

February 2016

Dear Applicant

**Assistant Headteacher**

Thank you for expressing interest in the post of Assistant Headteacher. Please find enclosed:

- Job Description
- Person Specification
- School Profile
- Safeguarding: Disclosure of Criminal Background Details and Declaration Form
- Map of Area
- Application Form (an electronic copy is available on the website)
- Equal Opportunities Monitoring Form

I hope that you will find these helpful in deciding whether this is the job for you and for preparing your application. We also invite you to look at our school web site ([www.bournemouth-school.org](http://www.bournemouth-school.org)) for our prospectus, recent examination results and further details of our provision.

The selection process will compare your qualities to the criteria given, and if called for interview, you will also be required to deliver a lesson to a representative class of our students. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We also value the diversity of our workforce and welcome applications from all sections of the community.

Bournemouth School takes pride in combining high academic standards with providing a wealth of opportunities for students to participate in sporting, cultural and curriculum-enriching activities. The real strength of our school is the student body. Our students quickly develop into articulate, well-rounded, and confident young people. Helping them develop sometimes has its challenges, but it is always a privilege! The school's atmosphere is calm and purposeful, and our success is built upon the foundations of hard work, discipline, smart appearance, and, most importantly, respect. I really do believe that Bournemouth School is a fantastic place in which to work.

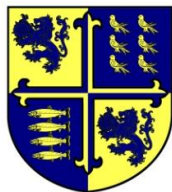
I hope that you will find the enclosed materials interesting, and are encouraged to apply for the position advertised. The closing date for applications is 9.00 am on Tuesday 8<sup>th</sup> March 2016. We hope to conduct the interviews for this position in the week beginning Monday 14<sup>th</sup> March. If you require any further information regarding the application process or the school, or if you would like to arrange to visit the school before making your application, please contact Angela Burt on 01202 512609 or [aburt@bournemouth-school.org](mailto:aburt@bournemouth-school.org).

I look forward to receiving your application.

Yours sincerely

A handwritten signature in black ink, appearing to read 'D Lewis', with a horizontal line underneath.

Dr Dorian P Lewis  
Headmaster



## **Appointment of Assistant Headteacher** *Information for Applicants*

Thank you for your interest in the post of Assistant Headteacher. In partnership with other members of the Senior Leadership Team (SLT), the Assistant Headteacher plays a vital role in tone-setting for the whole school, in the guardianship of quality, and in the driving forward of change within the institution. They are involved in every aspect of the strategic thinking of this continually developing school. Their influence emerges from their detailed practical grasp on the way the school operates and their passionate commitment to education and the needs of young people. It also builds on their lively understanding and enjoyment of relationships with an able and committed staff.

The SLT currently consists of the Headteacher, one Deputy Headteacher, one Assistant Headteacher and a Business Manager. We can promise a stimulating blend of teamwork and opportunity for individual initiative. The person appointed would be joining a highly professional, talented and ambitious SLT who work very well together in the best interests of students.

Although each member of the SLT leads in specific areas of school leadership, it is considered axiomatic that many responsibilities are shared and that strategic issues are dealt with on a collaborative basis. Members of the SLT are also expected to take assemblies, support extra-curricular activities and represent the school, as required, in the wider community. Whoever is appointed to the vacancy will, therefore, be expected to adopt the same holistic approach. Flexibility is an important consideration, too, and we hope we can accommodate any special skills or interests that a new member of the team is able to offer.

Within this context, the enclosed generic job description provides a broad outline of an Assistant Headteacher's role at Bournemouth School. The person appointed will have additional specific responsibilities that reflect his/her particular strengths and experience and which complement the overall balance of skills, knowledge and expertise within the existing team. We review SLT roles and responsibilities annually.

The new Assistant Headteacher is likely to teach in the region of 15 out of 60 periods across a two-weekly cycle. The teaching subject being offered is not likely to be critical: he or she, however, will be a classroom practitioner of proven ability who enjoys teaching and is 'at home' across the full age range.

This is a post for a suitably ambitious teacher who is committed to achieving high standards in all areas of school life and can demonstrate the potential to contribute a great deal to the future development of Bournemouth School. The successful applicant will have very good communication skills and the ability to motivate and lead others.

He/she will also:

- have good depth of educational perspective and judgment
- have clarity and forcefulness of vision
- have the energy and flair to lead and drive initiatives
- have the ability and desire to empower others, seeing their potential and knowing how to cultivate and encourage it
- have an excellent record as a teacher and tutor
- have had substantial experience of leading staff
- have a clear philosophy of education and the achievable aims of schools
- be able to demonstrate a wide interest in the many issues of education and the ways of improving the quality of what we achieve
- enjoy working closely with colleagues, be able to argue a convincing case, be able to listen carefully to their views and be content to rest with, and promote, collective decisions
- be committed to working issues through to completion whilst preserving their own and others' good humour
- be a motivator, inspirer, communicator - but tough enough to establish clear expectations and ensure they are realised
- be an efficient administrator

The willingness to keep abreast of developments, to pursue personal development and to set a highly professional example to others is essential. If, in due course, the successful candidate wishes to progress to deputy headship and beyond, he or she will be given every support and encouragement.

The school is committed to safeguarding and promoting the welfare of children and young people and will expect the successful candidate to uphold and promote excellence in safeguarding practice. The post is subject to enhanced DBS disclosure.

### **The application process**

Candidates are asked to submit a completed application form by **9am on Tuesday 8<sup>th</sup> March**. The school cannot consider any substitute for the official application form. The application form may be downloaded from the school's website. Prospective applicants are encouraged to visit the school if they are able during the week beginning 29<sup>th</sup> February – please contact the Headmaster's PA, Ms Angela Burt ([aburt@bournemouth-school.org](mailto:aburt@bournemouth-school.org)), if you wish to do so.

**Please fill in the form carefully and give the names, addresses, telephone number and email address of two professional referees. In the application, you should describe your experience of leadership within your current and previous school and the impact you have had in these roles, your vision of education as it relates to our school and how you would seek to develop your role at Bournemouth School.**

We will acknowledge the receipt of your application by e-mail. References will be taken up on long-listed applicants. Interviews for those short-listed are likely to be held during the week beginning Monday 14<sup>th</sup> March.

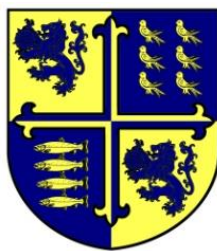
The interview programme will include teaching a lesson and making a presentation. Further information will be supplied prior to interview.

## Person Specification

The successful candidate will be a graduate of a recognised British University or international equivalent and will have Qualified Teacher Status. He or she will have had teaching experience in an 11-18 school, including leadership experience at middle or senior level.

Category	Essential	Desirable
<b>Education and training</b>	<ul style="list-style-type: none"> <li>Degree or equivalent</li> <li>Qualified teacher status</li> </ul>	
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Evidence of recent and appropriate involvement in professional development</li> </ul>	<ul style="list-style-type: none"> <li>Involvement in a Leadership development programme</li> </ul>
<b>Previous experience</b>	<ul style="list-style-type: none"> <li>Relevant teaching experience in a secondary school</li> <li>Excellent classroom management skills</li> <li>Experience of working as a team leader with responsibility for the performance of others</li> <li>Experience in the process of raising standards, target setting and evaluating progress against targets</li> </ul>	<ul style="list-style-type: none"> <li>Experience in more than one school</li> <li>Experience of intervention processes to raise achievement</li> <li>Experience in the process of school self-evaluation and quality assurance and the creation of School Improvement plans</li> </ul>
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>An excellent classroom practitioner with current or very recent experience of teaching to a high level</li> <li>A thorough knowledge of current curriculum issues and affecting education</li> <li>Pedagogical expertise and the ability to promote effective teaching and learning</li> <li>An ability to articulate high expectations and a strategic vision which is shared by all stakeholders</li> <li>An ability to analyse, interrogate and interpret data and use it for school improvement</li> <li>A high level of personal organisation coupled with ability to prioritise and delegate</li> <li>Excellent oral and written communication skills</li> <li>The ability to use ICT effectively in leadership, management and teaching</li> </ul>	<ul style="list-style-type: none"> <li>Experience of successful collaboration with other schools and the wider community</li> <li>Positive and imaginative approaches to promoting excellence</li> </ul>

<p><b>Safeguarding</b></p>	<ul style="list-style-type: none"> <li>• A thorough understanding of issues surrounding the safeguarding of children and a commitment to child welfare and safety</li> </ul>	
<p><b>Collaborative working</b></p>	<ul style="list-style-type: none"> <li>• A willingness to work with organisational procedures and processes to meet the required standards for the role</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of developing successful relationships with staff, parents, students, governors and the wider community</li> </ul>
<p><b>Commitment to equality</b></p>	<ul style="list-style-type: none"> <li>• Respects and values the different experiences, ideas and backgrounds others can bring to work and to the team</li> </ul>	
<p><b>Character and attitude</b></p>	<ul style="list-style-type: none"> <li>• Inspirational role model with a genuine enthusiasm and passion for teaching and learning</li> <li>• Able to build, inspire, motivate and lead successful teams</li> <li>• A long-term commitment to achieving high standards</li> <li>• Excellent people skills</li> <li>• A commitment to selective education and the grammar school ethos</li> <li>• Self-motivated with the ability to manage a work/life balance</li> <li>• Resilient and demonstrate the ability to work well under pressure, managing time effectively</li> <li>• A genuine rapport with children and young people</li> <li>• A creative and innovative thinker</li> <li>• A sense of humour</li> </ul>	
<p><b>Additional factors</b></p>	<ul style="list-style-type: none"> <li>• Excellent record of punctuality and attendance</li> <li>• A commitment to raising standards within an outstanding selective school</li> </ul>	



## Assistant Headteacher

L12-16

### *Job Description*

#### **Introduction**

Although each member of the Senior Leadership Team leads in specific areas of school leadership, it is considered axiomatic that many responsibilities are shared and that strategic issues are dealt with on a collaborative basis. Members of the Senior Leadership Team are also expected to take assemblies, support extra-curricular activities and represent the school, as required, in the wider community. This generic job description is in addition to specific key tasks and responsibilities pertaining to members of the Senior Leadership Team. This job description may be amended at any time following discussion between the headmaster and member of staff, and will be reviewed annually.

#### **Main job purpose**

As a member of our Senior Leadership Team the Assistant Headteacher will make a significant contribution to the growth and development of the School. The postholder has significant responsibility and accountability for both the day to day management and the strategic development of the School, and its reputation within the local and wider community.

### **Key tasks**

#### **A) Strategic direction and development of the School**

In partnership with Senior Leadership Team colleagues to:

- actively support the vision, ethos and policies of the school and promote high levels of achievement;
- contribute significantly to the creation and implementation of the school development plan, taking sole responsibility for appropriately delegated aspects of it;
- lead staff to achieve the priorities and targets which the school sets for itself, and individual priorities and targets established through the appraisal process, and to provide teaching staff with support and guidance in implementing schemes of work;
- formulate, evaluate and develop the school's policies and procedures;
- ensure that parents are well informed about the school curriculum, its targets, student's attainment and their part in the process of improvement.

## **B) Teaching and learning**

Working as part of the Senior Leadership Team to:

- contribute to the development of classroom environments and teaching practices which secure effective learning across the breadth of the curriculum;
- take responsibility for the development and monitoring of a curriculum area(s) or whole school curriculum aspect(s), as agreed from time to time;
- monitor the quality of teaching and students' achievements through the analysis and evaluation of performance data;
- develop links with parents, other schools/colleges, educational institutions and the wider community, including business and industry, in order to enhance teaching and learning and student's personal development.

## **C) Leading and managing staff**

Working as part of the Senior Leadership Team to:

- ensure positive working relationships with and between all staff and provide and sustain motivation;
- foster and maintain a culture in which students, staff and parents feel confident in raising concerns relating to the welfare or safety of students and that those concerns will be heard and dealt with consistently;
- lead groups of staff in developmental activities, delegate appropriately and evaluate outcomes;
- contribute to the implementation of the school's appraisal policies;
- promote the principles of equality of opportunity.

## **D) Effective deployment of staff and resources**

Working as part of the Senior Leadership Team to:

- work with colleagues in the appointment, deployment and development of staff to make most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities;
- support colleagues in the management and organisation of relevant groupings of students to ensure effective teaching and learning takes place and that student's personal development needs are met;
- establish priorities for expenditure and monitoring the effectiveness of spending and usage of resources with a view to achieving value for money.

## **E) Main responsibilities and duties**

Working as part of the Senior Leadership Team to:

- help create and maintain an ethos which promotes and secures outstanding teaching, effective learning, high standards of achievement and excellent behaviour and attendance throughout the school;
- involve students in the decision making processes and develop policies and practices that treat students as partners in the learning process;

- take on specific tasks related to the day to day administration and organisation of the School.
- take on any additional responsibilities which might from time to time be determined.

#### **F) Knowledge and skills**

Effective and well developed interpersonal skills are considered essential as are good administrative and organisational skills. The individual has to have the personal credibility to deal with a wide range of staff and represent the school in dealings with external agencies. A knowledge of effective pedagogy and practice is an essential pre-requisite for the role.

#### **G) Supervision and management**

The post holder will work without direct supervision of the Headmaster. The post holder will be required to directly lead colleagues within identified areas. The post holder will also lead and manage the work of designated curriculum subjects.

#### **H) Key contacts and relationships**

Daily contact with senior leadership team members, teachers, support staff, students and parents. Regular contact with governors and external agencies.

#### **I) Generic**

The post holder must:

- uphold the highest standards of professional conduct and practice;
- be aware of and comply with the policies and procedures relating to child protection, equality, health, safety, security, confidentiality and data protection;
- be committed to safeguarding and promoting the welfare of young people;
- ensure that everyone has equal access to the services of the school and feels valued, respecting their social, cultural, linguistic, religious and ethnic background;
- ensure that any statutory requirements within the delegated areas of responsibility are met fully;
- carry out the duties of a teacher at Bournemouth School in an exemplary fashion;
- act, through appearance and conduct, as a role model for other colleagues;
- take responsibility for their own professional development, keeping up-to-date with major developments in secondary education and sharing this knowledge with other staff.

February 2016

## School Profile



### The strategic vision and principles for Bournemouth School

*(outcomes from the 2013-14 School Improvement Plan)*

“The purpose of Bournemouth School, as a selective boys’ grammar school with a limited number of girls in the sixth form, is to provide an outstanding education enabling all students to take a career path that is fulfilling, exciting and challenging. This will prepare them for access to the best universities or other career paths.

“In order to achieve the academic standards necessary the school will have an integrated and connected outstanding teaching and learning programme from the outset.

“The school will support extra-curricular activities and other appropriate qualifications to build talent, leadership and confidence. These activities will form an integral part of the school and the competitive offering.

“In order to strengthen and enrich the community of the school all children should have a fair and equal chance to participate in all the activities of the school and should ideally live within the vicinity.

“The Governing Body will provide the strategic vision for the school independent of any personal interest and hold the school accountable for the enactment of the vision.”

#### Goals

- To ensure that all students realise their academic potential and through such high levels of achievement are equipped to further their education at the very best universities or embark upon a rewarding career
- To enable students through a variety of experiences to develop their talents and capabilities to become future leaders and make a valuable contribution to society
- To establish the school as the leading centre of educational excellence within the region, principally serving academically gifted students from the locality
- To secure the school’s financial and political sustainability, and its place within the local community

At a recent meeting of the school's Governing Body, governors sought to clarify the strategic vision for the school, so that the school's leaders may improve the marketing of the school, continue to build relationships with the local community, and secure Bournemouth School's long term future. Consequently, the following statement was agreed:

*"The School's purpose is to secure outstanding academic progress for its students, most of whom will be drawn from the Borough of Bournemouth. The School wishes to establish itself as an integral part of the local community, and a strategic partner of the Local Authority, working in collaboration with the other local grammar schools."*

In agreeing this statement, it was accepted that there would be ramifications for our future admissions policies. We have been working with Bournemouth School for Girls and the Poole Grammar Schools to implement a common entrance test. We deem this to have been a success, and look forward to working more closely with these partners in the future. In working together, it became apparent that the differences in the admissions policies of the Bournemouth and Poole Grammar Schools were causing some confusion for parents and prospective students. To reconcile the differences in the policies and to work towards achieving the aims stated above, governors believe it appropriate to align the school's Admissions Policy with that of Poole Grammar. Consequently, our Admissions Policy will change to prioritise those who are eligible who live within the Borough of Bournemouth. These changes will affect Year 7 Admissions from September 2018.

### **Shared values**

- We work to serve the students' best interests
- We are genuine, open and honest with each other
- We respect all viewpoints
- We trust and support each other's actions
- We prioritise the effectiveness of the team over the feelings of individuals
- We are always learning
- We will take risks and may get things wrong
- We are corporately responsible for all team decisions and when things go wrong
- We are all accountable to the team for our actions
- We cannot retain in the team individuals who fail to uphold our agreed values

### **Ethos**

- We always strive to do our best
- We celebrate achievement
- We work together
- We make the most of our opportunities
- We have responsibilities as well as rights
- We treat one another and our environment with respect

**The school's context**

Bournemouth School is an over-subscribed grammar school for boys (1126 on roll, with 376 in the sixth form, 71 of whom are girls) serving Bournemouth and the surrounding area. The school's published admission number for Year 7 entry is 150. A number of students join us in Year 12 from other local schools (66 in September 2015, 30 of whom were girls). The school converted to become an academy on 1st September 2011. Shortly afterwards, it was inspected by Ofsted and judged to be "outstanding".

The proportion of students known to be eligible for free school meals (FSM) is low (6.4% in 2014, compared to 28.5% nationally), as is the proportion of disabled students and those with special educational needs. Around 18% of students are from minority ethnic groups, with 8.6% having a first language not believed to be English. The school benefits from having a stable roll and serves an area with, on average, low deprivation. All students enter the school with at least Level 4 in English and Mathematics.

The percentage of persistent absentees over the last three years, and the percentage of sessions missed due to overall absence have been consistently below the national average for secondary schools, and in line with the median for schools with a comparable proportion of students eligible for FSM. Both permanent and fixed term exclusions are low.

Bournemouth School is one of very few maintained schools in the United Kingdom that has a Combined Cadet Force (CCF). Membership of our CCF is also offered to girls from Bournemouth School for Girls (BSG). The school also has a Royal Navy accredited Sea-Scout Group, and is a Duke of Edinburgh (DofE) Award Directly Licensed Centre. We offer students an extensive extra-curricular provision (sport, music, drama, theatre club, etc.). A number of students attend off-site provision to support their sporting excellence.

The school has no religious affiliations, but enjoys close links with all of the main faith communities in the Bournemouth area. There is an extensive assembly programme, including House and year group assemblies that afford the opportunity to consider spiritual, moral, social and cultural development and to reinforce the school's ethos.

The school meets the government's current floor standards, which sets the minimum expectations for students' attainment and progress at GCSE and A-level. The school does not enter students early for GCSE examinations.

The headmaster was appointed in September 2009, and a new deputy headteacher took up his post in September 2014.

**Overall effectiveness**

- All students are making very good progress in a wide range of subjects. Their GCSE, AS and A level results are high.
- The small proportion of students entitled to additional funding, such as those who have special educational needs and those who are disadvantaged, also make very good progress.
- Students are able to assimilate material quickly, helping them make excellent progress and achieve highly.

- The school offers a rich, relevant and balanced curriculum appropriate to the ability of its students.
- Teaching is consistently good, often outstanding, and typified by strong collaboration between skilled teachers and enthusiastic students.
- Teachers have very high expectations of all students. They help students to have high levels of confidence and to be enthusiastic about learning. The school is safe and students' behaviour is rarely less than exemplary.
- Monitoring and self-evaluation systems are effective, and have a direct impact upon the quality of teaching and learning.
- The curriculum offers extensive opportunities for enrichment. The multitude of extra-curricular activities is highly popular with the students.
- All aspects of students' personal development are outstanding, particularly in the way they contribute to school life and to the wider community.
- Students thrive in a supportive and highly cohesive learning community through engaging enthusiastically in a wide range of activities that promote their academic, spiritual, moral, social and cultural development and their physical well-being. They mature into considerate, thoughtful young adults who are keen to contribute to society.
- Students develop excellent attitudes to learning and leave the school very well equipped for the next stage in their education, training or employment.
- Exceptional care means each student is very well known to many staff and arrangements for transfer into and out of the school are exceptionally thorough, ensuring a smooth transition for most students.
- The sixth form is characterised by high achievement, high recruitment and retention and by a cohort of highly articulate and determined young men and women.
- School leaders and the governing body are unstinting in their pursuit of excellence. They provide the drive and ambitious to continually improve the quality of teaching and students' attainment.

### **Ofsted inspection judgements**

The school was last inspected in September 2011. The inspectors found not only the attainment of the students to be outstanding, but also the high level of personal development and broad range of opportunities available. In particular, Ofsted were pleased to report an exceptional level of care, reporting that "skilled teachers and enthusiastic students made lessons interesting and enjoyable." Furthermore, the report spoke glowingly of the "good behaviour and enthusiasm to learn" and highlighted the students' "pride and commitment to their school."

The inspectors commented upon the "harmonious" atmosphere of the school, where "excellent learning was encouraged." They found that students took pride in their actions, with participation in extra-curricular activities met with widespread enthusiasm. The House System was described as the "heart and soul" of the school, adding to the overall sense of unity in the school, especially between older and younger students. Through the House System, students are able to contribute admirably to the wider community, keenly raising thousands of pounds each year through student-run charity events. The report described students as "ambassadors for the school" as a result of their work in the local community.

The school's Sixth Form was among its finest assets, gaining an "outstanding" grade in all related sub-categories of inspection, with inspectors commenting upon the exceptional sense of personal responsibility possessed by the students. The good relationship between teachers and students was considered to be a great strength of the school, and justifiably has earned the sixth form its reputation for providing an "outstanding level of education".

*The full report can be downloaded from the School and Ofsted websites.*

### **Improvements since the last inspection**

In the School's last Ofsted report (September 2011) inspectors advised the school to ensure that all lessons are good or better by:

- developing more rigorous monitoring of teaching and learning;
- eliminating any remaining inconsistencies in the quality of teaching and marking of students' work;
- ensuring all lessons fully engage students and proceed at a good pace.

It was recognised that improvement plans were clear and relevant and had a strong focus on tackling weaknesses in teaching. At the time, it was considered that these initiatives were at an early stage and had had only a limited impact on learning. It was also noted that the way leaders and managers monitor teaching and learning varied, and, in the case of middle managers, sometimes lacked rigour.

Since the last inspection, line management has become more rigorous through developing shared schedules for monitoring and evaluation (for members of the senior team, and for pastoral and subject leaders). Fortnightly timetabled line management meetings ensure that targets are being met and consistency between subject areas and houses/year groups. Revisions to the Appraisal and Capability Policy (since 2012) have made more explicit the relationship between the School Improvement Plan and the responsibilities of individual teachers. The monitoring and evaluation schedules and the appraisal process are supplemented with an on-going analysis of assessment data to identify areas for development and prompt early intervention, a comprehensive schedule of lesson observations and work scrutinies, and area reviews. Teaching staff have undertaken a number of professional development activities, most recently focused upon developing independent learners, improving questioning techniques and ensuring that marking and feedback enables students to effect improvement. In 2015/16, these aspects will be built upon to ensure adequate stretch and challenge for our students, alongside improving levels of literacy across the curriculum.

The determination of the school's leaders to effect continuous improvement in all aspects of our provision has resulted in greater consistency in the quality teaching observed and consequently improved outcomes for students since the last inspection.

### **Outcomes for learners**

Students enter the school with attainment levels above national averages. By the end of Year 11, the attainment of all students is very high in comparison with national averages. In all year groups students make substantial and sustained progress across a wide range of subjects. Their achievements are outstanding.

In 2015, 93% of all entries were graded C or above. 53% of all entries were graded A\*/A, with 87% of students qualifying for the award of the English Baccalaureate (EBacc). 40% of the cohort attained 10 or more GCSEs at grades A\* or A, with 71% of students obtaining at least 5 A\*/A grades. Students gained an average of 12.4 GCSEs at grade A-, with an average points score of 50.0.

The proportion of students achieving 5 or more A\*-C grades at GCSE and the average capped points score is significantly above the national average (and has been for the last five years). The percentage of students achieving 5 or more A\*-C grades at GCSE including English and Mathematics was 98% in 2015; three students failed to attain a C grade in English. The average capped total points score (best 8 subjects) in 2015 (416) was comparable to that achieved in 2014 (411). The average points achieved in English remains significantly above the national average, with students attaining comparable average points scores in the last three years (48.6 in 2015). In mathematics 74% of entries in 2015 were graded A\*/A.

The Progress 8 figure for 2015 has been provisionally reported as +0.29 (a slight improvement over 2014). The DfE anticipate most schools' Progress 8 figures to lie in the range -0.5 to +0.5. The Value Added (VA) scores for 2015 have yet to be published. The whole school VA score for 2015 was 1017.2; this was a slight improvement over that achieved in 2014 (1015.1). A VA score of 1000 would suggest that students are making expected progress. In 2015, in terms of VA, the school's performance was ranked on the 25th centile of all schools nationally.

In 2015 in English, 94% of students made at least the expected progress, with 51% of students making more progress than expected (last year's figures were 91 and 50% respectively; nationally the figures were 69 and 30%). The 2015 VA score was 1000.2 (51st centile). In 2015 in Mathematics, 97% of students achieved at least the expected progress, with 77% achieving more highly than expected (the national figures were 66% and 30% respectively). The 2015 VA score was 1001.9 (21st centile).

The 2015 VA scores and percentile ranks for Science, Languages and Humanities were 1002.6 (15th), 1000.1 (50th) and 1001.5 (32nd) respectively.

Students' achievements in the sixth form are also outstanding. The proportion gaining A\* to B grades is well above the national average. The students' outstanding achievements can be linked to the high quality of advice they are given about their sixth form options and the quality of the monitoring procedures that are in place to secure such excellent outcomes.

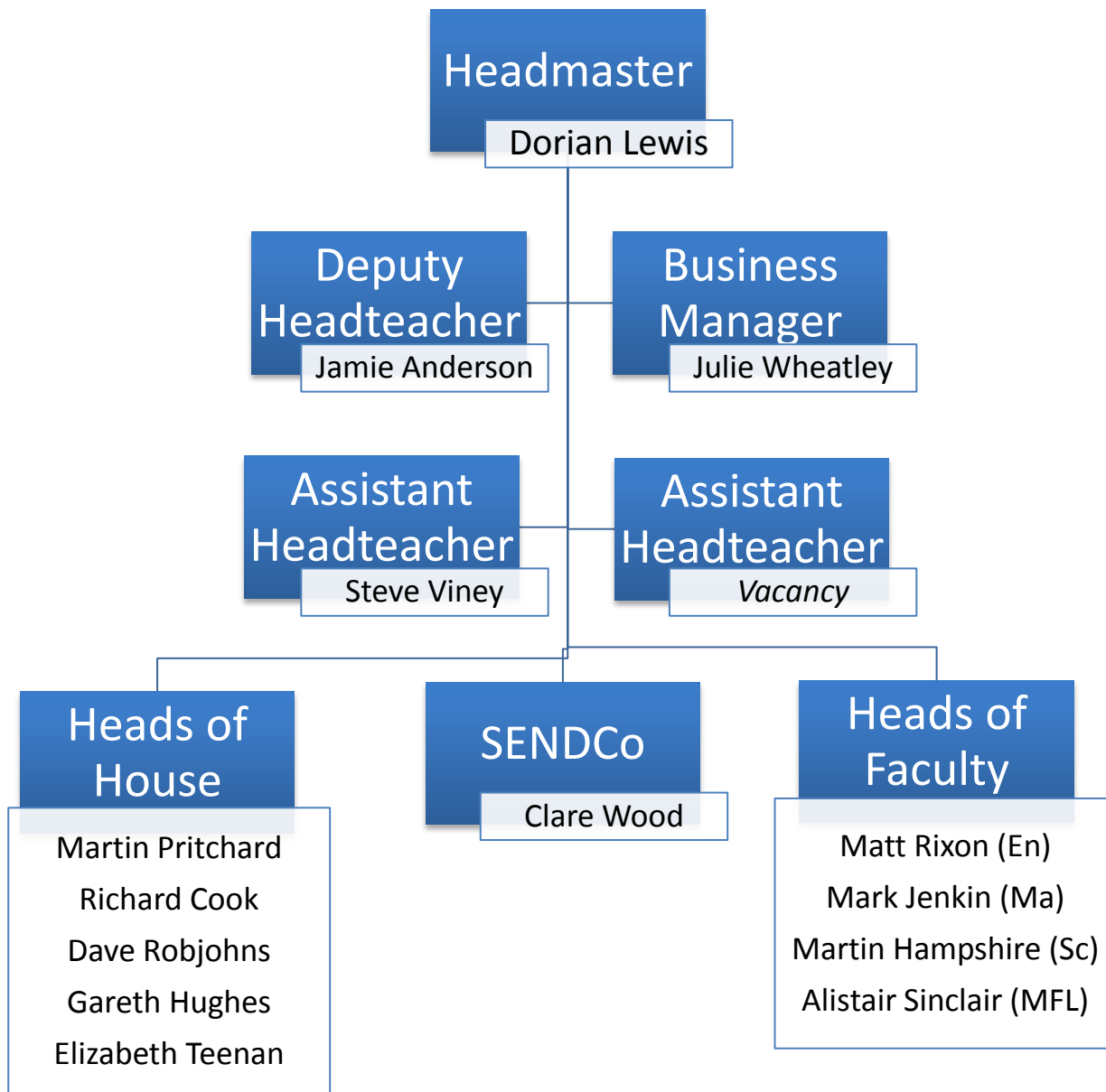
In the last four years, two thirds of entries were awarded a grade B or above (68.5% in 2015) – with a significant number of entries were awarded the highest A\* grade (10% in 2015). The average points score per entry and average total points score have been similar in the last four years and have remained well above the national average. Overall, students achieved above that expected based on their prior attainment. The percentage of students attaining AAB or higher in 2 or more facilitating subjects in 2015 was 24% (a slight decrease on 2014).

Year 12 students obtained some encouraging AS results in 2015. 96% of entries were graded A-E, with 56% of entries graded A-B. The average points score per entry was 108 (comparable with the last three years).

For a number of years, the school has engaged Alkemygold Ltd to provide an analysis of post-16 performance. This “A Level Performance” (ALPs) analysis of student attainment and progress at A level over the last three years suggests that school’s provision is “Outstanding” (top 10%) at AS level and “Excellent” (top 25%) at A level. In all 71% of students at AS level and 75% at A level achieved or exceeded their ALPs target grades.

The success rates enjoyed by this outstanding school are high in comparison to local and national averages. Students are prepared very well for the next stage in their education, training or employment. Provision ranges from high-quality, independent careers advice to targeted support in gaining entrance to the top universities.

Proposed Extended Leadership Team (2016-17)



*Bournemouth School is committed to equal opportunities.*

## **Bournemouth School - Disclosure of Criminal Record (DBS) Check**

The Rehabilitation of Offenders Act 1974 (Exception) (Amendment) Order 1986

1. This post is excepted under the Exemptions Order (S1 1986 No. 1249) of the Rehabilitation of Offenders Act 1974 owing to the nature of the work. As such you are required to declare details of all/any spent or unspent past court convictions, bindovers and cautions, and any judgements or investigations pending, in order to determine your suitability for appointment to this post.
2. Should you be offered the post, this offer will be subject to the Academy being satisfied as to your suitability, following a check on any record of convictions, bindovers or cautions with the Disclosure & Barring Service (DBS), together with any other additional recruitment checks.
3. Any information provided by the Disclosure & Barring Service will not automatically result in the withdrawal of the offer, but will be taken into account in deciding whether the appointment should be confirmed.
4. Your confirmation of attendance for interview will indicate acceptance that you will complete the aforementioned form and, if necessary, would be willing to discuss any such offences at interview. Applicants should, therefore, be prepared to disclose all unspent convictions, bindovers or cautions, and any judgements or investigations pending.
5. You should also be aware that the letter addressed to referees named in your application form (or others) will ask for disclosure of any unspent convictions/bindovers/cautions, and any judgements or investigations pending, which they consider relevant to your suitability for employment.
6. Your application will not be further considered without completing the attached form. Attendance for interview will constitute your acceptance of these conditions and a willingness to comply. Failure to complete the form will constitute withdrawal prior to interview and remove any entitlement to expenses for attendance at interview.
7. You will be asked for verification of your identity. Please note that it is your responsibility to provide this verification and no reimbursement of any expense will be made. Without such verification it is regretted that the form will not be processed (nor will you be cleared to work in the post for which you have applied). Please ensure that you complete the form in Black Ink.

*Bournemouth School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

*All posts are subject to an enhanced DBS disclosure.*

✓ Hard Work

✓ Discipline

✓ Smart Appearance

✓ Respect

*Bournemouth School is committed to equal opportunities.*

**Criminal Records Declaration Form - Bournemouth School**

This form must be completed and returned by all applicants.

Please note that the post you have applied for is excepted under the Exemptions Order (S1 1986 No. 1249) of the Rehabilitation of Offenders Act 1974 owing to the nature of the work, which means that all/any spent or unspent past court convictions, bindovers and cautions, and any judgements or investigations pending, need to be disclosed.

Please complete the form in Black Ink and BLOCK CAPITALS.

Post	Assistant Headteacher		
Surname			
Forename(s)			
Title (Mr/Mrs/Miss/Dr/Other)		Date of Birth	
Previous Name(s) (if applicable)			
<b>DECLARATION (* Delete as appropriate)</b>			
* I have had no unspent Court Convictions /bindovers/cautions nor are any judgements or investigations pending.			
* I declare the unspent convictions/bindovers/cautions/judgements pending/investigations stated below (please state nature of offence(s), decision of Court and approximate date.			
I am aware that failure to declare any such convictions, bindovers and cautions, or any judgements or investigations pending may result in a formal offer of appointment not being made/termination of my appointment in the above post, or any subsequent post.			
I confirm that the information I have given on this form is a true and accurate statement and that any offer of employment made to me will be subject to a further check with the Disclosure & Barring Service. I understand this document will be kept on my personnel file for the duration of my employment.			
Date	Signed		
Please sign the declaration and return this form with your application.			

*Bournemouth School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

✓ Hard Work

✓ Discipline

✓ Smart Appearance

✓ Respect

Confidential

Equal Opportunities Monitoring Information

Bournemouth School

Bournemouth School will seek to ensure that all existing and potential employees are given equal opportunities. It is committed to the elimination of unlawful or unfair discrimination on the grounds of gender, age, marital status, colour, race, nationality or other ethnic origin, disability, sexual orientation, transgender and religious background. The School will seek to ensure that no applicant for employment is disadvantaged by conditions or requirements which cannot be justified.

In order to help Bournemouth Borough Council monitor the effectiveness of its Equal Opportunities Policy (and for no other reason) you are asked to provide the information requested below. This information is confidential and does not form part of your application. This sheet will be separated from your application form upon receipt and the information will not be taken into account when making the appointment.

**My Ethnic Origin is:**

**White**

British

Irish

European

Portuguese

Eastern European

Any other White background  
(Please specify)

**Mixed**

White & Black Caribbean

White & Black African

White & Asian

Any other Mixed background  
(Please specify)

**Asian or Asian British**

Indian

Pakistani

Bangladeshi

Any other Asian background  
(Please specify)

**Black or Black British**

Caribbean

African

Any other Black background  
(Please specify)

**Other Ethnic Group**

Chinese

Korean

Any other ethnic group  
(Please specify)

**My gender is**

Male

Female

**Is there anyone dependent on you**

**for their day to day care?** Yes

No

**If 'yes' complete the following:**

A. Children

0 – 5 years

6 – 10 years

11 – 15 years

B. Other

(Please specify)

Do you consider yourself to have a

disability under the Disability

Discrimination Act 1995?

Yes

No

If 'yes' please specify

For more details call the Disability Rights  
Commission Helpline on 08457 622633.

Application for the post of

Age \_\_\_\_\_

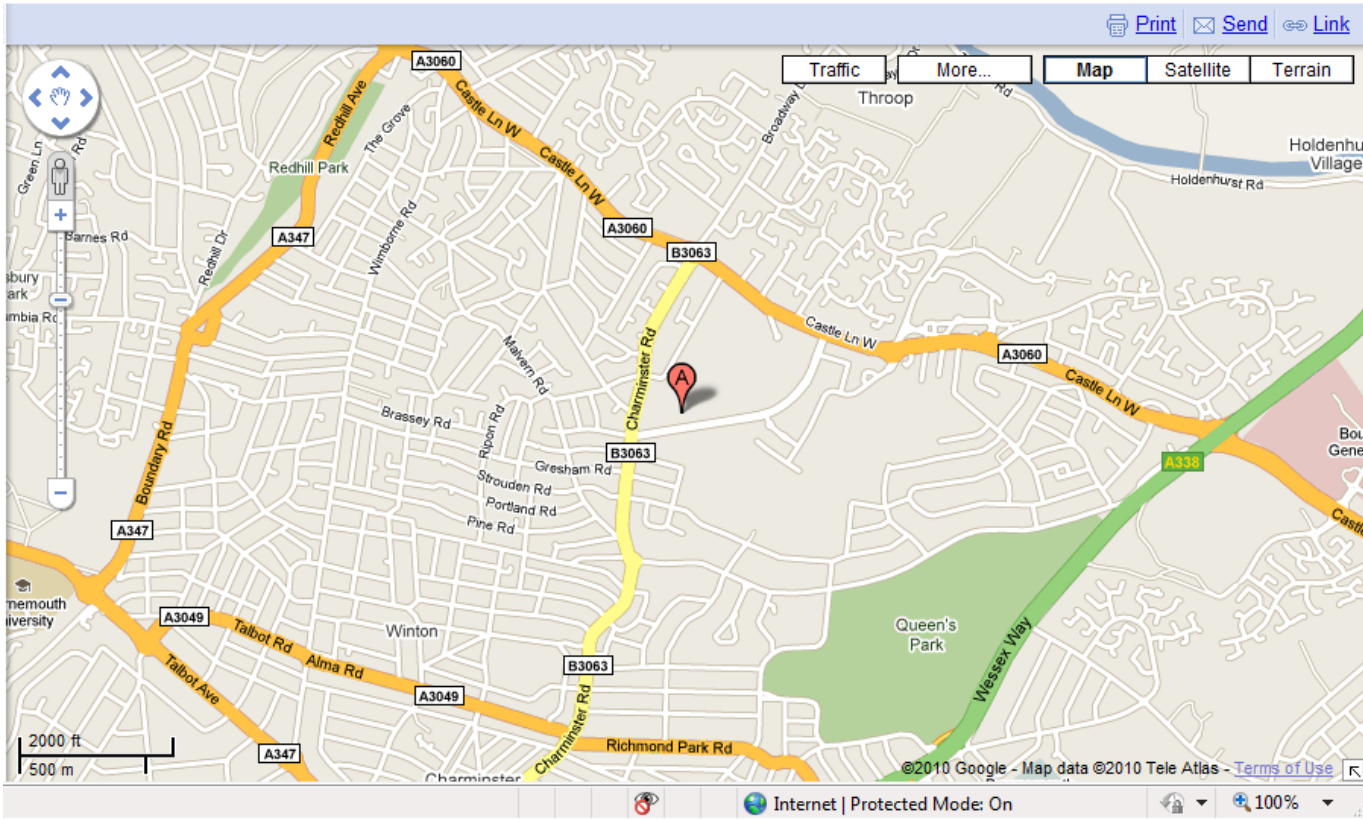
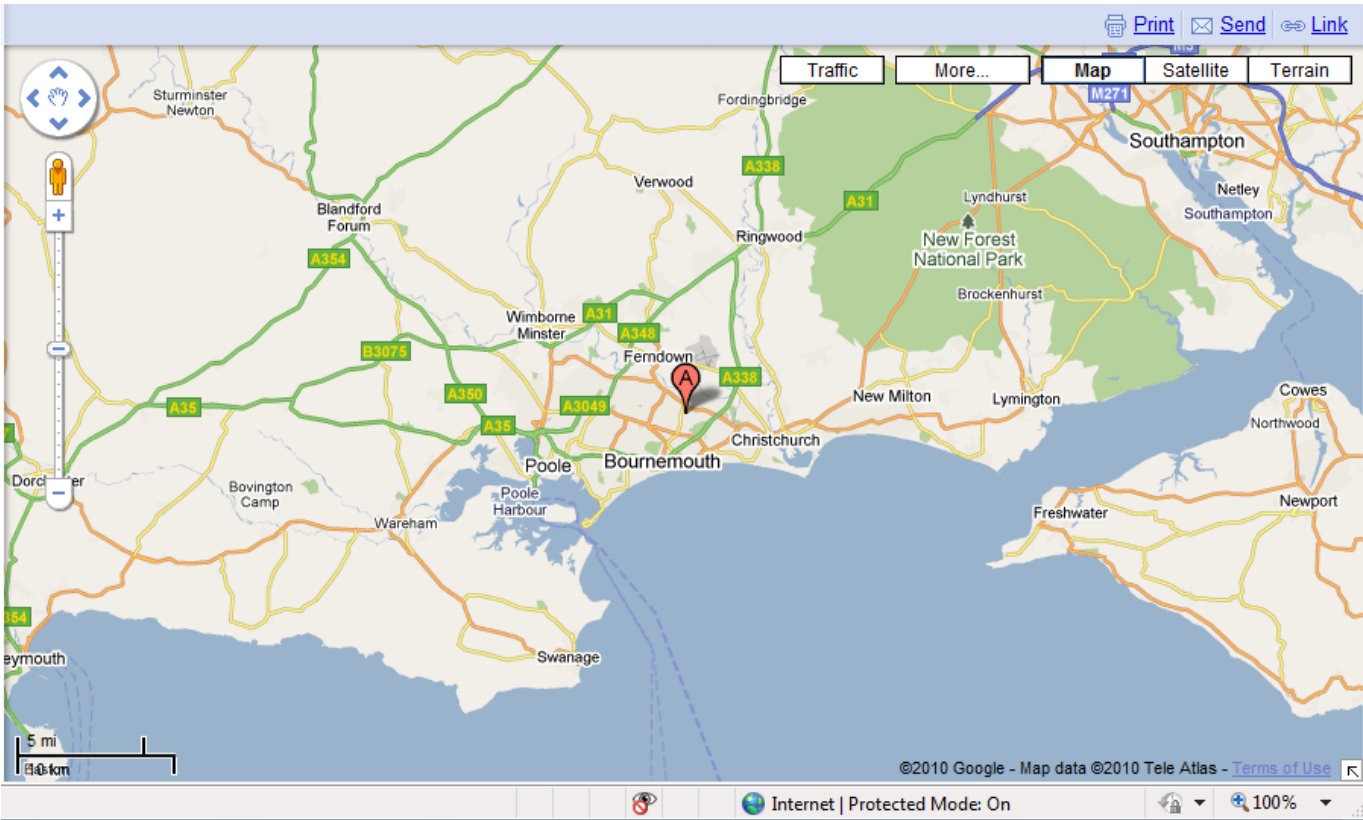
Where did you see the advert

Thank you for your assistance.

# BOURNEMOUTH SCHOOL

## LOCATION MAP

Bournemouth School • East Way • Bournemouth • BH8 9PY • 01202 512609



Bournemouth School will seek to ensure that all existing and potential employees are given equal opportunities. It is committed to the elimination of unlawful or unfair discrimination on the grounds of gender, age, marital status, colour, race, nationality or other ethnic or national origin, disability, sexual orientation, transgender and religious background. Bournemouth School will seek to ensure that no applicant for employment is disadvantaged by conditions or requirements which cannot be justified.

Thank you for your application.

**JOB TITLE**

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**PERSONAL DETAILS**

Surname

---

Forename

---

Middle Name(s)

---

Title Mr / Mrs / Miss / Dr / Other

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Date of Birth

---

DfES Ref Number

---

Address

---



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Postcode

---

Daytime telephone number

---

Evening telephone number

---

Mobile telephone number

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Email

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National Insurance Number

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**REFERENCES**

Referees named on this form must be your present (most recent) and previous employer. If you have not previously been employed, or are returning to work after a substantial career break and are unable to provide previous employment references, please provide alternatives, e.g. the name of your Course Tutor(s)/Head Teacher or a suitable professional. **It is our policy to contact referees prior to interview.**

**PRESENT EMPLOYER**

Name

---

Capacity known to you

---

Organisation

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Address

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Postcode

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Telephone number

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Email

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**ELIGIBILITY TO WORK IN THE UK**

Do you have permission to work in the UK? Yes  No

If you are not a British National or the holder of an EU or EEA

passport, please indicate in what capacity you are in the UK

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# Employment History

## CURRENT EMPLOYMENT

Employer's name and address (if a school, state age range and whether Community, VC, VA, Foundation or Independent).

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Job title	Date appointed
Current salary	Scale/Point
Age range taught and subject	<b>UPS applicants only</b>
Full-time/part-time	Date of last Review

Main duties

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Reason for leaving

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May we contact you at work if necessary?    Yes     No     Contact number

## PREVIOUS EMPLOYMENT

Please give details of all jobs held including part time and unpaid work, starting with your present/last employer. Chronologically all years MUST be accounted for since leaving education. Please indicate with a ✓ in the last column, your consent for additional references to be taken up at the discretion of the School. (This will only be undertaken in specific circumstances.)

Employer's name and address (if a school, state age range and whether Community, VC, VA, Foundation or Independent).	Job title and duties/ responsibilities (state whether full-time / part-time / supply)	Age range taught by you and subject(s)	Date from/to	Reason for leaving	✓

Please continue on a separate sheet if required.



**SCHOOL EDUCATION – QUALIFICATIONS**

Dates	Name of school/awarding body	Qualification obtained including grade	Subjects

**FURTHER/HIGHER EDUCATION – QUALIFICATIONS/PROFESSIONAL MEMBERSHIPS/OTHER TRAINING**

Dates	Name of college/university/awarding body/grade of membership	Qualification obtained (e.g. Degree/Pass or Hons/Class or Division)	Subjects/special areas of study/age range

Please continue on a separate sheet if required

Are you related to, or well known to a member of the Governing Body or to an employee of the School?    Yes     No

If 'yes' please provide    Name \_\_\_\_\_ Relationship \_\_\_\_\_

All forms of canvassing will automatically disqualify candidates from appointment, e.g. you must not ask a Governor or employee of the School to use their influence to help you get a job.

**DATA PROTECTION LEGISLATION**

**The information you have provided will be held in compliance with the Data Protection Act 1998.**

If you have previous Local Government service or other service which counts as continuous, the School will seek confirmation from your last employer of your date of employment for continuous service purposes, in the event of you being offered a post. The school will also seek details of the number of days sickness absence (not reasons) in the last 12 months, for the purposes of administering the Local Government Sick Pay scheme. You are deemed to have given your consent by signing this application form.

**CERTIFICATION OF INFORMATION**

I declare that the information I have provided on this application form is full, accurate and complete and I understand that if I provide false information, or fail to provide full, complete and accurate information, this may lead to the decision that my application cannot be considered any further, the withdrawal of the offer of appointment, or to my dismissal, if I have been appointed. Any offer of employment is subject to receipt of satisfactory references, medical assessment and Disclosure and Barring Service checks, where applicable.

Signature \_\_\_\_\_ Date \_\_\_\_\_



Bournemouth School  
East Way  
Bournemouth  
BH8 9PY

Telephone: 01202 512609  
Fax: 01202 516095  
Email: office@bournemouth-school.org

Please return your completed application to Dr D Lewis, Headmaster.