

# KEVI Camp Hill School for Girls



Deputy Headteacher Candidate Information

**King Edward VI Camp Hill School for Girls has a national reputation for excellence. One of the highest performing schools in the country, it has a history of strong academic results, and a future of continuing success.**

*Dear Candidate*

*Thank you for requesting information on our Deputy Head post.*

*Historically, the school was set up to provide an excellent education for girls in Birmingham and I know we are proud that it still does just that. Every single member of staff and the student body play their part in adding to the history of the school. I am very privileged to lead an outstanding team of colleagues. Their hard work, extensive subject knowledge and their commitment to ensuring the academic results are outstanding, enable our students to make excellent progress as they move through the different key stages. The students are always quick to point out the individual help and encouragement they receive from staff as well as their enjoyment of lessons – and this high level of commitment makes all the difference. We want this to be an exciting school where students experience a high quality range of extra-curricular opportunities and develop a love of learning, respect for each other and the leadership skills to develop successful careers. We truly believe in the experience we have on offer at Camp Hill. Our students contribute to our community, the wider community and will go on, I am convinced, to make changes in society which will improve the lives of others. What better legacy could there be?*

*Our hope is that this new appointment will assist us in building on these strengths and developing the school into the future. We are looking for a senior leader to carry forward this work. What we offer you in return is:*

- Promotion to a school recognised as outstandingly successful in its academic work and the quality of its teaching*
- An opportunity to work with able students and a committed and talented staff, in a well-ordered and well- resourced environment*
- Professional development opportunities to deepen skills, increase knowledge and add qualifications*
- A leading role in the dissemination and development of good practice*
- Support from well-informed governors who welcome and respect senior colleagues' views*
- Membership, at an influential level, of the Schools of King Edward VI in Birmingham and its networks.*

*The Team very much look forward to receiving your application and we hope that you will find the enclosed information helpful. If there is any area you would like to know more about, please get in touch. We look forward to hearing from you.*

*If you would like to visit the school prior to submitting your application, the following dates and times are available: 1.45 – 2.45pm Tuesday 21<sup>st</sup> January and 9.15 – 10.15am Thursday 23<sup>rd</sup> January. Please contact Sarah Harnett at [s.harnett@kechg.org.uk](mailto:s.harnett@kechg.org.uk) to arrange a visit.*

*Linda Johnson  
Headteacher*

## King Edward VI Foundation

Camp Hill School for Girls is one of eleven schools across Birmingham belonging to the King Edward VI Foundation. Within the family of schools there are two independent schools and a MAT, consisting of six free grammar schools and three academies.

A core value of the Foundation is that its schools should be as accessible as possible. The schools should be rooted in their communities and be responsive to the nature of those communities. In particular, all of the schools are committed to making themselves as accessible as possible to all students, whatever their background or circumstances.

The following principles are fundamental to the Foundation and its schools:

### Education should...

- Raise aspirations to transform the lives of young people and to enhance the wellbeing of individuals and the community
- Give young people the chance to live rich, fulfilled lives and to contribute to society
- Provide more than the teaching of knowledge and skills
- Develop curiosity and independence of mind
- Create a love of learning, which will foster creativity, imagination and the capacity to communicate
- Provide the chance to participate in sport, music, drama, outdoor pursuits and involvement in the wider community
- Build character and relationships, along with a sense of morality, care and respect for others.

## The Senior Leadership Team

The current school leadership team consists of 6, the Head, two Deputy Heads and two Assistant Heads plus the Director of the KEC. We work very much as a team with all of us involved in determining strategy for school development; in monitoring and self-evaluation; and in ensuring the smooth running of the School on a day-to-day basis. We like to think that we are an innovative, flexible team and that we work closely with staff and students to build on the excellence already achieved.

The current specific responsibilities of the team are as follows:

**Angie Dent**, Deputy Head in post since 2012 largely takes responsibility for leading the Care, Support and Guidance work of the School; she works closely with the Heads of Year in developing the Pastoral curriculum. She is leaving at Easter to take up a Vice Principal post and thus creates our vacancy.

**Karen Stevens**, Deputy Head in post since 2014, currently leads on the areas of Curriculum, Teaching & Learning, Whole School IT strategy and Continuing Professional Development for all staff.

**Janet Rose**, Assistant Head in post since 2006, currently takes responsibility for Careers Education, Data Interrogation, Timetabling and Reporting.

**Annie Gouldsworthy**, Assistant Head in post since 2014, currently leads on Widening Accessibility, Initial Teacher Training, New Staff and NQTs.

**Louise Leigh**, Director of Initial Teacher Training at the King Edward Consortium, in post since 2015.

**The specific responsibilities of the new post will be Care Support and Guidance of staff and students.**

Essentially, we are looking for a leader with pastoral experience to join us – one who wants to work collegiately and has the imagination, strength, perseverance and commitment to continue developments in this high-achieving Grammar School.

# Job description *Deputy Headteacher*

**In addition to carrying out the professional duties of a teacher, including those duties particularly assigned to him/her by the Headteacher, Deputy Headteachers will:**

***Play a major role, under the overall direction of the Headteacher, in:***

- Formulating the aims and objectives of the school
- Establishing the policies through which they will be achieved
- Managing the staff and resources to that end
- Monitoring progress towards their achievement.

***Play a role in shaping the future of the school by:***

- Working to build, communicate and implement a shared vision for the school
- Contributing significantly to strategic planning including the School Review and Development Plan
- Leading change in the school.

***Lead teaching and learning by:***

- Promoting effective teaching and learning including through lesson observation
- Contributing to the improvement of performance, including addressing poor performance

- Taking responsibility for line management including appraisal of department and pastoral leaders
- Contributing to school self-evaluation and quality assurance and the monitoring and evaluation of school activities
- Contributing to curriculum design and management
- Addressing the impact of behaviour / attendance on learning and educational progress.

***Develop self and work with others by:***

- Promoting individual and team development
- Implementing effective systems of appraisal ensuring that team leaders are accountable for the performance of their team
- Giving and receiving effective feedback and acting to improve personal performance
- Participating in staff selection
- Contributing to the professional development of staff through training
- Liaising with parents and other groups associated with the school.

***Contribute to the management of the organisation by:***

- Developing policies appropriate to areas of responsibility.

- Contributing to strategic financial planning
- Contributing to the development of a safe, secure and healthy environment
- Establishing and sustaining structures and systems for the effective organisation of the school
- Assisting the Headteacher with maintaining adequate supervision of students and maintaining an SLT presence through the school day
- Collectively managing school effectively and efficiently on a daily basis

***Secure accountability, by assisting the Headteacher in ensuring that:***

- Staff and pupils are operating in line with the school aims
- Satisfactory standards are being achieved
- The school code of conduct is being followed.

To undertake any professional duties that the Headteacher reasonably delegates to them.

# Specific Responsibilities

## *Deputy Headteacher – Care, Support and Guidance*

To deputise for the Headteacher as necessary

Line managed by: Headteacher

Line manager for: Heads of Year, (specified subject departments as required), Inclusion Officer, Intervention Support, Counsellor and Lunch Time Supervisors

Nominated senior member of staff responsible for issues relating to Safeguarding (DSL) and SEND; substance misuse and racial incidents.

<b>Key responsibilities</b>	<b>Associated tasks</b>
<b>Leadership of students' Academic Care and Guidance</b>	<ul style="list-style-type: none"> <li>Ensuring individual students are supported, according to their academic needs, to make appropriate progress; this includes tracking, coordination of intervention schedules and working with Heads of Year, subject teams and relevant support staff</li> <li>Leadership of SEND ensuring that student special educational needs are identified and strategies are in place.</li> </ul>
<b>Leading on students' Personal Development, Welfare and Discipline</b>	<ul style="list-style-type: none"> <li>Ensuring individual students are supported, according to their pastoral needs, to make appropriate progress; this includes tracking, coordination of intervention schedules and working with Heads of Year, subject teams and relevant support staff.</li> <li>Responsibility for behaviour, including rewards, sanctions and attendance including policy development, implementation and review</li> <li>Responsibility for pastoral development and pastoral planning including CSG (PSHE), implementation and review. Monitoring of relevant budgets to ensure that resources are available to support plans</li> <li>Keeping the school abreast of national and local curriculum requirements in respect of these areas</li> <li>Developing, implementing and monitoring the schedule of curricular enrichment and extracurricular activities, including Sixth Form student leadership and house events</li> <li>Organisation of student questionnaires during the year, reporting back to the student body, to SLT and to Governors on the outcomes.</li> </ul>
<b>Leadership of Heads of Year (7-13)</b>	<ul style="list-style-type: none"> <li>Developing a strategic vision for and with the team, including the rotation of roles</li> <li>Working with HOY in leading form staff to ensure that the role of the Form Tutor is appropriately carried out</li> <li>Effective induction for any new members of the team</li> <li>Developing a collaborative team able to share strengths and support areas of need, including appropriate training.</li> </ul>
<b>Guidance for staff on pastoral requirements and new students.</b>	<ul style="list-style-type: none"> <li>Leadership and oversight of intervention/referral system, including development of a strategic plan for intervention shared annually with SLT and staff</li> <li>Provide appropriate and regular staff training and updates on Safeguarding, Medical needs and any other key national issues.</li> </ul>
<b>Staff Welfare</b>	<ul style="list-style-type: none"> <li>Promote positive staff work/life balance</li> <li>Highlight available support for staff</li> <li>Arrange training for staff in mental health</li> <li>Organisation of staff questionnaires during the year, reporting back to the staff body, to SLT and to Governors on the outcomes.</li> </ul>
<b>Parental Engagement</b>	<ul style="list-style-type: none"> <li>Organisation of a programme of evenings so parents feel informed about school initiatives and can support their child</li> <li>Organisation of parental questionnaires during the year, reporting back to the parent body, to SLT and to Governors on the outcomes</li> <li>Liaison with the Association of Friends of the School (AFS).</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>Reporting to Governors' Health and Safety Committee and the Head on school health and safety policy and arrangements</li> <li>Ensure a safe environment for students including fire drills, Lock Down and anti-bullying procedures.</li> </ul>
<b>Line Management</b>	<ul style="list-style-type: none"> <li>Lead the Heads of Year (and specified Subject Leaders as required)</li> <li>Support Staff appraisal as appropriate</li> <li>Lead Inclusion Coordinator and Intervention Support staff</li> <li>Ensure Appraisal (October/Interim) returns are made and follow up any outstanding.</li> </ul>
<b>General</b>	<ul style="list-style-type: none"> <li>Management of entrance examination</li> <li>Contributing to the annual programme for training days.</li> </ul>



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