

Applicant Brief

**Deputy Headteacher - Quality of Education
Brigshaw High School**



*Creating opportunities for
East Leeds through exceptional
cradle-to-career provision*



Brigshaw
High School



BRIGSHAW
LEARNING PARTNERSHIP



Who are we?

We are part of the Brigshaw Learning Partnership, a multi academy trust of seven schools working together to provide a cradle to career education for our students.

We are committed to providing the very best for the young people in our care and are passionate about serving our local community by providing a cradle to career education that allows our children to go on to live lives of choice and opportunity.



Brigshaw High School has:



1,400 children on roll

230 members of staff

Brigshaw High School – Current Context

Brigshaw is a thriving, popular school, occupying a large, attractive campus between Kippax and Allerton Bywater. Between 80% and 90% of our children join us from one of our Trust primary schools each year. This gives us an exciting opportunity to work together to cohere a world-class cradle-to-career education and curriculum for our students.

About 25% of our students attract Pupil Premium funding. There are currently 1,400 pupils on roll, including a thriving Sixth Form. Our planned admission limit is 240 per year, and we are once again oversubscribed in Year 7, enrolling 270 children as we have done for the past two years.

We aim for every child, regardless of their background, to be given the ambition and the practical tools to succeed academically, giving them the basis from which any career or academic goal is achievable. To that end, we are committed to maintaining a rigorous and balanced curriculum offer and insist on consistently high-quality teaching. We prioritise school culture and staff development because we know both are absolutely key to achieving our goal.

Post-16 outcomes are strong, with an average grade of a B at A level. These outcomes, coupled with great relationships with our students, mean our retention rate is high. The number of 16-18 leavers in education, employment and training is regularly one of the highest in the city. This reflects the excellent work done by our transition staff as well as the solid grounding our curriculum provides in preparation for life beyond Year 11. Most of our Year 13 leavers go on to their first-choice universities, including many who attend Russell Group universities.

We are a “resourced school” for pupils with physical disabilities, and our excellent inclusive practices have meant that pupils with a very wide range of special and additional needs come to Brigshaw from further afield through parental preference. They believe their child will succeed and thrive here. We believe that our effectiveness as a school should be judged on the basis of how we support our most vulnerable children as much as our most able.



"There's something really special here"

HMI Ofsted

- Highly effective leadership... all highly ambitious for staff and pupils
- Resolutely committed and determined to embed a 'culture of excellence' across the school.
- Pupils are "proud... of their school and ... appreciate the recent changes".
- Pupils' attitudes to learning are strong... they actively participate in and support their peers with their learning.
- Governors and trustees know the school well... they are realistic and reflective...they are extremely effective in their roles.
- Parents and carers are supportive.
- Sixth-form leadership is a strength of the school and, consequently, the sixth form is good.

Comments from latest wellbeing survey

"I love my job and thrive off the speed and challenges of school life. I am happy that I am making progress in my role in school and improving as a leader. I am really enjoying my classes this year and the students that I teach. I have managed to keep the work/home balance healthy. The T&L in Brigshaw really supports the way that I work, especially the move towards more whole class feedback and no comment marking."

"I am really enjoying having a coach. It's really helping me develop my teaching by focusing on one small thing to change each time."

Dear Applicant,

Thank you for your interest in the role at Brigshaw High School. It's an exciting time to join us on our journey to raise education standards in the community we serve.

As a Trust, we serve over 3000 children from the ages of 2 all the way through to 18. All of our schools are located within a few minutes' drive of each other and have worked closely together for many years. This context gives us a unique opportunity to shape a child's journey from infancy all the way through to university or a high-quality alternative. This is a huge privilege and a responsibility we take very seriously in our seven schools, who share a common commitment to improving outcomes and raising aspirations for all students.

Brigshaw High school is central to our mission of providing a cradle-to-career education that allows our children to enjoy lives of choice and opportunity. By the age of 18, when our children leave Brigshaw, we want every child to have the option of university or a high-quality alternative. This means that we aim for life-changing personal and academic outcomes, with no child left behind.

To achieve this, we know that students, staff and our schools themselves must strive for continual improvement, and to be 'better, every day'. Our people are our greatest resource, and we will only be able to deliver on our promise by attracting and developing the very best.

Staff and children at Brigshaw High School, and all our schools, are committed to our core values of Equality, Integrity and Resilience. Our staff spend time ensuring that each child is known and cared for, and we aim to create environments where our children are happy, inspired and eager to attend each day. We also aim for every child, no matter what their background, to be given the ambition, and the practical tools, to succeed academically, giving them the basis from which any career or academic goal is achievable.

I hope this pack gives you a flavour of the Brigshaw High School and the BLP MAT. I very much look forward to meeting you and working with you to ensure that we provide a transformational education for the young people in our care.

Aidan Sadgrove

Chief Education Officer

We are one team with one goal, committed to our vision to provide a transformative education from 2-18. We serve 3,000 children and young people. Approximately 1,600 children aged 3-11 attend our six primary schools, spread across the villages that make up our locality. The majority of our primary students attend our secondary phase, Brigshaw High school. This presents a unique opportunity for us to cohere a powerful cradle-to-career journey for our children and communities. All trusts will say they face an 'exciting' future, but in the case of the BLP, it has never been clearer. Our schools are:

Allerton Bywater

433 pupils
Serving the village of Allerton Bywater

Swillington

178 pupils
Serving Swillington village

Methley

427 pupils
Serving the village of Methley



Brigshaw High School

1,400 pupils

Kippax Ash Tree

341 pupils
Serving the central part of the village of Kippax

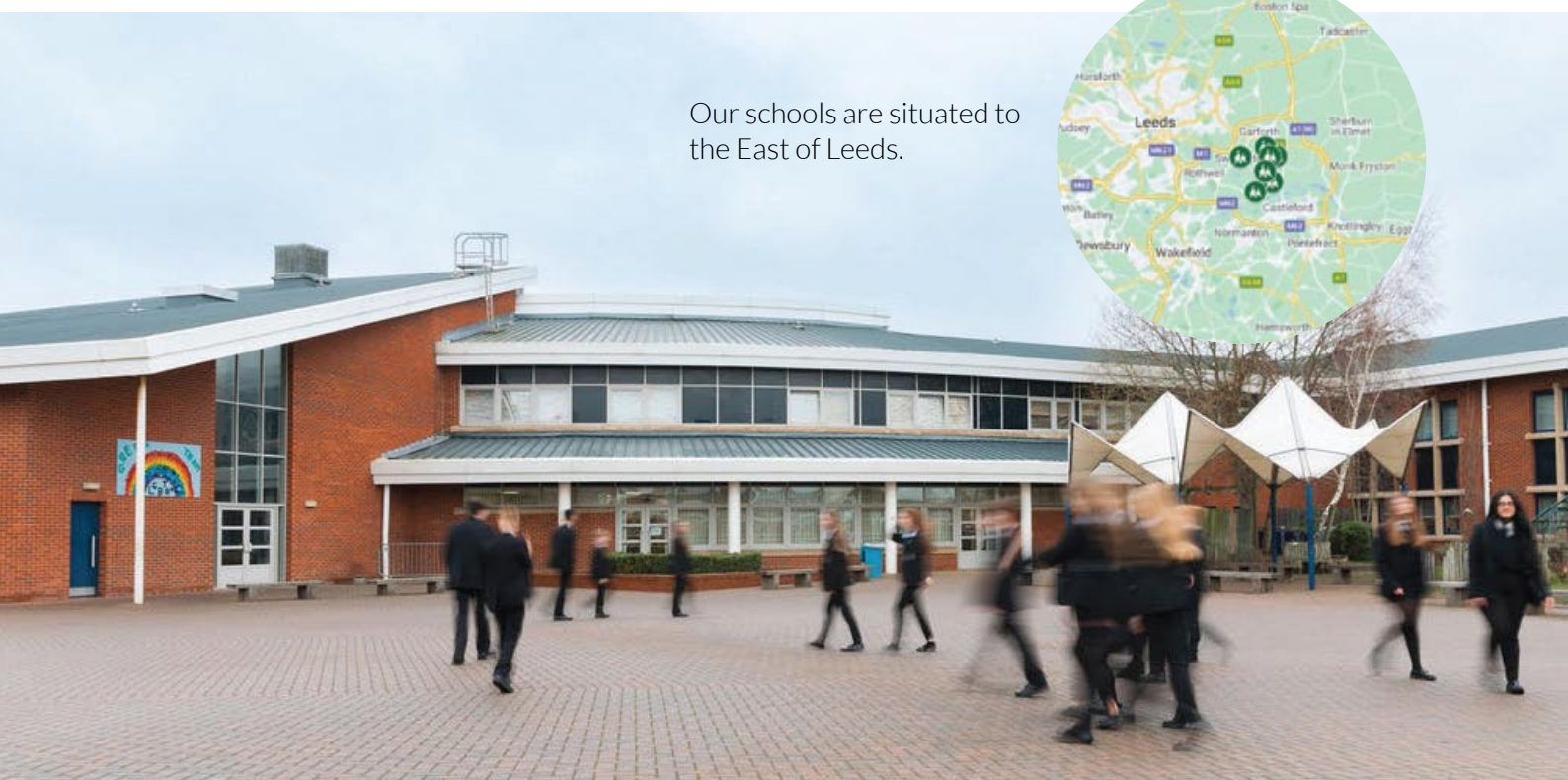
Kippax North

244 pupils
Serving the northern side of Kippax

Kippax Greenfield

164 pupils
Serving the western side of Kippax

Our schools are situated to the East of Leeds.



As a Trust we constantly ask ourselves the following critical questions about our work:

Why do we exist?

Our mission is to provide a cradle to career education that allows our children to enjoy lives of choice and opportunity. By the age of 18, we want every child to have the option of university or a high-quality alternative.

Why do we exist?

Our shared ambition is underpinned by a commitment to our values of equality, integrity and resilience.

Integrity:

- We are professional, do the right thing and do it well,
- We do what we say we will do.
- We are open about our successes and areas for growth and take responsibility to become better every day.
- We have a shared moral purpose that enables us to deliver on our commitments.

Resilience:

- We give 100% effort.
- We don't make excuses or give up when it's hard.
- We embrace challenges as opportunities for growth.
- We know success is achieved incrementally.

Equality:

- We are one team with one goal.
- We are unapologetically ambitious for all and believe that every child can achieve, regardless of their background or socioeconomic status.
- We work with each other and for each other.
- We know that together we are greater than the sum of our parts.

What do we do?

We play an anchor role in our community by establishing great schools that develop knowledge, character and cultural capital to prepare children for lives of choice and opportunity.

How will we succeed?

Aspirational culture: love, structure and high expectations for all.

Building great teachers and staff: high-impact school improvement, CPD and instructional coaching.

Cradle to career curriculum: knowledge-rich, raises aspirations and builds cultural capital.

Highly effective support systems: allow school leaders to focus on improving the quality of education and culture in their schools.

Post Title: Deputy Headteacher - Quality of Education

Salary: Competitive

Accountable to: Headteacher

Purpose of the role

To work with the Head Teacher and leadership team and Trust to lead a high-performing and healthy school providing a cradle-to-career education that allows our children to enjoy lives of choice and opportunity.

The Trust aims to appoint the right person for the team; the overarching responsibility allocated for this position will be determined by the skills and experience of the successful applicant.

Main duties and responsibilities

Strategic

- Support the Headteacher in developing and communicating a clear strategic vision of how to develop a high performing school
- Have a deep understanding of education theory.
- Have an 'eye' for standards. Implement accurate performance indicators for students and staff and hold everyone accountable for them
- Have up to date understanding of Ofsted requirements and ensure the effective and rigorous self-review framework is embedded within the school
- Lead on designated sections of the School Improvement Plan
- Establish and maintain clear improvement plans, milestones, targets and expectations in relation to standards, quality and achievement
- Support the development of effective, high performing teams across the school through the delivery of training, deliberate practice and through coaching
- Support the Headteacher in managing the school effectively and ensuring the successful implementation of improvement, and deputise in their absence
- Work in harmony with the Headteacher, Trust staff, Primary staff, local schools, other academies and other partners as appropriate to deliver a world class cradle to career education.



Student outcomes (in collaboration with other SLT members – details to be agreed)

- Work with the Headteacher in the strategic leadership for all areas of school improvement, its development and delivery that meets the needs of individual students and maximises the opportunity for each individual to achieve excellent outcomes
- Ensure that learning and teaching policies and practice are at the highest standard
- Use data effectively to raise standards across the school
- Regularly review and quality assure the student tracking systems across the school
- Oversee the quality of learning and teaching through regular reviews within the school, intervening where necessary
- Use data from stakeholder consultation in order to critically evaluate learning and teaching
- Have an oversight of the performance of all key groups
- Oversee regular and systematic reviews of standards to ensure early identification of strengths and weaknesses ensuring effective interventions are made
- Support senior and middle leaders in the effective review of standards in their areas of responsibility
- Motivate students and staff to achieve the highest possible standards and secure the best possible outcomes.

Leading and managing staff

- Promote the school ethos in which the highest achievements are expected from all members of the school community
- Lead by example with integrity, respect, resilience and clarity, demonstrating optimistic personal behaviour, positive relationships and attitudes towards students, staff, parents, Governors, and Trustees
- Exercise effective staff management, lead and motivate others and generate effective working relationships at all levels
- Maximise the contribution of staff to improve the quality of education provided and standards achieved
- Create and maintain good working relationships among all members of the school community
- Sustain their own motivation and that of staff for whom they are accountable
- Contribute to an effective and rigorous Performance Management process.



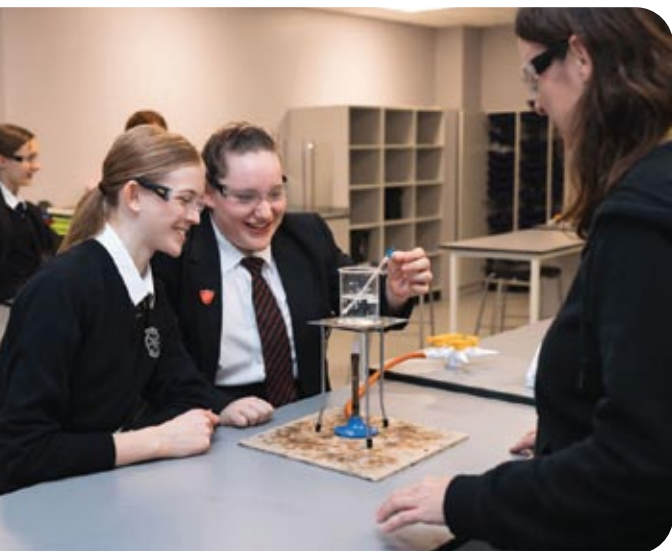
Efficient and effective use of staff and resources

- Work with the Headteacher, Trust and colleagues to recruit and retain staff of the highest quality
- Work with colleagues to deploy all staff effectively in order to improve the quality of education provided
- Support the Headteacher and leaders of finance and operations in managing and organising accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety requirements
- Support the Headteacher in seeking to ensure adequate resources for the school.

Community

- To attend Governors' meetings, evening and special events
- Ensure that Citizenship and Spiritual, Moral Social and Cultural aspects are embedded throughout the school and its interface with community partners

**This job description is not necessarily a comprehensive definition of the post.
It will be reviewed annually.**



These duties are neither exclusive, nor exhaustive and the post holder will be required to undertake other duties and responsibilities which the CEO or Trust Board may determine.

This job description may be amended at any time in consultation with the post holder.

THE BRIGSHAW LEARNING PARTNERSHIP IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN. THIS POST REQUIRES ENHANCED DBS DISCLOSURE AND THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, PRE-EMPLOYMENT HEALTH CHECK AND SUPPORTIVE REFERENCES BEFORE AN OFFER OF APPOINTMENT IS MADE, AND WILL ALSO BE SUBJECT TO RECHECKING AS APPROPRIATE.

E/D Essential/desirable
A Assessed by
Application Form
I Assessed at Interview

Additional Information

Complexity (i.e. what makes the role complicated)

		E/D	A	I
1	QTS	E	✓	
2	Evidence of relevant and recent professional development.	E	✓	

Experience

3	Proven experience of successful Senior Leadership at Assistant or Deputy level within secondary education.	E	✓	✓
4	Experience of successfully leading and managing change to deliver school wide improvement with evidenced impact.	E	✓	✓
5	Outstanding practice as a teacher within secondary education.	E	✓	✓
6	Demonstrable success of delivering high quality achievement and educational outcomes.	E	✓	✓
7	Successful track record in leading, developing and managing a team of middle and senior leaders.	E	✓	✓
8	Experience of leading and delivering improvement activities in line with accountability measures and the Ofsted framework.	E	✓	✓

Knowledge and Understanding

9	Knowledge of the National Curriculum, including latest developments, initiatives and current issues and their translation into school improvement plans.	E	✓	✓
11	Knowledge of effective assessment strategies and the ability to direct school practices.	E	✓	✓
12	Clear understanding of successful strategies for raising achievement and the ability to engage all staff in the deployment of these strategies.	D		✓
13	Good knowledge of pedagogy, how students learn and teaching styles and the ability to support other teachers to develop their practice.	E	✓	✓
14	Up-to-date knowledge of KCSIE and best practice safeguarding arrangements to promote the welfare of children.	E	✓	✓
15	An understanding of the statutory and legal framework across secondary education.	E	✓	✓
16	Understanding and commitment to inclusive education.	E	✓	✓
17	An understanding of the mission and values of the Trust.	E	✓	✓

<i>Skills and Abilities</i>		E/D	A	I
18	Able to lead, inspire, develop and manage high performing teams at all levels.	E		✓
19	Able to think strategically, communicate a vision and engage others.	E		✓
20	An innovative and collaborative leader who can forge positive relationships.	E		✓
21	Ability to form and maintain appropriate professional boundaries with children	E	✓	✓
22	The ability to communicate well and persuasively with a range of audiences, staff, families, students, external agencies	E		✓
23	Highly developed organisational skills	E		✓
24	The ability to absorb and analyse detailed and sometimes conflicting information/data, and make sense of it.	E		✓
25	The ability to plan and to create and evaluate effective systems	E		✓
26	Good IT skills with the confidence to exploit new technology.	E		✓
27	Ability to effectively manage behaviour.	E		✓
28	Ability to motivate and inspire students to achieve.	E		✓
<i>Personal Attributes</i>				
29	Commitment to the totality of students' experience; how they can be enabled to develop as independent, resilient and responsible young people, and how this can be realised through the curriculum and provision.	E	✓	✓
30	Personal resilience and the ability to self-manage and shoulder a significant weight of responsibility.	E		✓
31	Unconditional positive regard for young people.	E		✓
32	A strong and supportive team player.	E		✓
33	Character development, mental toughness, resilience, and how this can be learnt in schools.	E		✓
34	Personal presence and confidence; warmth & sensitivity.	E		✓
35	Enthusiastic and determined.	E		✓
36	Courteous and tactful. Relates well to young people and staff.	E		✓
37	Able to work on own initiative and manage diverse work pressures.	E		✓
38	A commitment to uphold and promote equality of opportunity.	E		✓

Complexity (i.e. what makes the role complicated)

- Working with students, parents, carers and the wider community in a complex setting
- Driving up ambition and expectations for all students
- Working with other Brigshaw Trust schools on our cradle to career provision
- Changing government policy
- Monitoring activities involving Ofsted and the DfE.

Role would ideally suit someone who is

- Passionate about delivering the best possible outcomes for the school's learners and its community
- Genuinely interested in helping building great teachers and improving student outcomes and love of learning
- An effective and highly visible team leader
- Interested in and sympathetic towards values driven working
- Able to champion the needs of the community
- Interested in developing professional expertise with other trust schools in the area
- Able to build strong networks
- Totally committed to creating the best possible opportunities for students.

General Enquiries

Any general enquiries should be directed to **Helen Poulter**, the Head Teacher's PA. Please contact her on poulteh01@brigshawtrust.com

Informal Discussion

If you are interested in applying and would like to have an informal discussion about the role or arrange a visit with **Duncan Roberts, Head Teacher**, please contact him via **Helen Poulter**. poulteh01@brigshawtrust.com

How to apply

All applications must be made using our online portal and must be completed by 23rd April 2023 at 23:59. Please visit www.BrigshawLearningPartnership to make an application.

Closing date 23th April 2023 at 23:59

Interview timetable

The recruitment panel will agree a short-list of candidates who will be invited to an interview/selection process subsequently.