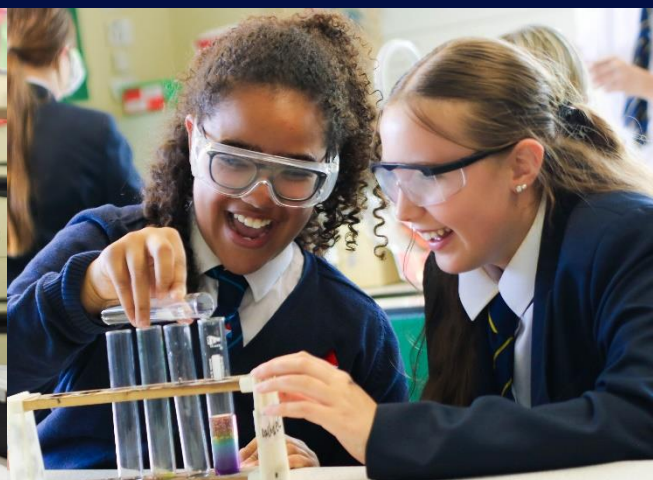




# Barnwood Park



## A message from the Governors

Dear Candidate,

Thank you very much for your interest in our vacancy. We are seeking a Headteacher with proven leadership skills, vision, drive, resilience and compassion to bring out the best in our staff and improve the school.

Barnwood Park is a popular, over-subscribed Local Authority maintained school serving the eastern edge of Gloucester. Formerly a girls' comprehensive school, we finally became a six-form entry, fully Co-Ed school in September 2022. We are proud of our school's inclusive ethos and its happy, secure learning environment. Governors are currently actively exploring the benefits of joining a Multi-Academy Trust with a strong shared approach to school improvement. Most secondary schools in the area have already become academies within the multi-academy trust framework.

In July 2019 OFSTED found us to be a 'Good' school, commenting, *'Over the last 3 years the progress that pupils make by the end of Year 11 has improved. This is now **significantly above the national average**. ... this continues to be the case, including at key stage 3.'* Since the pandemic, progress has dipped and the school is now working hard to make the improvements required to retain our status of 'Good'.

Our current head is resigning after two years in post, due to changes in family circumstances. She has made an excellent job of identifying the school's strengths and weaknesses and setting up plans for improvement. We are seeking an experienced leader to continue this improvement, particularly in the areas of teaching, assessment, learning and curriculum. Behaviour and pastoral care have improved significantly in the last year; attendance remains a challenge, as does meeting the needs of our high numbers of students with EHC plans.

This is an exciting time to be taking on leadership at our school as it enters a new phase of accelerated development from a secure base of popularity and student oversubscription.

In order to find out more before applying, we are offering you the opportunity to visit the school informally during the week of 18-22 March: please contact the Headteacher's PA, Vicki Quinn, [vquinn@barnwood-park.gloucs.sch.uk](mailto:vquinn@barnwood-park.gloucs.sch.uk) tel: 01452 530389 to arrange a time.

You will find information about our school in this pack which you can supplement by looking at our school website: [www.barnwood-park.gloucs.sch.uk](http://www.barnwood-park.gloucs.sch.uk).

If you are keen to lead this popular school in the next stage of its improvement, please do apply. We look forward to hearing from you.

Yours sincerely



Mary Higgins  
Chair of Governors

## Introduction to Barnwood Park

Barnwood Park is a popular, six-form entry comprehensive school that has expanded over recent years. Formerly a girls' school, we became fully Co-Ed in September 2022. The current NOR is 890 and we employ 130 staff. We are oversubscribed with over 186 first choice applications for 180 places in Y7 for September 2024.

The current Head came into post in 2022 and has made an excellent job of identifying the school's strengths and weaknesses and setting up improvement plans. Consequently behaviour, which had deteriorated significantly during the pandemic, has now improved significantly. The learning environment in the school is once again happy and secure and the push is now on to improve teaching, assessment, learning and curriculum back to the levels which secured an OFSTED 'Good' judgement in 2019.

We are currently a Local Authority maintained school, the only secondary school in the City of Gloucester to be so, but Governors are now actively exploring joining a MAT. The Gloucester secondary school system has mixed comprehensive schools alongside selective grammar schools.

The school serves the eastern side of Gloucester. Most of our students come from contrasting areas of the city, drawing a truly culturally, socially and academically diverse intake. Most students live less than a mile from the school. We have a higher-than-average number of students eligible for Pupil Premium, and, due to a strong reputation for inclusivity and nurture, a growing number of students with EHC Plans (77 in the whole school).

A significant proportion of our teaching is to mixed ability groups. Ensuring the good progress of all students remains a key focus in our improvement and CPD plans. Students with good rates of attendance make better progress. We continue to strive to ensure all students and their families understand the importance of good attendance and have increased staffing in this area to good effect.

The school is well-staffed with loyal and hardworking teaching and support staff. The condition of the buildings is mixed with some relatively new additions (a Sports Hall, Dance and Drama Studios, IT suite, DT room and Physics Lab) and other areas in significant need of refurbishment/replacement.

The Governing Body enjoys a good, open relationship with our Headteacher so that we are clear on the school's strengths and weaknesses and what is being done about them. We would want this to continue with her successor. Whilst acting as "critical friends", we also take our responsibility for ensuring the Headteacher's continuing professional development and well-being very seriously.

To find out more about Barnwood Park School please

- look at the school's website: [www.barnwood-park.gloucs.sch.uk](http://www.barnwood-park.gloucs.sch.uk);
- read our OFSTED report: <https://reports.ofsted.gov.uk/provider/23/115720>
- Check out our data: <https://www.gov.uk/school-performance-tables>

Visit us informally between 18-22 March by contacting the Head's PA, Vicki Quinn:

[vquinn@barnwoodpark.gloucs.sch.uk](mailto:vquinn@barnwoodpark.gloucs.sch.uk)



## School Results and Performance

At Barnwood Park all staff strive to improve performance to ensure all students achieve and progress well.

Please note that the DfE advises that School and college performance data for the 2022/2023 academic year be used with caution:

*In 2022/23, qualifications returned to pre-pandemic standards. Performance measures that are based on qualification results will reflect this, and cannot be directly compared to measures from 2021/2022. There are ongoing impacts of the COVID-19 pandemic, which affected individual schools, colleges and pupils differently.*

More detailed subject results for recent years can be found in the 'Exam Headlines' documents linked to on this page. The School Performance Data can be explored in detail at <https://www.compare-school-performance.service.gov.uk/school/115720> Or contact the school.

Measure	2018	2019	2020 §	2021 §	2022	2023
Percentage of students achieving a Strong pass (5 or better) in English & Maths**	38%	37%	41%	48%	44%	26%
Percentage of students achieving a Good pass (4 or better) in English & Maths	70%	62%	69%	78%	71%	52%
Percentage of students entering the English Baccalaureate *						8%
EBacc average point score	3.96	3.71	3.9	4.22	3.97	3.00
Attainment 8#	47.1	44.8	46.68	49.78	47.85	37.3
Progress 8 # [All students]	+0.28	-0.1	n/a	n/a	+0.15	-0.44
Progress 8 [Disadvantaged students]	+0.03	-0.75	n/a	n/a	-0.14	-0.64
Percentage of students moving who continue in Education or Training or move to Employment at end of 16-19 study ^	93%	91%	n/a	95%	94%	94%

\* The English Baccalaureate includes English, Maths, at least 2 science GCSEs, a language and a humanity subject (History or Geography)

§ Data for 2020 and 2021 was not required to be published by the school. It is included for useful reference. There are no Progress 8 scores for these years as these were not published by the DfE as part of the response to Covid-19. In 2021 exams were replaced by Teacher Assessed Grades. In 2020 exams were replaced by Centre Assessed Grades plus an algorithm to adjust grades if necessary.

# Attainment 8 began in 2016. It shows average points for all students across 8 subjects, including English & Maths and at least 3 from Science, Humanities and Languages. Progress 8 began in 2016. It includes all students and measures their progress from KS2 to the end of KS4

^ This is the most recent DfE data. 2023 refers to 2020-21 cohort. No data was published for 2020

## TO APPLY:

***All applicants are strongly advised to read the Job Description and Person Specification and tailor their application to these requirements.***

All applicants should submit the following 2 documents via the TES website.

### **1. Completed Application Form**

To download, please visit the school website vacancies page: <https://www.barnwood-park.gloucs.sch.uk/vacancies>

### **2. Formal Letter of Application**

Please also submit a formal letter of application: a maximum of two sides of A4 (size 10 – 12 font).

Please explain:

- why you are applying for the position
- how your experience, personal qualities and skills make you a suitable candidate.

**Closing date: Friday 5 April 2024 at 0900.**

*To be called to interview, you must demonstrate how you meet the Person Specification and meet the **essential** criteria on the Person Specification as a minimum.*

If you have any problems with sending your application through, please contact the Headteacher's PA Vicki Quinn, [vquinn@barnwood-park.gloucs.sch.uk](mailto:vquinn@barnwood-park.gloucs.sch.uk) tel: 01452 530389.

**Shortlisting: 09 April 2024**

**Invitations to interview: 10 April 2024** - A presentation task will be set.

**References sought: 10 April 2024 (deadline: 15 April 2024)**

**12 April 2024** – interviewees will receive a copy of the SIP/SEF to aid preparation

**Interviews: April 16 (from 3.30), April 17 (full day), April 18 (selected candidates only) 2024**

*To be held at the school*

### **Taking up post**

The successful candidate will take up post on **1st September 2024**, however there would be the possibility to work in the school before that, by arrangement with the successful candidate's current employers.



**Job Description:****Headteacher**

**Salary:** Leadership Spine: Points 29 to 35: £93,902 - £108,776

**Contract type:** Full time, Permanent

**Reporting to:** The Chair of Governors

**Responsible for:** All staff, students and volunteers within the school.

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 of the School 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. GENERAL**

- Carry out the duties of Headteacher in accordance with the [Headteachers' Standards \(2020\)](#) and the [Teachers' Standards \(2011\)](#).

**2. LEADERSHIP AND MANAGEMENT OF STUDENT ACHIEVEMENT, PROGRESS AND SAFETY**

- Ensure that student safety is at the centre of all the school's functions, in particular strategic planning and resource management.
- Ensure an aspirational culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning and the learning of others.
- Ensure a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress in every student's learning throughout the school.
- Implement and maintain strategies to secure high standards of behaviour and attendance, student welfare, and citizenship.
- Ensure collaboration with other agencies in providing for the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of students.

**3. LEADING AND MANAGING STAFF**

- Ensure that outstanding teaching is the primary objective for all teachers.
- Lead, motivate, support, challenge and develop staff to secure improvement.
- Ensure schemes of delegation and lines of accountability with staff are clearly defined.
- Ensure that all staff are engaged with the school's key SIP priorities and the development of the school's aims and objectives, through effective communication across the whole school community, whether they be teaching or support staff.
- Maximise the contribution of staff to improve the quality of education provided and standards achieved.
- Implement and sustain rigorous procedures for monitoring the performance of all staff including objective setting and personal development plans.
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams.

#### **4. LEADERSHIP AND MANAGEMENT OF CURRICULUM**

- Determine and ensure implementation of a diverse, flexible curriculum to ensure high quality and personalised learning experiences for students of all backgrounds and abilities.
- Ensure that the curriculum is providing for the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of all students.
- Ensure that the curriculum enables students to progress to sustained education, training and employment on exit from the school.

#### **5. MANAGING RESOURCES**

- Promote creativity, innovation and the use of appropriate existing and new technologies to achieve excellence.
- Agree and set appropriate priorities for expenditure with the Governing Body; allocate funds and monitor the effective administration and control of school budgets so that the school secures its objectives.
- Deploy and manage the school's financial and human resources efficiently and effectively to achieve the school's educational goals and priorities in line with the school's strategic plan and financial context.
- Ensure school buildings and facilities meet the needs of the students and staff and are of the highest standard of cleanliness and repair and compliant with health and safety regulations.
- Explore and develop additional sources of funding.

#### **6. STAKEHOLDERS AND THE LOCAL COMMUNITY**

- Secure the commitment of all parents and carers, especially hard-to-reach parents, and the wider community to the vision and direction of the school.
- Act at all times as an ambassador for the school in a manner which upholds its values and ethos.
- Seek opportunities to communicate and enhance the value of the school to other sectors of the local community and businesses.
- Contribute to the development of the education system and student achievement by sharing effective practice, working in partnership with other schools, especially feeder primary schools, and promoting innovative initiatives.
- Ensure parents/carers are informed about the curriculum and their child's performance.

#### **7. ACCOUNTABILITY AND GOVERNANCE**

- Work with the Governing Body to analyse and plan for the future needs and further development of the school within the local, national and international context.
- Translate the vision into a School Improvement Plan with agreed, prioritised objectives and operational plans which will promote and sustain school improvement within an agreed timeframe.
- Encourage a school ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, governors, the local authority, the local community, Ofsted and others, to enable them to contribute effectively.
- Ensure the school meets all statutory and legislative requirements.

#### **8. TEACHING**

- Teach as necessary and appropriate, relative to the other duties of the post.

## NOTES

The Headteacher may be asked by the Governing Body to undertake other duties reasonably regarded as falling within the duties and responsibilities of the post. This job description will be reviewed annually at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the post holder.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

### **Safeguarding Statement:**

Barnwood Park School is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We will ensure that all our recruitment and selection practices reflect this commitment.

All successful candidates will be subject to an enhanced Disclosure & Barring check along with other relevant employment checks.

Disclosure of any criminal convictions and service will be required for this post. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. The post may not be exempt from the Rehabilitation of Offenders Act 1974 as certain spent convictions and cautions are 'protected' and are not subject to disclosure. It is important that an applicant provides the School with upfront disclosure of all unspent convictions, cautions, reprimands or warnings. A failure to declare the above (that are not subject to the Disclosure and Barring Service filtering) may disqualify an applicant for appointment and may result in summary dismissal if the discrepancy subsequently comes to light.

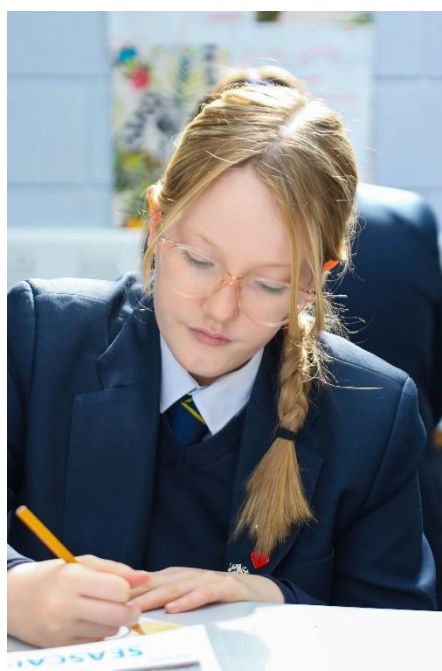


## **BARNWOOD PARK SCHOOL: HEADTEACHER PERSON SPECIFICATION**

This Governing Body and the Local Authority are committed to safeguarding and promoting the welfare of children and young people and Headteachers must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and complete a Disqualification Declaration.

	<b>COMPETENCIES, KNOWLEDGE, QUALIFICATIONS</b>
<b>QUALIFICATIONS AND CPD RECORD</b>	<b>Essential:</b> <ul style="list-style-type: none"><li>• Qualified Teacher Status and first degree (or equivalent)</li><li>• Record of CPD relevant to Headship</li></ul> <b>Desirable:</b> <ul style="list-style-type: none"><li>• Higher degree relevant to Headship</li><li>• NPQH</li><li>• CPD record includes substantial relevant achievement</li></ul>
<b>EMPLOYMENT RECORD</b>	<b>Essential:</b> <ul style="list-style-type: none"><li>• Successful track record of senior leadership in the secondary sector</li><li>• Successful track record of leadership of whole school initiatives</li></ul>
<b>PERSONAL EFFECTIVENESS</b>	<ul style="list-style-type: none"><li>• Resilient, energetic, driven, compassionate, confident</li><li>• Committed to own personal &amp; professional development</li><li>• Able to identify, prioritise and resolve issues</li><li>• Adaptable and responsive to circumstances</li><li>• Consistent in judgement and inner integrity</li><li>• Clear and confident communicator in all situations</li></ul>
<b>LEADERSHIP AND MANAGEMENT OF STUDENT ACHIEVEMENT, PROGRESS AND SAFETY</b>	<ul style="list-style-type: none"><li>• Concerned about individual student needs; regards personal safety and achievement for each individual as the highest priorities</li><li>• Able to inspire high levels of performance in students;</li><li>• Able to analyse complex issues relating to students' attainment and progress and develop effective and creative responses</li><li>• Proven solution focused approach to managing, monitoring, and evaluating student progress</li><li>• Proven ability to use data collected to develop detailed plans with specific, measurable targets</li><li>• Proven ability to promote and maintain high standards of behaviour</li></ul>
<b>LEADING AND MANAGING STAFF</b>	<ul style="list-style-type: none"><li>• High-level understanding and implementation of management structures and systems, with appropriate delegation, monitoring and enforcement of accountability</li><li>• Able to inspire and maintain high morale, address problems and resolve conflict by applying skills of arbitration and reconciliation in the context of persistently pursuing accountability</li><li>• Positive and approachable with a commitment to equal opportunities and high achievement</li></ul>

<b>LEADERSHIP AND MANAGEMENT OF CURRICULUM</b>	<ul style="list-style-type: none"> <li>• Depth of knowledge of the National Curriculum and sound experience of curriculum design, delivery, monitoring and assessment</li> <li>• Able to analyse complex curriculum issues and develop effective and creative responses</li> <li>• In-depth knowledge and understanding of current national and international curriculum thinking which informs school priorities and developments and against which the school's progress can be mapped</li> <li>• A vision for 21st Century curriculum provision in a comprehensive school</li> </ul>
<b>MANAGING RESOURCES</b>	<ul style="list-style-type: none"> <li>• Able to analyse complex issues relating to finance and resources and learning environment issues and develop effective and creative responses</li> <li>• A vision for a 21st Century learning environment</li> </ul>
<b>STAKEHOLDERS AND THE LOCAL COMMUNITY</b>	<ul style="list-style-type: none"> <li>• Effective communicator with staff, parents, pupils and governors and is sensitive to the school's role within the community</li> <li>• Able to establish effective links with the local community</li> <li>• Able to establish a "standing" within the community and engagement with a wide variety of stakeholders</li> </ul>
<b>ACCOUNTABILITY AND GOVERNANCE</b>	<ul style="list-style-type: none"> <li>• Successful school development planning and a strong track record of implementing and managing the delivery of sustained improvements</li> <li>• Able to work cooperatively and collaboratively with governors</li> </ul>
<b>TEACHING</b>	<ul style="list-style-type: none"> <li>• Substantial successful teaching experience in the secondary age range</li> </ul>



## **Further Information**

### **Curriculum at Barnwood Park**

*The curriculum at Barnwood Park 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 provide a range of curricular and extra-curricular opportunities. For KS4 students a wide range of subjects is offered to provide students with the most relevant pathway for further study or employment.*

#### **Our curriculum aims at Barnwood Park are:**

- 1. That students should develop their abilities to their maximum potential.*
- 2. That students who leave Barnwood Park should be articulate, literate and numerate, and have lively, enquiring, independent minds.*
- 3. That students should be aware of the needs of the community and be prepared to contribute fully to the life of the community.*
- 4. That all students should be offered a curriculum that has breadth and depth. It must be tailored to each student and satisfy their requirements.*
- 5. That students who leave Barnwood Park should:*
  - have developed a love of learning that will last for the rest of their lives*
  - be adaptable enough to react to the needs of a fast changing world*
  - be confident in their dealings with adults and peers*
  - be able to develop good working relationships with others*
  - have knowledge of a wide range of cultures and through this come to respect the rights and needs of others*
  - be able to make good moral judgements*

#### **House System and Form Groups**

*Students are placed in one of 6 mixed ability form groups from arrival at Barnwood Park and are also placed into one of 3 houses, Parks, Attenborough or Jenner. Students are awarded house points from their teachers for exceptional effort and excellent learning which go towards the coveted House Cup. Students also gain house points for involvement in extracurricular activities in areas such as music, dance, drama and sport. Students compete in their houses in our annual Sports Day for the House Sports Cup.*

*Each of our three houses also has their own house charity, which is decided by the students every year. A wide range of fun events are organised by the houses to raise money for these charities each year including, for example, cake sales with which all students get involved.*

*Each year group has a Year Lead and one Assistant Year Lead who are responsible, with the form tutors, for the pastoral care and academic progress of every student.*

## Subjects

*In KS3 all students follow the National Curriculum subjects:*

English Mathematics Science	History Modern Foreign Languages – Spanish or French	Personal & Social Development Geography	Computer Science Religious Education Physical Education
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*For 2023-2024 all students in Key Stage 3 study 8 different Art and Technology subjects through a yearly carousel of 4 rotations. This gives them a wide variation of practical and academic learning opportunities. Two carousel subjects are followed each week for a 9-10 week rotation, and these include Fine Art, Textiles Art, Digital Art, Food Technology, Resistant Materials, Music, Drama and Dance.*

*Students in KS3 have dedicated Literacy sessions during form time. Literacy is a key focus during form time at KS3 and this includes both fiction and non-fiction reading. The Literacy sessions are designed to improve students' oral and written confidence and competence. These skills are key for success at GCSE and by developing them early, students are able to apply them to their GCSE studies.*

*A small number of students at Key Stage 3 may have additional English lessons instead of Languages in order to strengthen their English progress and their ability to succeed in other lessons.*

*Students in Key Stage 3 are organised into mixed ability classes but can be set in Maths. A small group of students needing additional English are set in English. Students are taught in mixed ability classes for all other subjects.*

*Students choose their option subjects for Key Stage 4 in Term 3/4 of Year 9. Students in Year 9 receive detailed information, advice and guidance about their KS4 subject choices. Parents are fully involved in this, including through Parents' Evening and Options Evening.*

*At Key Stage 4 (Years 10 and 11) we offer a wide range of courses to ensure that all students have the opportunity to study subjects about which they are passionate, and to encourage a love of learning. Our focus in KS4 curriculum development is on quality and choice. We review our KS4 offer each year, and we evaluate the success of all courses regularly during the academic year.*

*The majority of students study GCSEs in Maths, English Language and English Literature, alongside Combined Science in Years 10 and 11, worth 2 GCSEs. All students will take core PE, and will study a programme of Personal and Social Development. Students will be set in Maths.*

*Students are currently able to choose 4 option subjects to study at GCSE. Currently the subjects available include:*

GCSEs		BTEC/NCFE*	WJEC/ Cambridge National**
Fine Art French Geography History Music Spanish Statistics Textiles	Business Studies Computer Science Design & Technology Drama Food Preparation & Nutrition Photography Physical Education Religious Education	Dance Health & Social Care Travel & Tourism  Childcare & Development*	ICT Technical Award Retail Business  Sports Studies**

*All subjects are GCSEs except those indicated, which are a vocational equivalent of GCSEs.*

*Some students will also be able to choose additional lessons in English and Maths as one of their option choices to boost their progress in these key areas.*

*In Year 10 all students undertake work experience in a wide range of placements to match their different interests and abilities.*

*We provide support for students to continue their studies when they leave Barnwood Park. All students receive one-to-one careers interviews, and we have strong links with sixth forms and colleges which help each of our students continue their learning successfully.*

#### *Alternative Provision*

*We provide a number of alternative provision opportunities for students who need an alternative to our mainstream offer to be successful or to boost their progress academically, socially and personally.*

*In line with the government Green Paper on SEND provision this support essentially offers students with additional needs the right support, in the right place at the right time. The Alternative Provision Model offers students bespoke tailored made intensive 6-12 week courses that meet need and support their transition back to school or equip them with the tools needed to be successful.*

*For example, we work with external tutors to provide some online 1-2-1 or small group tutoring in English and Maths. We work with a range of external providers, to provide additional wider opportunities and support for specific identified students. We review the success of these providers to ensure they are meeting the needs of the students and the objectives we have agreed for individuals.*