



Durham Cathedral
Schools Foundation

Confidence for Life. Respect for All

Brief for the appointment of

Principal

Head and CEO of the
Durham Cathedral Schools Foundation



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Chorister School Band

Welcome from the Chair



Thank you for your interest in the Durham Cathedral Schools' Foundation.

Ours is an educational home that is both ancient and modern. Ancient in that we are the merger of two schools that, in dating back to at least 1414 and 1416 respectively, are two of the oldest schools in the North of England, indeed the whole of the UK. Modern in that we are a newly merged entity: a modern

Foundation rooted in a shared past but with our eyes very firmly fixed on a bright and brilliant future, powered by the enormous potential the merging of our centres of excellence in the Arts, academics and sport offers us.

Like all schools in the UK independent sector at the moment, we have our challenges. Nevertheless this potential I mention, combined with our thriving international schools business, excellent pupil numbers, best-ever academic results and our strong relationships with our various stakeholders, means I am confident that our Foundation is an attractive proposition for high-quality candidates looking to achieve great things, and to do so in our stunning UNESCO World Heritage site setting. I am therefore excited to see who is interested in sharing our journey.

Our MARK values pervade both our UK and international schools, giving rise to a genuinely supportive, yet ambitious culture. It is this culture that inspires our pupils to perform at their best, whether in the classroom or choir, on the playing field or stage, in their boarding house or the boathouse. Our pupils are our product and it is evident that we have a very high quality product indeed. Of this we are rightly proud.

Our safe, reassuring and empathetic culture allows our pupils to feel supported throughout their time both at

school and during their wider co-curricular activities. This culture is forged in the pastoral care process at the Foundation across all sites, gently nurtured by our excellent and experienced staff team who are at the heart of our efforts to foster our caring environment. They fully buy in to our principles and clearly relish helping our pupils find their confidence for life with respect for all.

Ironically, it appears as if the softer aspects of our values promote more ambition and resilience. The house system promotes a family-like approach to providing support, across all ages, so that pupils feel courageous enough to achieve some ambitious accomplishments. We have enjoyed ongoing improvement academically in recent years and some of our best-ever A Level and GCSE results were achieved this summer.

Our next Principal and CEO can therefore rely on what is in place already to give them a firm base from which they can begin to build their own legacy and reputation. Clearly, existing successes need to be nurtured, but also as yet untapped potential tapped, and an incoming candidate can be confident that there is something here in Durham that can offer them a challenging yet fulfilling role.

I would like to think that our close connections with Durham Cathedral and our position in the heart of such ancient and breathtaking World Heritage surroundings further enhance our appeal to the right candidates. Walking in the shadows of the resting place of St Cuthbert and the Venerable Bede, whose seats of learning they inspired centuries ago, gives rise to a genuine sense of commitment to the values they espoused at the beating heart of a vibrant North East.

We look forward to working with our new Principal. I am confident that they will share our excitement for the future.

Floreat Dunelmia

Simon Dobson
Chair of the Governors



An Introduction to the Foundation

Based in the beautiful, historic and inspiring city of Durham, Durham Cathedral Schools Foundation (DCSF) provides a forward-thinking and contemporary boarding and day education for around 750 boys and girls aged 3 to 18.

DCSF was formed in 2021 as a result of the merger between Durham School and Chorister School. A unique and purposeful family of schools, today Durham School (for pupils aged 11 to 18) and Chorister School (for pupils aged 3 to 11) enjoy strong links with the cathedral and proudly educate the boys and girls who make up the Cathedral Choir. Both schools have been at the heart of the city's education landscape for over six centuries, with Durham School founded in 1414 by Bishop Thomas Langley as a school "for grammar and song". Durham School was originally located next to Durham Cathedral on Palace Green, but moved to its current position, across the River Wear but with breathtaking views of its former cathedral site, in 1844. The school's boat club is the third oldest in the world and its rugby club the fourth oldest, and the Foundation continues to enjoy great success across the breadth of its diverse co-curricular provision today.

Chorister School is situated across two stunning sites: the Pre-Prep Department (ages 3-7) on the Bow Site in beautiful surroundings between Durham School and Durham University, and the Cathedral Site, nestled in the grounds of Durham Cathedral in the unparalleled UNESCO Durham World Heritage Site, made even more famous in recent years as a location for Hogwarts in the Harry Potter film franchise.

Due to the Foundation's place within the Cathedral community, the Principal is 'installed' in a ceremony where the Foundation is given a dedicated stall in the Cathedral Quire, alongside other senior members of the Cathedral Community.

The Foundation's motto "Confidence for life. Respect for all" guides the culture and is at the heart of its commitment to combining academic excellence with an extensive co-curricular programme to develop mature and responsible young men and women, imbued with the skills required to tackle the challenges ahead of them.

Staff and pupils take full advantage of every opportunity the city of Durham offers. Durham is a small and compact city, with a bustling centre, tranquil and leafy riverside footpaths along the banks of the Wear, and sights of historic and cultural significance. These, combined with the strong links DCSF enjoys with the University, give pupils unparalleled opportunities to hear leading figures speak, to attend workshops and lectures and to be inspired by their surroundings.

Durham International Schools

DCSF has three overseas sister schools which were founded to deliver an outstanding and well-rounded education to young people around the world. They are currently located in Dubai, Kenya and Qatar.

Durham School for Girls is the first British branch all-girls school in Qatar and was the first of the overseas schools. Durham Kenya is an international nursery and pre-prep delivering the UK's Early Years Foundation Stage and English National Curriculum to children aged 1-11, with an ambition to extend its provision to incorporate senior education in due course. Durham Dubai currently educates boys and girls aged 3-14 and will open its Sixth Form in September 2026. Further International Schools are under discussion as part of DCSF's plans to expand this portfolio.



*Act of Remembrance on "the 98 steps"
up to our Memorial Chapel*

Our Values

For over 600 years, the schools in the Foundation have prepared the young people of today to be the leaders of tomorrow.

Through lessons learned both inside and outside the classroom as well as the values encouraged in all their endeavours and values rooted in the wider Christian tradition, pupils of the Durham Cathedral Schools Foundation develop the core values of Moral Integrity, Ambition, Responsibility and Kindness.

Pupils carry the MARK of the Durham Cathedral Schools Foundation long after they leave school and as they go into the world as happy, confident and productive young people who will, in turn, make their own MARK on the world.

Moral Integrity

- We have the courage to say & do the right thing
- We demonstrate a will to do the right thing
- We can be relied upon to do the right thing
- We act in private as we do in public
- We stand firm for what is right
- We challenge things we think wrong and are open to challenge from others
- We are accountable for failure as well as success, and do not allocate blame
- We demonstrate and promote honesty, and are true to ourselves

M

Ambition

- We achieve our goals by consistently working toward them
- We go above and beyond the call of duty
- We're ambitious when we set goals for ourselves
- We seek help and support before giving up and identify lessons in setbacks
- We encourage all to develop maximum potential and support others to achieve
 - We embrace opportunities, challenge, and seek to develop our skills and talents
 - We identify opportunities for School Development

A

Responsibility

- We do what we say we will
- We are punctual and prompt in all that we do
- We use our resources responsibly, developing and caring for our environment
- We act before being asked and consistently deliver on expectations
- We prepare thoroughly for all tasks
- We are accountable for our actions
- We encourage autonomy in all and seek leadership
- We acknowledge and seek to resolve problems
- We pioneer better ways of doing things

R

K

Kindness

- We are open and approachable to all, no matter their gender, faith, race or background
 - We welcome and listen to the opinions of others and look to engage and involve a diverse range of views in the community
- We attend to and include newcomers and those needing help, and actively build relationships
- We support each other and stand up for fellow colleagues and pupils
- We acknowledge individual needs within our diverse and inclusive community
- We speak positively of the School community, and are positive in responding to questions



Aims and Mission

Mission

The Foundation's mission is to provide its pupils with a complete education; one which instils in them an aspiration for achievement, a confidence for life and a respect for all.

The three pillars of the Foundation that support this mission and provide an environment where pupils can explore, make mistakes, learn and grow are:

- Academic challenge, which gives students a lifelong appetite for learning.
- Pastoral care, to provide students with emotional, moral and spiritual strength.
- Co-curricular opportunities, which enrich and develop the individual, and foster leadership, collaboration and teamwork.

Aims

- For individuals to strive for excellence in all they do.
- For them to aim high and involve themselves in all areas of Foundation life with commitment.
- For individuals to grow as people by taking advantage of all the opportunities that are available to them at DCSF.
- With a Christian ethos underpinning the Foundation's values, all members of the Foundation community will be tolerant, respectful and kind.
- For individuals to become fully integrated members of the community, taking responsibility and fulfilling their leadership potential.
- To educate and support the Choristers of Durham Cathedral so that they can sing the daily praises of God.
- For all Choristers to avail themselves of all the opportunities available to them at the Foundation.
- For the DCSF community to be diverse and inclusive, with each member working together as part of one family.
- For everyone in the DCSF community to be known as an individual, supported in their ambitions.
- For DCSF to play a wider role in the life of the city, region and beyond through building sustainable partnerships.

Our Sites



Durham School



Cathedral Site



Bow Site

Durham Cathedral Schools Foundation spans three impressive sites on the edge of the city centre. Durham School, set on a 37-acre site, borders the World Heritage site and offers stunning views of the city and Cathedral.

The Bow site serves as home to our Pre-Prep pupils, providing a nurturing environment for the youngest learners. Each site reflects the Foundation's commitment to providing excellent opportunities to support academic excellence and personal growth.

Our Year 3 to Year 6 pupils are based at the historic Cathedral site, nestled in the medieval heart of the Durham UNESCO World Heritage site, offering a unique educational experience steeped in heritage and tradition.

Staff regularly move between sites on foot, enjoying making use of the extensive picturesque riverside paths that link all three sites. A walking bus ensures safe and supervised pupil transfers at the start and end of each day, against the backdrop of truly iconic views.



Cathedral Site



The Boat House

Chorister School

Nursery and Pre-Prep Department

The Pre-Prep department at Chorister School, situated on the Bow Site, incorporates all children in the Early Years Foundation Stage and Key Stage One (Nursery to Year 2). Passionate teaching staff work closely alongside one another to provide children with a safe, caring and family-orientated environment where they feel comfortable, happy, and secure, building their self-confidence and independence.

Children have access to a fun and stimulating environment and a curriculum that embraces the core subjects of English, Maths and Science. Great emphasis is placed throughout the Pre-Prep on developing early reading, writing and mathematical skills as well as introducing children to History, Geography, IT, RE, Art and French which are taught through the school's creative curriculum approach. Outdoor learning and PE also play a significant role in the Pre-Prep curriculum, giving children plenty of opportunity to learn beyond the classroom.

Pupils benefit from the school's strong musical foundations from the beginning of their time on the Bow Site, with children in Key Stage One having the opportunity to explore their musical talents by taking advantage of individual music tuition in piano or string instruments. Choir is available for Years 1 and 2, and free group tuition is available in Year 2 on recorder and violin. Every child leaves the Bow Site taking joy, pleasure and excitement from music.

Preparatory Department

The Preparatory Department at Chorister School, situated on the Cathedral Site, is where children are encouraged to expand their social and academic awareness in an engaging and stimulating environment. Girls and boys can be admitted directly into the Preparatory Department although the majority of pupils move up from the Pre-Prep Department at the end of Year 2.

In preparation for a smooth transition into the Senior School, pupils are gradually introduced to a range of teachers who lead specialist subjects whilst enjoying the consistency of a form tutor. In addition to the subjects offered in the Pre-Prep Department, children on the Cathedral Site also begin learning Latin.

Pupils participate in an extensive Games programme that includes competitive fixtures in a range of sports each week and swimming lessons in the Senior School pool. The music provision on the Cathedral Site is outstanding and pupils have access to an array of musical opportunities including participating in the orchestra, instrumental and choral groups and the number of performances that take place throughout the year. In addition, there is a range of exciting clubs and activities that enable pupils to take on new challenges outside of the classroom, including karate, ballet, chess club and craft club. Pupils particularly enjoy participating in Drama and perform in productions throughout the year, including Nativities, musicals and shows.



Chorister School

Cathedral Choristers

As the Choir School to Durham Cathedral, all the cathedral choristers are pupils at Chorister School. Pupils at Chorister School and Durham School have the opportunity to join the renowned Durham Cathedral Choir from the age of 7-13 and to benefit from a first-class musical education.

The life of a chorister is demanding but extraordinarily fulfilling. Choristers sing alongside adult professional singers and are treated as professional musicians from the start, interacting and performing with singers, organists, and conductors of international renown on a daily basis. The Durham Cathedral Choir consists of 24 girl and 24 boy Choristers who sing alongside the 12 ladies and gentlemen of the Choir. The majority of the Choir's singing takes place during our awe-inspiring Cathedral's daily schedule of worship. Alongside daily rehearsals and services, there is also an exciting schedule of concerts, broadcasts, tours and recordings.



Boarding

All of the pupils at Chorister School are allocated to one of four Houses. These Houses provide a strong structure for pastoral support, friendly competitions, and a sense of belonging for any pupil new to the school. Children also have the opportunity to board from Monday to Friday, with several pupils taking up weekly and flexi-boarding places.

The boarding is run by a Housemistress who lives in the building with her family and offers a close-knit and caring environment for our youngest boarders. A feature of the boarding is the close bond between parents and the boarding team. Aspirations are shared and communication is strong to ensure the most productive experience for those able to board at Chorister School.



Durham School

Durham School is the senior school for pupils aged 11-18 and provides children with an education that is challenging, enriching and fun. Whilst pupils are appropriately challenged and intellectually stimulated in the classroom, achievements outside are equally valued and encouraged. The Durham School day is deliberately full and offers a range of activities every afternoon.

Pastoral Care

At the heart of Durham School is a warm and inclusive pastoral structure where strong and supportive relationships between staff and pupils, and those between pupils, are both expected and championed. In March 2021 Durham Cathedral Schools Foundation was awarded the Wellbeing Award for Schools, developed by the National Children's Bureau and Optimus Education, recognising the outstanding work being done to promote good mental health and wellbeing within the Foundation.

The long-standing house system creates a support network for pupils where both individual and team achievements are encouraged and celebrated. There are three boarding and three day houses at Durham School and all are situated on or within easy reach of the main campus. Life for the pupils revolves around the house structure; they are registered there before school and after lunch, they return there for tea and toast at break-time and they have study rooms to allow them some space and peace in a busy day. Pupils compete in many events as a house, and there is a strong sense of community through the school with major competitions in singing, debating and most major and minor sports.

Boarding

The houses are at the heart of pupils' lives, and all boarders will experience a warm and supportive atmosphere in their house, each run by an experienced and dedicated team of Senior House Staff, Tutors and Matrons. Pupils can board on a full, weekly or flexible basis. Most, but not all, of the full boarders are from overseas whilst weekly boarding is popular with children who live within a 50-mile radius of the school.

Durham School ensures that there is always a diverse range of exciting and engaging events at the weekend. Whilst there is no formal teaching, school sports fixtures take place at home and away on a Saturday, and evenings provide a more relaxed atmosphere with film nights, joint House BBQs and socials. On Sundays, the Houses often go on trips, or pupils can use the school's sporting, musical and other facilities.



Durham School

Academic Life

Durham School's curriculum is not just about preparation for exams. It is broad and balanced and delivered by highly qualified classroom practitioners committed to helping pupils be the best they can be.

The academic programme is rigorous and challenging, with opportunities for every pupil to discover a gift or talent and then build on their strengths. This approach gives pupils the confidence, skills and knowledge to fulfil their potential academically, whilst equipping them to work independently and collaboratively in a mutually supportive environment.

Pupils follow a broad programme in the initial years and start to specialise as they enter their GCSE years and then again in the Sixth Form. In 2024, 52% of students achieved 9-7 at GCSE.



Sixth Form

The Sixth Form comprises the Lower Sixth and Upper Sixth, with approximately 70 pupils in each and offers A Levels, BTECs and the EPQ. The Sixth Form programme is designed to ensure that pupils settle quickly and work to the best of their ability. Helped by committed teachers, they are encouraged to make the transition from 'dependent' to 'independent' learners.

Fortnightly lectures and workshops are given by school staff and visiting speakers from a wide range of local, national, and international universities and other relevant organisations to broaden horizons and encourage pupils to think about life beyond Durham School.

Sixth Form pupils have the ability to use Durham University's libraries for their own research and are encouraged to attend relevant public lectures and other events organised by the University. There are also opportunities to participate in a wide range of academic competitions, such as national Maths Challenges, science Olympiads, and Oxbridge essay competitions.

Pupils enjoy the support needed to go on to many universities, including many of the highest-ranked in the country such as Durham, St Andrews, Edinburgh, Glasgow, Newcastle, Leeds and Sheffield, to name but a few. This support also results in impressive successes in applications to Oxford and Cambridge, and in fields such as Medicine and Dentistry.

Beyond the Classroom

Alongside its strong academic focus, Durham School has an extensive co-curricular programme which is unrivalled in the region.

There are many trips, visits and opportunities on offer for children with the interest or capacity to deepen and broaden their learning. A range of clubs, activities and more focused clinics or workshops on offer throughout the Senior School means that most ambitions can be embraced and experiences tailored to meet the needs of each individual.

The weekly activity programme at Durham School provides all students with the opportunity to cultivate new or existing interests and includes activities as varied as bushcraft, debating, model making and ceramics.



Societies

In addition to the broad co-curricular provision, there is a range of academic societies helping to further students' knowledge on a range of topics.

Led by pupils, they incorporate lectures given by external experts and presentations, debates and academic activities delivered by staff and other pupils throughout the year.

They include the Creighton Society for historians, the Politics Society, the Tristram Society of scientists, the Hillard Society for linguists, MEDSOC, and the Heretics Society for those wishing to debate and present on 'radical' subjects.

Music

DCSF prides itself on offering a first-class musical education which is vibrant, engaging, and inclusive. Each pupil is guided by a team of specialist teachers to embrace music through an imaginative and stimulating curriculum and pupils benefit from an excellent team of visiting music teachers, providing one-to-one lessons throughout the week.

Pupils have access to a range of excellent resources including a music technology room, large rehearsal spaces, nine teaching/practice rooms, and a renowned three manual Harrison & Harrison organ in the school chapel, all the way down to timpani and a harpsichord for our orchestral groups.

Pupils are encouraged to participate in a wide range of orchestras, choirs and ensembles each

week as well as making the most of regular opportunities to perform in the Cathedral.

Regular concerts are held in venues such as the Glasshouse (formerly Sage, Gateshead) and a large-scale musical, with a professional band and set, is performed every other year at a professional theatre.

Previous venues have included the Gala Theatre in Durham, and the Tyne Theatre and Opera House in Newcastle.

The annual House Music competition is a big event in the school calendar and sees the whole school taking part, and its popularity has seen it being held in major concert venues in the region.



Drama



From Disney to Dickens, Shakespeare to Shakespeare in Space...

Drama inspires pupils at Durham Cathedral Schools Foundation to get creative and become performers, providing them with the opportunities to develop their skills and showcase their talents.

The standard of drama across the Foundation is extremely high and many talented pupils have gone on to read Drama and Theatre at University or to Drama School.

The drama facilities and support offered in the Foundation allows pupils to pursue their interests in acting, technical design or even directing, with the pupils' technical and production team often providing the lighting and sound for performance.

Each year sees a diverse and exciting range of drama performed at Durham School, including popular classics, contemporary and challenging works, large-scale West End musicals, and plays for young people. The House Drama competition is highly popular with pupils and is a mainstay of the school calendar.

Sport

Sport has long been a stand-out part of the provision at Durham Cathedral Schools Foundation which enjoys outstanding success on the sports pitches, courts and river. Sport is a crucial element of the educational experience and the variety, depth and quality of the offer are essential components in generating an atmosphere in which pupils can develop and enjoy their sport, while also creating an awareness of the relationship between constructive exercise and a healthy lifestyle.

At Durham School, pupils do five hours of physical activity a week as well as weekend fixtures and can

also participate in inter-house sport competitions. During Games sessions, pupils take part in the traditional sports: rugby, rowing, cricket, hockey and netball. Alongside these, pupils can take part in a wide range of sports including athletics, badminton, basketball, cross country, pentathlon, rounders, swimming, and tennis and regularly represent their county, region and country.

The sporting facilities are of a high standard and consist of an AstroTurf, two sports halls, a cardiovascular suite, gym facilities, a swimming pool, and access to the Durham University Sports Centre.



Our sport is built on participation and performance

The Role

This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future.

Key Responsibilities

The Principal is accountable to the Board of Governors for the delivery of first-class education and outstanding pastoral care. More specifically the key responsibilities of the next Principal of Durham Cathedral Schools Foundation can be outlined as follows:

Strategic leadership

- To shape and steward the strategic direction and vision for DCSF, working with the Board, Bursar and the Head of Chorister School to develop clear and measurable strategic goals, with clear deliverables and effective accountability.
- To ground this vision and strategy in the context of a distinct local market and rapidly shifting educational landscape, ensuring DCSF is well-positioned to seize opportunities and respond to changes in the educational, political, economic, and social spheres.
- To report regularly to the Board on the progress towards the strategic priorities, operational objectives, financial performance, and educational delivery and outcomes across the schools.
- To work with the Board and the Bursar on the further commercial development of DCSF, including areas such as the international school franchises.
- To maintain a strong relationship and effective partnership with the Cathedral and its community.
- To help to build and strengthen DCSF's strong community of alumni, current and former parents, pupils, and staff that complements the work of the Foundation and contributes to improved provision.



The glory of the climb

The Role

People Leadership

- To motivate and inspire a high-performing Senior Leadership Team by providing clear leadership and demonstrating a clear commitment to their professional development.
- To build productive and creative relationships with the Board of Governors, ensuring an environment of support that enables them to fulfil their duties and obligations.
- To build capacity and develop leadership at all levels, championing an open and collegiate working culture in which staff across DCSF are empowered to take initiative and ownership.
- To model a working culture that ensures equality, diversity, inclusion and the safeguarding of young people, and promote the Foundation's MARK Values and "Confidence for Life. Respect for all" ethos.

Educational Leadership

- To champion, and balance, DCSF's proud tradition of excellence in academics, the creative and performing arts and sport; demonstrating a nuanced understanding of the ethos of DCSF while evolving it further in pursuit of current and future goals.
- To enhance spirituality at DCSF, ensuring that within the ethos of this Cathedral foundation, pupils of all faiths are respected and welcomed at the schools, and to understand the mission of the Cathedral in the context of the Foundation, and not just in the very special context of the Cathedral Choristers.
- To continue to improve academic outcomes and encourage a culture of high aspiration whilst holding in balance DCSF's strengths and distinctiveness as an inclusive Foundation.
- To lead by example in encouraging consistently high-quality and innovative teaching, and communicating a clear teaching and learning strategy for the staff body.
- To take a collaborative, trusting approach to leadership, empowering senior and middle academic leaders to drive a culture of academic rigour and success.
- To further enrich DCSF's outstanding pastoral care and ensure that the wellbeing and happiness of pupils remains at the heart of all decision-making.
- To fully embrace the unique and close-knit community that exists at DCSF and to enrich this community as a visible, approachable leader fully engaged in all aspects of boarding and day school life.



Getting people round the table

The Role

Commercial leadership, marketing and fundraising

- To bring vision, commerciality, and creativity to the relationship with the Bursar, working with them to ensure that the Board's financial and operational goals are met.
- To lead, with the Director of Marketing and Admissions, an effective admissions strategy, such that pupil numbers are as strong and balanced as possible.
- To strengthen relationships with the parents of pupils in the Foundation and ensure excellent, thorough and proactive communication with the parent body at all times.
- To present a coherent and accurate account of the Foundation's performance in forms appropriate to the range of audiences, including governors, parents, alumni, the Cathedral, the local community, ISI, and others.
- To be an outgoing ambassador for DCSF, effectively communicating its vision to a wide range of external audiences including feeder schools, the local press, prospective parents both domestically and internationally.
- To support and play a key role in fundraising, engaging authentically and persuasively with existing and potential donors.



Opening doors

The Role

Safeguarding

To continue to ensure that:

- DCSF's safeguarding team works closely with external agencies, as required.
- The policies and procedures adopted by the Board of Governors are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable staff to discharge their safeguarding responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and ensure such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing practices.



Time to talk

The Person

The next Principal of Durham Cathedral Schools Foundation will be an inspirational and dedicated educator who combines strong natural leadership abilities with first-class interpersonal and organisational skills. They will possess most or all of the following experience, skills, knowledge, and personal attributes:

Experience

- A track record of successful senior/executive leadership experience.
- Experience of leading and developing high-performing teams with a clear commitment to the continuing professional development of colleagues.
- Experience of strategy development, and the creation, implementation and monitoring of plans in order to successfully execute a strategy.
- Experience in managing human, financial and physical resources successfully.
- An appreciation and understanding of excellence in boarding education and a clear willingness to embrace the challenges and opportunities of senior leadership in this context.
- Experience of promoting excellence and innovation in teaching and learning to ensure both academic progress and the artistic, sporting and social development of the students.
- Experience of engaging and building relationships with key internal and external stakeholders.



The Person

Knowledge, Skills and Ability

- Strong strategic leadership skills and an understanding of the issues particular to an inclusive all-through school.
- Strong business acumen and an understanding of the commercial, economic and financial imperatives in the leadership and management of schools.
- The ability to translate an ambitious vision into meaningful plans and objectives and gain the commitment and trust of the staff.
- Outstanding interpersonal skills and high levels of emotional intelligence with the ability to inspire, motivate and engage a range of audiences.
- A broad knowledge of the rapidly changing boarding market and an awareness of the demands of senior leadership in a boarding school.
- A commitment to the delivery of a broad and far-reaching co-curricular programme which provides a wealth of artistic, cultural, sporting, and personal development opportunities.



The Person

The successful candidate will be:

- In sympathy and alignment with the Christian values of the Foundation, the Church of England's mission and the role and purpose of a cathedral.
- A highly visible leader with the energy and ambition to inspire and motivate colleagues across the different constituencies which make up the broad DCSF community.
- A dynamic and charismatic communicator able to articulate the Foundation's distinctive position in an increasingly challenging and competitive market.
- Robust, adaptable, capable of achieving pragmatic solutions, and decisive with strong intellectual capacity. Will be capable of making tough decisions when appropriate.
- A confident, resilient, and empathetic leader who will inspire and empower pupils and staff.
- Ambitious, committed and driven, with the energy, decisiveness and stamina to hold in balance the different aspects of the role.
- Able to nurture the Foundation's existing strengths whilst continuing to challenge, change, and innovate such that the schools continue to flourish.
- Able to inspire confidence and respect from all stakeholders including parents and governors, not least through excellent internal communications.
- Warm and personable, with a keen sense of humour.



Appointment Process and How to Apply

The Boat House

Durham Cathedral Schools Foundation has retained the services of Perrett Laver to help identify the widest possible field of suitable candidates and assist in the assessment of candidates against the requirements for the role. An executive search exercise is being undertaken alongside the advertisement of the post.

Applicants should submit a CV (including comprehensive details of key achievements and responsibilities) along with a covering letter which fully addresses the competencies outlined in the job description and person specification.

Completed applications should be uploaded at <https://candidates.perrettlaver.com/vacancies> quoting reference 7574. The closing date for applications is 08:30 BST on Thursday 24 October 2024.

The shortlist of candidates will be selected in the week commencing 4 November 2024 and shortlisted candidates will be invited to attend a first round of interviews at DCSF in the week commencing 11 November 2024. Finalist candidates will be invited to have briefing visits at the school in the week commencing 18 November 2024 with final round interviews taking place at the school in the week commencing 25 November 2024. If you require any reasonable adjustments to assist you in the selection process, please advise us of these so that we can make appropriate arrangements.

Protecting your personal data is of the utmost importance to Perrett Laver and we take this responsibility very seriously. Any information obtained by our trading divisions is held and processed in accordance with the relevant data protection legislation. The data you provide us with is securely stored on our computerised database and transferred to our clients for the purposes of presenting you as a candidate and/or considering your suitability for a role you have registered interest in.

As defined under the General Data Protection Regulation (GDPR) Perrett Laver is a Data Controller and a Data Processor, and our legal basis for processing your personal data is 'Legitimate Interests'. You have the right to object to us processing your data in this way. For more information about this, your rights, and our approach to Data Protection and Privacy, please visit our website <https://perrettlaver.com/privacy-policy/>



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The Choristers in Durham Cathedral