

# King Edward VI CEVC School



## Assistant Headteacher

Recruitment Pack

February 2019

Are you passionate about teaching and learning? Do you have the necessary skills and expertise to lead a large team who jointly aspire to develop the character, skills and aptitudes of our students? We are looking for an ambitious, reflective and talented leader who will inspire our community and ensure an even better learning experience for our students.

King Edward VI CEVC School is a successful, oversubscribed 11-18 school with 1534 students on roll, including 396 in the Sixth Form. We are situated in the historic town of Bury St Edmunds ('the jewel in the crown of Suffolk'), surrounded by beautiful countryside – just over an hour by train to London, and a 30 minute drive to Cambridge.

We are seeking to appoint a person who:

- has an outstanding track record in teaching with proven success and demonstrable impact.
- is able to think strategically, analytically and creatively about teaching, learning and behaviour, and has the personal authority and communication skills to make a difference to outcomes throughout the school.
- is committed to the continuous improvement of people and systems to secure even better engagement and progression.

This role will focus on behaviour for learning, the personal and cultural development of students, our ethos, pastoral care and progression. However, the particular duties and responsibilities will be determined based on the skills and experience of the successful candidate. We are looking first and foremost for an outstanding individual who will play a significant role in shaping the future of our school.

Salary range	L12-16
Closing date for applications	Friday 8 March 2019 – 12 noon
Interviews	Thursday 14 March 2019



# King Edward VI School

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Headteacher **Lee Walker**

February 2019

Dear Colleague

Thank you for your interest in the position of Assistant Headteacher at King Edward VI School. This is a key appointment for us. The information provided seeks to outline the context of this position, where we are currently as a school, and the kind of person we are looking to appoint. I hope this will enable you to determine whether this is the right position for you at this stage of your professional development, and whether you are the colleague for us. If you decide this is the case, I will be delighted to receive an application from you.

King Edward VI School has been inspiring young people in Bury St Edmunds since 1550, and we are held in the highest repute for our academic traditions, our incredibly broad and successful programme of enrichment activities, and our strong ethos as a fully comprehensive and inclusive Church of England School. We have an exceptionally supportive body of students, staff, parents and governors, and a palpable desire to develop teaching and learning further, to collaborate with each other in developing our practice, and to utilise the partnerships we have with agencies locally, nationally and overseas to enhance the lives of all in our school community.

You will join the school at a most exciting stage of its development. We are a founding partner in the Lark Teaching School Alliance, a new TSA in Suffolk. As such, we offer the NPQML and NPQSL courses in-house, for delegates from schools in our locality, and from September 2019 we will be a hub school for teacher training in Bury St Edmunds. In addition, we have been exploring opportunities for forming a Multi Academy Trust with a group of primary schools in and around Bury St Edmunds.

We enjoy extremely fruitful relationships with our partner primary and secondary schools in Bury St Edmunds. Transition into Year 7 is significantly enhanced by our membership of the Bury Schools Partnership, a flourishing network of schools committed to sharing resources and best practice. We have also been working very closely with the Suffolk Academies Trust, to jointly plan for the building of a brand new academic Sixth Form Centre on our site which is projected to open in September 2020. We think this is a wonderful opportunity for A Level students in Bury St Edmunds. Our own Sixth Form will close completely at that time, and we will have Year 13 only next year. We are currently putting in place arrangements to enable our staff to teach both here and at Abbeygate Sixth Form Centre if they wish – given our proximity this is eminently achievable.

The Senior Team is made up of the Headteacher, two Deputy Headteachers, a Business Manager, and six Assistant Headteachers. Current roles and responsibilities of the team are detailed elsewhere in the pack, for information, but these will change for September 2019 to reflect our transition to 11-16 education. Thus we are looking for an exceptional individual to join our successful team, and help us to develop our students' character, engagement, and behaviour for learning as they join our school and throughout their time here. Your own interests, aspirations and abilities will be crucially important in the final definition of this role.



We are looking for an Assistant Headteacher who can shape our whole approach to behaviour for learning, and personal development, and who can ensure that we have the highest expectations of the behaviour of every student so they engage with learning which will transform their life. We need someone who can bring rigour to our current systems, develop them as necessary, and ensure that their consistent implementation has real and demonstrable impact.

You will have considerable autonomy in this role, as we seek a Senior Leader who is not afraid to challenge the status quo and who has the vision and determination to make a significant difference in the life of the school. Central to your success will be your creative and innovative leadership of our very well established team of six Heads of College. There are around 220 students in each College, arranged in vertical tutor groups, and the six Colleges form the basis of our pastoral care. The role also offers the opportunity to transform student leadership and personal development across the school, both next year when Year 13 remain with us, and in the future when we are an 11-16 school. Leadership and the development of 'character' among the student body is very important to us, but we are keen to further enhance our work in this area, both in the creation of a thriving Student Council and in our development of programmes which focus on the development of personal skills as well as the highest standards of behaviour.

Our core values are respect, aspiration and creativity. They are the fundamental principles which govern our life and work here, and you can read more about them later in the following pages. Our students are wonderful ambassadors for the school, are courteous and kind, and strive to be the best they can be. We want them all to be inspired by what we offer so that they can thrive in the future.

This Summer's results are very pleasing. At GCSE 75% of students achieved a Level 4 or better in English and Maths, and there were some excellent results in many other subjects, leading to a Progress 8 score of 0.29. Our A Level results were also very strong, with 53.5% of grades being A\*-B. We were graded 4 overall for ALPS progress for A2. Much more detailed information about our results, and about many other areas of school life, are available on our website and via the school's Facebook page.

King Edward VI School is ambitious for further improvement, and our School Development Plan recognises that ensuring the highest quality teaching, behaviour for learning and tutoring are key priorities. We have a highly skilled workforce, made up of teachers of all levels of experience. We also have a superb team of administrators who provide an excellent level of support for all staff. The scene is truly set here for someone of exceptional talent to transform our approach to behaviour for learning and help us to achieve our vision and shape the future for students and staff.

If you have any questions at all, please do not hesitate to get in touch. My email address is [wk@king-ed.suffolk.sch.uk](mailto:wk@king-ed.suffolk.sch.uk). If you would like to visit the school prior to making an application you would be most welcome. To arrange this, please contact my PA (Mrs Emily Cochran) [ESC@king-ed.suffolk.sch.uk](mailto:ESC@king-ed.suffolk.sch.uk).

Yours sincerely

Lee Walker  
Headteacher



# Our Core Values

King Edward VI School has been in existence since 1550. We have always held close to a set of principles – standards which govern what we do and how we operate. As a Church of England School, we cherish and celebrate life in all its fullness. We actively promote the well-being, hope and dignity of all members of our school and the wider community

Below are our three *core* values. These are the things we hold most dear:

## Respect

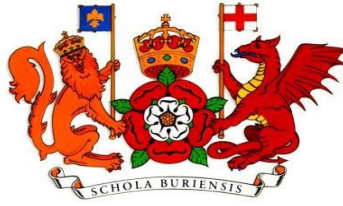
*As a truly inclusive school, we understand and value the rights, feelings, beliefs and wishes of others. Thus we live honestly, with civility, tolerance and social conscience. We are truthful, kind and we care for each other.*

## Aspiration

*In an atmosphere which encourages a deep love of learning, we all aim to be the very best we can be. Thus we are ambitious, courageous, determined, resilient and we believe that anything is possible.*

## Creativity

*We are an inspirational and outward-looking community. We seek to create opportunities, both in and out of the classroom, for students and teachers to thrive for the rest of their lives*



# Our vision

As a Church of England School, our vision embraces the **spiritual, physical, intellectual, emotional, moral, cultural** and **social development** of children and young people. Our vision is rooted in our values of respect, aspiration and creativity.

What follows sets out our vision for the school we will be in 2020.

We will achieve this vision through the implementation of our Strategic Objectives and School Development Plan.

- We will be a school where, through our creation of opportunities for children and adults to **thrive** and be the best they can be, students **achieve** the very best outcomes they can
- We will be a school which is proactive in seeking out and developing new and innovative ways to attract, retain and develop the very best teaching and support **staff**. We will enable our staff to flourish in their roles
- We will be a school where there is **consistency** in everything we do. We will recognise and celebrate innovation and diversity in teaching practice, whilst setting clear expectations to ensure that students benefit from a rigorous and consistent approach to behaviour for learning, information and guidance, and pastoral care
- We will be a school where we have successfully completed the **transition** from a 13-18 Upper School to an 11-16 organisation working in tandem with a brand new Sixth Form Centre
- We will be a school which nurtures **partnerships** with local, national and international agencies and through this we will have improved the educational opportunities and well-being of our students and staff
- We will be a school which, through our close partnership with local **primary schools** as well as Abbeygate Sixth Form Centre, enhances learning throughout our community
- We will be a school which is distinctly **outward-facing** and **forward looking**, helping our young people succeed in an ever-changing world
- We will be a school which has found innovative ways to make the most of our available **resources**, and to create more, in order to deliver the best we can for those in our care.

King Edward VI School  
Bury St Edmunds

JOB DESCRIPTION  
**ASSISTANT HEADTEACHER**

**1. INTRODUCTION**

**PLEASE NOTE – the exact nature and duties associated with this role will be confirmed on appointment and will match the skills, aspirations and experience of the successful applicant.**

**1.1 NAME OF POST HOLDER:**

**1.2 Post Title: ASSISTANT HEADTEACHER**

**1.3 Key Responsibilities:** Behaviour for learning and personal development of students

**1.4 Post Purpose:** To provide high-profile leadership at whole school level in order to:

- Lead and develop strategies to ensure exceptional behaviour, including restorative approaches
- Motivate, challenge and support staff to deliver excellent pastoral care and teaching which is focused on the development of the 'whole child'.
- Oversee the monitoring and evaluation of rewards and sanctions
- Develop and monitor an engaging programme to enhance student leadership in the school
- Lead the further development and implementation of student voice in the school.
- To support the schools Safeguarding requirements
- Ensure consistent implementation of school policies, ethos and expectations
- Serve as a role-model to other staff in dress, language and conduct

**1.5 Reporting to:** Deputy Headteacher (Pastoral)

**1.6 Responsible for:** Behaviour for learning and personal development of students

**1.7 Liaising with:** Headteacher, Leadership Team, Subject Leaders and other staff

**1.8 Working Time:** Full time as specified within the STPCD, teaching up to 16 out of 40 75 minute lessons.

**1.9 Salary/Grade:** Leadership Scale (L12-16)

**2. TEACHING:**

- To teach students according to the generic job description issued to all teaching staff

**3. OPERATIONAL/STRATEGIC PLANNING:**

- As a member of SLT, to take a leading role in developing whole-school strategies for implementing and evaluating systems to ensure exceptional behaviour and personal development, working closely with the Headteacher and the Deputy Headteacher (Pastoral)
- To take responsibility for other strategic areas of the school's development, working to targets defined within the School Development Plan, as directed by the Headteacher and according to the particular professional needs and interests of the post holder

- To work with the Governors, in particular the Pastoral Committee, to secure excellent outcomes and behaviour
- Contributing to the School self-evaluation form (SEF), School Development Plan, and other strategic planning as part of the school Senior Leadership Team

#### **4. LEADERSHIP:**

- To provide high-profile leadership of the pastoral life of the school
- To support the work of the Headteacher and Deputy Headteacher (Pastoral)
- To provide support, challenge, guidance and training to Subject Leaders and Heads of College in pastoral systems, personal development and behaviour for learning approaches
- To lead the College Heads and Pastoral Support Managers
- To be a visible presence around the school, embodying whole-school expectations
- To advise the Senior Leadership Team on all aspects of national and local pastoral issues
- To lead training sessions for teaching and support staff so that good practice is shared
- Develop, monitor and evaluate Student Leadership programmes

#### **5. CURRICULUM PROVISION:**

- To work as part of the Senior Leadership Team to provide a challenging, interesting and innovative provision, especially through our tutoring programme
- Formally and informally to evaluate the quality of the curriculum, using a range of information and feedback from staff and students

#### **6. CURRICULUM DEVELOPMENT:**

- To take a whole-school view of the curriculum based on students' personal, cultural and intellectual development
- To develop relevant, lively and innovative strategies for making students' learning and their personal development more effective
- To keep abreast of developments in behaviour and pastoral support at a national and local level, and to advise the Senior Team and wider school community in these developments

#### **7. PROFESSIONAL DEVELOPMENT:**

- To take responsibility for the professional development of Heads of College and other designated staff, promoting a whole-school perspective
- To use performance management and exam analysis to review the performance of all members of your team, setting clear and measurable targets and holding those you line manage to account
- To attend all appropriate Local Authority meetings and training sessions, and disseminate information appropriately. To complete any necessary safeguarding training.

#### **8. STANDARDS:**

- To ensure the highest standards of uniform, behaviour, respect and courtesy from students across lessons
- To follow the school's agreed house style on behaviour, dress code and visibility
- To use data and targets to set high expectations for students and staff

#### **9. MANAGEMENT OF INFORMATION:**

- To use and develop school systems for managing and recording information, especially rewards and sanctions
- To be fully conversant with internal and external whole-school performance data
- To support and challenge relevant staff to use information for decisions relating to student behaviour and welfare

#### **10. COMMUNICATION & LIAISON:**

- To communicate effectively with the parents of students, staff and other agencies as appropriate
- To follow agreed policies for communications in the school

- To support other staff in dealing with demanding students and parents in an authoritative but non-aggressive way
- To communicate with staff, orally and in writing, in a style which is clear, non-patronising and succinct
- To model appropriate ways of talking to students, staff and parents, exhibiting calm professionalism
- To help staff to work in constructive relationships with students and each other
- To take part in liaison activities such as parents' evenings, information sessions, Parent Forum or other events as necessary

#### **11. RESOURCES:**

- To co-operate with other staff to ensure a shared and effective usage of resources to the benefit of the School and the students
- To ensure the good upkeep and secure storage of resources

#### **12. SCHOOL ETHOS:**

- To play a full part in the life of the school community, to support its Core Values and ethos and to encourage staff and students to follow this example
- To promote actively the school's corporate policies, including the dress code for staff and students, our systems for behaviour management, and taking a high-profile, visible lead around the school

## King Edward VI School – Assistant Headteacher

### Person Specification

Selection Criteria	Essential	Desirable	Evidence from (A)application form /(L)etter /(I)nterview
<b>Qualifications</b>			
Qualified Teacher Status	✓		A
Good degree	✓		A
Evidence of continued professional development eg NPQSL		✓	A/L
Significant leadership experience either as Head of Department, Head of Year/College or similar	✓		L
Evidence of appropriate continued personal and professional development	✓		A/L
<b>Experience and Attributes</b>			
Evidence of highly successful teaching in the 11- 16 age range	✓		I
A clear understanding of the moral principles underpinning education	✓		L/I
A proven track record in improving student behaviour and pastoral care, thus ensuring students make excellent progress.	✓		L/I
The ability to lead, motivate and inspire pupils and staff and to forge positive relationships with parents.	✓		I
An excellent understanding of the most effective systems to improve attendance, punctuality and engagement	✓		L/I
Demonstrable experience and impact in helping students develop personal skills and qualities	✓		L/I
<b>Personal Qualities</b>			
Ability to help develop and support a vision of high quality education based on the moral integrity of the school's core values.	✓		L/I
The ability to identify and solve challenges with empirical creativity	✓		I
A productive and definable expectation of the very highest standards in the work of their teams	✓		L/I

Fanatical discipline and the motivation to see things through	✓		L/I
Evidence of the courage and conviction to take risks and take difficult decisions wisely	✓		I
Able to demonstrate a consistency of approach, individually and across teams	✓		L/I
Ability to plan and organise time effectively, work under pressure and meet deadlines while keeping equilibrium.	✓		I
Able to demonstrate a belief in people	✓		L/I
The desire to progress to Deputy Headship and Headship in the future	✓		L/I

# Senior Leadership Team

2018-19

	<b>Lee Walker (Headteacher)</b>	<b>Bev Tucker (Deputy Headteacher)</b>	<b>Tom Grey (Deputy Headteacher)</b>
<b>Overview of role:</b>	To establish the distinctiveness and strategic direction of the school, involving both internal and external leadership for all elements of the school community	To lead all aspects of our pastoral and behaviour strategy and management School ethos and values	To lead the development of teaching and learning across the school
<b>Line Manages in SLT:</b>	Bev Tucker Tom Grey Mark Hird Alex Eaves Stuart Small	Peter Wright David Gower	Henry Stevenson Peter Hurry
<b>Line manages (department/team):</b>	DT	Visual Arts Geography Library Citizenship / PSHE Psychology / Sociology IAG	Professional Tutor / Business Studies MFL/Latin/Mandarin SEND Cover Managers English Exams Officer
<b>Strategic Role</b>	Vision and values Partnerships External promotion	Pastoral / Ethos Oversight of behaviour DSL	Teaching and Learning
<b>Operational</b>	<ul style="list-style-type: none"> <li>Developing the leadership of SLT</li> <li>Momentum</li> <li>Governors</li> <li>Public relations</li> <li>Strategic direction</li> <li>SDP and SEF</li> <li>Staffing – including recruitment</li> <li>Overall Standards</li> <li>Bury School Partnership</li> <li>External Partnerships</li> <li>PiXL overview</li> <li>Local Authority</li> <li>Ofsted preparation</li> </ul>	<ul style="list-style-type: none"> <li>Staff well-being</li> <li>Tutorial programme</li> <li>Assemblies &amp; SMSC/PSHE/</li> <li>C of E ethos and strategy</li> <li>Duke of Edinburgh</li> <li>Attendance strategy</li> <li>Pastoral Co-ordination</li> <li>Disadvantaged Children</li> <li>Awards Evening</li> <li>Parent Forum and Parent Consultation Evenings</li> <li>FOKES</li> <li>DSL – leadership of Safeguarding compliance</li> </ul>	<ul style="list-style-type: none"> <li>Staff training and retention</li> <li>Approval of CPD</li> <li>Teacher appraisal</li> <li>Goodin8 programme / capability</li> <li>Cover supervision: overview &amp; training</li> <li>Teaching Staff CPD, Induction, Schools Direct, SCITT and NQT</li> <li>Teaching and Learning partnerships</li> <li>Teacher Research</li> <li>Departmental monitoring &amp; reviews</li> <li>Learning Intervention (SEN)</li> <li>Lark TSA</li> <li>Developing subject leadership</li> <li>Coordinate Academic enrichment programme</li> <li>Quality Assurance Programmes</li> <li>Examinations</li> </ul>

	<b>Alex Eaves (Business Manager)</b>	<b>Mark Hird (Assistant Headteacher)</b>	<b>Peter Wright (Assistant Headteacher)</b>
<b>Overview of role:</b>	To manage the finances, premises and infrastructure of the school and oversee the Support Staff	Strategic overview of Arts across the school: deepening and developing partnership working to enhance learning and creativity	To lead on attendance and pastoral programmes
<b>Line manages (department/team)</b>	Administration Finance Premises ICT Services HR	Drama Music Dance	Heads of College Pastoral Support Managers Attendance
<b>Strategic Role</b>	School Finance External partners Sixth Form Centre	Cathedral and Primary links Developing Creativity across partnerships Promotion of school through Performance	Behaviour DSL Student Voice Student Leadership
<b>Operational</b>	<ul style="list-style-type: none"> <li>• Financial management</li> <li>• Budget management</li> <li>• Effective administrative systems</li> <li>• ICT Systems / website</li> <li>• Health and safety</li> <li>• Premises</li> <li>• HR services within School</li> <li>• Oversee protocols for trips and visits</li> <li>• Census</li> <li>• Support staff recruitment</li> <li>• Support staff appraisal</li> <li>• Sixth Form Bursary</li> <li>• Fire drill</li> </ul>	<ul style="list-style-type: none"> <li>• Oversight of CALSA / Festival Bridge</li> <li>• Music and Arts programme, provision</li> <li>• Liaison with Cathedral</li> <li>• Artsmark Award and legacy</li> <li>• Strategic financial planning for Arts provision</li> <li>• Sustainability of Arts/Arts Partnerships</li> <li>• Developing new links with County Music Service</li> <li>• Lark Teaching School Alliance – support Arts provision</li> <li>• Continuity of Performing Arts provision in the new Sixth Form Centre, and through the BSP</li> </ul>	<ul style="list-style-type: none"> <li>• Rewards and sanctions</li> <li>• Student organiser</li> <li>• Transition Evening</li> <li>• Uniform</li> <li>• Equipment</li> <li>• Extra-curricular Programme</li> <li>• Exclusion Room</li> <li>• Safeguarding</li> <li>• Student Leadership</li> <li>• Student Voice</li> <li>• LAC Designated lead</li> </ul>

	<b>Peter Hurry (Assistant Headteacher)</b>	<b>Henry Stevenson (Assistant Headteacher)</b>	<b>Stuart Small (Assistant Headteacher)</b>	<b>David Gower (Assistant Headteacher)</b>
<b>Overview of role:</b>	To develop curriculum and co-ordinate the development of a KS3 curriculum that links effectively to KS2	To oversee all systems and processes that track, monitor and support student performance	To deliver high quality provision for students in the Sixth Form, ensuring recruitment and retention of students	To oversee transition from KS2 to KS3, working with BSP. To track, monitor and support KS3 student performance
<b>Line manages (department/team)</b>	Science PE First Base Co-ordinator	Maths Data Manager	Sixth Form team ICT and Computing Film Studies	Literacy/Oracy History/Classics Food and Nutrition Philosophy and Ethics
<b>Strategic Role</b>	Curriculum development Timetabling	Achievement Assessment PIXL Raising Standards Leader (RSL)	Key Stage 5 Abbeygate SFC	Key Stage 3 Transition
<b>Operational</b>	<ul style="list-style-type: none"> <li>Curriculum development</li> <li>Options process</li> <li>Timetable construction</li> <li>Staff duties: including lunchtime</li> <li>STEM programme</li> <li>Staffing costs</li> <li>Approval of trips</li> <li>Alternative curriculum</li> <li>Study Club provision</li> <li>Homework provision</li> <li>School Day – structure</li> <li>Year 10 ‘what to expect’ evening</li> <li>First Base</li> </ul>	<ul style="list-style-type: none"> <li>KS4 progress &amp; attainment</li> <li>Whole-school data &amp; assessment</li> <li>Target setting, Tracking &amp; progress</li> <li>Reporting systems and Go4Schools</li> <li>Raising attainment programmes</li> <li>Revision/study timetable</li> <li>Parents’ Evenings</li> <li>Year 11 Exam Success Evenings</li> <li>Social mobility monitoring: vulnerable groups including: SEND, EAL</li> </ul>	<ul style="list-style-type: none"> <li>KS5 achievement</li> <li>Post-16 Pastoral guidance</li> <li>UCAS/Post 16</li> <li>Post-16 IAG</li> <li>Post-16 transition</li> <li>KS5 curriculum (with HY)</li> <li>KS 4-5 transition</li> <li>Head Boy/Girl team</li> <li>KS5 student voice</li> <li>Improve the quality of teaching at KS5</li> <li>Monitoring of QA systems at KS5</li> <li>Foundation / Old Burians</li> </ul>	<ul style="list-style-type: none"> <li>KS3 Achievement</li> <li>KS3 curriculum and knowledge development</li> <li>Oversight of KS3 attendance &amp; behaviour</li> <li>Co-ordinate primary transition</li> <li>Liaison with BSP</li> <li>Whole school Literacy/Oracy intervention</li> <li>PiXL Edge Co-ordinator</li> <li>KS3 Pastoral Care</li> <li><i>Celebrate!</i></li> </ul>