



## **Information for Applicants**

# **Deputy Head**

**September 2016 or January 2017**

Applications to be submitted by 1200 hours on Wednesday 11<sup>th</sup> May 2016

Long list interviews on Tuesday 17<sup>th</sup> May 2016

Short list interviews on Monday 23<sup>rd</sup> May 2016

Battle Abbey School, High Street, Battle, East Sussex TN33 0AD

Tel: 01424 772385

[www.battleabbey.school.com](http://www.battleabbey.school.com)

For further information please contact Sue Bonell, Bursar and Clerk to the Governors at  
[bursar@battleabbey.school.com](mailto:bursar@battleabbey.school.com) (01424 776813)

## CONTENTS

- Letter from the Head
- General information
- Historical background
- Ethos, character and aims of the School
- Governance and management
- GCSE and A level exam results
- Battle and the local area
- Job description
- Person specification
- Application form and key dates

*An aerial view of the Senior School*



## LETTER FROM THE HEAD

From: David Clark BA M Phil (Cantab)



Dear Applicant

Thank you for your interest in the post of Deputy Head. I hope the information you find in this pack will help you in your decision about applying for this new post but if you have any questions, please contact the Bursar, Sue Bonell, on 01424 776813 or via email at [bursar@battleabbeyschool.com](mailto:bursar@battleabbeyschool.com). We welcome visits from prospective candidates.

Our Deputy Head Matthew Pawson has recently been appointed to the headship of Trinity School in Sevenoaks after a relatively short but hugely productive period of service to the School. To replace him, we are hoping to appoint a dynamic, enthusiastic and inspirational sole Deputy Head who has proven leadership skills and is an outstanding teacher fully committed to the aims and ethos of Battle Abbey. Essential attributes include good judgement, sensitivity, enthusiasm, resilience, trust and loyalty.

The School has gone from strength to strength in recent years and celebrated its centenary in 2012. We are an independent, co-educational school, taking pupils from the age of 2 – 18 years and boarding plays a key role in the life of the Senior School. We are very proud of our pupils' many and varied achievements, especially at GCSE and A Level. We also have an excellent reputation for creative arts. We are regularly cited as one of the top 50 independent co-educational boarding schools in the UK and our Preparatory School is ranked in the Times Top 100 Independent Prep schools and is IAPS accredited.

Although I have only been in post since September 2013, I have been enormously impressed with all that I have seen; and it is clear that its fundamental nature is a happy family school which is flourishing in the independent sector and regularly achieves outstanding results. Pupils are well mannered, respectful of each other and proud of their School. The staff team are highly skilled and bring a wealth of experience and expertise to our School with the aim that every child achieves their potential in whatever field that may be. Our parents value the family atmosphere and enjoy our open door policy.

Candidates who have aspirations towards Headship will find this post particularly appealing. Battle Abbey offers its Deputy Head special opportunities which do not exist in larger schools and this, combined with the enchanting Senior School location and buildings and the warm, good-humoured and supportive working atmosphere, makes the post of Deputy Head of Battle Abbey School especially attractive. I look forward to receiving your application which should be accompanied by a short letter stating what attracts you to this post.

Yours sincerely



Battle Abbey School, Battle, East Sussex, TN33 0AD  
Telephone: 01424 772385 Fax: 01424 773573

Headmaster: David Clark, BA M Phil (Cantab)  
Website: [www.battleabbeyschool.com](http://www.battleabbeyschool.com)

Battle Abbey School is administered by B.A.S. (School) Ltd, Registered Number 779605, a non-profit-making company registered as a Charity, Number 306998

## GENERAL INFORMATION

1. Battle Abbey School is a thriving co-educational day and boarding school for children aged 2 – 18 years old and it has a special niche in the local area. The Senior School (years 7 – 13) is located in the historic market town of Battle, near Hastings, and is set in the stunning and prestigious surroundings of Battle Abbey, overlooking the famous 1066 battlefield. The School is housed in some of the original 13<sup>th</sup> century monastic buildings, which are leased from English Heritage and has recently purchased property in the High Street to provide additional teaching facilities. Martlet House will open in September 2016 and will greatly enhance the facilities available to our pupils.
2. The Preparatory School (Reception to Year 6) is situated 9 miles away in Bexhill-on-Sea and has superb facilities, including a 25 metre indoor swimming pool, playing fields and an astro pitch. A separate Nursery is situated in the grounds of the Preparatory School. The Nursery is open 0800 – 1730 hours for 38 weeks each year and also runs a mother-and-baby drop-in group. It has good through-links with Reception and runs exciting projects such as forest school. The Preparatory School and Nursery properties are owned by the School.
3. There are currently 420 pupils on roll with 50 boarders in the Senior School and a 6<sup>th</sup> Form that averages between 90 and 100 pupils. The majority of pupils live in a 15 mile radius of the School, but a substantial proportion of the boarders are from overseas. There are 120 full and part time staff employed across the sites.
4. The school accepts pupils who have a wide range of ability but consistently enjoys excellent academic results. We have twice in the last four years been at the top of the East Sussex Examination League Tables. The School has a particular strength in the creative arts and pupils regularly take up places at top Art and Drama colleges and each year Music features on the wide list of subjects taken up by our pupils at university. More than a quarter of the school sings in the main choir and there are frequent and high quality drama and music productions. Pupils have also won prestigious art awards at local and regional level.
5. Continuity of education is one of the School's key attractions and pupils may apply to join at any time during their school career. Preparatory School pupils are guaranteed a place in the Senior School when transferring at age 11. All pupils benefit from a holistic approach to education and the greatest care is taken to ensure that pupils settle happily and thrive throughout their school life. The broad curriculum ensures that each child is given every opportunity to achieve and excel academically, to create and to perform with confidence and to compete on and off the field. We are a leading IT school having achieved e-Mature status in 2012, have excellent IT facilities and encourage the development of IT skills, including touch typing from Key Stage 1. In the Senior School, many pupils participate in the Duke of Edinburgh Award Scheme and Enhanced Project Qualification.
6. Pupils are well-mannered and motivated to learn and have an immense loyalty to the School and to each other. They talk with great affection of their School, considering themselves part of an extended family. They particularly value the friendships that exist across the various year groups and which are





encouraged through the House system, School Guardians, School Bronzes and the Peer Support Groups. The quality of pupil's spiritual, moral and social development was praised as outstanding in our latest inspection report. The present cohort of pupils is as talented as any we have had in the last fifteen years. The staff, both academic and support, are strong, stable and exciting to work with.

7. Both the Senior School and the Preparatory School encourage pupils to undertake a wide range of charitable and community activities. These include expeditions to Africa to build a Nursery, swimming sponsorships, mufti days and a variety of house-led fundraising schemes. During the past year, over £10,000 was raised to support local, national and international charities. Cultural diversity is celebrated across the School, and particularly within the boarding community.

8. The School enjoys excellent relations with other local independent and state schools, with whom we share some training and facilities.

9. Parents value the impressive number of extra-curricular opportunities available for their children at both the Preparatory and Senior Schools but above all they value the family ethos and caring atmosphere. Relationships with parents are good and there is frequent communication via the bi-weekly newsletter, regular meetings and events organized by the School and its active parents' committee known as Friends of Battle Abbey School (FOBAS).

10. The School was inspected by the Independent Schools Inspectorate in November 2011 and underwent an ISI Intermediate Boarding Inspection and an Intermediate Early Years Foundation Stage Inspection in January 2013. Applicants are invited to view the School's latest inspection reports at [www.isi.net/schools/6229](http://www.isi.net/schools/6229).

### HISTORICAL BACKGROUND

11. The School was founded in Bexhill in 1912 as a family owned, all girls, senior boarding school known as St Etheldreda's. To cater for rapidly increasing numbers, St Etheldreda's moved to Battle Abbey in 1922 and changed its name to Battle Abbey School. In 1963 the founding family transferred ownership of the School to a charitable company in order to ensure its continuation in perpetuity. That company, BAS (School) Ltd, is administered by a Board of Governors and continues to run the School today.

12. During the 1980s, the national trend away from single-sex boarding schools convinced the Governors that co-education was the way forward. Consequently, in September 1989, they took over the nearby Glengorse and Hydneye Preparatory School, giving Battle Abbey School instant co-education and an instant preparatory department. Despite the recession, Battle Abbey School experienced a steady growth in numbers throughout the years that followed and by 1994 the problem facing the Governors was that of running out of space.



13. At around that time the Governors were approached by The Girls' Day School Trust who owned Charters-Ancaster School in Bexhill. Following extensive negotiations, Charters-Ancaster School was taken

over and merged with Battle Abbey School in September 1995. As part of the merger agreement, Battle Abbey School's preparatory department moved into 'The Gate' on Hastings Road, Bexhill (the premises formerly occupied by Charters-Ancaster School's preparatory department).

14. The move of the Preparatory School to Bexhill and the consequent release of valuable space at the Abbey, together with steadily growing pupil numbers, has enabled extensive improvements to be made to the Senior School's facilities. These include new science laboratories, a Performing Arts Centre and new boarding accommodation in property on the High Street in addition to the recently acquired Martlet House). In 2014, the School also purchased a 4.5 acre property one mile from the Senior School which is used as boarding accommodation for our 6<sup>th</sup> Form pupils. At the Preparatory School, a separate Nursery facility was introduced in 2006.

15. The School celebrated its centenary in 2012 and is well placed to face the challenges and opportunities of the future.

### **ETHOS, CHARACTER AND AIMS OF THE SCHOOL**

16. Battle Abbey School aims to be a small family school with high quality pastoral care and sensitive discipline, accompanied by strong academic results, focussing on the importance of each individual child. Its specific aims are:

- To continue to inspire pupils to aspire for excellence in all that they undertake and to acknowledge and reward the achievements of each individual according to his or her aptitudes and interests.
- To promote balanced social development through warm and sensitive pastoral care within our disciplined day and boarding community.
- To prepare pupils for life after school by providing an all-round education in which pupils of all ages are valued as individuals and develop the self-respect, self-confidence and empathy for the needs and desires of others that will enable them to contribute positively to our changing world.
- To continue to develop the facilities and resources of the School to ensure that they underpin the achievement of the Schools aims and objectives.

17. When visitors come to the School, they are struck by the family atmosphere, the physical environment and the friendliness of the greeting. Battle Abbey School is a gentle place to be and good manners flow naturally from mutual respect, which is encouraged throughout the School. Individuals can thrive and strive to accomplish their best and pupils' achievements are acknowledged and celebrated. Battle Abbey is a small school and we are good at the things which people associate with such size – nurturing, tutoring and caring.



## GOVERNANCE AND MANAGEMENT

18. The School is run by B.A.S. (School) Ltd, a registered company limited by guarantee and registered as a charity. The company has a board of Governors (known as the Full Court) who meets at least once each term. The Finance and General Purposes Committee meets twice each term and the Academic Committee meets termly. The Governing body has over the last year or so welcomed a number of new members and currently comprises 10 individuals from a range of professional backgrounds.

19. Following a restructure in 2014, the Senior Leadership Team comprises the Head, Preparatory School Head, Deputy Head, Director of Studies and the Bursar. Within the Senior School there is also a Senior Management Team which comprises the Head, the Deputy Head, the Director of Studies, 3 Key Stage Heads, Head of Boarding and the Bursar. Dedicated, caring and supportive leadership and management at all levels serve the School well, ensuring that it remains true to its aims and ethos.

20. The School is financially sound and the annual accounts are available on the Charity Commission website at [www.charity-commission.gov.uk](http://www.charity-commission.gov.uk) (registered number 306998).

## GCSE AND A LEVEL EXAM RESULTS (2012 – 2015)

### GCSE results

| Total | Pupils | Entries | A* | A   | B   | C   | D  | E | F | G | U | Z* | A*/A |
|-------|--------|---------|----|-----|-----|-----|----|---|---|---|---|----|------|
| 2015  | 67     | 584     | 60 | 188 | 146 | 37  | 14 | 0 | 0 | 0 | 0 | 57 | 42%  |
| 2014  | 37     | 336     | 56 | 93  | 96  | 54  | 24 | 5 | 0 | 0 | 0 | 31 | 52%  |
| 2013  | 43     | 386     | 62 | 141 | 122 | 47  | 10 | 4 | 0 | 0 | 0 | 38 | 53%  |
| 2012  | 41     | 400     | 42 | 110 | 112 | 100 | 27 | 7 | 2 | 0 | 0 | 37 | 38%  |

Z\* - Pupils achieving 5 A\*-C including English Language and Maths

### A level results

| Total | Pupils | Entries | A* | A  | B  | C  | D  | E | U | A*-B |
|-------|--------|---------|----|----|----|----|----|---|---|------|
| 2015  | 44     | 131     | 10 | 24 | 48 | 34 | 9  | 4 | 2 | 63%  |
| 2014  | 29     | 89      | 9  | 24 | 22 | 19 | 7  | 6 | 2 | 62%  |
| 2013  | 30     | 94      | 16 | 14 | 25 | 16 | 10 | 9 | 4 | 59%  |
| 2012  | 48     | 155     | 28 | 47 | 37 | 23 | 13 | 5 | 2 | 72%  |





## BATTLE AND THE LOCAL AREA

Battle Abbey School is located in the heart of East Sussex, commonly known as the 1066 countryside with its rolling hills, steam railways and historic castles. There are numerous attractions and further information is available at [www.visit1066country.com](http://www.visit1066country.com) and [www.english-heritage.org.uk/daysout/properties/1066-battle-of-hastings-abbey-and-battlefield](http://www.english-heritage.org.uk/daysout/properties/1066-battle-of-hastings-abbey-and-battlefield) Transport links to London, Brighton and the continent are excellent. The following extracts from tourist information publications give a feel for the area:



**Battle** has a unique historical backdrop. The picturesque high street, quaint 'twittens' (passageways) and squares offer treasures of every kind. Visit 'history' attractions, discover beautiful gardens and spend time in quality independent shops and galleries. Battle has great walking and outdoor activities too. Take a self-guided tour around the town with the Battle Town Trail, walk through the nearby impressive Battle Great Wood, play golf on one of our stunning local courses or watch a cricket match on a summer Saturday afternoon on the historic George Meadow. Why not visit Yesterday's World, set in the beautifully preserved 15th century Wealden Hall House and described as 'the very best museum of its kind'. And the town is proud of its superb choice of top class restaurants too. Whatever your taste, you will be able to relax and unwind in a bistro, cafe, inn, pub or tearoom found dotted around the town.







**Bexhill-on-Sea**, the timeless Edwardian seaside town, is the birthplace of British motor racing, home to the De La Warr Pavilion - one of the UK's finest examples of modernist architecture - and also has a two mile stretch of level promenade and beach to enjoy.

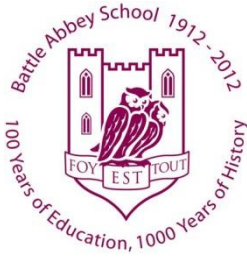
Bexhill's colourful history is first recorded in 772 during the reign of King Offa. The 8<sup>th</sup> Earl of De la Warr developed Bexhill as a fashionable resort - the town was the first place in Britain to permit mixed bathing and had one of the country's first cinemas.

Bexhill has beach huts to hire, rock pools to explore and the sea is safe for many water sports - sailing, rowing, windsurfing, kite-surfing and angling. Bexhill Sailing Club has a full programme of racing each weekend throughout March to November and members of the local Rowing Club can often be seen on the sea. The picturesque, tranquil Bexhill Old Town is set inland above the town centre with antique shops and charming architecture. Enjoy the classic Georgian buildings, 16<sup>th</sup> century cottages and the Parish Church of St Peter with its 8<sup>th</sup> century reliquary stone and the peaceful Manor Gardens. In the town centre there is an excellent selection of small, independent shops including vintage and retro clothing as well as some great restaurants, cafes, tearooms and pubs.

**Hastings** is home to the largest beach-launched fishing fleet in Europe, the remains of the first castle in England to be built by William the Conqueror, a preserved Old Town and a strong local arts community. It is also home to the Jerwood Gallery, a stunning new art gallery housing a collection of 20<sup>th</sup> and 21<sup>st</sup> century British art.

Hastings is a Cinque Port, and up until the 16<sup>th</sup> century, with other coastal towns provided the ships and men who guarded king and country from frequent and vicious attacks in return for special privileges. This unique confederation of South East England Channel ports was the original force behind England's maritime power.





## **JOB DESCRIPTION – DEPUTY HEAD**

### **Summary of the role:**

The Deputy Head is a member of the Senior Leadership Team responsible to the Head for the day to day operation of the Senior School. The Deputy Head is expected to contribute to the ethos, work and aims of the School. The following outline gives an overall range of duties and responsibilities but is not exhaustive and the post holder will be required to undertake such other duties as the Head may reasonably require. The post holder will be expected to teach 11 out of 45 lessons per week.

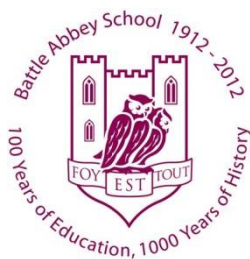
### **Main duties and responsibilities:**

- **Strategic direction and development of the school in co-operation with, and under the direction of, the Head**
  - support and secure the commitment of others to the vision, ethos and policies of the school and promote high levels of achievement
  - assist in coordinating the implementation of the Development Plan and ensure that actions are completed and the plan is updated annually
  - support all staff in achieving the priorities and targets the school sets and monitor progress
  - assist the Head in coordinating preparations for ISI inspections
  - brief governors and attend governors' meetings as required
  - be a member of the governor led Academic Committee
  - Chair the Senior Management Team
  - Vice Chair the Health and Safety Committee
- **Leading and managing staff**
  - support and deputise for the Head
  - line manage Heads of Key Stage, Head of Boarding and Heads of Houses
  - line manage various academic departments (to be agreed post interview)
  - support and uphold the School's policies on behaviour and discipline
  - uphold the school's expectations in relation to attendance, punctuality, behaviour and uniform
  - undertake formal disciplinary investigations as necessary
  - develop positive working relationships with and between all pupils and staff throughout the school
  - lead groups of staff in development activities and evaluate outcomes
  - develop him/herself as a leader and encourage the development of leadership throughout the school community
  - Assist with the selection process for new teaching staff
  - Organise the induction programme for new teaching staff
  - Maintain records and oversee the teaching staff appraisal programme
  - Maintain records and oversee CPD for teaching staff
  - Organise whole School INSET
- **Day to day running of the Senior School**
  - Publish arrangements for the beginning and end of each term
  - Ensure the smooth operation of the daily and weekly routine including school assemblies

- Take overall responsibility for rewards and sanctions and school discipline
  - Arrange for termly fire practices to be held
  - Oversee and publish arrangements for key school events (eg Founders' Day, Speech Day, Sports Day, Mark Reading, etc)
  - Review all trips and visits proposals
  - Publish the Staff Duties List
  - Monitor academic staff absences
  - Oversee all communication with parents to ensure it is effective, sent out in a timely manner and that information on the Parents' Portal is relevant and up to date
  - coordinate measures to ensure that effective communication exists within the school
  - review the policies and effectiveness of the school's procedures relating to boarding, school trips, safeguarding, social media and ICT
- **Be the Designated Safeguarding Lead (DSL):**
    - Implement, promote and review the School's Safeguarding and Child Protection Policies and Procedures
    - Act as the main point of contact within the School, receiving and acting upon any reported concerns
    - Ensure all staff are appropriately trained and are familiar with, and adhere to the School's Safeguarding and Child Protection Policies
    - Ensure that all relevant contact names and numbers are known to staff and displayed in an accessible place on all sites at all times
    - Keep abreast of developments and the latest information on data protection, confidentiality and other legal issues that impact on the protection of children
    - Monitor child attendance, accidents logs, pre-existing injury reports, concern forms and incident forms to identify any possible child protection issues and ensure any relevant information is recorded and acted upon
    - Advocate the importance of Safeguarding and Child Protection to parents, staff, volunteers and students
    - Ensure that when on leave or absent from work for any significant period, that the role of DSL is suitably covered by the Deputy DSL or another suitably trained member of staff
- **Coordinate the pastoral care, welfare and guidance of the pupils:**
    - Undertake role of Designated Safeguarding Lead
    - Oversee peer listening and the Student Council
    - Review and update the Pupils' Handbook
    - Review and update the Pastoral Handbook
    - Oversee arrangements for new pupil induction alongside Heads of Key Stage
    - Oversee the extra-curricular activities programme and ensure all pupils and teaching staff are involved
    - Manage and maintain records of the whole School's charity activities and produce a termly report for the SLT
    - Organise parents' pastoral information evenings
- **Marketing:**
    - Maintain and develop close working relationships with the Prep School and Nursery and visit both sites at least half termly
    - Assist the Head in marketing the School to the wider community by meeting prospective parents and pupils and developing academic links with local prep and junior schools



- Promote the boarding opportunities in the school and ensure that boarders are fully integrated into school life
- **General:**
  - Establish priorities for expenditure in respect of curriculum and pastoral development and manage the Charities Account, Prize Account and Pastoral Fund
  - Attend events and activities outside the normal school working day as agreed with the SLT
  - take on additional tasks as requested by the Head



## PERSON SPECIFICATION – DEPUTY HEAD

|   | Essential criteria  | Desirable criteria                                  | Method of assessment                  |
|---|---|---|---------------------------------------|
| <b>Education, qualifications and experience</b> |   |   |                                       |
| Education                                       | Qualified Teacher Status  | Higher degree qualification or postgraduate courses | Application and original certificates |
| Professional Development                        | <ul style="list-style-type: none"> <li>Evidence of sustained participation in INSET and attendance on school management courses</li> <li>Relevant safeguarding qualification</li> </ul>   | Recognised management qualification                 | Application and original certificates |
| Teaching  | <ul style="list-style-type: none"> <li>Taught in at least 2 schools</li> <li>Experience of working in a co-educational school</li> <li>Experience of a senior pastoral role in a day school or residential role in a boarding school</li> </ul>   |   | Application                           |
| Management Responsibility                       | Three years' experience as a Senior Manager in a school   | Experience of conducting performance management     | Application                           |
| Resources                                       | <ul style="list-style-type: none"> <li>Experience of managing and/or co-ordinating staff</li> <li>Experience of managing teaching resources</li> <li>Awareness of how to set and manage a school budget</li> <li>Experience of health and safety management and production of risk assessments</li> </ul>                         |   | Application                           |
| <b>Key skills, attributes and abilities</b>     |   |   |                                       |
| Leadership                                      | <ul style="list-style-type: none"> <li>Ability to lead, provide clear vision and command respect</li> <li>Incisive and clear strategic thinker</li> <li>Decision maker</li> <li>Ability to motivate pupils / staff</li> <li>Ability to delegate responsibility, set high standards and provide a focus for achievement</li> </ul> | Personal impact and presence                        | Interview                             |

|  |  |   |                           |
|--|--|---|---------------------------|
| Management                             | <ul style="list-style-type: none"> <li>• Ability to manage change in a school and monitor and evaluate its impact</li> <li>• Good organisational skills</li> </ul>   | Experience of playing a leading role in implementing a School Development Plan  | Application and interview |
| Relationships                          | <ul style="list-style-type: none"> <li>• Ability to establish and develop good relationships with all involved in the school</li> <li>• High expectations and standards</li> <li>• Enthusiasm and ability to enthuse others</li> <li>• Commitment</li> <li>• Clear philosophy</li> <li>• Sense of humour</li> </ul>  |   | Interview                 |
| Interpersonal and communication skills | <ul style="list-style-type: none"> <li>• Excellent oral and written communication skills</li> <li>• Competent in the use of ICT</li> <li>• Flexible and approachable</li> <li>• Resilient under pressure</li> <li>• Ability to deal sensitively with people and resolve conflicts</li> <li>• Good judgement, sensitivity, trust and loyalty</li> <li>• Capacity to lead by example, to inspire others and to work as part of a team</li> </ul> | A positive and energetic approach to work   | Application and interview |
| Equal Opportunities                    | <ul style="list-style-type: none"> <li>• Commitment to equality of opportunity</li> <li>• Commitment to race and gender equality and social inclusion</li> </ul>   | <ul style="list-style-type: none"> <li>• Understanding of the need to promote positive role models</li> <li>• Experience of implementing strategies for social inclusion</li> </ul> | Application and interview |
| <b>Knowledge and understanding</b>     |  |   |                           |
| National Framework                     | <ul style="list-style-type: none"> <li>• Knowledge of relevant legislation</li> <li>• ISI awareness</li> <li>• Awareness of current developments in education and their implication</li> <li>• Understanding of conduct of performance management</li> </ul>   | Recent experience of an ISI or OfSTED inspection and its follow up  | Application and Interview |
| Teaching and Learning                  | <ul style="list-style-type: none"> <li>• Practical understanding of effective and innovative teaching and learning strategies</li> <li>• Understanding of actions to prepare students to live in a culturally diverse society</li> </ul>   | <ul style="list-style-type: none"> <li>• Evidence of monitoring and evaluating teaching</li> <li>• Evidence of implementing strategies to promote racial</li> </ul>                 | Application and interview |



|                       |  |   |                           |
|-----------------------|--|---|---------------------------|
|                       | <ul style="list-style-type: none"> <li>Understanding of Spiritual, Moral, Social and Cultural development</li> </ul>   | harmony and understanding/<br>delivering SMSC development   |                           |
| Standards             | <ul style="list-style-type: none"> <li>Understand the characteristics of an effective school</li> <li>Awareness of strategies to raise student achievement, manage behaviour and prevent racism and bullying</li> <li>Understanding of how to set targets</li> </ul> | <ul style="list-style-type: none"> <li>Involvement in school improvement work</li> <li>Knowledge of the SEN Code of Practice</li> </ul> | Application and interview |
| Parents and Community | Understanding of the role which can be played by parents and the community in raising standards  | Experience of working directly with parents to raise standards and involvement with the local community                                 | Application and interview |
| Governance            | Knowledge of the role of Governors   | Experience of work with Governors   | Application and interview |

#### APPLICATION FORM AND KEY DATES

- Closing date for receipt of applications: 1200 hours on Wednesday 11<sup>th</sup> May
- Long list interviews: Tuesday 17<sup>th</sup> May
- Short list interviews: Monday 23<sup>rd</sup> May

Applications must be made on the attached application form and should be emailed, together with a short covering letter, to Sue Bonell at [bursar@battleabbeysschool.com](mailto:bursar@battleabbeysschool.com).

