



Gosford Hill School

Deputy Headteacher Application Pack June 2018





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Welcome from the Headteacher



Thank you for your interest in the post of Deputy Headteacher at Gosford Hill School, a school of which I am proud to be Headteacher. I am delighted that you are interested in finding out more about the school with a view to applying to join us at this exciting time of change.

Our school is an 11-18 comprehensive school of 895 students, serving Kidlington on the north western edge of Oxford and we attract students from the surrounding villages, mainly to the north. The school has many strengths, and far too many to list here, but I will aim to give you an insight into what makes us unique. Firstly, our vertical House system is the driver behind our distinctive ethos, where students genuinely care for and support each other. This ethos is something that students, staff and parents are particularly proud of, and visitors comment on the very positive working relationship between students and staff. The progress that students make in the Sixth Form ranks us as fourth in Oxfordshire last summer, and the highest performing comprehensive school in Oxfordshire. In Maths at A Level, 67% of students secured an A* grade, which was our crowning achievement, reported nationally in The Guardian newspaper.



I am privileged to have an exceptionally hard working, committed and dedicated team of staff, who work tirelessly for our students and have a passion for our students to succeed. Not only do they collaborate with each other to share ideas and develop professionally together, they also have a sense of humour, which is important too. The fact that a number of colleagues choose to send their children to our school says a lot about confidence in our school. Our Governing Body rigorously holds the school to account and strategically leads with clarity to drive school improvement.

We were chosen by the Local Authority to be a pilot school for Betsy De Thierry work on the role that attachment and trauma plays in the life of young people, and we have put a lot of energy into working with our partnership primary schools in ensuring that we support students with their mental health and wellbeing. The idea behind this initiative is that if you invest in students being ready to learn, you can then improve their outcomes. Sixth Form peer listeners not only work within our school, but support young people across our partnership.

Alongside our curriculum, where there are great strengths in core subjects and in KS3, there are many extra curricular opportunities on offer, including Duke of Edinburgh, our annual school production, ski trip, and World Challenge, to name just a few. In sport, a number of students compete at national level, and our under 15 boys football team won the small schools FA national football final a few years ago.

I joined the school as Headteacher in April 2016, just after the school had an Ofsted inspection with a 'requires improvement' judgement in February 2016. Ofsted returned only a few months ago in February 2018, and agreed with the judgements in our SEF, that we still require improvement. Whilst I am very ambitious for the school and would love to have secured a good judgement by our first inspection since I joined as Headteacher, it was the right judgement for us at that moment in time. The work that we have done to make improvements to the school are clear, but we can not yet demonstrate impact in terms of student outcomes. I am optimistic that it also gives us the mandate to continue the work that we have started and to ensure that we are solidly good by our next inspection, rather than risking becoming complacent.

I am therefore looking for an inspirational leader, who has energy and resilience, and who shares in my passion for the school and our young people. This is an excellent opportunity for an optimistic person who has initiative, drive and a relentlessly positive outlook on raising standards, to be able to demonstrate their impact. Ideally, the post is suited to someone who has the ambition to become a Headteacher within the next five years. The successful candidate will need to have professional integrity and a strong track record in leading others and with this in mind, it is more important that we employ a dynamic leader who works well as part of our team than someone who has a specific area of leadership. This is a key appointment for our school and my first opportunity to appoint to my Leadership Team.

The post arises following the departure of a long standing Assistant Headteacher at Easter, and due to the impending retirement of another long standing Assistant Headteacher, which has provided an opportunity to review the roles and responsibilities of the Leadership Team. I am also working with the Leadership Team to review the impact of their work in leading the school and I am therefore in a position to be able to appoint the best candidate who will complement the skills of the existing members of the Senior Leadership Team. I will then decide on the areas of responsibility for the successful candidate once we have recruited to the post.

I hope that you find the information in this pack useful in making an informed decision on whether you relish the challenge that this post offers. In return, I guarantee that you will gain a wealth of experience as well as finding it a hugely rewarding opportunity.

You can only learn so much from reading about the school, so serious candidates are warmly invited to visit the school in order to find out more or to speak with me on the telephone.

Further details about the application process are given in the pack, and in the meantime, I look forward to receiving your application.

Kind regards



Nigel J. Sellars
Headteacher

This popular and successful school is on an attractive site located in the 'village' of Kidlington on the northern edge of Oxford. It was founded in 1932 as a co-educational 'National' school, became a mixed community comprehensive in the 1960s, and now has Academy Status from 2012. It serves students from 11 to 18 across the whole ability range for a wide area of Oxfordshire – Kidlington, North Oxford, Bicester and surrounding villages such as Islip and the 'seven villages of Otmoor'; contract buses bring students into school each day.



There are 895 students (including our Sixth Form) and a staff of 62 teachers and 48 support staff.

The vision for the School underpins everything we do. Gosford Hill School aims:

To be an outstanding school, recognised both locally and nationally, that provides an outstanding, creative education for all its students and prepares them for life after Gosford Hill as responsible members of society.

To develop an environment that will help all our students exceed in achieving their goals and aspirations by:

- *Creating a supportive, collaborative and nurturing community for both students and staff;*
- *Enabling our staff to deliver teaching and learning excellence, **which** is both challenging and inspiring to all;*
- *Providing outstanding pastoral care and developing all of our students' individual qualities;*
- *Ensuring that all stakeholders are valued and contribute to the success and sustainability of the School; and*
- *Embedding a passion for learning which will change lives and last a lifetime.*

The school is accommodated in a range of buildings of various dates, including a superb joint school/ community use Leisure Centre (with sports hall, swimming pool, flood lit all weather astro turf pitches and squash courts), a new nine laboratory Science block; three new Design and Technology rooms; six Information Technology rooms; a large staff room, faculty staff learning areas, training and conference rooms.



The School Development Plan is tightly focused on raising standards of student achievement and behaviour for learning, and there have been significant improvements in examination results, at GCSE and A level, over recent years. In 2017, the school achieved 61% 5A*-C (including English and Maths).

School Hours

There are 5 lessons each day of 1 hour each, over a timetable cycle of two weeks.

08.50 - 09.00	Assembly / tutor time
09.00 - 11.00	Lessons 1 & 2
11.00 - 11.20	Morning break
11.20 - 13.20	Lessons 3 & 4
13.20 - 14.05	Lunch break
14.05 - 15.05	Lesson 5
15.05 - 15.20	Assembly / tutor time

The Curriculum

Each student has a broad and balanced curriculum covering the national curriculum subjects plus a Personal, Social, Health and Citizenship Education (PSHCE) course, which are incorporated into Religious and Personal Education (RPE) lessons at Gosford Hill.

After some smaller cohort years due to local demographics, the school has increased its intake to around 160-175 students per year group, and is appealing to parents from a wider area. In Key Stage 3 (Years 7-8) most students follow a common course, including both French and German as foreign languages. Lessons are taught to mixed ability groups in Year 7 and 8, except for Mathematics which has broad setting.



Students with special needs are helped in the classroom by a team of Teaching Assistants and may also be withdrawn to attend 'catch-up' lessons in Literacy and Numeracy, 'Booster' classes and individual learning programmes in the Intervention Faculty.

The current curriculum at Key Stage 4 (Years 9-11) is broad and balanced. Students follow a curriculum of English, Mathematics, Triple or Double Award Science, Physical Education (PE) and Religious and Personal Education (RPE) in the 'core', plus a choice of four GCSEs from a mixed option of subjects including a full GCSE in PE, Languages, Humanities, Business, Health & Social Care, Performing and Creative Arts, ICT and Design & Technology. For most students this leads to between nine to eleven GCSE examinations (or their equivalent).

A small number of students follow a Study Support option.



Our well-established Sixth Form offers a wide choice of three or four A levels from a list of 22 different subjects. Students are also given the opportunity to resit GCSEs in English and Maths, if required. Results have been very good with the school achieving a high place in the league tables for average A level points score. We take students from other schools who transfer here at 16+. Whilst our Sixth Form numbers are relatively small it allows for a very personalised curriculum with students being well supported and achieving highly. Most students achieve their first or second choice University place, many are Russell group establishments and we regularly have students applying to and attending Oxbridge, medical and veterinary schools.

Pastoral care

A distinctive feature of Gosford Hill School is the strength of the pastoral system and the school's commitment to each individual. All teaching staff are tutors and we work hard to ensure that students are supported throughout their time at Gosford Hill School both academically and pastorally.

Students join a vertical tutor group of about 24, assigned to one of four Houses, and all tutor groups have one main tutor and a House Leader who share the responsibility of pastoral care and monitoring academic progress. Students are also supported on a day to day basis by Student Managers.

The PSHCE programme is delivered by specialist teams in Years 7-11 through RPE lessons. It covers all aspects of personal development including study skills, personal relationships, moral and social awareness, citizenship, careers, sex and health education and social issues. In Years 10 and 11 those students wishing to sit an additional GCSE in Religious Education are taught separately by specialist staff.



The school offers a challenging range of visits, residential experiences, foreign exchanges and, in Year 10, work experience. The willingness of staff to contribute to extra-curricular activities is widely evident and greatly appreciated.

Student progress is assessed at least three times per year. A Progress Report is sent to parents twice a year for Years 7-11 and Year 13, and three times a year for Year 12, indicating current progress and highlighting any issues. There is also an annual Parent Consultation Evening (PCE) for each year group. A system of House Points and rewards operates for outstanding work and service and there are the usual sanctions for poor behaviour or effort.

The Staff

Two particular strengths of this school are the excellence of administrative support and the close collaboration and good working relationship between the teaching and support staff. The school is committed to the professional development of all staff and every member of staff is encouraged to determine the nature of their individual CPD programme and develop their own CPD portfolio.

House Leaders, chaired by the Assistant Headteacher – Student Support, meet to discuss all matters relating to student welfare and development. Faculty Leaders, chaired by the Deputy Headteacher, is the forum for discussion of all curriculum matters. Joint meetings of the two groups are held as appropriate and are one of the main decision making groups in the school. Regular Faculty and tutor team meetings take place during each month. Staff are consulted regarding the school priorities and goals. These are outlined in the annual School Development Plan and are shared throughout the school.

Each Faculty and House Leader takes part in an annual review of progress towards targets set in school and team development plans. All staff are fully involved in the planning and decision making process, and regular meetings of the support staff are held. Each Faculty has a link with a member of the Strategic Leadership Team and with a school governor.

The present contact ratios for staff are as follows:

<i>Career Stage</i>	<i>Teaching Load out of 50 periods per fortnight</i>
Standard Scale	45
Faculty Leader	39-41 (<i>dependent on size of faculty</i>)
House Leader	40
Assistant Headteacher	25
Deputy Headteacher	14
Headteacher	4

For New Appointments to Gosford Hill School we offer:

- Training specifically tailored to meet your CPD needs
- A mentor, suitably qualified and experienced to offer you support.
- A warm welcome from a positive and committed staff who enjoy working together
- Career progression opportunities – we train our own, and other staff, as part of the Outstanding Teacher Programme and utilise various leadership programmes

The Future

This is an exciting time to be joining the school. Since the arrival of our 'new' Headteacher, there is a strong sense of the school being 'on the up' amongst staff, students, parents and the local community. Pupil attainment has improved and student progress at Key Stage 2-4 has been strong. Results at 14+, 16+ and 18+ are good and getting better.



Gosford Hill School is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Due to this post having access to children and/or vulnerable adults, candidates will be required to undertake a Disclosure and Barring Service check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Post Title:	Deputy Headteacher
Leadership Spine	L16-20
Accountable to:	Headteacher
Line Managed by:	Headteacher
Start Date:	1st January 2019

Please note that as we want to recruit someone with the right leadership qualities, rather than to a specific area of responsibility, this Job Description will appear quite open and flexible. Once we have recruited the right candidate, the specific detail of the area of responsibility will be discussed and agreed.

Job Purpose

The core purpose of the post is to provide vision, strategic direction and leadership within the school to ensure that standards are raised across the school. This includes working collaboratively with the Headteacher in:

- ensuring high quality learning and teaching;
- ensuring that all students make outstanding academic progress;
- ensuring that all students are safe, happy and have a strong attendance record
- upholding the values and ethos of the school;
- effectively leading and managing staff;
- deploying staff and resources efficiently and effectively to ensure demonstrable impact

Objectives

To be accountable for:

A Teaching, Learning and Assessment

- Securing excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design
- Using data analysis to track progress, ensure quality of provision across the school and to inform interventions for students who are underachieving
- Monitoring, reviewing and evaluating the impact of high quality teaching, learning and assessment



B Leadership and Management

- Embedding ambition and drive improvement, specifically with line managed faculties/teams and across areas of responsibility specified by the Headteacher
- Having high expectations, demanding ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on student outcomes
- Consistently improving outcomes for all students, especially disadvantaged students, through perceptive leadership and through a relentless drive for ambition
- Leading by example, with integrity, creativity, resilience and clarity, drawing on own learning, expertise and skills and that of those around them.
- Having a deep and accurate understanding of the school's effectiveness and use this to continue to improve the school, focusing on evaluating the impact of actions
- Holding all staff to account for their professional conduct and practice
- Producing and implementing clear, evidence based improvement plans to move the school forward
- Deputising for the Headteacher as required

C Student Personal Development, Behaviour and Welfare

- Providing a safe, calm and well ordered environment for all students and staff, focusing on safeguarding students and developing their exemplary behaviour in school and in the wider community
- Promoting a culture where students are confident, self-assured learners with excellent attitudes to learning which has a strong and positive impact on their progress and where they are proud of their achievements
- Promoting high standards of attendance
- Creating and promoting positive strategies for challenging prejudice and to prevent bullying, use of derogatory language or aggressive language
- Promoting students spiritual, moral, social and cultural development to equip them to be thoughtful, caring and active citizens in school and wider society

Responsible for the Line management and appraisal of: TBC

Line management of: TBC

Last updated: May 2018



Person Specification



Post Title:	Deputy Headteacher
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The person specification will be used throughout the recruitment process, including shortlisting and interview. The key below shows how you should reference how you meet the person specification:

A – Application I – Interview
L – Letter of Application R – References

Qualifications

	Source	Essential	Desirable
Qualified teacher status	A	✓	
Relevant degree at second class honours or higher	A	✓	
NPQSL/NPQH/Masters degree or equivalent	A		✓

Professional Development

	Source	Essential	Desirable
Evidence of appropriate professional development commensurate with the role of Deputy Headteacher	A, L, I	✓	
Up to date safeguarding training and knowledge of legislation for the protection of young people	A, I	✓	
Safer recruitment training	A, I		✓

School Leadership and Management Experience

	Source	Essential	Desirable
Be able to demonstrate the impact of successful, perceptive and effective leadership on student outcomes	L, I	✓	
Be able to demonstrate an active involvement in school self evaluation and development planning	L, I	✓	
To have implemented and developed successfully a whole school initiative and be able to articulate the impact	L, I, R	✓	
To have had responsibility for developing and implementing policies and procedures effectively	L, I		✓
To have had experience of and an ability to contribute to staff development (e.g. coaching, mentoring, inset for staff)	L, I, R	✓	
To have had experience of working effectively within a team of staff and also in holding staff to account for their performance	L, I, R	✓	
Have experience of working with parents/carers, Governors and the wider community	L, I, R	✓	

Experience and Knowledge of Teaching and Pastoral Care

	Source	Essential	Desirable
Have experience of teaching in more than one school and at KS3, KS4 and KS5	A		✓
Be able to effectively use data, assessment, and target setting to monitor progress and raise standards	L, I	✓	
Be able to demonstrate how your leadership has improved student outcomes	L, I	✓	

Have a proven track record in teaching students and meeting the needs of individual students	L, I, R	✓	
Have an understanding of excellent practice in pastoral care	L, I, R	✓	
Have a developed understanding of strategies for improving behaviour and attendance	L, I, R	✓	
Have a knowledge of strategies for ensuring inclusion, diversity and access	L, I, R	✓	
Have a knowledge and understanding of barriers to progress for key groups of students	L, I, R	✓	

Professional Attributes

	Source	Essential	Desirable
Ability to support and develop the vision, aims and ethos of the school	I	✓	
Demonstrate an awareness of the needs of students at Gosford Hill School and how these can be met	I	✓	
Show a good commitment to sustained attendance at work	I, R	✓	
Have excellent written and verbal communication skills, and be articulate, showing effective presence as a public speaker	A, L, I, R	✓	

Personal Qualities

	Source	Essential	Desirable
Inspire, challenge, motivate and empower teams and individuals to achieve high goals	L, I	✓	
Be able to plan, prioritise and organise yourself and others	L, I, R	✓	
Think analytically and creatively and demonstrate initiative in problem solving	L, I, R	✓	
Be honest and transparent with great personal integrity	I	✓	
Strong negotiation skills	I	✓	
Demonstrate positivity, courage and resilience when things get tough	I	✓	
Be aware of your own strengths and areas for development. Listen to and reflect constructively and act upon appropriate feedback from others	L, I, R	✓	
Have a relentless commitment to raising standards and aspirations of all students	L, I, R	✓	
Meet deadlines	I, R	✓	
Strong ICT skills	L, I, R	✓	
Experience and ability to present high quality strategic information to a variety of audiences, including Governors	I		✓

Professional Skills

See National Standards of Excellence for Headteachers 2015

While a Deputy Headteacher is not expected to be fulfilling these standards, candidates will need to demonstrate some evidence that they are working towards aspects of each standard. Current progress towards those standards will be explored as part of the interview process.

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Application Form and Letter of Application

To apply, please complete our application form in full and include a letter of application (font size 11, and no more than two sides of A4), telling us how your experience to date has prepared you for the role and how, through your current role, you can **demonstrate the impact** of your leadership in raising student outcomes. Please refer to the job description and person specification as this will form a key part in our shortlisting. When writing your letter, please be aware that your ability to analyse the impact of your leadership is an important part of our shortlisting.

Deadline

Please send your completed application form and letter of application to:
jobapplications@gosford-hill.oxon.sch.uk by 12:00pm on Friday 15th June 2018.

Shortlisting

Shortlisted candidates will be notified by close of play on Tuesday 19th June 2018.

Interviews

Interviews will take place on Thursday 28th and Friday 29th June 2018.



