



REDRUTH SCHOOL



'LEARNING FOR LIFE'

Headteacher

Applicant
Information





Welcome from the Chair of Governors

Dear Applicant

Thank you for your interest in the post of Headteacher at Redruth School.

Redruth School has become the school of choice in the local area for parents and the community. It has, over the last 12 years, transformed into an excellent school, serving local people, and enabling students of all abilities to not only reach their potential but to achieve beyond this.

The school plays a pivotal role in the local community, in beautiful West Cornwall. Redruth is an historic and proud town with outlying villages who share a strong bond in heritage and desire for young people to succeed. The town lies close to beaches, with areas of outstanding natural beauty and some pockets of deprivation.

Our school is focused on our pupils and our community. We work closely with all local schools in the surrounding area to help children achieve, learn and grow.

Redruth School is a very inclusive, truly comprehensive school, welcoming students of all abilities to share the ambition and expectation to succeed alongside committed staff. As important as academic outcomes are, and our school achieves significantly above expectation, so too is the importance placed on supporting children to mature with confidence and resilience to become good citizens locally, nationally and globally.

The successful applicant will be supported by a strong senior leadership team and dedicated staff. The school is financially secure with excellent facilities and is fully committed to working in partnership with local schools, both primary and secondary, for the future of education in this part of Cornwall.

If you feel you have the ambition and drive to build on the excellent progress so far, and help establish a truly outstanding school for our children, combined with the appropriate qualifications and experience with values that are child-focused, aspirational and community based, we would welcome an application from you.

SM Eggins

Mari Eggins
Chair of Governors



A message from our students

At Redruth School our pastoral and Senior Leadership Team care for us and make going to school a positive and assuring environment. Our teachers treat us with respect and provide extra help when asked for. They question us 'what do you need to work on' and give us tips and further work on those areas. I believe that this honesty and mutual respect allows us to excel, setting Redruth apart from other schools.

In our lessons, every minute is used effectively. Our teachers maximise our learning by employing a mixture of content, exam questions and feedback. Lessons at Redruth School are truly valuable because our teachers help us individually to prepare us for upcoming exams. By supporting our learning needs, each teacher crafts the lesson to aid us all. For example, some teachers may explain things visually or use new techniques.

We also have sessions that are incorporated into our timetable (periods 4a or 4b). These cover topics such as finance, literacy, mindset and mental health, and, for Year 11, corroboration of core subject knowledge. Our ever-relevant, vibrant Student Council was involved in establishing these successful sessions. Student Council involves students in having a say in the running of the school.

At Redruth School we have many extra-curricular opportunities. There are a high number of clubs each evening ranging from Sports, Drama, Music and Art, to academically focused sessions. As students we are proud of our sporting traditions and the important role sport plays in our development. The school production this year is 'Fame', and is another event the whole community enjoys each year.

Our personalised experience at Redruth has taught us transferable skills so that we can 'expect the best' for our future.

Saba, Head Girl



*'Being here has given me the courage
to accomplish things I didn't know
I could achieve' - Y7 student*

Introduction to Redruth School



'The School has excellent relationships with local primary schools and the wider community' Ofsted 2019

Redruth School is a popular, over-subscribed, school situated in the heart of its community in beautiful West Cornwall. We are proud to serve the local community and welcome children from both the town and surrounding villages, providing smooth transitions from primary to secondary.

We 'expect the best' for and from both students and staff within our learning community. Our mission is to provide a personalised and happy all round education that enables every student to achieve their life and career aspirations.

Visitors to the school are impressed with the climate, behaviour, courtesy and pride that our students exhibit. The quality of learning is high and demonstrates a commitment in all classes by both students and staff. Our facilities are extensive, including purpose built classrooms and specialized faculty areas, as well as wide ranging sport facilities, including a swimming pool, fitness room, gym, sports hall and multiple fields and surfaces.

Working at Redruth School

We are very proud of our highly skilled and dedicated staff at Redruth School. We have a strong community spirit and are focused on the provision of an inclusive learning environment. Our staff are highly valued and we are committed to developing individuals and working with them to reach their full potential. Emphasis on staff wellbeing is an integral part of our culture and we can provide an outstanding working environment.

Our teachers are recruited first and foremost for their teaching abilities in the classroom, their enthusiasm and subject knowledge and overall their commitment to encouraging our young people to achieve their very best outcomes. They have to be passionate for the children of Redruth and the wider community as we believe that every child can succeed in life if challenged and inspired.

We have an extensive Pastoral team, comprising of 7 Pastoral Leads who support our form tutors, who in turn support our students. We are one of only a number of schools in Cornwall to have a Mental Health Lead Practitioner. Our Wellbeing Team works with students, either as a group or an individual basis, to address a wide range of concerns. Our SEND team ensures strategies and intervention provision is in place for all students with additional needs. These teams all work closely with our teaching staff to provide full support where required.

Working alongside our teaching and pastoral support teams, our wider staff support includes administration, finance, ICT, technicians and premises staff who all play a vital role in the day to day running of the school.



Curriculum at Redruth School

The curriculum at Redruth ensures that a broad and balanced curriculum is provided to its students. Our curriculum is personalised and inclusive so as to meet the needs of every student wherever possible. We also offer a range of curricular and extra-curricular opportunities. Students in KS4 are offered a wide range of subjects to enable students to achieve the most relevant pathway for further study or employment.

Our curriculum aims are that:

- students have the opportunity to develop their abilities to their maximum potential and that when they leave they should be literate, articulate and numerate, with enquiring, independent minds
- students should be aware of the needs of the community and be prepared to contribute to the life of the community
- all students be offered a curriculum with breadth and depth, and tailored to meet their requirements.

We aim that when our students leave Redruth they:

- have developed a love of learning that will stay with them through their lives
- are adaptable enough to react to the needs of a fast changing world
- are confident in their dealings with adults and peers.

To find out more about Redruth School please:

- look at our website at: www.redruth.cornwall.sch.uk
- read our Ofsted report at: www.redruth.cornwall.sch.uk/351/ofsted-information
- see link to School Performance Tables: www.redruth.cornwall.sch.uk/350/key-stage-result-school-performance-tables-1



Job Description

Title: Headteacher

Salary: Leadership Scale - L36 to L43: £99,681 - £117,197

Responsible to: The Chair of the Governing Body

The Headteacher is accountable to the Governing Body for the professional leadership, strategic direction and operational management of the school in order to ensure that the school's aims are implemented in accordance with the school improvement plan and the policies of the Governing Body. The Headteacher is required to monitor, evaluate and review the impact of policies, priorities and targets of the school and take timely action as necessary. The Governing Body is committed to safeguarding and promoting the welfare of children and young people and the Headteacher must ensure that the highest priority is given to following the guidance and regulations which safeguard children and young people. The appointment is subject to the provisions of the School Teachers' Pay and Conditions Document, mandatory for maintained schools.

Key Responsibilities

1. Sustain the school's mission, vision, rights, and strategic direction in partnership with those responsible for governance and through consultation with the school community
2. Create a culture where pupils experience a positive and enriching school life
3. Uphold ambitious educational standards, and provide career opportunities and information, which prepare pupils from all backgrounds for their next phase of education and life
4. Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
5. Ensure a culture of high staff professionalism, and ambition

Leadership

1. Provide exceptional, situational leadership to all teaching and support staff through outstanding communication and timely, insightful, decision making
2. Develop highly effective delegated leadership throughout the school
3. Hold the SLT/ELT to account through clearly defined roles and responsibilities, challenging targets and objectives
4. Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness
5. Develop appropriate evidence-informed strategies for improvement as part of well targeted plans which are realistic, timely and appropriately sequenced
6. Carefully monitor and evaluate the efficacy of school improvement strategies
7. Prepare and lead strategies to maximise success in Ofsted inspections

Teaching

1. Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence informed understanding of quality first teaching and how pupils learn
2. Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
3. Ensure effective use is made of formative assessment

Curriculum and Assessment

1. Ensure a broad, structured, coherent and ambitious curriculum entitlement which sets out the intent, knowledge, skills and values that will be taught
2. Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
3. Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

Behaviour

1. Establish and sustain high expectations of behaviour for all pupils, build upon relationships, rules and routines, which are understood clearly by all staff and pupils
2. Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
3. Implement consistent, fair and respectful approaches to managing behaviour

Additional and Special Educational Needs and Disabilities

1. Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
2. Establish and sustain a culture and practices that enable pupils to access the curriculum and learn effectively
3. Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
4. Ensure the school fulfils its statutory duties with regard to the SEND code of practice

Professional Development

1. Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
2. Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
3. Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational Management and Safeguarding

1. Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
2. Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
3. Ensure staff are deployed and managed well with due attention paid to workload
4. Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
5. Ensure rigorous approaches to identifying, managing and mitigating risk

Continuous School Improvement

1. Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
2. Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
3. Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in Partnership

1. Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
2. Ensure the school considers the best partnerships structures with other schools, schools and external organisations
3. Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and Accountability

1. Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
2. Establish and sustain professional working relationship with those responsible for governance
3. Ensure that staff know and understand their professional responsibilities and are held to account
4. Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Disclaimer

The above represents key priorities and accountabilities for the role of Headteacher and is not an exhaustive list. This Job Description is current at time of publication, but, in consultation with the successful applicant, may be changed should the school decide to develop in the future.

Person Specification

Qualifications	Essential/Desirable	How Assessed
An honours degree from a recognised Institution of Higher Education at 2:2 level or above	E	Application, Certificates
Qualified Teacher Status	E	Application
Relevant higher degree and/or NPQH	D	Application, Certificates
Evidence of continuing professional development at Headteacher or Deputy level	E	Application
Substantial experience of teaching in secondary education	E	Application

Experience	Essential/Desirable	How Assessed
Proven ability to lead, motivate and manage highly effective teams as a Headteacher or Deputy in a secondary education setting	E	Application, Interview, References
Significant experience of whole school curriculum development as part of continuing school improvement	E	Application, Interview, References
Significant experience of pastoral care and behaviour management in helping pupils realise their potential	E	Application, Interview, References
Experience of effective strategic financial and resource management to achieve educational priorities and ensure efficiency and value for money	E	Application, Interview, References
Proven successful experience of systematic, rigorous school self-evaluation, to inform school improvement planning and raise educational standards	E	Application, Interview
Able to combine the outcomes of regular school self-review with external evaluations in order to develop the school further	E	Application, Interview



Professional Competencies	Essential/Desirable	How Assessed
Extensive knowledge of current educational issues in the Key Stages of the secondary phase	E	Application, Interview
Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all students	E	Application, Interview, References
Knowledge and understanding of statutory requirements and experience of Child Protection, Safer Recruitment, Safeguarding procedures and Prevent	E	Interview
Knowledge and understanding of the key legal issues relating to the leadership of a school including: equal opportunities, race relations, disability, employment, health and safety and public relations	E	Interview
Expertise in monitoring, assessing and improving quality first teaching	E	Interview
Effective communicator, both orally and written	E	Interview
Skilled in the appropriate use of data to support continuous improvement of standards	E	Interview, References
Knowledge of strategic financial planning and budgetary management and their contribution to school development	E	Application, Interview
Leadership and Management	Essential/Desirable	How Assessed
Proven track record of securing successful outcomes for learners through highly effective leadership and management	E	Interview, References
Ability to build, support, lead and work with highly effective teams	E	Interview, References
Demonstrates an understanding of situational leadership	E	Application, Interview
Ability to lead and manage change and improvement in pursuit of objectives on a whole school basis	E	Application, Interview
Ability to maintain and develop effective links with the wider community, Primary Schools, FE and HE institutions, and employers	E	Application, Interview
Promotion of high personal conduct and high expectations	E	Application, Interview, References
Ability to devise, lead and embed a culture of continuous improvement through performance management	E	Application, Interview

Ability to think strategically and develop a vision that can be shared with students, trustees, staff and parents	E	Interview , Reference
Understanding of the strategic role of the Governing Body and evidence of successful collaboration	E	Application, Interview, References
Ability to advise the Governors on the future strategic development of the school	D	Interview
Experience and evidence of highly developed skills of robust appraisal and performance management of all staff, recognising high performance and tackling underperformance through to resolution	E	Application, Interview
Personal	Essential/Desirable	How Assessed
Strong commitment to the Nolan Principles	E	Interview
Embody the 'expect the best' ethos of the school	E	Interview, References
Uphold the three rights of students, the right to learn, the right to respect and fair treatment, and the right to be safe	E	Interview
Strong commitment to equality and inclusion	E	Application, Interview
Demonstrate empathy and an understanding that each student is an individual with different needs	E	Interview
A strong commitment to personal development for all	E	Application, Interview, References
Resilience, courage and confidence	E	Interview, Reference
A strong commitment to extra-curricular programmes	E	Application, Interview
Ability to lead by example	E	Interview, References
Ability to act decisively	E	Interview
Display enthusiasm, optimism and good humour	E	Interview



Application Process

All applicants should submit the following 3 documents, in PDF format, to Sheila Kane, Clerk to Governors, at govclerk@redruth.cornwall.sch.uk.

1. Completed Application Form

To download please visit the school vacancies page: www.redruth.cornwall.sch.uk/669/staff-vacancies

2. Formal Letter of Application

This should be no more than two sides of A4. Please explain why you are applying for the position and how your experience, personal qualities and skills make you a suitable candidate.

3. Equal Opportunities form

To download please visit the school vacancies page: www.redruth.cornwall.sch.uk/669/staff-vacancies

Closing date: Monday 23 May 2022 (midnight)

Interviews

The selection process will take place on Wednesday 29 and Thursday 30 June, with the formal interviews on Friday 1 July 2022.

Visiting Redruth School

We will be offering pre-application visits to the school.
Please contact Heidi Trerise, PA to Headteacher, to book your visit.
Email: htrerise@redruth.cornwall.sch.uk

