



SIR THOMAS RICH'S  
GLOUCESTER

## **Appointment of Deputy Headteacher**



building on tradition



SIR THOMAS RICH'S  
GLOUCESTER

## Dear Prospective Applicant

### Deputy Headteacher (Inclusion, Safeguarding and Well-being)

Thank you for your interest in the above permanent position, commencing in September 2021. Due to school expansion, the Board of Trustees has recently approved the appointment of a third Deputy Head, with responsibility for inclusion, safeguarding and well-being.

We are seeking to appoint a highly effective senior leader of intellect and integrity, with proven high standards of teaching and significant experience of leading on pastoral care and student support, able to command the respect of pupils and colleagues. The successful applicant will be instrumental in the day-to-day operational management of the School, sharing overall responsibility for its smooth running with other members of the Senior Management Team as well as leading strategically on all aspects of student support.

I hope that the information provided with this letter, together with our website [www.strschool.co.uk](http://www.strschool.co.uk), will give a good insight into this post and a real flavour of school life at Rich's. We are proud of our history, traditions, sense of community and mutual respect enjoyed by both staff and pupils. Yet we are not complacent and are always looking to improve.

If you like what you read and believe you would like to play a key role in leading and developing our school, we would be very interested to hear from you.

If you wish to be considered, please complete the application form and forward it to me with a separate letter of application explaining your suitability for the post. The inclusion of your CV would be welcome. The closing date for applications is 9.00 am on Friday 26 February.

Yours faithfully

A handwritten signature in black ink, appearing to read 'M. Morgan'.

Matthew Morgan  
HEADMASTER







## About Our School

Founded in 1666 as the Blue Coat Hospital, today Sir Thomas Rich's is a progressive grammar school for boys in Years 7 to 11, and young men and women in the sixth form. Rated as 'outstanding' in all areas by Ofsted, we are consistently one of the highest attaining schools in the county and we are proud of our long-standing reputation for academic and sporting excellence. The School attracts high-ability, talented students and offers a wide range of extracurricular opportunities. We believe that students thrive in an atmosphere of respect, care and support; teachers and support staff work hard to promote this ethos and to make sure that every pupil feels that they are a valued member of the school community. High quality pastoral support is key to this aim, and we work closely with parents to develop positive relationships with families and help students achieve their full potential. Our accomplished teachers use their skills and in-depth subject knowledge to inspire, encourage and support our students in their journey through the School, laying firm foundations for academic excellence at GCSE, in our Sixth Form and beyond. Our students typically achieve ten or eleven GCSEs, mostly at the highest grades, and three or four A Levels, mostly at grades A\*, A and B.

### Our Mission

Sir Thomas Rich's aims to develop students with self-discipline, a thirst for learning, enquiring and creative minds and an appreciation of our heritage. We encourage and expect students to work to the best of their abilities and to achieve the highest possible academic standards. Our broad and rich curriculum aims to stimulate students to develop their interests, gain deep understanding, powerful knowledge and importantly to think for themselves and to foster their intellectual curiosity.

### Our Location

Located on the edge of the city of Gloucester in the heart of the south west, Sir Thomas Rich's is just a short drive from Junction 11 of the M5. The beautiful Cotswold towns of Cheltenham and Cirencester are easily accessible and there are excellent public transport links to the nearby cities of Cardiff, Birmingham and Bristol.



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veloping confidence





realising potential





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## The Senior Management Team

The Senior Management Team (SMT) is responsible to the Governing Body (Board of Trustees) for the leadership and management of the School. Each member of the SMT has specific responsibilities and they also line manage a group of academic subject departments and/or other staff teams. The SMT usually meets once a week after school for around two hours. An agenda is produced and topics discussed openly. Each member of the Team is responsible for an aspect of the School's Five-year Development Plan and annual Improvement Plan, aligned to their responsibilities. The SMT currently comprises the Headmaster, two Deputy Heads, four Assistant Heads and the Finance Director.

### **Matthew Morgan (Headmaster)**

A Geography teacher by background, Matthew held a number of roles in Buckinghamshire before becoming Deputy Headmaster at Sir Thomas Rich's in 2007 and Headmaster in September 2013. He is a National Leader of Education, Chair of Trustees for The Gloucestershire Association of Secondary Headteachers, a member of the Management committee for the Gloucestershire Initial Education partnership, a Chartered Geographer and contributes to the delivery for a number of CPD programmes regionally, for example NPQs.

### **Debbie Brake (Deputy Head)**

Debbie trained as a Languages teacher and current responsibilities include learning and teaching, appraisal, staff professional development, school self-evaluation and she is the Deputy Designated Safeguarding Lead. Debbie is a Specialist Leader of Education – her Master's degree focused on managing, changing and improving students' response to feedback. Debbie contributes to the delivery of a number of CPD programmes regionally.

### **Chris Carter (Deputy Headmaster)**

An Old Richian and a Geography teacher by background, Chris's current responsibilities include extracurricular activities, offsite visits and managing the School's community Sports Centre. Chris is also Director of Sport at the School.

### **Dave Dempsey (Assistant Headteacher)**

Dave is an Old Richian and trained as a Mathematics teacher. He is currently responsible for staffing, curriculum, assessment data and reporting. Dave line manages IT colleagues and is responsible for the School's digital strategy.

### **Rhys Davies (Assistant Headteacher)**

A PE teacher and former Head of PE, Rhys joined the School in 2008. His main responsibilities include oversight of Key Stage 3, Admissions to Year 7, Pupil Premium and he is Director of Rugby. His Master's degree focused on engaging parents to improve outcomes for PP pupils.

### **Peter Daniell (Assistant Headteacher)**

Pete is a History teacher and his main responsibilities include oversight of Key Stage 4, Careers education and attendance in the School.

### **Matthew Lynch (Assistant Headteacher)**

An Economics, Business Studies and Psychology teacher, Matthew's main responsibilities include oversight of Key Stage 5 and is the School's Training Manager, guiding and supporting the development of trainee teachers.

### **Nicky Binning (Finance Director)**

Nicky is responsible for all aspects of Finance, Health and Safety, and line manages the Site Team and the Finance Team. Nicky is also Clerk to Trustees.



## Role Description

### Deputy Headteacher (Inclusion, Safeguarding and Well-being)

#### Responsible to: The Headmaster

The post is remunerated within the Leadership Scale L18-22.

#### Role

The Deputy Headteacher (Inclusion, Safeguarding and Well-being) will be a key member of the School's Senior Management Team (SMT), taking the strategic lead on developing all aspects of pastoral care in the School. Their principle responsibilities will include overseeing all safeguarding and child protection issues and promoting the well-being and safety of all pupils. They will take overall responsibility for the pastoral provision for all pupils and will ensure that policies, procedures and protocols are properly understood and followed consistently. Additionally, the Deputy Headteacher (Inclusion, Safeguarding and Well-being) will have specific responsibility for Looked After Children, young carers, children with special educational needs and disabilities, and the mental health of pupils and colleagues.

It is important that members of the SMT teach and the Deputy Head will be timetabled for approximately 12 periods of teaching per week (compared with 34 periods for most teachers) out of the 40 available. As a member of the School's Senior Management Team, the Deputy Headteacher (Inclusion, Safeguarding and Well-being) will share overall responsibility for the smooth running of the School. He/she will attend the weekly SMT meetings and contribute equally with all other members (Headmaster, Deputy Headmaster, Deputy Headteacher (Learning & Teaching), Assistant Headteachers and Finance Director). It is important that the Deputy Headteacher does not perceive his/her role as compartmentalised; he/she will be involved in (whether or not directly responsible for) all aspects of school management.



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Working together



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### **The Deputy Headteacher (Inclusion, Safeguarding and Well-being) will:**

- Contribute to the strategic and operational leadership of the School, including the formulation of school policies and procedures and ensuring their consistent implementation. It is expected that the post holder will take a lead on relevant policies.
- Contribute to the development and implementation of innovative practice.
- Undertake any professional duties of the Headmaster reasonably delegated by the Headmaster including deputising for the Headmaster in his absence.
- Lead on all pastoral areas of the five-year School Development Plan and one-year School Improvement Plan ensuring that appropriate objectives are set, monitored evaluated and achieved.
- Act as a role model of outstanding teaching and pastoral care.
- Be accountable for overseeing, supporting and performance managing a significant number of senior and middle leaders.
- Effectively manage and deploy financial resources in relation to pastoral care.

### **Responsibilities:**

- Leadership of specified aspects of the School's improvement and operational management.
- Designated Safeguarding lead including keeping all staff and volunteers up-to-date with changes, and leading training in this area.
- Designated teacher for Looked After children.
- Designated teacher for young carers.

- Special Educational Needs Coordinator.
- School's Attendance Coordinator.
- Leadership of the School Council.
- Mental Health Lead and overseeing the well-being of the staff team
- Embedding quality assurance of pastoral care.
- Coaching and mentoring staff and developing staff teams to deliver key initiatives.
- Assessing the impact of developments in pastoral care on pupil attendance and well-being.
- With other members of the School's Senior Management Team, completing the School's self-evaluation summary form and evidence files.
- Assisting in the interview, appointment and induction of new staff.
- Line Management of Colleagues with responsibilities for pastoral care, SEND etc.
- Helping to shape the School's ethos, culture and vision.
- Acting as a role model to pupils and staff in all actions and behaviour.

### **Liaising with:**

- The Headmaster, Trustees/Governors, other members of the Senior Management Team, middle leaders, teaching staff, non-teaching staff, parents/carers, staff from other schools and organisations and multi-agencies such as social care, the NHS and so on.





### **Operational/Strategic Management**

- Participate in SMT discussions and planning to establish and develop the five-year School Development Plan and one-year School Improvement Plan and other strategic or operational plans.
- Help build, communicate and implement a shared vision which expresses the School's core values and moral purpose.
- Contribute to the management of the School on a day-to-day basis.
- Write and implement School policies and procedures.

### **Management of Staff**

- Ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- Undertake Performance Management Review(s).
- Participate in the interview process for teaching posts when required and to contribute to the effective induction of new staff.
- Promote teamwork and to motivate staff to ensure effective working relations.
- Be responsible for the day-to-day management of teaching/non-teaching staff as determined by the Headmaster.

### **Monitoring and Evaluation**

- Ensure whole school high quality pastoral care.
- Undertake lesson observations, observations of tutor time and learning walks as part of the responsibility for pastoral care as well as being Team Leader for nominated Assistant Heads/Heads of Department/Heads of Year as part of involvement in School's

self-evaluation.

- Devise and oversee pastoral support plans, EHCPs, My Plans and My Plan +, PEPS.
- Devise and oversee Risk Assessments for relevant pupils.
- Devise and oversee PEPs.
- Devise and oversee safety plans.

### **Liaison and Communication**

- Ensure effective communication/consultation as appropriate with pupils and their parents/carers.
- Liaise with partner schools, higher education and other relevant external bodies.
- Participate in relevant Governors' committees, the Full Governing body meetings giving reports and providing information as requested.
- Participate in activities such as open evenings, parents' evenings, and information evenings.
- Contribute to the development of effective links with external agencies, including working with schools.
- Represent the School at a range of meetings and events.

### **Management of Resources**

- Manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down, including deploying any allocated budgets, acting as a budget holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- Co-operate with other staff to ensure effective usage of resources to the benefit of the School.



- Comply with the financial, health & safety, and HR processes and procedures of the school, including undertaking risk assessments where appropriate.

### **Pastoral Responsibilities**

- Take overall responsibility for pupil disciplinary procedures and policy, including directing the work of Assistant Heads/Heads of Years to investigate and deal with disciplinary cases in all year groups and to support senior and middle leaders with issues of student discipline, ensuring behaviour management strategies are in place, and supporting staff during lessons when appropriate.
- Utilise the school systems to maintain a log of informal and formal concerns and incidents, and to produce regular reports for the SMT and Governing Body to identify any patterns or trends.
- Evaluate existing pastoral support/inclusion mechanisms and implement change.
- Oversee the progress of pupil groups, including SEND, Pupil Premium, Young Carers, Looked After Children.
- Maintain a high profile within the School, and being visible and active during non-structured time ensuring that the atmosphere of the School is calm and that the culture remains of sure purpose and that the behaviour, manners and appearance of pupils are of a high standard.
- Direct and organise student mentoring and other achievement-raising initiatives.
- Perform the role as DESIGNATED SAFEGUARDING LEAD, facilitating the development of safeguarding and child protection policies, training and procedures and guidance for Sir Thomas Rich's ensuring that the

Safeguarding Children Policy is reviewed annually by the Governing Body.

### **In order to achieve this The Designated Safeguarding Lead for Child Protection will undertake appropriate Child Protection Training every two years in order to:**

- Understand the assessment process for providing Early Help and intervention, eg through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how the LA conducts Child Protection Case Conferences and be able to attend these when required to do so
- Ensure that staff have access to and understand the School's Safeguarding Children Policy and Child protection procedures, especially new and part-time staff.

### **The Designated Safeguarding Lead for Child Protection will:**

- Receive and coordinate referrals, arranging action and reviewing services for children and families.
- Maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection ensuring that all records are forwarded to any new school the child may attend.
- Work directly with children in need and their families in the School in order to promote, strengthen and develop the potential of parents/carers and their children in order to prevent children becoming looked after and/or suffering significant harm.
- Support the care of children where their living arrangements are at risk of breakdown (including Local Authority placements).





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- Provide support and guidance to carers and provide planned interventions as part of agreed plans for children.
- Ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions assigned from planning and intervention meetings are successfully carried out and monitored.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Ensure there is a culture of listening to children at Sir Thomas Rich's and take into account children's wishes and feelings on any measure where the School might have to protect them.
- Work closely with commissioning Children and Families Social Workers along with developing links with and utilising resources of the community as part of agreed plans for children.
- Attend and participate in Child Protection Conferences and Planning and Review meetings whilst working closely with colleagues in Children's Services as required, some of which may take place out of normal working hours. This will include negotiating between child, family and commissioning worker to identify the support package required.
- Plan and complete professional assessments of need and risk in respect of parents and carers using the Department of Health and the Local Authority criteria for children in need and significant harm.
- Take the lead responsibility to coordinate the multi-agency approach to prevent and address child protection issues and children in need within the School.
- Perform the role as **SENCO**, devising the strategic direction and development of SEN Provision in the School to support all staff in understanding the needs of SEN students and ensure the objectives to develop SEN are reflected in the school improvement plan.

### The SENCO will:

- Monitor progress of objectives and targets for students with SEN from teachers' plans, evaluate the effectiveness of learning and teaching through lesson observations, work scrutiny, focus groups etc. and use these analyses to guide future improvements.
- Analyse and interpret relevant school, local and national data and use resources required to maximise achievement.
- Liaise with staff, parents, external agencies and other schools to coordinate their contribution, provide maximum support and ensure continuity of provision to all students with SEND.
- Direct the identification of and disseminate the most effective teaching approaches for students with SEN.
- Develop staff to ensure effective ways of overcoming barriers to learning through assessment of needs and monitoring of teaching quality and student achievement, and conducting target setting, including writing IEPs.
- Develop a recording system for progress.
- Collect and interpret specialist assessment data to inform practice.



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- Undertake day-to-day co-ordination of SEN students' provisions through close liaison with staff, parents and external agencies.
- Ensure all exam access arrangements and preparation for them are completed in a timely and comprehensive manner.
- Ensure all pupils have access to diagnostic assessments as required.
- Ensure that the SEND code of Practice is followed
- Ensure that the website and other statutory documentation relating to SEND is up-to-date and the School is compliant with respect to SEND provision etc.

### Teaching

- Undertake an appropriate programme of teaching and to be prepared to be flexible about the subject(s) taught, and willing to teach outside own subject area.
- Promote an environment where children are inspired and excited to learn, and which fosters a spirit of enquiry.
- Plan, prepare and deliver high quality, differentiated lessons that are pacy, stimulating and challenging and in line with relevant departments' schemes of work.
- Be an effective member of the department(s) in which they work, participating actively in meetings.
- Cooperate with the Head of Department and other colleagues in the development of programmes of study, schemes of work, teaching resources, and methods of teaching and assessment.

### Assessment, Recording and Reporting

- Provide or contribute to oral and written assessments and reports on the development, effort, progress and attainment of pupils.
- Assess work according to agreed guidelines.
- communicate and consult with parents both formally during parents' evenings and informally, as required.
- Make effective use of assessment information to promote and facilitate pupil progress and well-being.

### Health and Safety

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety and Welfare.

### Supervision

- Supervise and, so far as is practicable, teach any pupils who are assigned to you for cover.
- Participate in supervisory duties before and after school, during breaks lunch-times and after school as required.

### Additional duties/responsibilities

- Play a full part in the life of the school community including extracurricular activities.
- Support Sir Thomas Rich's distinctive ethos and to encourage and ensure staff and students to follow this example.





- Assist with the conduct of pupils into and out of assemblies and at times of evacuation.
- Assist at ceremonial events.
- Operate at all times within all stated policies and practices of the school and annually review policy and procedure updates.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with pupils, parents and colleagues.
- Maintain an attractive and stimulating school environment with displays of pupil work and learning resources.
- Maintain positive working relationships with pupils, colleagues, parents and other members of the school community.
- Attend meetings as required.

#### **Continuing Professional Development – Personal**

- In conjunction with the Headmaster, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the school curriculum.
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
- Maintain a professional learning portfolio of evidence to support the Performance Management process - including the incorporation of targets related to leadership, evaluating and improving own practice.

- Effectively manage own time when dealing with the wide range of day-to-day and long term demands of the post.

#### **Personal Qualities**

*(Please also refer to the Person Specification, page 18)*

- The successful candidate will be someone of intellect and integrity, able to command the respect of pupils and colleagues. He/she should be able to demonstrate:
- High standards of teaching, with outstanding examination result.
- Energy and enthusiasm, shown in commitment and contribution to school life.
- Leadership and organisation skills, probably demonstrated at Head of Department/Faculty level.
- Interest in wider whole-school issues, preferably demonstrated through involvement in extracurricular activities.
- Excellent time management, hence an ability to cope with periods of high workload.
- A pleasant personality with a sense of humour, hence an ability to get on well with colleagues.



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The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Headmaster to undertake work of a similar level that is not specified in this job description.

There will need to be a close working relationship with the other members of the SMT if the functions of this post are to be carried out effectively. It is envisaged that day-to-day operations of the School will be managed by the Deputy Heads working in close partnership.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. Elements of this job description and changes to it may be negotiated at the request of the Headmaster.

All employees of Sir Thomas Rich's School are expected to be courteous to colleagues and provide a welcoming environment to all visitors.

Sir Thomas Rich's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. Disclosure of any criminal convictions and an enhanced DBS check will be required for this post.

*January 2021*



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## Person Specification

### Deputy Headteacher (Inclusion, Safeguarding and Well-being)

QUALIFICATIONS	Essential	Desirable
A good honours degree	*	
Teaching qualification and QTS	*	
Evidence of continuing professional development or further study in preparation for Deputy Headship/Headship	*	
National Professional Qualification for Headship (NPQH) (or currently in process of)		*
Completion of Designated Safeguarding Lead and Safer Recruitment Training		*
Master's Degree/Doctorate		*
LEADERSHIP AND MANAGEMENT EXPERIENCE		
Several years of highly effective secondary school teaching with evidence of successful outcomes across all key stages	*	
Minimum of at least 3 years' experience of working at senior management level		*
Experience leading a team as a Head of Faculty/Department or Head of Year	*	
Successfully led, planned, managed and evaluated change which has had a significant impact on improving outcomes for students at whole school level		*
Successful formulation of school policies and procedures and ensuring their consistent implementation	*	
Successful management of a significant number of senior and middle leaders	*	
Previous management experience in a similar high-achieving school		*
A track record of achievement and ambition	*	
Knowledge of school governance		*



INCLUSION, SAFEGUARDING AND WELL-BEING EXPERIENCE		Essential	Desirable
Strong pastoral experience	*		
Experience leading a pastoral team as Head of Year/House			*
Knowledge of effective strategies to meet the needs of all students	*		
Good understanding of the needs of vulnerable students and be able to use this knowledge to inform policy and practice	*		
Knowledge of and commitment to the implementation of the safeguarding agenda	*		
Knowledge of the SEN provision in secondary schools	*		
Good understanding of mental well-being to meet the needs of both pupils and colleagues	*		
Experience of building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education and wellbeing of students	*		
PROFESSIONAL COMPETENCES			
An excellent teacher and classroom practitioner	*		
Knowledge and understanding of current educational issues	*		
Expertise in monitoring and assessing classroom performance	*		
Effective ICT skills and a willingness to lead on use of new technologies	*		
Effective communicator both orally and in writing	*		
Ability to marshal, analyse and evaluate evidence and data	*		
Ability to motivate and enthuse others; both students and staff	*		
Commitment to inclusion	*		
Strategic thinker with a vision that can be shared with the whole school community	*		



	Essential	Desirable
Innovative and with a clear understanding of educational opportunity and how to translate it into practical reality	*	
Effective management of budgets and resources	*	
Promotion of high standards and high expectations	*	
Ability to devise effective and efficient systems	*	
Ability to forge effective positive relationships both within the school and the wider community	*	
A vision for how Information Technology can enhance learning and creativity and a capacity to translate that vision into reality	*	
A considerable work rate and high degree of administrative efficiency	*	
A positive approach to problem solving	*	
A willingness to contribute to whole school development and improvement	*	
Knowledge of the state grammar school system		*
An appreciation of the challenges facing state-funded grammar schools		*
<b>PERSONAL QUALITIES</b>		
Energy and optimism	*	
Vision and imagination	*	
Excellent interpersonal and communication skills with both adults and young people	*	
A practical, down to earth, hands on approach		*
Resilience and confidence	*	
Integrity and loyalty	*	





	Essential	Desirable
A demonstrable commitment to the wider life of the school	*	
A strong personal commitment to inclusion and diversity	*	
A strong commitment to personal development for all	*	
Sense of humour		*
Discretion and high emotional intelligence and sensitivity to deal with challenging pastoral and staffing issues	*	
Adaptability and flexibility	*	
The ability to demonstrate exemplary written communication and ensure that any communication reflects the high standards of the School	*	

## Application Process

Informal visits to the School are welcome by prior appointment during weeks commencing 8 and 22 February 2021. Please contact Jane Morton, Headmaster's PA and HR Manager ([jem@strs.org.uk](mailto:jem@strs.org.uk)) to arrange a mutually convenient time. Applications should be made in full (completed application form and letter explaining your suitability for the position) by the closing date.

We would also welcome the inclusion of your CV. Completed applications should be submitted via the e-teach or TES portals, emailed to Jane Morton, Headmaster's PA and HR Manager ([jem@strs.org.uk](mailto:jem@strs.org.uk)) or posted to The Headmaster at Sir Thomas Rich's School, Oakleaze, Longlevens, Gloucester GL2 0HF.

### Closing date for applications:

9am Friday 26 February 2021

The selection process will start week commencing Monday 1 March.

Shortlisted candidates will be invited to interview by Friday 5 March.

Two-day interviews will take place in the weeks commencing 8 and 15 March.

References will be taken up shortly after shortlisting and prior to interview using the contact details provided on your application form.



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