teaching in the School.

2 – Main Responsibilities

Strategic

- Assist the Headmaster in shaping a vision and direction for the School, setting very high expectations for pupil achievement and welfare
- Play a significant role in setting aims and objectives for the School, and in formulating Charterhouse's *Aspire* Development Strategy along with the Headmaster, Director of Finance & Strategy, the Second Master, the Deputy Head (Pastoral), Governors and other senior staff

As a member of the Senior Leadership Team you will be expected to:

- Participate in staff recruitment, when appropriate
- Represent the agreed values and vision of the SLT to the School community and be seen to be translating our vision and values into practice
- Demonstrate and model constructive leadership behaviours
- Ensure sound budgetary and broader financial management in all areas for which you are responsible
- Promote, contribute to, and lead any staff INSET or induction as may be required
- Provide encouragement, support and assistance to colleagues at all levels
- Organise, attend and assist with major School events as required
- Contribute to the production of School and national publications as required
- Meet prospective parents and contribute more generally to the recruitment of pupils, including visits to Prep Schools
- Performance manage staff (leading professional reviews, capability and competency processes, as required)
- Conduct disciplinary investigations (staff and pupils) where required
- Participate in the "on call" rota overnight during term times, and in the holidays



- Work during school holidays as reasonably required
- Attend as many School events (plays, concerts, matches) as possible, and attend Old Carthusian events
- Attend all Chapel services, including Sundays
- Chair relevant academic committees and working parties as required
- Be responsible for the financial budgets relating to your accountabilities, including your forecasting, monitoring and management
- Respond to reference requests as required (pupils and staff)
- Provide relevant input to site infrastructure projects, including the development of new academic-related facilities

Management and Leadership of Staff

- Line manage key academic staff and provide oversight on all academic arrangements for life in a busy boarding school, in close liaison with the Deputy Headmaster (Pastoral) and all members of the common room (Brooke Hall)
- Develop strategies to promote coeducation within the School and enhance the School's reputation as a school national leader of coeducation
- Contribute to the professional review of staff, including leading the biannual reviews of teaching Heads of Department.
- In conjunction with the Head of New Teacher Induction and the HR Team, oversee the induction and mentoring of newly appointed teachers and Heads of Department

Academic

- Attend Governing Body Committee meetings as required and report back on matters arising to the Headmaster, including acting as Secretary to the Governing Body's Academic Committee
- Overall responsibility for the quality of learning and teaching, timetable and curriculum
- Provide day to day management of all academic matters
- Develop and implement strategies to raise academic standards and deliver excellence in relation to learning and teaching and curriculum planning
- Oversee assessment and the management of data
- Oversee the production of academic key performance indicators (eg. CAT4, MidYIS, residual data)
- Overall responsibility for academic INSET
- Encourage innovation and professional development in learning and teaching
- Provide strategic oversight of ICT *via* the Head of Academic IT, including iSAMS
- Oversight of the Heads of the Specialists (sixth form) and Under School (Years 9-11), IBDP and Academic INSET Coordinators' programmes: leading work scrutiny, lesson observation and departmental audits
- Plan for and deliver academic staffing, including liaising over finance and costs
- Oversee the administration of Parents' Meetings
- Create reporting cycles and oversee timely completion by all contributors through the Senior Tutor.

Administration

- Policy Development and Implementation
- Ensure that the School has all the necessary academic policies and procedures in place; in conjunction with the Second Master and Deputy Headmaster (Pastoral), to oversee the School's policies and procedures as well as to ensure that they are up-to-date and accessible.

- Advise the Second Master on all aspects of external inspections of the School as they relate to academic matters



Teaching

- The Deputy Head (Academic) is expected to teach a limited timetable (no specified subject)

Professional Development

- Contribute to the School's continuing professional development programme, including co-ordinating training programmes and delivering some INSET, particularly where it relates to learning and teaching leadership
- Attend BSA, HMC, ISI conferences and courses

Safeguarding of Children

The jobholder's responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact, will be to adhere to and ensure compliance with the School's Safeguarding and Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the Job Holder becomes aware of any actual or potential risks to the safety or welfare of children in the School they must report any concerns to the School's Designated Safeguarding Lead.

Person Specification

Qualifications

ESSENTIAL

- a good Honours degree relevant to the teaching aspects of the role

DESIRABLE

- a recognised teaching qualification, such as a PGCE

The successful candidate:

Relevant Experience/Knowledge & Technical Competencies

Will -

- have substantial academic management experience and is likely to be a current and experienced Head of Department or Assistant Head at an established secondary school
- have a proven track record of high quality teaching and management experience in schools
- proven experience of leading and managing innovation and change
- proven success in: managing colleagues and contributing to improving the quality of learning and teaching; working with others to achieve goals by negotiating and allocating tasks; motivating and supporting a diverse and highly skilled team
- have proven, relevant experience in external relations, eg. with examination board expertise, as a school governor etc

Personal Competencies / Skills

Will -

- be a high-performer, able to take responsibility for his/her decisions, show initiative and lead others, be a dedicated team player and likely to aspire to headship in due course
- have a sense of humour and perspective
- have an understanding and empathy with the nature of independent education and the challenge of educating and inspiring pupils with an expectation of high academic achievement
- have excellent skills with ICT, as well as in oral and written communication
- be able to balance broad strategic thinking with attention to detail, having a creative, imaginative and positive approach to solving problems
- be able to manage a substantial workload calmly, effectively and efficiently
- have the gravitas and public persona needed to represent the School on public occasions
- be a good judge of people and situations, possessing the empathetic, diplomatic and PR skills to deal with complex and sometime contentious parent, pupil, staff and public concerns
- have the desire to contribute to the wider life of the School, with the ability, skills and experience to take a keen interest in the School's extra-curricular activities
- be likely to aspire to headship in due course.



Applications

Applications should be made in accordance with the School's application and safer recruitment procedures (available on the website) and emailed to:

headmaster_hr@charterhouse.org.uk

**Closing date for applications is by
12 noon on Friday 23 February 2018**

with initial interviews being held shortly thereafter



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