

Testbourne Community School

Deputy Headteacher Information Pack

Start date: September 2018

Salary: £56,513 - £61,486 (LDR31 – LDR38)



Achievement • Excellence • Integrity



TESTBOURNE
COMMUNITY
SCHOOL

Call: 01256 892061
www.testbourne.hants.sch.uk

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Welcome from Jon Beck, Headteacher

Welcome and thank you for expressing your interest in this exciting and pivotal role at Testbourne Community School.

I am delighted to have the opportunity to welcome you as the new Headteacher of the school. I am an experienced senior leader and have been fortunate to work in a range of roles at a variety of schools in various stages of development. I believe in the power of education to change children's lives and the rights of children to receive the highest quality education. I believe that children should enjoy and value their education whilst excelling academically and in their other areas of interest. I am a passionate educator who wants children to develop the skills and attributes required to be effective learners now and in the future.

Testbourne Community School is an 11-16 comprehensive school with an extremely able, articulate and friendly cohort of students. We are forward thinking and outward looking and maintain close links with professional organisations such as PiXL, as well as our local networks and community. We believe in collaboration to further the educational achievements and experience of all students, not just those who attend one particular setting.

Our shared philosophy is embodied in the strapline 'Achievement | Excellence | Integrity.' We believe that acting with integrity in all walks of life is important to every member of our school community. We are focused but not defined by the quest for improved achievement. Ultimately, we recognise that we are accountable for children's achievement but we understand that achievement can be measured in a number of ways. We provide many opportunities for students to excel and we expect the absolute best of them in everything they do; from learning in the classroom, to performing in the school production, from our unique methods of exam preparation to our expectations of behaviour around the site. The aim is that students learn the value of success through intrinsic motivation. Visitors often comment on what a calm and orderly environment we maintain and how polite our students are.

We continually evaluate and develop our practice and, like every school, we are aware that we have areas of our practice to develop. We do, however, have high attainment and good progress in many subjects. Maths is a particularly successful subject area, the Performing Arts are successful in curricular and extra-curricular activities: our school productions are of epic proportions and widely acclaimed, and we have a huge range of opportunities in Music, Drama and Dance. We are also fortunate to have tremendously successful sports teams as well as several elite young sportsmen and women in school. With such an able cohort, the performance of students with higher prior attainment, especially boys, is a key priority for us. We are therefore developing our teaching and learning strategies to address this.

We have several areas of focus going forwards. We are developing our curriculum offer and options process to ensure that we provide the best chances of success for all of our students. We are developing our teaching to ensure that the methodologies

we use are evidence based. We are focusing on reducing the variability in achievement across subjects. Additionally we are developing leadership sustainability at all levels, enhancing the skills of all leaders in the school and providing clear messages about direction and accountability.

The role of Deputy Headteacher is essential to the future success of the school. We are looking for applicants who have a range of experience in several aspects of senior leadership, are adaptable, hard working and, most importantly, are excellent leaders who can manage and implement change. The exact specifics of the role will be decided when the strengths of the successful candidate have been determined as the personal qualities of the candidate will carry more weight in the selection process than operational experiences.

We welcome applications from existing leaders who aspire to Headship in the near future and are looking to take on significant whole school responsibilities. You will be a passionate educator and leader and will be able to identify leadership potential and develop the leadership skills of others. In return, you will benefit from an outstanding professional and educational environment and exemplary professional development to support you in achieving your career objectives.

I extend an invitation to you to visit our school and discuss the post in more detail with my colleagues and me. My PA, Etsuko Sentance, will be delighted to make arrangements for you and can be contacted at e.sentance@testbourne.hants.sch.uk or telephone (01256) 890215.

I look forward to hearing from you.



Jon Beck
Headteacher





TESTBOURNE COMMUNITY SCHOOL

Testbourne Community School
Micheldever Road
Whitchurch
Hampshire
RG28 7JF

Dear Applicant

Thank you for obtaining an information pack for the post of Deputy Headteacher at Testbourne Community School. We are delighted that you are interested in the role and hope that the pack gives you the information you need and helps persuade you to apply for this challenging and rewarding position.

The governors at Testbourne enjoy open and transparent communications with the senior leadership team at the school and are highly committed to its continued success. They want this productive and supportive working relationship to continue. They are enormously proud of the school and want to see it remain a school that punches above its weight.

At our most recent Ofsted inspection in November 2010 the school was judged to be outstanding. Since then, there have been two changes of Headteacher, following retirements. Most recently, Jon Beck joined the school as Headteacher in September 2017. Jon has made an excellent start to leading the school, focusing closely on making further improvements to pupils' attainment and their progress and to maintaining pupils' high standards of behaviour. The school is very popular and growing, as numbers of pupils at its feeder schools grow and as an increasing number of parents from outside catchment choose Testbourne for their children. The school's ethos is inclusive, welcoming and friendly, with a strong sense of 'family'. Pupils are given strong and successful encouragement to be ambitious in what they believe to be possible and achievable: to do as well as they can and to be lifted out of the ordinary.

These strengths notwithstanding, governors are aware of the significant challenges that the school faces in achieving the outstanding outcomes that its pupils deserve. In addition to changes in assessment and the need to develop and improve teaching and learning, the school currently has a deficit budget; this should be rectified over time as more pupils join the school. The school's premises and grounds have been improved during recent years and we have managed to create some additional accommodation but space to accommodate additional pupils is tight, the buildings are undeniably old and we need to remain vigilant to keep them looking attractive and providing a welcoming learning environment.

The post of Deputy Headteacher at Testbourne therefore offers the successful candidate real and exciting opportunities to hone their leadership skills and make a difference. Although there is much work to be done, the school has strong and dedicated teams of senior leaders and staff to support these developments. Testbourne's pupils are proud of their school and want to succeed. Governors are keen that the school's well-established record of excellence and its warm and welcoming ethos are maintained. If you have the skill, talent and ambition to help us continue our journey of improvement, we look forward to receiving your application.

Yours sincerely

Penny Horner
Chair of Governors

Achievement • Excellence • Integrity

Mr Jon Beck BSc (Hons), NPQH. Headteacher, Testbourne Community School

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Message from Head Boy and Head Girl

We would like to welcome you to Testbourne Community School. During our time at Testbourne we have experienced excellent opportunities alongside our outstanding education. Our school aims to develop students into well-educated and well-rounded individuals.

Teachers at Testbourne are helpful and value students' education, which is reflected in our exam results. We have enjoyable extra-curricular activities with a wide variety of clubs that inspire students to engage with their learning.

At Testbourne, students are encouraged to share their voice in School Council. The Year 11 Prefect system allows students to take responsibility throughout school life.

The school values ***Integrity*** to bring our ***Excellence*** and ***Achievement***.



Our whole school objectives

Testbourne Community School has many strengths. We pride ourselves on the quality of relationships we have with students, parents and the community. We are proud of the educational experience that students participate in that include so many opportunities that could so easily be lost in the quest for excellence in achievement. When you visit the school, ask students and staff about our links with Mityana, a school in Uganda; our 'School of Rock' production; our sporting successes or our Music tour to Lake Garda. These aspects of school life form an important part of our culture.

We have excellent attainment overall but we are aware, like all schools, that we need to develop and improve to better provide for the students in our care.

We continuously evaluate our practice and student outcomes. Our current whole school objectives are key to securing our 'outstanding' judgement for the future and underpin all of our work with staff and students. They have arisen from a comprehensive evaluation of the school carried out by the new Headteacher with input from all stakeholders.

The whole school objectives are:

1. Ensure that all students, including our key groups of most able, SEND and those classified as disadvantaged make substantial and sustained progress to achieve their target grades.
2. Ensure that teaching reflects consistently high expectations of achievement and behaviour for learning, provides challenge and ensures that students make or exceed expected progress.
3. Improve the attendance of SEND and disadvantaged children and significantly reduce exclusions through the considered use of inclusion strategies.
4. Design and implement a highly effective, 21st century curriculum model to maximise learning time and meet the needs of all students so that they can make substantial and sustained progress.
5. Strengthen the effectiveness of leadership at all levels to ensure that all leaders are highly accountable for the monitoring, evaluation and improvement of learning and achievement.

Job Profile

The specifics of the role profile will be determined on assessment of the strengths of the successful candidate. The information below gives some indication of a selection of the generic responsibilities that go with the role.

Job Title: Deputy Headteacher

Reports to: Headteacher

Location: Testbourne Community School, Whitchurch, Hampshire

Function of the post

You will support the Headteacher in providing strategic leadership and direction, ensuring a child centred approach where teaching is consistently excellent. Leading on the curriculum, you will drive up standards and achievement across the school, fostering confidence, ambition and motivation in staff to promote and deliver a positive, exciting and relevant learning experience for students.

Principal Accountabilities:

- You will be responsible for the professional duties of the Headteacher when requested in the event of his absence.
- You will contribute to the development and achievement of the school's strategy, aims and objectives.
- You will be responsible for the monitoring, reviewing and evaluating teaching and learning to ensure that expectations and standards are high.
- You will maintain up to date knowledge of National Policy, including proposed changes to curriculum, assessment, performance tables and Ofsted frameworks, and share these with the Leadership Team taking a strategic lead in preparing the school so that it is well placed to cope with change.
- You will be responsible for and manage the writing and monitoring of relevant sections of the school development plan that will bring about tangible improvements for the benefit of the whole school.
- You will teach across the ability range in KS3 and KS4, demonstrating excellence in pedagogical practice.
- You will be accountable to and attend the relevant subcommittee and full governing body meetings.

- You will line manage specific aspects of the school's work and will ensure all aspects of staff leadership and management are effectively carried out in line with the school's policies and procedures.
- You will take on additional initiatives within reason from time to time at the request of the Headteacher.
- You will provide mentoring and training, drawing on your experience, for other senior leaders and those with potential for senior leadership within the school.

"Outstanding care, guidance and support underpin successful academic achievement and personal development." OFSTED



Person Specification

The leadership qualities of candidates will carry more weight than previous experience of operational responsibilities.

Essential requirements are those, without which, the candidate would not be able to fulfil the responsibilities of the role. It is expected that the post holder will have the knowledge and qualifications indicated or their equivalent.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

Professional qualifications	Essential	Desirable	Evidence
A relevant undergraduate degree	✓		Application and documents
Qualified Teacher Status	✓		
Post graduate qualification (e.g. M. Ed or Ph. D)		✓	
Relevant educational leadership qualification (e.g. NPQML or NPQSL).		✓	
Safer recruiting training		✓	
Designated Safeguarding Lead training		✓	
Professional experience	Essential	Desirable	Evidenced
Ability to evidence impact of own leadership on teaching, learning and outcomes of students throughout relevant career stages.	✓		Application Interview and selection day process References
Recent and relevant experience of senior leadership in a secondary school and understanding of how to achieve and maintain outstanding provision.	✓		
Proven track record as an outstanding, inspirational and motivational teacher with evidence of positive impact on raising the quality of teaching and effective progress and attainment of all students.	✓		
Evidence of collaboration and building effective partnerships with parents, carers and the wider community to enrich teaching and learning and impact on achievement.	✓		
Experience of leadership in more than one secondary school in a range of contexts.		✓	
Deep knowledge and understanding of more than one area of school leadership.		✓	
Demonstrable evidence of being part of a successful team that has delivered measurable improvement in		✓	

teaching practice with shared thinking and in operational management.			
Experience of successfully accounting for a significant budget and an understanding of school finance.		✓	
Professional knowledge	Essential	Desirable	Evidenced
Up to date knowledge of current thinking on curriculum models.	✓		Application Interview and selection day process References
Understanding of current pedagogical thinking.	✓		
Knowledge of pastoral support systems and structures including that around safeguarding.	✓		
Awareness and understanding of the latest research, initiatives and technologies in curriculum, assessment and student development.	✓		
Good understanding of curriculum content and assessment procedures up to GCSE level.	✓		
Good understanding of curriculum content and assessment procedures beyond GCSE level.		✓	
Experience in curriculum, options and timetable planning and implementation		✓	
Excellent understanding of safeguarding procedures and the duty of all professionals to safeguard children.	✓		
Personal skills	Essential	Desirable	Evidenced
Evidence of leadership and team building qualities that would contribute to an effective leadership team, with the ability to set and achieve challenging goals in a supportive environment and effectively lead change across the whole organisation.	✓		Application Interview and selection day process References
Highly skilled communicator with strong interpersonal and presentation skills in verbal and written media. Able to adapt to diverse audiences that may include Governors, parents and carers, staff, students and the wider community.	✓		
Ability to provide clarity of vision, articulate aims and motivate, challenge and direct others as required.	✓		
High level organisational, management and administrative skills that are relevant to the successful delivery of the school's educational goals and priorities.	✓		
Ability to lead people appropriately with sensitivity, empathy and compassion to support the effective operation of the school.	✓		
High levels of ICT competence.	✓		
Evidence of networking skills that build a professional learning community and enable good practice to be shared for the benefit of the school and all children.	✓		
Skilled and courageous in dealing with challenging situations and resolving them.	✓		

Personal attributes	Essential	Desirable	Evidenced
Well-developed educational philosophy in keeping with the values, vision, ethos and culture of the school, recognising the needs of students, staff and the community.	✓		Interview and selection day process
Ability to inspire confidence and trust, enabling individuals and teams to develop, feel empowered and motivated to achieve high goals, promoting collaboration, shared knowledge and understanding, where success is celebrated and individuals accept responsibility for outcomes.	✓		
Commitment to excellence in teaching and learning, whilst recognising the importance of work-life balance and managing workload pressures for the wellbeing of self and others.	✓		
Welcoming of accountability to a variety of stakeholders.	✓		
Forms constructive relationships with all dealing with difficult decisions or situations in a timely manner, making reasoned judgements, conveying conclusions clearly, positively and sensitively.	✓		
Ability to prioritise workload effectively and to work independently whilst being an integral part of a close-knit team.	✓		
Understanding of the importance and value of engaging with parents, carers and the wider community.	✓		
Positive mind set with a passion for overcoming barriers.	✓		
Reflective thinker with the ability to solve problems in a variety of ways with unorthodox methodology where appropriate.	✓		
Commitment to equality that raises aspirations for all, enabling the academic, spiritual, moral, social, emotional and cultural development of students.	✓		
Strong working ethos with a pro-active, positive, enthusiastic and flexible approach and a high level of commitment to team work.	✓		

Application procedure

Applicants should complete a Hampshire Teaching Application Form along with Equality Monitoring Form which can be downloaded from the school website www.testbourne.hants.sch.uk and must be received no later than **noon on Monday 19 February 2018**.

Testbourne Community School
Micheldever Road
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Application Form Completion

When completing the application form, please refer to the Role Profile and particularly the essential criteria within the Person Specification. Indicate, giving evidence, how you believe your knowledge, qualifications, skills, experience and personal attributes qualify you to undertake the role specified. You should draw particular attention to the **impact** you have had in your roles to date.

Selection Procedure

The shortlist will be drawn up on 19 – 23 February 2018. Further details will be sent to those candidates called for interview.

Failure to send your application form on time and to the correct address may invalidate your application.

Equality Monitoring

All applicants will be required to complete an Equality Monitoring Form.

Receipt of Application

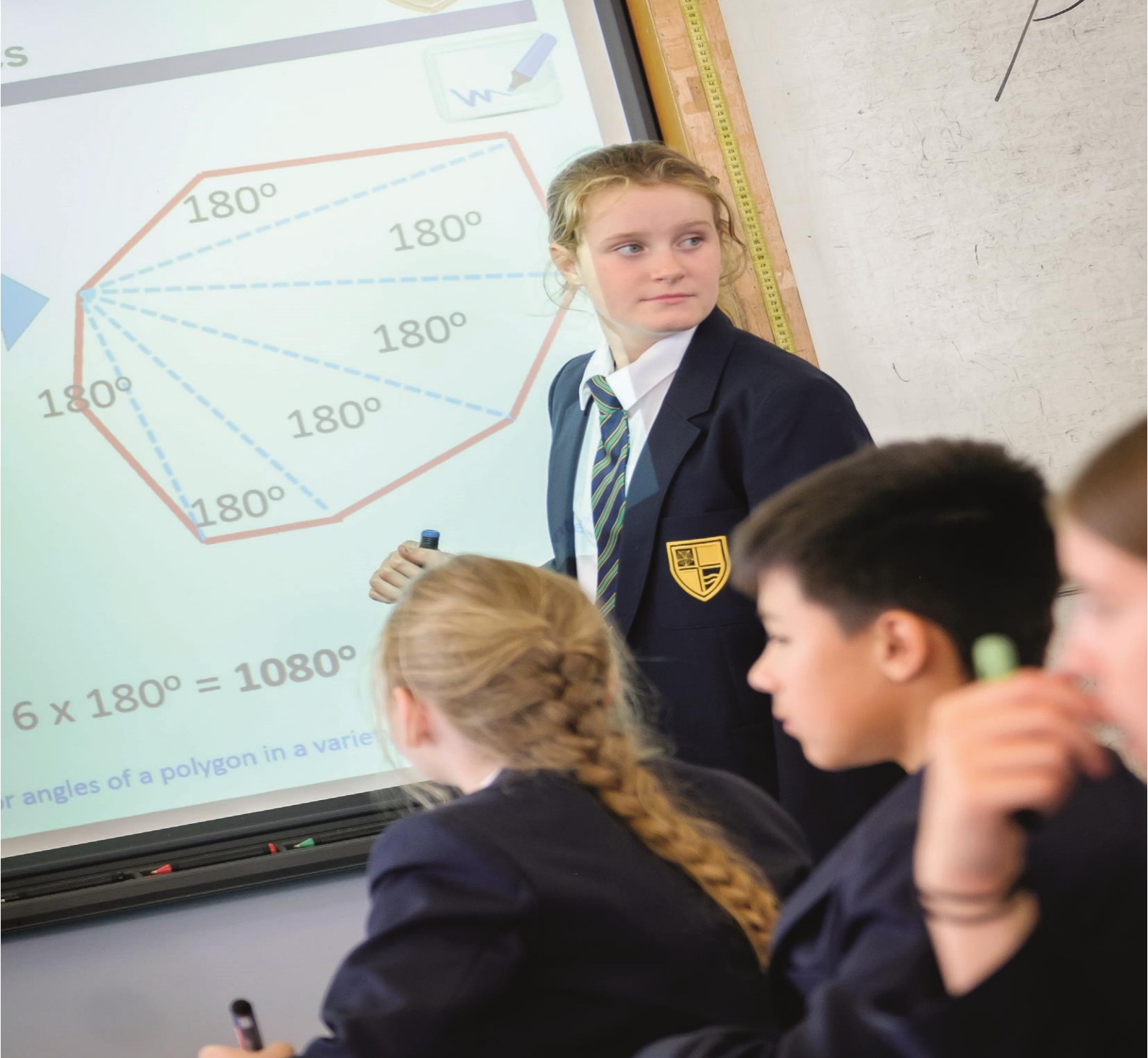
Applications are acknowledged (by email wherever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact us immediately on the number above.

Safer Recruitment

Testbourne Community School is committed to safeguarding children and promoting the welfare of children and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Enhanced Criminal Records Bureau checks, along with other relevant employment checks.

Data Protection Act 1998

You should be aware that the information you have provided will be stored on the HR secure database and will only be used to process your application. It will not be passed to any other organisation.



CONTACT US

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HOW TO FIND US

