



# WIRRAL GRAMMAR SCHOOL

A Business and Enterprise School for Boys

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## Candidate information

### Assistant Headteacher

### September 2019

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## Introduction

Dear Applicant,

Thank you for your interest in this post. The Governors are keen to appoint a well-qualified and suitably experienced individual to the post of Assistant Headteacher to support the Senior Deputy Headteacher who has overall responsibility for the school curriculum and standards.

The successful candidate will be taking up this post at a pivotal time. The next few years are likely to see a number of changes to our School's Leadership Team and the appointed candidate will be required to draw from a breadth of experience in order to adapt to evolving circumstances and duties.

Wirral Grammar School for Boys is a great place to work and this is reflected in a variety of ways. Parent Surveys consistently report very favourable perceptions; staff turnover is very low and the range of opportunities that our staff choose to make available to our pupils creates a climate where learning is made broad and enjoyable.

The application information provides details of the role itself, the profile of our 'ideal applicant' and the type of characteristics that we feel are important to fulfil the requirements of the post. By visiting our school website ([www.wirralgrammarboys.com](http://www.wirralgrammarboys.com)) and visiting the 'Vacancies' area, you will find a number of additional documents that should be of help to you in finding more out about us. In particular, there is the Parent Handbook which is updated and re-issued every year; the school brochure which is issued to parents at our Open Evenings and the Governors' Annual Review which is a full report produced retrospectively covering a range of achievements alongside the School's development priorities. You will also find copies of 'Nuntius' which is our school news publication which conveys a broad picture of the activities that take place in our school.

Thank you again for your interest and we hope that you will find all of the information that you need.

Yours sincerely,

**Mr David Hazeldine**  
Headteacher

**Mrs Sheila Clarke MBE**  
Chair of Governors





## Introducing Wirral Grammar School for Boys

Wirral Grammar School for Boys was founded in 1931 and is one of the 163 remaining Grammar Schools in England. The School has been a converter academy since 2011. Prior to becoming an Academy, the school was a Foundation School which followed from the previous status as a Grant Maintained School. Wirral Grammar School for Boys serves the immediate community of Bebington and Bromborough and each year, pupils join the school from other parts of Wirral as well as from across the county border in Cheshire.

Wirral Grammar School is a selective 11 – 18 school and admission into Year 7 is by the 11+ assessment that pupils take when they are in Year 6 at primary school. The admissions process is managed by Wirral Local Authority on behalf of the school and the same assessment is used for admission to the other Grammar Schools in the area. The school has capacity to admit 155 pupils in each year group making it a five form entry school. At the end of Year 11, most pupils stay on into our Sixth Form and upon leaving the Sixth Form, the majority go on to University. In recent years there has been a growing demand for routes into higher level apprenticeship courses.

Wirral Grammar School for boys is situated in Higher Bebington close to Junction 4 of the M53. We have extensive specialist facilities and much of our accommodation is either new or has been refurbished within the last 10 years. Thanks largely to a Targeted Capital Grant that was awarded in 2006, new buildings have been added and all parts of the existing 1930s buildings have been re-modelled. ICT facilities cover the whole site with WiFi connectivity to all areas and all classrooms have ICT equipment for presentation purposes. We have our own purpose built Sports Hall and extensive playing fields.

As previously stated in the introduction, further information about the school can be found on the website: [www.wirralgrammarboys.com](http://www.wirralgrammarboys.com)



## Context and Rationale

The role of Assistant Headteacher is being advertised as a part of the evolutionary changes to the School Leadership Team. From September 2018, Mr Andrew White was internally appointed to the role of Senior Deputy Headteacher, vacating the previous position that he held in relation to Teaching and Learning.

The next three years will see a number of further changes to our Leadership Team brought about through staff retirement. The long term picture is to restructure the Senior Team to the planned model, which is explained below. Moving towards the planned model will be a gradual process.

## Leadership Team Roles

### ***Former Model***

Headteacher

Senior Deputy Headteacher : School Organisation

Deputy Headteacher i/c Sixth Form

Deputy Headteacher i/ Specialist School and Community

Deputy Headteacher i/c Student Welfare

Deputy Headteacher i/c Assessment and Curriculum Organisation

Deputy Headteacher i/c Staff, CPD and Teaching & Learning

School Director of Finance & Resources

ICT Strategy Leader

### ***Planned Model***

Headteacher

Senior Deputy Headteacher (Curriculum and Standards)

Deputy Headteacher (Pastoral and School Organisation)

Assistant Headteacher (Staff Deployment/Assessment)

Assistant Headteacher (Sixth Form)

School Director of Finance & Resources

School Operations Manager & ICT Strategy Leader



## The Role of Assistant Deputy Headteacher

Commencement:	September 2019
Salary:	ISR Range: L14 – L18
Contract type:	Full time
Contract hours:	Permanent
Accountable to:	Senior Deputy Headteacher



### Job Description

Over the next three years, the nature of the job description will evolve. Among other duties, key areas will become a focus on timetabling and the preparation and presentation of data for pupil assessment and progress tracking. Specific areas of responsibility will be agreed in discussion with the Senior Deputy Headteacher who the successful applicant will be required to work closely with. The following sets out the broad areas of responsibility. These are divided into two phases to indicate the evolving nature of the role.

#### **Initially, key roles and tasks will include:**

- Responsibility for the organisation and effective operation of performance management arrangements for both teaching and support staff.
- Organisation of staff professional development arrangements.
- Responsibility for staff induction.
- Responsibility for supporting newly qualified teaching staff through their induction year.
- Organisation of staff training linked to school improvement priorities.
- Organisation of the school reporting and progress monitoring calendar.
- Monitoring of pupils' access to extra-curricular provision.
- Organisation of the arrangements for the occasional mid-year admission.
- Organisation of the Annual Awards Ceremony in Summer Term.
- Assisting the Senior Deputy Headteacher with school development planning.
- Assisting with the preparation of the school timetable.
- *Other duties as agreed with Headteacher/Senior Deputy Headteacher.*

### **Eventually, the key roles and tasks will further develop to include:**

- Timetable organisation, production, communication and maintenance
- Organisation of option arrangements and allocation of pupils to groups.
- Develop and maintain arrangements for pupil tracking and assessment.
- Provide guidance and support in relation to school performance data.
- Monitoring of school progress and assessment data and related interventions.
- Generation of data reports for use by senior staff, Heads of Department, Heads of Year and Governors.
- Available on the days of GCSE and A Level results publications to organise results download into analysis software.
- Monitoring of homework setting arrangements.
- Analysis and presentation of results reports on both GCSE and A Level results.
- *Other duties as agreed with Headteacher/Senior Deputy Headteacher.*

## **Wider Role as a Member of the Leadership Team**

- To be actively setting high expectations and professional standards and addressing concerns when they arise.
- To be a presence around the school and most particularly at lunchtimes when an effective duty presence is required.
- To monitor links with the Governing Body through a combination of one to one links and attendance at Governing Body meetings as required.
- To take a lead in assemblies as required.
- To be a leader for one of the four school Houses.
- To take responsibility for a designated duty team.
- To attend school events including concerts, school productions etc as required.
- Keeping ahead of developments in order to keep staff adequately informed.

## **Applicant Profile and Person Specification**

### ***Applicant Profile***

Our ideal applicant will have the following key attributes in relation to the requirements of the post:

- ✓ Broad middle leadership experience with clear evidence of very successful outcomes for students.
- ✓ Whole school experience that evidences the ability to lead and motivate others and have a positive impact in terms of outcomes for pupils beyond the immediacy of a single curriculum area.
- ✓ Very recently completed and/or current professional development that is aimed at preparation for school leadership at a senior level.
- ✓ An excellent communicator as evidenced through a lead on whole school staff development.
- ✓ A highly effective problem solver with the ability to think objectively and strategically and be able to evidence this in a current role.
- ✓ An ability to develop and utilise systems for processing and analysing pupil data.
- ✓ An ability to plan a school timetable.
- ✓ A breadth of school leadership experience in at least two schools.
- ✓ A determination to progress to Headship.



# Person Specification

The following details the range of competencies and qualities that applicants should ideally have:

Aspect	Professional and Personal Qualities	Noted through
Qualifications and Training	<ul style="list-style-type: none"> <li>Qualified teacher status</li> <li>Good honours degree or equivalent</li> <li>Evidence of current, or very recent professional development/further study through a recognised institution or programme and which is impacting on your work</li> </ul>	AF, L
Experience	<ul style="list-style-type: none"> <li>Significant curriculum/pastoral leadership whether as head of a subject or pastoral leader with evidence of excellent outcomes</li> <li>Innovative use of data in information planning and produce excellent outcomes</li> <li>Experience of curriculum planning/timetabling</li> <li>Experience of self evaluation and improvement planning with evidence of positive impact</li> <li>Evidence of positive impact in leading change through leadership of whole school initiatives and in the delivery of development projects</li> <li>Strong record of effective behaviour management through a positive ethos</li> <li>Experience of managing a substantial budget and/or whole-school financial management</li> <li>Demonstrate an ability to create and use data systems as part of quality assurance processes</li> </ul>	AF, I, T, R
Teaching and Learning	<ul style="list-style-type: none"> <li>A highly effective classroom teacher who can confidently model practice to others</li> <li>An inclusive approach to ensuring that all children succeed</li> <li>Experience of having taught across the full 11 – 18 age range and in more than one school ideally in a co-educational context</li> <li>Considerable experience of the evaluation and monitoring of teaching, learning and assessment</li> <li>Recent evidence of positive impact on teaching standards</li> </ul>	L, I, T, R
Standards and progress	<ul style="list-style-type: none"> <li>The ability to develop and use tools for data analysis on student progress</li> <li>A record of sustaining high grades in achievement at both department/faculty and whole school levels</li> <li>Demonstrate a clear understanding of the principles and practice of quality assurance systems including self-review, self-evaluation and performance management</li> <li>Experience of monitoring and evaluating performance including the effectiveness of teaching and learning</li> </ul>	L, I, T, R
Communication	<ul style="list-style-type: none"> <li>The ability to inspire and motivate people</li> <li>Relate well to students gaining their respect and confidence</li> <li>Demonstrate excellent interpersonal skills with the ability to communicate with parents and other stakeholders both in writing and in person</li> <li>A confident and effective public speaker</li> <li>High level of ICT skills and ability to use these effectively in a range of situations</li> <li>Understand the importance of listening to, reflecting on and acting on community feedback, as appropriate</li> <li>Ability to communicate effectively with external agencies and professionals and to tailor their provision to the needs of the school</li> </ul>	L, I, R
Personal and other skills	<ul style="list-style-type: none"> <li>Excellent record of attendance and punctuality</li> <li>A calm, measured approach to dealing with challenging situations</li> <li>Energy, creativity, loyalty and personal commitments</li> <li>Excellent organisational skills</li> <li>The ability to inspire the trust, confidence and respect of students, staff, parents and the community</li> <li>Highly numerate with an ability to set up monitoring systems</li> <li>A clear sense of perspective and positive 'can do' approach</li> <li>A personal ethos which has high expectations and standards of achievement at its core</li> <li>The ability to see tasks through to completion</li> <li>The ability to organise, manage and supervise school routines effectively</li> </ul>	L, I, R

**Key to Codes:** AF-Application Form I-Interview L-Letter T- Task(s) R – Reference

# Application Arrangements

Suitability for the post will be assessed through the application form, letter, interview process and references undertaken.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This commitment will be investigated during interview.

Applications must include names of two referees and a covering letter. ***The closing date for all applications is Monday 25<sup>th</sup> February 2019 at 12noon.***

## Content and structure for covering letter

In your letter please address the following:

1. Why you feel this post is right for you?
2. Details of your current professional development and how this impacts on your role.
3. Evidence of how you have achieved excellent outcomes for pupils.
4. The experience that you have in relation to our 'Applicant's Profile' on page 5 and in particular, what you see as your strengths and areas for development.
5. What your current professional development needs are as you seek to develop as a highly effective senior leader.
6. What your priorities would be if you were appointed both in the short term (first six months) and longer term (first two years).

## Interview arrangements

The interview process is being facilitated by our School Improvement Associate, Mr Michael Butler. Interviews will take place over 3 days and will be arranged as follows:

### Day 1 Focus: Finding out about our school

To include: tour of the school, pupil discussion panel, informal meeting with Senior Deputy Headteacher, informal meeting with Chair of Governors and Headteacher and informal lunchtime meeting with Leadership Team.

The purpose for the day is primarily to give candidates the opportunity to become familiar with our school. The day does not form part of the formal selection process.

### Day 2 Focus: Panel Interviews and Activities

- Panel 1: Leadership, management and outcomes  
Panel 2: Curriculum Planning and Assessment

Activities: Prioritisation exercise  
Curriculum Planning problem solving exercise

### Day 3 Focus: Formal Interview

Shortlisted candidates will be invited to attend for a formal interview which will include a presentation.

## Arriving at a Decision

Unsuccessful candidates will be offered feedback from Mr Mike Butler, School Improvement Associate. In making an appointment, Governors will balance all of the evidence presented through the written application, panel interviews, short list activities and final interview.

## Hospitality

Candidates will have a room to use as a base and will have refreshments available throughout the day. On day one, lunch will be available with the Leadership Team and on day two, lunch will be available in the candidate base.

Final interview on Day 3 will be held off site and short listed candidates will receive details about this.

Candidates who require any information or clarification on the interview arrangements are welcome to contact Mrs Tanya Fry (Headteacher's PA).