The Princethorpe Foundation
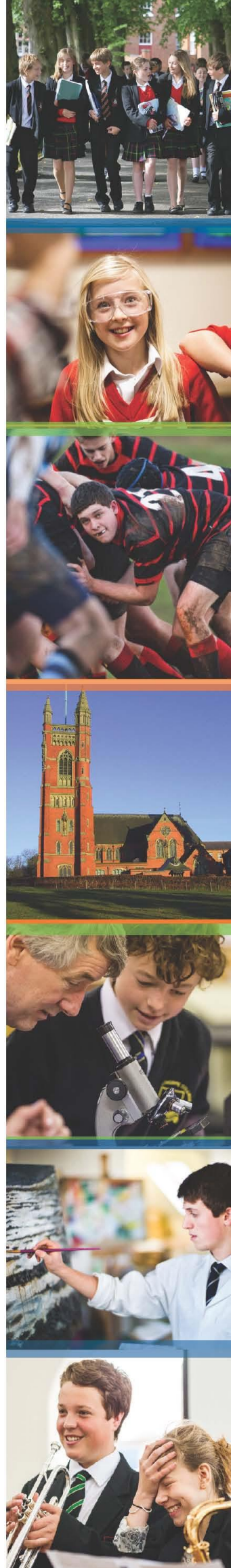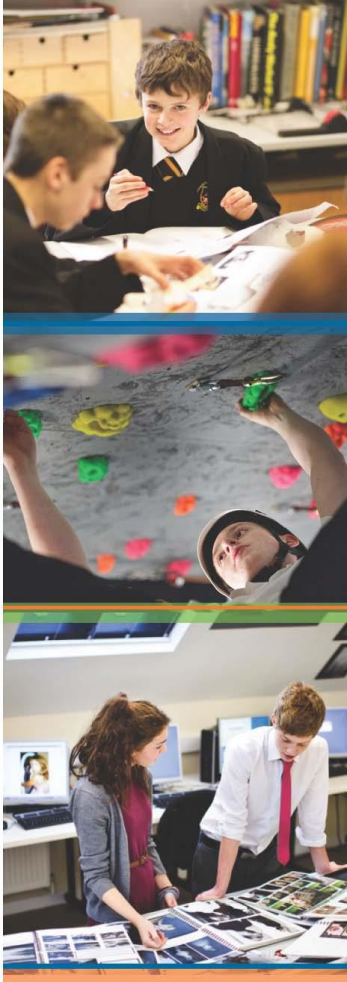
Details of the post

Foundation Assistant Head
(Director of Digital Strategy)

We are seeking to appoint for September 2018 or sooner, a proven leader to the new role of Assistant Head (Director of Digital Strategy) to enable the Princethorpe Foundation schools to make a step change in their use of technology in learning. The post holder will be responsible for all aspects of the Foundation's ICT strategy and ensuring its delivery. The successful applicant will have proven leadership and management skills and be a great teacher whose relentless focus on learning will shape his/her strategy around the use of technology. He/she will be an innovator with significant skills to engage the sceptic as well as mobilise and stretch the enthusiast, and will have a natural affinity for Princethorpe's unique ethos.

The Princethorpe Foundation

The Princethorpe Foundation, which is administered by lay trustees, provides co-educational, independent, day schooling in the Catholic tradition for some thirteen hundred children from age two to eighteen years. The senior school, Princethorpe College, (HMC 11 - 18) is about 7 miles from Leamington, Coventry and Rugby, with the junior schools, Crescent (IAPS) about seven miles away in Rugby, and Crackley Hall School (IAPS) and Little Crackers Nursery about nine miles away in Kenilworth.

The purpose of the Princethorpe Foundation is to create a caring Christian environment where pupils can develop to become well-educated, articulate young people, ready to take their place in society with a true sense of values and purpose.

The Foundation's schools are characterised by their strong Christian ethos and pride themselves on providing a caring, stimulating environment in which children's individual needs are met and their talents, confidence and self-esteem are developed.

The Headmaster of Princethorpe, Ed Hester, is Foundation Senior Head and as chief executive chairs the Foundation Executive Committee (FEC) which has responsibility for the day-to-day running of the schools and strategic planning. Financial management, estates, catering, IT systems and marketing for all schools in the foundation are resourced centrally. The Head of Crackley Hall, Robert Duigan and the Head of the Crescent, Joe Thackway, are also members of the FEC.

The Foundation's Schools

Princethorpe College opened in 1966 and occupies a fine former Benedictine monastery which was built in the 1830s in 200 acres of parkland. The origins of the school date back to 1957 when the Missionaries of the Sacred Heart opened St Bede's College in Leamington Spa; the subsequent move to Princethorpe gave an opportunity for expansion.

Princethorpe College enjoys an excellent and growing reputation. Pupil numbers have risen to around 900 and continuing strides are being made to ensure the highest academic standards and a widening extra-curricular programme. Many pupils gain representative honours in sport and England cricketer, Ian Bell, numbers amongst the school's alumni.

The school continues with a comprehensive investment programme which over the last decade has seen a Sixth Form Centre built, Sports Centre improvements, chapel refurbishment, a new Photography department, update of IT facilities, Music department and classroom refurbishment and restoration of The Roundhouse to provide a stunning multi-purpose meeting, teaching and performing space. *The Limes*, a £4.5m fourteen-classroom teaching wing serving English, Modern Foreign Languages, Academic PE, IT and computing opened in September 2014. An indoor climbing wall and new fitness centre were part of the same project. Recently the College Theatre had undergone a complete refurbishment and looking forward the College is considering plans for further investment including *The Close,* a seven laboratory Science block.

Crescent School, for seventy years a stand-alone prep school, merged with the Princethorpe Foundation on 1 September 2016.

The Crescent, which enjoys a prime location in Bilton, a leafy residential suburb of Rugby, has some 150 pupils on roll from Reception to Year 6. A further 40 or so children from six months to pre-school attend the on-site nursery run by award-winning nursery Nature Trails. The key catchment area for the school lies in a radius of about ten miles, largely within the Rugby area.

Crackley Hall is a high achieving, thriving and happy Catholic school of 240 pupils aged 2 to 11 years. The school has its own on-site nursery Little Crackers.

Originally founded in 1862 by the Sisters of Mercy, Crackley Hall is located in an attractive former country residence, built for John Siddeley, Lord Kenilworth, on the edge of the town. The school benefits from extensive playing fields 200m from the site.

The school has enjoyed considerable investment over recent years, the most recent manifestation of this being a new £2m wing, The Gables, comprising a multi-purpose hall, classrooms and music practice rooms which opened in February 2016.

The Foundation's aims

1. To provide a first-class, rounded education for all its pupils.

2. To ensure that a strong Christian ethos - underpinned by the values of our founders, the Missionaries of the Sacred Heart - permeates the Foundation's schools; this ethos nurtures personal spirituality, moral development and self-respect based on Gospel values, love of God and love of one's neighbour. Respect for others and the environment, generosity, compassion, loyalty and a desire to "do the right thing" are key indicators of this living ethos, as are good manners, courtesy and an appreciation of the joy of life.

3. To prepare each pupil to be a positive, tolerant member of our multi-cultural society, being generous of spirit in serving others. We aim to forge strong links within our own community and in the local and wider communities.

4. To offer a broad curriculum which is challenging, exciting and meets the needs of our pupils. It needs to be balanced, have academic integrity, cater for a variety of educational needs and to foster a life-long love of learning and enjoyment of academic pursuits.

5. To have the highest standards of teaching and learning. We want pupils to be active learners and take responsibility for their learning; we want them to have independent learning skills, be resilient and have academic stamina and rigour. We want pupils to achieve the best possible examination results - but focus on these must not stifle creativity, fun, independence, breadth and depth of learning.

6. To ensure all members of the Community receive the necessary support, encouragement and motivation to grow and develop above and beyond their own expectations. We aim to set ourselves the highest possible standards and view the giving of encouragement, affirmation and praise as essential to the ethos of the Foundation.

7. To offer a first-class comprehensive extra-curricular programme which encourages and inspires the whole range of ability and interest levels from outstanding performers to reluctant beginners.

8. To provide the necessary channels for good communications within our community so that all have a voice which can be heard and all are kept informed of events and developments.

9. To provide the necessary planning, structure and resources to meet the above goals. We must also ensure that we care for our resources and use them well. We aim to promote Foundation-wide thinking so that planning, ideas and resources are shared across the schools to best effect.

10. To provide the financial security and stability to deliver the above goals and assure the future of the College and Foundation.

Context

The use of ICT as a tool to enhance teaching and learning has been growing over recent years at Princethorpe. We use iSAMs as our MIS, have a Firefly intranet and use SOCS, Evolve, InTouch, SIMS, PASS and other applications across our schools. We have recently moved to Microsoft Office 365 and are looking to develop its potential across all our schools, both inside and outside the classroom.

Growth in the use and utility of these technologies for learning, teaching and assessment will increase significantly over the coming years to enable our pupils to become strong digital citizens with students and parents increasingly expecting and valuing such offerings as part of their educational experience.

The most recent model for the management of ICT was based around an ICT Director who had the role of Technical Lead and Strategic Lead in the Senior School and our Junior Schools under the guidance of an Assistant Head.

Following a strategic review, we are looking to appoint an Assistant Head (Director of Digital Strategy) who will take responsibility for the strategic development of ICT across all three schools. The successful applicant will be line-managed by the Foundation Head and will be a member of the Foundation Executive Committee – the body charged with steering the strategic direction of all our school; as such the Assistant Head (Director of Digital Strategy) will also work very closely with the Director of Studies and CPD coordinator, the Bursar and the Heads at both Junior Schools.

The role

The appointment of an Assistant Head (Director of Digital Strategy) places learning and teaching firmly at the heart of Princethorpe's digital strategy. The Assistant Head (Director of Digital Strategy) will be responsible for providing whole Foundation oversight and co-ordination in the use of digital learning and ensuring that developing strong Digital Intelligence (citizenship, creativity and entrepreneurship) is central to all aspects of school life. One of the initial key objectives for the Assistant Head (Director of Digital Strategy) will be to establish an effective practice for digital learning throughout our schools, reviewing existing platforms, systems and process methodology with a view to creating a comprehensive environment from which to develop and deliver world class digital learning services.

The Assistant Head (Director of Digital Strategy) will play a pivotal part in the development of a strategic approach to technology enhanced learning in the Foundation's schools. He/she will provide staff with training and encourage them to innovate and use technology to its full potential, as well as giving advice on pedagogic practices and curriculum design. The role holder will lead the scoping, testing and implementation of new digital learning technologies, initiatives and processes, including taking a proactive approach to continuous improvement and evaluating the effectiveness of the schools' digital learning platform. The post holder will also be responsible for identifying and facilitating the sharing of best practice in the development of resources supporting digital learning activities in the Schools.

The Assistant Head (Director of Digital Strategy) will chair the Foundation's Strategic ICT Team and attend the Education and Staffing Committee, as required, to ensure trustees are fully briefed on the impact of ICT across the school.

The Assistant Head (Director of Digital Strategy) will line-manage the ICT Services Department who provide technical and infrastructure support across the three schools throughout the year both in and out of term-time. It is also envisaged that we will retain the services of an external provider to provide high level technical advice and support for the post holder.

We are looking for a person who will work well with the existing members of the Senior Leadership Teams. The appointment will be made without regard to academic subject specialism. The Foundation Assistant Head (Director of Digital Strategy) will be on a significantly reduced timetable, reflecting the importance of the position. This is a superb opportunity for a person with drive and ambition to make their mark in a thriving and successful independent school foundation.
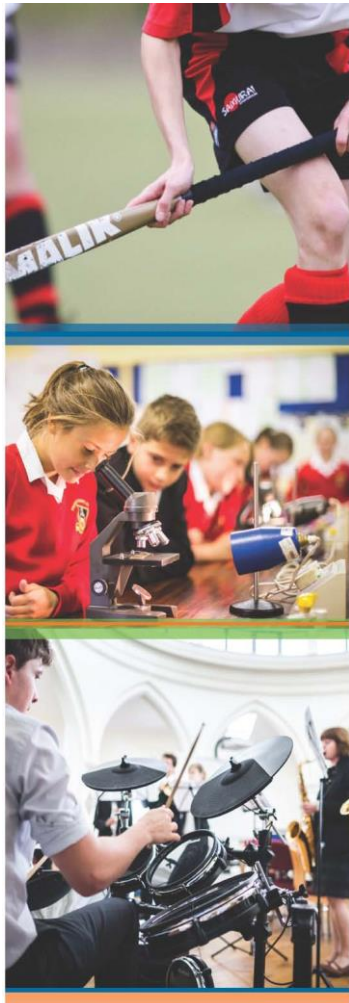
Job Description - Main Responsibilities

The specific duties of the successful candidate may vary according to their particular strengths and aptitudes, but are likely to include the following:

Strategic development of a digital learning platform(s) and cross-curricular ICT provision to benefit teaching and support staff

- Develop, set, implement and evaluate a Foundation-wide digital strategy, in line with the Schools' broader plans and strategy.

  o Lead the Schools with clear and effective pedagogical and technical advice on the best ways to achieve the Schools' objectives in relation to digitally enhanced learning.
  o Identify opportunities for innovation and improvement through proactive engagement with and feedback from all stakeholders.
  o Identify new initiatives and work with colleagues to progress them.
  o Rework and readjust strategic and operational plans and priorities in the light of emerging issues and problems.
  o Organise student focus groups to ensure that there is a significant pupil voice to help drive future plans for the digital learning environment.
  o Work closely with the Pastoral Deputy Heads to develop curricula for digital citizenship, e-Safety and responsible use of technology.

- Keep abreast of developments in digital learning in education, both in the UK and internationally.

  o Identify and assess relevant/emerging new technologies and continue to improve the digital learning experience of our students: plan, design and manage the integration of such technologies within the schools' digital learning platform.
  o Identify and evaluate digital learning tools, new approaches to digital learning and emerging notions of embedding digital learning in the academic context.
  o Provide regular reports, horizon scans and similar to inform the Senior Leadership Teams of key trends and developments within digital learning technology.
  o Keep up to date with developments and technical knowledge in relevant fields.

- Lead on the development of the Schools' digital learning platform, engaging external suppliers as required.

- Further strengthen Princethorpe's position in the market through overseeing introduction of new learning/digital technologies so that the Princethorpe Foundation Schools are seen as leading in its digital learning technologies compared to competitor schools.

- Ensure strategic plans consider fully consider the current and future requirements of the support, administration, marketing and finance functions of the Foundation.

Engagement and support

- Work with staff and pupils to explore and exploit potential developments in the use of digital learning technology:

  o Engage with staff and encourage wider take-up across the Schools and maximise the effective and efficient use of digital resources in their teaching.
  o Provide one-to-one and group support for staff seeking to develop digital learning approaches in teaching be they enthusiasts or less digitally literate.
  o Identify and train key digital "champions" amongst the staff and pupils who can help disseminate ideas, training and good practice across the schools.
  o Provide advice and support to staff on the design and delivery of the digital learning (to include guidance on ways to create and structure content) to ensure the Schools' digital learning provision is used to its full potential.
  o Promote, develop and evaluate the impact of technology enhanced learning on the student learning experience.
  o Engage with parents regarding their understanding and support for the schools' digital strategies and their impact on their children.

- Advise staff and the Senior Leadership Teams on the pedagogic value of new technologies and proven strategies for implementation and evaluation.

- Engage with multiple stakeholders (in groups and individually) to build and deliver a dynamic learning environment and to develop learning communities through digital technology.

- Oversee the development of training materials to help staff and students use digital learning technologies including conducting training sessions, if required.

- Build internal capability to create digital learning materials without dependence on external partnerships' support.

- Work with all stakeholders, including support staff and parents:

  o To improve the functionality and efficiency of ICT services provided.
  o To improve communications across the Foundation.

Data Management

Under guidance from the schools' Senior Leadership Teams, drive and manage the use of data to enable teachers to help students to pursue excellence in their studies. The role will require knowledge and understanding of GDPR compliance and liaison and collaboration with our Data Controller (the Foundation Bursar).

- Take the lead role in the development and management of record/information systems.

- In consultation with other Senior Leaders, determine the need for and arrange provision, analysis and evaluation of data and detailed reports /information.
- Write, design and produce reports illustrating trends in school data.
- In consultation with the Director of Studies, lead in the production of information to raise student achievement.
- Provide recommendations on school data collection and methods of analysis.

Providing oversight and quality control

- Establish the digital learning strategy as the Schools' modus operandi in digital learning:

  o Develop a standard operation framework in the use of the Schools' digital learning platform.
  o Ensure that the content of the Schools' digital learning platform is of a high quality and delivered in the most effective manner
  o Draft policies and procedures to support further roll-out of digital learning across the Schools.
  o Develop internal documentation for users.
  o Identify and share best practice in digital learning throughout the Foundation.

- Promote a shared understanding of the approach to ensure that staff work within that framework.

ICT Departmental Services Management

- Direct line-management of the ICT services team and database manager:

  o Recruitment, selection and induction.
  o Setting objectives, carrying out appraisals, identifying the personal development and training needs.
  o Undertake routine personnel management such as monitoring authorising leave and absence and implementing   disciplinary action if required.
  o Facilitate communications between these post holders and the wider organisation.

- Manage the Digital Learning and ICT Department and Infrastructure budgets efficiently in consultation with the Heads and Bursar:

  o Manage OpEx and CapEx budgets, providing information to the Bursar to support the annual budgetary process and the development of the Foundation's longer-term capital requirements.
  o Maintain oversight and control of the ICT services departmental procurement requirements and processes.

- Working with our external consultant to manage and have oversight of all aspects of the performance ICT services across the Foundation including hardware, software and audio-visual provision and support. This will include ensuring the ICT services department:

  o Develop and plan projects to deliver new ICT systems, and infrastructure in accordance with the following:
    - Rolling programs to refresh and upgrade the systems and infrastructure proactively.
    - In support of the Foundation's digital strategy and plans to deliver new levels of ICT functionality.
  o Support and maintain the network and server infrastructure, including proactive performance monitoring.
  o Agree and implement appropriate network infrastructure.
  o Manage and maintain ICT key functionality as a core service to the Foundation, which are required 52 weeks of the year:
    - email & communication.
    - business information systems (e.g. iSAMS, SIMS, PASS)
    - public facing services such as school websites.
  o Develop, communicate and implement a plan for recovery and a programme of regular maintenance and develop contingency plans.
  o Deliver changes to the ICT systems where the impact is felt least (e.g. ensuring where possible significant changes are planned for the school holiday periods).
  o Maintain the security of the Foundation's systems.
  o Negotiate with suppliers of hardware and software to get the best deal, including external support, and being responsible for contracting consultants and making service agreements.
  o Meet all other aspects relating to the health and maintenance of the Foundation's ICT.
  o Meet the Foundation's requirements for ICT relating to safeguarding.

- Develop and report on reliable key performance indicators, and service level agreements, through the use and development of an ICT Service Desk solution, which can be used to measure the impact of changes within the environment and within the teams.

- Ensure compliance with all statutory requirements including data protection and the forthcoming GDPR requirements.

- Ensure compliance with the highest standards of safeguarding, health and safety for all users and for members of the ICT Services team.

The person

The ideal person combines technical experience and passion with a proven track record of effective management and great teaching, is well-versed in effective pedagogical practices and is able to command his/her colleagues' respect as a model of good practice. The Assistant Head (Director of Digital Strategy) will be able to lead and manage the ICT services department effectively and ensure robust systems are in place to properly maintain and upgrade the ICT infrastructure across the Foundation. She/he should have the following qualities, skills and attributes:

Background

- Educated to degree level or equivalent.
- A great teacher with a passion for his/her chosen career and strong experience of applying technology to enhance teaching and learning.
- A successful manager who understands how to get the best out of their team.
- Fluent in current and emerging issues and trends in digital learning.
- Fluent in digital learning platforms and their uses in an educational environment.
- Excellent understanding of pedagogy.
- An understanding of how web-based, media and mobile technologies can be used to enhance learning, teaching and assessment.
- Experience of strategic planning and change management

Qualities

- Strategic thinker with strong attention to detail.
- Ability to build relationships at all levels.
- Ability to provide appropriate and timely advice in response to enquiries.
- Effective written and verbal communication skills with the ability to explain technical issues to both those with and without a technical background.
- Ability to create/update engaging, pedagogically sound online learning resources and guides.
- Ability to self-organise and work to strict and multiple deadlines.
- Good analytical skills with a structured and methodical approach.
- A team player who can balance need, risk and pragmatism when developing solutions.
- Energetic, creative and tenacious, with an enthusiasm for innovation.
- Ability to deal sensitively with difficult situations.
- Enthusiasm to keep abreast of new techniques and practices.
- Flexible approach to working hours as required.
- Rigour in implementation and follow-through.
- Excellent project management and people skills.

Experience

- Extensive experience of working in an academic/educational environment.
- Experience of developing and implementing ICT strategies.
- Experience of using social networking technologies.
- Experience of delivering training on a one-to-one and group basis.
- Budget responsibility and monitoring experience.
- Experience of successfully leading and managing a team of staff.
- Experience of using a wide range of relevant software application including ISAMs and Office 365.

Safeguarding Children

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom she/he is responsible, or with whom she/he comes into contact will be to adhere to and ensure compliance with the school's child protection policy statement at all times.

If in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school she/he must report any concerns to the deputy head (pastoral) or the headmaster.

Safeguarding

The Princethorpe Foundation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent', must be declared.

During the recruitment process we will require a signed statement that the applicant is not on the barred list/ List 99, disqualified from working with children, or subject to sanctions imposed by the Secretary of State or other regulatory body, and either has no convictions, cautions, or bind-overs, or has attached details of their record in a sealed envelope marked confidential.

The successful applicant will be required to complete a Disclosure and Barring Service (DBS). You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, as well as referral to the relevant DfE and DBS agencies.

Please refer to the Safer Recruitment Policy, which applies to all age ranges including Early Years, the Junior School and Senior School. This should be read alongside this brochure and contains a separate policy relating to the recruitment of ex-offenders at Annex A.

The Safeguarding Policy, Behaviour Policy: Staff Code of Conduct, Safer Recruitment Policy and information on Disclosure and Barring Service (DBS) checks are available on the Employment Opportunities page of the website www.princethorpe.co.uk.

Remuneration

The salary will reflect the importance of the new role and will be commensurate with the experience, skills and qualifications of the successful candidate.

Recruitment policy

The Princethorpe Foundation is committed to providing the best possible care and education to its pupils and to safeguarding and promoting the welfare of children and young people. The school is also committed to providing a supportive and flexible working environment to all its members of staff. The school recognises that, in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staff of the highest calibre who share this commitment.

Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

The selection process

Applications will be accepted from candidates completing a Princethorpe Foundation application form in full. CVs will not be accepted in substitution for completed application forms. Please submit an application form together with a CV and covering letter detailing experience, personal qualities, how you meet the person specification and outlining your suitability for the post.

Completed applications should be sent by email to Recruitment@princethorpe.co.uk or by post to:

Mrs Keren Andrews, Recruitment Co-ordinator, Princethorpe College, Princethorpe, Rugby, CV23 9PX

The names, addresses, email addresses and telephone numbers of three referees (including the current employer) should be provided.

All applications will be acknowledged and references will be sought on selection for the long list of interviews.

The closing date for applications Monday 19 March 2018, at 9.00am. Candidates selected for interview will be informed by Tuesday 20 March with interviews taking place later that week/early the following week.
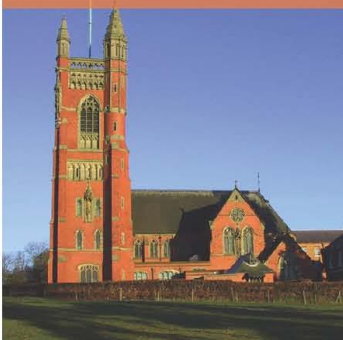
The local area

True to its heritage as a fashionable spa resort in the late 18th century and with a population of 40,000, Leamington is a thriving and elegant town of culture, leisure and good eating, with a well-regarded shopping experience comprising the usual range of high street outlets plus a significant number of independents. There are three key green spaces: Jephson Gardens, Pump Room Gardens and Victoria Park. All of the major supermarkets are present. Swimming, golf, football, rugby, tennis, real tennis, health clubs, galleries, museums and the theatre are all well represented.

Rugby is friendly and popular; Coventry is famed for its Basil Spence Cathedral where Britten's War requiem was first performed and Warwick has a gentler air boasting the finest mediaeval fortress in the country. Kenilworth has the ruins of a castle, the remains of a medieval monastery, interesting architecture, a huge choice of well-regarded restaurants and a variety of independent retailers.

Communications in this part of the world are excellent, with easy access to the Midlands motorway network, and London is about an hour from stations at Leamington Spa, Rugby and Coventry. Shakespeare's Stratford-upon-Avon and the Cotswolds are a short drive away.

There is a huge variety of property at modest prices.
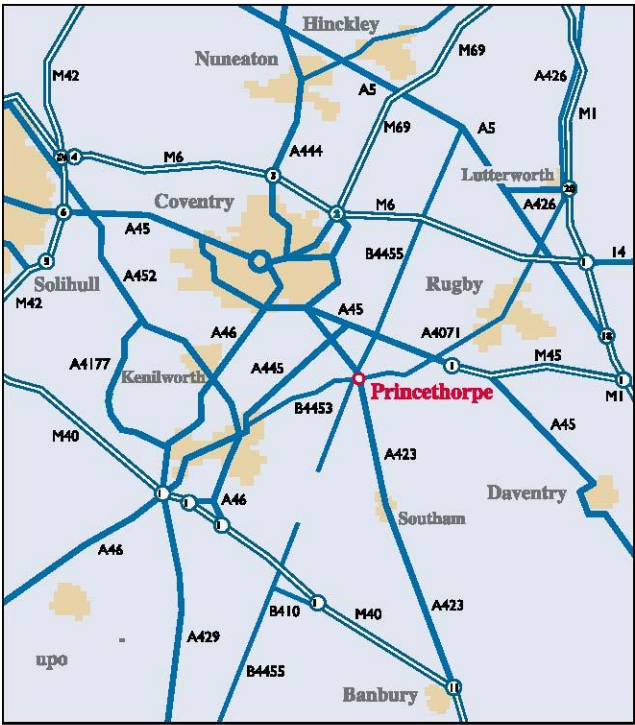
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Princethorpe College

Princethorpe
Rugby
Warwickshire
CV23 9PX

Telephone: 01926 634200
www.princethorpe.co.uk