

DR CHALLONER'S GRAMMAR SCHOOL

DEPUTY HEAD

September 2016

Introduction

This vacancy has arisen following the appointment of the current post-holder Mr David Atkinson as Headmaster of the school from September 2016. The current Headmaster, Dr Mark Fenton will be taking up the post of Chief Master of King Edward's School, Birmingham next year after 15 years at DCGS. Over recent times, the school has become a formidable launching pad for senior leadership. David Atkinson is the fourth current or former member of staff to be appointed to a first or second headship over the past three years. Four other former members of the Challoner's staff are now holding senior leadership roles in other local schools. This pattern of success is a result of the commitment of the school to develop its staff and to an innovative culture which has seen Challoner's at the forefront of development across a wide front. It would be expected that the person appointed to the Deputy Headship would be seeking a headship of their own within five years.

The Role

The principal responsibility area of this appointment will be the school's curriculum and the assessment of student progress. Other main foci will be self-evaluation and preparation for inspection, along with the operation of the school on a day to day basis and significant line management of senior and middle leaders. Further responsibilities will be added on appointment to reflect the experience and capabilities of the successful candidate.

Remuneration will be on the school's Leadership Scale at L23-27 (currently £67,381 - £74,207).

The School

Founded in 1624, Dr Challoner's is an academy grammar school for boys with 1328 students (of whom over 400 are in the Sixth Form). It has around 130 teaching and support staff and draws its intake of 180 boys from the Chiltern area of Buckinghamshire. Boys take the Buckinghamshire 11+ selection test. The sixth form will be co-educational from September 2016.

Challoner's students benefit from an exceptional range of learning activities which are pursued to a very high standard. As well as featuring consistently high up in national league tables for GCSE and A Level, the school adds significant value to its students and was the top grammar school in England for 'contextual value added' in 2010. Challoner's was graded as 'outstanding' in every category at its last OFSTED inspection and in 2012 became one of the first schools to receive the Exceptional Schools Award following external validation. The school became a National Teaching School in 2013 and is the lead school in the Astra Learning Alliance, committed to developing outstanding practice in the fields of Initial Teacher Training, CPD, leadership, research and development and school to school support. The Astra SCITT (School Centred Initial Teacher Training) is currently recruiting a first cohort of trainees for September 2016.

We believe that the learning habits developed by students are just as important as the knowledge and understanding they acquire during their time at school. Teachers, students and governors take part in Learning Reviews and a common language of learning now permeates the school. DCGS is an active member of the International Boys Schools Coalition and hosts national conferences on learning as well as supporting many local schools. Professional development is given a high priority and the school runs its own programme of leadership development for staff in association with Ashridge, one of the world's leading business schools.

The curriculum broadly mirrors the National Curriculum at Key Stage 3 while students in Key Stage 4 follow a core curriculum of English (Language and Literature), Mathematics, three Sciences, a Modern Language and a Humanities subject, as well as PE, Religious Studies and Citizenship/PSHEE. Boys make two further choices from a wide range of courses and also undertake an enrichment programme which includes climbing, cookery, 'app' development and the opportunity to undertake the HPQ (Higher Project Qualification). In the Sixth Form students follow the innovative Challoner's Baccalaureate, which combines the best of rigorous academic learning with a wide range of other activities. Students complete three of four A Levels selected from a list of over 20 and participate in volunteering, higher level study and team projects as well as completing either an EPQ or A Level General Studies. Around 20 boys each year win offers of places at Oxford and Cambridge

The school has very strong cultural and sporting traditions and holds both the Sportsmark and Artsmark awards. There are choirs, an orchestra, a swing band, a jazz band, and at least two major drama productions each year. The main sports are soccer, hockey, rugby, cricket, tennis, cross-country, athletics and basketball. DCGS enjoys a very strong sporting reputation and teams compete strongly at regional and national level. Many clubs and societies flourish while the number and range of educational visits are exceptional. A wide range of international links is maintained and the school holds the British Council's International Schools Award. Close ties exist with Dr Challoner's High School for Girls, through music and drama as well as through social events for students.

Student support, guidance and involvement are key aspects of the school. Great emphasis is placed on developing the school's ethos of 'excellence with integrity' and students are encouraged to accept responsibility for themselves, others and the environment. A system of mentors, prefects and Head Boys supports younger students and provides outstanding opportunities for leadership development. The flourishing competition between the six houses – Foxell, Holman, Newman, Pearson, Rayner and Thorne – is led entirely by senior students.

Significant infrastructure improvements have taken place over recent years. IT provision is extensive and all students from Years 8-11 use their own iPads as a central tool to support their learning across every subject. Sixth form students routinely use laptops or tablets. The Sports Centre was extended in 2010 to include a cookery room and additional sports facilities, while a large performing arts studio was commissioned in 2011. A new Sixth Form Centre and Library, which provide a genuinely world class facility to help students to bridge the gap between school and university, were opened by HRH The Earl of Wessex in 2013. Plans are in place to redevelop the school's facilities for music within the next three years.

The School has an extremely strong Governing Body with a wide range of high level experience in the fields of education, finance and business management. It is highly supportive of the School and students participate in most of its committees and sit as observers on the Full Governing Body.

The Person

To fill this rewarding and demanding role, we are seeking a person who has genuine creativity but who also possesses the highest level of organisational capacity; an excellent communicator/s who can shape ideas and see them through so that they make a real difference to what happens on the ground. Further detail is contained within the Person Specification which is included in this pack.

The type of school you have worked in before is very unlikely to be a factor, although any members of our SLT have to be able to hold their own with highly intelligent students, parents and colleagues.

The Senior Leadership Team

The SLT currently consists of the Headmaster, Deputy Head, five Assistant Heads and the Resources Director. Like all strong teams, it contains a healthy mix of different skills and personalities. The values of the team are, however, extremely closely aligned. This was illustrated through an exercise which generated a set of 'Guiding Principles' for Challoner's; an attempt to articulate our distinctive approach to running the school. These principles have now been incorporated into an 'Ethos and Values' document which is included in this pack for reference. The current membership of the SLT is as follows:

- Mark Fenton (Headmaster)
- David Atkinson (Deputy Head)
- James Anning (Assistant Head – Logistics & Data)
- Dan Colquhoun (Assistant Head – Director of Sixth Form)
- Carole Black (Assistant Head - Student Development)
- Sean Kennedy (Resources Director)
- Natasha Kremer (Assistant Head – Learning and Teaching)
- Stephanie Rodgers (Assistant Head – Professional Learning)

Student Involvement

Students are involved in every aspect of the management of the school. There is a Student Senior Leadership Team (SSLT) which shadows the SLT and draws together all the strands of student voice in the school. Members of the SSLT represent different parts of the school, such as the Lower School Forum and the Sixth Form Executive, and also co-ordinate the Student Research Group and '*Challoner's 4 Charity*'. The SSLT meets fortnightly with the Headmaster and is chaired by the School Captain.

Teaching Commitment

We believe that it is important for senior leaders to remain involved in teaching and learning. The teaching commitment for this post is likely to be in the region of 12/25. Subject specialism is unlikely to be a significant factor in the appointment.

Application Process

If you like the sound of the challenge outlined above, then we would really like to hear from you. To apply, please complete an application form giving us all the usual information about yourself which we require, along with two referees one of whom must be your current employer. Application forms can be downloaded from our website www.challoners.com and completed forms should be sent by email to Mrs Sarah Nicholson (Headmaster's PA) at employment@challoners.com

We are not asking for standard 'letters of application' because we do not think that such letters, which often tend to be rather generic, will tell us what we need to know about candidates before we decide whether or not to meet them. Instead of such a letter, we would therefore like you to write responses to tasks outlined below. Please insert your answers onto the 'support of application' page in the application form.

Task 1: (400 words max)

What are the most important characteristics of outstanding learning and teaching in a high performing secondary school?

Task 2: (400 words max)

How should a school such as DCGS best evaluate itself?

The deadline for applications is **at 12 noon** on Monday 14th December.

Long-listed candidates will be invited to visit the school for a Stage 1 interview. Shortlisted candidates will then be invited to Stage 2 which will conclude with final interviews.

Candidates who are successful in reaching Stage 2 will be asked to undertake an online psychometric evaluation prior to the final interviews. This is designed to ensure that the successful candidate is a good fit with our team and, in our experience, provides extremely insightful feedback for candidates in addition to informing the recruitment process.

We will not be hosting informal visits prior to the application process. However, if you have specific queries, please contact the Headmaster's Office on 01494 787525 or by email: headmaster@challoners.com



DR CHALLONER'S GRAMMAR SCHOOL

ROLE PROFILE

Job Title

Deputy Head

Job purpose

To improve standards of teaching, learning and achievement. To contribute to the strategic and operational management of the school through the Senior Leadership Team. To deputise for the Headmaster. To take lead responsibility for the operation of the school on a day to day basis.

Objectives

To ensure that an appropriate curriculum is provided for all students.
To raise continuously the standard of teaching, learning and assessment at all levels.
To ensure that parents are provided with high quality information to support their son's learning.

Principal Responsibility Areas

- A Curriculum and Assessment
- B Evaluation
- C Operational Management
- D Leading and Managing Staff
- E Admissions
- F Other School-wide leadership

Key Tasks

A Curriculum and Assessment

- To oversee the school's curriculum provision, ensuring that it meets the needs of all students effectively.
- To develop and keep under review the school's policies and procedures on assessment.
- To oversee the production of data which enables staff to track the progress of individual students effectively.
- To oversee systems which enable students to set meaningful goals in relation to their knowledge, understanding and learning habits.
- To hold subject leaders accountable for developing a consistent and high quality approach to assessment which supports learning.
- To oversee, develop and evaluate the school's system of reporting to parents.

B Evaluation

- To manage and develop effective systems for evaluating the quality of the school's work
- To ensure that effective processes are in place to compare the quality of the school's provision and output with similar institutions.
- To ensure that the school is well prepared for all external inspections and/or educational audits.

C Operational Management

- To supervise the organization of daily cover, including supply teachers, and the provision of effective operational information for staff.
- To monitor teaching staff absence.
- To oversee the training and deployment of staff acting as lesson supervisors.
- To supervise the organization duty staff duty rotas and the duty forms.
- To act as the school's Educational Visits Coordinator.
- To design and manage the school's procedures for emergency planning and school closure.
- To assist in the organization of school events in general and to take the leading role in the organization of activities and initiatives as the Headmaster may direct.
- To oversee the school's policies, ensuring that they are updated as required.

D Leading and Managing Staff

- To act as the line manager for nominated Assistant Heads, Team Leaders and the Curriculum Support Manager.
- To assist when required in the appointment of staff.

E Admissions

- To act as the SLT lead for admissions and appeals, working closely with the Administration Manager, BCC Admissions Team and the IAP Clerk.

F Other School-wide leadership

- To coordinate the production of the annual School Improvement Plan.
- To act as the line manager for nominated Team Leaders and other staff.
- To act as a team leader in managing the performance of staff as set out in the school's Appraisal Policy.
- To take responsibility for the evaluation of all the areas related to the role and to ensure that the school is compliant with any requirements of the current inspection framework.
- To further the overall development of the school by contributing to meetings including governors' committees, the Senior Leadership Team and other relevant groups.
- To support the wider life of the school.
- To lead the Curriculum Area Leaders team.
- To oversee the operation of the Staff Communications and Consultation Framework (CALM/CATs).

<p>PERSON SPECIFICATION</p>
<p>Qualifications & Experience</p> <p>QTS A degree At least two years' experience as a senior leader in a UK secondary school</p>
<p>Leading & Deciding</p> <p>You will be able to:</p> <p>Provide others with a clear sense of direction Model high standards of behaviour and relationships Delegate tasks appropriately and fairly Motivate and empower others Make prompt, clear decisions which may involve difficult choices or considered risks Take responsibility for actions, projects and people Take initiative, act with confidence and 'under your own steam'</p>
<p>Creating</p> <p>You will be able to:</p> <p>Generate ideas, approach or insights which will add value to DCGS Offer a range of solutions to problems Seek and seize opportunities for organisational improvement Gather comprehensive information to inform decisions Demonstrate a rapid understanding of newly presented information</p>
<p>Performing</p> <p>You will be able to:</p> <p>Work hard and put in longer hours when necessary Accept and tackle demanding goals with enthusiasm and perseverance</p>
<p>Adapting & Coping</p> <p>You will be able to:</p> <p>Accept new ideas and initiatives for change Adapt to changing circumstances Show respect and sensitivity to others Adapt your leadership style to suit a range of people or situations Deal with ambiguity, capitalising on the opportunities it presents Contribute to a culture of high expectations Control your emotions even under pressure Maintain an optimistic outlook Absorb feedback positively and learn from it</p>

Organising & Executing

You will be able to:

Plan activities and projects ahead of time and adapt when circumstances change
Manage your time effectively
Identify and organise the resources needed to complete projects
Monitor performance against deadlines

Analysing and Interpreting

You will be able to:

Analyse all types of information
Make rational judgements based on analysis of the full range of information
Produce workable solutions to a range of problems
Learn new technologies rapidly
Be an fluent communicator in person and on paper (including being a good listener)

Supporting, Co-operating and Interacting

You will be able to

Work in line with the DCGS Ethos and Values
Demonstrate loyalty to DCGS and the SLT
Operate effectively within a framework of 'collective responsibility'
Demonstrate empathy with others
Recognise and praise others' contribution
Support and care for others
Develop and awareness of your own strengths and weaknesses and be committed to self-improvement
Use humour appropriately and regularly
Gain consent from others through persuasion and negotiation
Manage conflict and engineer rapprochement

LEARNING @ CHALLONER'S

Are successful students necessarily good learners?

Dr Challoner's Grammar School has developed a whole school approach to learning that puts the emphasis on the learning process rather than merely the acquisition of knowledge.

Our mission is to develop young men who, as well as achieving excellence in everything they do, develop into caring, considerate people who have a good understanding of the world around them and who can take on the challenges of life with confidence.

Central to all this is our mission to help the boys here become confident, resourceful learners who understand how to tackle new challenges and solve new problems. To make sure they can flourish in such a challenging future, we aim to build their learning character over the seven years they are with us.

To achieve this, we have our own distinctive approach to Learning @ Challoner's which combines the very best of traditional intellectual rigour with the latest research about how people learn best.

Rationale

Today's young people are growing up in a rapidly changing and increasingly uncertain world. To meet the challenges they will face in later life, we make it our mission to help boys become confident learners who understand how to get the best out of themselves and others. We want them to view learning as a set of attitudes for life and as a process which they can improve on through determination and perseverance.

Learning can take place anywhere and at any time, so with the aid of a rich and diverse curriculum we encourage boys to take every opportunity to discover and develop their passions. It's not just about the pursuit of individual excellence, though. Learning in today's world is a shared activity so we help boys to become skilful communicators who can work well in teams and understand how to take risks responsibly.

By the time they leave us, we hope Challoner's boys will have experienced a true apprenticeship in the 'arts and crafts of learning' which will prepare them exceptionally well for their adult lives.

Development

Different strands of 'Learning @ Challoner's' have been planned and implemented over recent years to ensure that the underlying approach to learning is shared by all the school's key stakeholders:

Staff Development

A change to the culture of classroom observation, where observation is seen and used as a developmental tool was undertaken. Staff understanding of the science of learning and its impact on pedagogy was essential to underpin future developments.

Development of a Language of Learning enabled all staff to share a common approach to the science of learning. A small team of volunteers developed the process of the 'Learning Review'. The reviews are conducted regularly and results dissipated in the most appropriate format.

The feedback from staff provides valuable evidence that the process of learning and conducting a learning review is one of the most effective professional development opportunities to change pedagogy in individual classrooms.

Governor involvement

Governors of the school have been trained on the science of learning and volunteers have joined our Learning Review process as participants and learners. Their understanding of the day to day business of the school has greatly enhanced their decision making and empathy with school wide developments.

Student understanding

The students have been involved in Learning Reviews (Years 10 to 13) and we have developed student induction programmes for Years 7 and 12 to introduce them to learning at Dr Challoner's Grammar School.

The habits of learning have been integrated across the curriculum and provide the students with an understanding of the process of learning to go alongside the content. Visual displays across the school and re-designing of the school planners, focussing on the language of learning, help to embed the understanding of what makes an effective learner.

At points across the year, the PSHE programme and tutors use time to reflect on learning and its process to discuss key areas where students have developed their learning habits.

Year 12 students are given a UCAS personal statement lecture to understand how to write their personal statements with the habits of learning in mind. It is through these statements and discussions with the students, that we can fully evaluate the impact this cultural change has had.

Curriculum development

Individual curriculum areas have developed their schemes of work to reflect the opportunities to develop the habits of learning alongside the content delivery. The PSHE programme, as well as meeting national demands, has been tailored to deliver content based around the learning habits. The student planners have been redesigned and reflection opportunities provided for students. Some individual subjects have reviewed learning in their own curriculum and integrated this into their subject evaluation and planning cycle. Others have developed a sophisticated review of resources and how these help develop learning habits.

Subjects were given autonomy to develop their approach to Learning @ Challoner's to suit their own needs. This has been collated to provide an effective map of the curriculum where individual subjects provide valuable practice of learning habits.

The Learning Review process enables teaching staff to review the learning in other subjects, leading to a broader appreciation of the breadth of the curriculum in supporting the development of the young men at Dr Challoner's Grammar School.

Parental involvement

Through appropriate channels we have provided parents with an understanding of the learning process and ways of supporting the learning of their son.

Parents @ Challoner's evenings all have a Learning @ Challoner's element that enhances their understanding. Planning of these events ensures that the delivery of the science and its application is staged and becomes more relevant to the demands of each year group.

The school's Parental Engagement Strategy identified this communication as a key element of further success. The Parental Research Group regularly discusses and contributes to the development of Learning @ Challoner's.

Supporting other schools

As a school, we believe that sharing our experience is an essential element of further developing the education of all young people. We have supported and continue to support many schools in their development of learning. As well as undertaking significant school to school support with both comprehensive and grammar schools in the surrounding area, we have hosted many leading independent schools wishing to learn more about our approach. Members of our Senior Leadership Team have featured at many national and international conferences including the IBSC Annual Conference in Richmond, Virginia and the HMC Deputy Heads and Directors of Studies Conference in Durham.

Our Ethos: 'Excellence with Integrity'

Means that students at Dr Challoner's Grammar School should:

- Value creativity and originality
- Develop an inquisitive and reflective mindset.
- Acquire the right habits to thrive in a rapidly changing world.
- Respect the perspectives of others and understand themselves well
 - Show compassion, honesty and spiritual awareness.

To help them, we will offer:

<ul style="list-style-type: none"> ➤ A broad and challenging curriculum. ➤ Rich and varied extra-curricular activities. ➤ Imaginative and innovative teaching. 	<ul style="list-style-type: none"> ➤ Responsibility, teamwork and leadership. ➤ A secure and stimulating learning environment. ➤ Support, challenge and encouragement.
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In achieving our goals, our guiding principles are very important:

<i>We value a culture which:</i>	<i>We believe that learning should be seen as:</i>	<i>We want everyone in our community to:</i>
<ul style="list-style-type: none"> ➤ is lively, energetic and fun ➤ allows new ideas to flourish ➤ regards enthusiasm as the norm ➤ fosters a strong sense of loyalty ➤ does not take itself too seriously 	<ul style="list-style-type: none"> ➤ a set of attitudes for life ➤ something you can always improve on ➤ a chance to discover and develop your passions ➤ 'the how' not just 'the what' ➤ exciting for its own sake ➤ able to happen anywhere and at any time ➤ a shared endeavour, relevant to the 'real world' 	<ul style="list-style-type: none"> ➤ be humble and forgiving ➤ feel comfortable and at ease ➤ understand how to relate to others ➤ be well-mannered and considerate ➤ believe that we can always do even better ➤ be allowed to take risks ➤ be willing to admit mistakes

To get the best out of our school, we need:

<i>Leaders who</i>	<i>Staff who</i>	<i>Parents who</i>	<i>Students who</i>
<ul style="list-style-type: none"> ➤ put students at the heart of everything we do ➤ have ambition for the school to remain 'at the top' ➤ value the contribution of each part of the 'Challoner's family' ➤ consistently model the school's principles ➤ spot opportunities and respond early to secure our distinctive ethos ➤ are comfortable taking responsible risks ➤ are respected because of their commitment to the students 	<ul style="list-style-type: none"> ➤ display strong professional values and integrity ➤ have a passion for what they do and share it with others ➤ show a 'can do' attitude ➤ give the students as much time as they need ➤ see themselves as learners ➤ challenge each other to do even better ➤ help develop the next generation of teachers and leaders 	<ul style="list-style-type: none"> ➤ support the school's values ➤ engage in a constructive dialogue with school staff ➤ strike a good balance between supporting their child and allowing independence ➤ value effort just as much as achievement ➤ take pride in their child for who they are and not how they compare with others ➤ model good learning habits at home 	<ul style="list-style-type: none"> ➤ make the most of their opportunities ➤ accept others for who they are ➤ are prepared to work on their learning habits ➤ respond positively to the school's expectations ➤ support each others and are not afraid to ask for help ➤ act on advice and seek to improve