



Upton Hall School FCJ

WELCOME

Candidate Pack
Headteacher Appointment

Upton Hall School
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Welcome

I am delighted to introduce you to Upton Hall School FCJ and the remarkable opportunity for Leadership of an FCJ Catholic School that this post offers. Founded in 1849, Upton is now one of four secondary schools under the Trusteeship of the Faithful Companions of Jesus, a religious congregation whose foundress opened the first FCJ school in 1820, in Amiens, France. Our school moved to this site in 1864 and was an independent boarding school that provided academic education for young women. This was unusual at the time and set the tone of Upton Hall FCJ as a pioneering and forward looking educational establishment. It drew staff and pupils from other countries so had an international dimension from the outset which we still we maintain.

Over the years it grew in size and responded to the needs of the day: in the 1990s it became a maintained school and in February 2012 a further change led to it becoming a 'converter' academy. It is one of six grammar schools on the Wirral peninsula; however, it is distinctive in its ethos. The nature of the school ethos is explored in a booklet, 'Vision and Values', written by a group of staff from the FCJ schools in the UK and FCJ Sisters. In the Foreward, Sister Margarita Byron, writes,

'The FCJ tradition is rooted in Ignatian spirituality which follows the insights of St Ignatius Loyola, founder of the Jesuits. It is a long tradition, has flourished in many parts of the world and is well tested. From the time of Marie Madeleine d'Houet, the values taught by Jesus Christ – the invitation to personal excellence, the demands of justice, the call to companionship, the desire to impact our world for good – have been at the heart of FCJ school life. We embrace this tradition that God has entrusted to us, educators and students alike, with deep pride and gratitude and intend to carry it forward for God's greater honour and glory.'

Our commitment to being an outward looking international community led us to become a Language College and acquire International School status in recognition of the international dimension of the education we offer. This for us is more than offering a range of languages and foreign trips. It is part of a concerted effort to give pupils a sense of respect and appreciation of other languages, cultures and ways of looking at the world. As a Language College we introduced Mandarin Chinese. Confucius Classroom status followed and last academic year we were invited to become part of the DfE's Mandarin Excellence Programme. This year we are a hub school offering support to three other schools who have joined this programme.

In the period of specialisms we were designated a high performing specialist school with Technology College and Training School added to our specialist activities. Again these reflected the priorities we have. We try to encourage pupils and students to be ready for the challenges that lie ahead. We want them to be aware of technological developments, opportunities that will develop in the workplace and ensure that they have the 'soft skills' that will increase their employability. As a Training School we offered 'tasters' aimed at recruiting people to the profession as well as providing placements for trainees. We now offer School Direct training and each year secure as many places as possible because we believe that our staff are uniquely equipped by their expertise to offer support to trainee teachers. A number of trainees have been former pupils.

I am proud to be Chair of Governors and, like many of our Foundation Governors, proud to have had daughters at the school. Mrs C Green:



The Role and the School

Quite simply this is the best job in the world!

The Job Description, National Standards for Excellence and OFSTED definitions of outstanding leadership will neither define nor describe fully the nature of Headship in an FCJ School. Marie Madeleine, Foundress of the FCJ Society, and therefore our model of leadership wrote, "You have to see yourselves as apostolic leaders and not merely as professionals". The booklet, ***Our Vision and Values***, provides valuable insights into leadership and reminds us that the "*pursuit of excellence* is not the *pursuit of perfection*" but it is about setting "*the highest possible standards in supporting each other as we strive to achieve our personal best*". Furthermore, "In an FCJ School 'Formation in Faith' is an expectation, not an option. It is the heart of school life." These are not easy tasks. To pursue excellence involves failure. Learning from failure is crucial for all members of the community including the Head! The role is demanding but the opportunities are immense.

Upton has excellent staff who reveal passion for their subjects and commitment to our pupils. A rich curriculum, academic rigour, with close monitoring and well-structured assessment produce exceptional pupil progress. There is a focus on pedagogy so that teaching staff are constantly refining their skills and sharing good ideas with each other. The school is well equipped and very well maintained so that the environment encourages learning. The grounds are a huge asset, providing pupils with opportunities for learning outside the classroom. The solar dome, raised beds for growing vegetables, outdoor classroom and sports facilities contribute to the wide range of experiences on offer. The orchard provides the apples for Upton Apple Juice and this in turn offers the potential for the development of entrepreneurial skills. All these benefits need to be reviewed and enhanced regularly to ensure that the educational provision is the best it can be.

There is a strong tradition of outstanding pastoral care to ensure that pupils are able to enjoy school life and make the most of the opportunities it offers. Excellent behaviour, courtesy and consideration for other people are expected of our pupils and if these are lacking intervention is quick and effective. As teaching is stimulating and pupils are busy there is little time for poor behaviour. We have a thriving Sixth Form with a curriculum and enrichment opportunities that enable so many of our students to become accomplished in their field of interest. The leadership that is expected of our Sixth Form students both inspires the younger pupils and prepares members of our Sixth Form to embrace the next stage of their lives with courage and confidence. Each year students move on to follow their dreams and ambitions in the knowledge that they have formed friendships that will last a lifetime. Such patterns of behaviour have to be nurtured and enriched.

These opportunities are facilitated by stringent financial management, careful planning and a keen sense of future possibilities that are evident in our four year development plan. Financial stability combined with academic success point to a successful future. Our support staff, in partnership with teachers, ensure that we make the most of our resources. Come and see for yourself. Headteacher: Mrs Patricia Young

Patricia Young

Visions and Values

School Mission Statement

Upton Hall School FCJ strives to provide educational experiences that will enable individuals to achieve their full potential in every aspect of their development, both in school and as active members of the wider community.

Inspired by the vision of the Foundress of the FCJ society, we aim to promote a Christian ethos that encourages students to value the pursuit of excellence, and allows them to attain personal fulfilment by making a purposeful contribution to society.

"Thy kingdom come, Thy will be done."

Vision Statement FCJ Schools



Inspired by the Gospel and true to Marie Madeleine's founding ideal, our vision is that FCJ schools are communities of personal and academic excellence. Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated. Our hope and expectation is that, through God's grace working in us all,

each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.

This vision is encapsulated in our six key FCJ values:

Excellence is an inclusive value in an FCJ school, incorporated in every aspect of school life and living. The ideal of excellence 'for God's greater glory and salvation of souls' pervades Marie Madeleine's writings and recommendations.

Companionship is an all-pervading quality present when we work together in an atmosphere of support and love. Companionship is breaking the bread of life together.

Dignity: It is of the essence that the dignity of each person is recognised, as that of a human being made in the image of God. Everyone is genuinely listened to and what they say is heard.

Justice: being in right relationship with God, self, others and creation.

Hope is a faith-based attitude of mind and heart which enables us to think, speak and act in accordance with Gospel beliefs and FCJ values. Hope inspires and enables us to persevere in the face of difficulties and disillusionment.

Gentleness: Above all, through God's grace, the whole is marked by gentleness, the gentle strength that comes from 'the fruit of quiet self possession that has been gained through daily growth in self-understanding through the light of grace'.



School Motto

Age quod agis

Whatever you do - do well!

Last year Ellie-Jai achieved 10 A* to A grades. She says "The most valuable aspect of school life is the unforgettable, enriching and unique ethos which the young women here embody so well."

Emma is a new Year 7 pupil. She says "At Upton I feel like I am 'top priority', I really matter here."

Olivia is our Head Girl. She says "Upton is a family. There is a real sense of community which is truly unique and has shaped my journey which I know will lead me to success."

Maddy recently joined us from another local secondary school. Of Upton she says "Compared to my old grammar school the teaching is second to none. I look forward to all of my lessons."

Lucy is one of our Year 8 Ambassadors. She says "The positive attitude of the teachers towards me makes me feel like an individual, rather than a member of a group with no identity."

Data

School profile

Headteacher	Mrs Patricia Young
Age range	11 to 18
Phase of education	Secondary and 16 to 18
School type	Academy – Converter Mainstream
Gender of entry	Girls
Denomination	Roman Catholic
Admissions policy	Selective
Ofsted rating	1 Outstanding- Inspected 04 Oct 2006

Headline results GCSE

Cohort	140
Progress 8	+0.93 Well above average
Attainment 8	65 points
% Grade 5+ English & Maths	82%
% Achieving EBacc grades 5/C+	65%
% Staying in education/employment	100%

Pupil profile

Planned Admission Number: 2018	156
Number on Roll	976
Years 7-11 only	757
Sixth Form only	219
% FSM	3.59
% Pupil Premium	8.30
% SEN support	7.58
No with EHCP	1

Headline results A level

Cohort	114
Progress score	-0.01 Average
Average grade	B-
Average points	35.54
% Achieving AAB or higher in at least 2 facilitating subjects	21% 105 students in measure
Grade and points for a student's best 3 A levels	Grade: B- Points: 38.19 105 students in measure

Data

GCSE	Entries	Average Grade	Points
Art	22	A	6.86
Computer Science	29	A	7.57
Drama	21	B	5.43
Dt Food	1	B	5.5
Dt Product	18	A	6.28
English Language	140	7	6.64
English Literature	140	7	6.97
Geography	87	B	6.01
History	64	A	6.48
Mathematics	140	6	6.16
Mathematics Additional	28	A	7.21
MFL French	67	B	5.34
MFL German	12	C	4.79
MFL Mandarin	24	A	6.94
MFL Spanish	45	A	6.89
Music	6	A	7.5
Physical Education FC	22	B	5.98
Religious Studies	139	B	6.27
Sci Biology	140	B	5.87
Sci Chemistry	137	B	5.43
Sci Physics	137	C	4.67

A Levels	A*-B	A*-C	A*-E	Entries	Average Points	Average Grade
Art	88.9	100	100	9	54.4	A+
Business Studies	37.5	87.5	100	8	35	B-
Drama	25	50	100	4	25	C-
DT Food	33.3	33.3	100	3	26.7	C-
DT Product	0	100	100	1	30	C
English Lang & Lit	40.9	72.7	100	22	32.3	C+
English Literature	85.7	95.2	100	21	47.1	A-
EPQ	100	100	100	12	13.8	A-
Film Studies	81.8	100	100	11	40	B
Further Mathematics	100	100	100	4	50	A
General Studies	100	100	100	1	40	B
Geography	75.9	93.1	100	29	44.1	B+
History	77.8	100	100	9	43.3	B+
Information Technology	71.4	100	100	7	41.4	B
Law	55.6	77.8	100	18	36.7	B-
Mathematics	82.8	100	100	29	44.1	B+
Maths AEA	100	100	100	1	50	A
MFL French	80	100	100	5	42	B+
MFL Mandarin Pre U	0	100	100	1	36.7	B-
MFL Spanish	53.8	84.6	100	13	36.9	B-
Physical Education	66.7	83.3	100	6	35	B-
Psychology	55.6	72.2	100	18	32.2	C+
Religious Studies	40	76.7	100	30	32.7	C+
Sci Applied Science	0	0	100	1	20	M-
Sci Biology	51.5	72.7	100	33	34.5	C+
Sci Chemistry	67.7	87.1	100	31	39.4	B
Sci Physics	20	60	100	5	28	C-

Leadership Team

Roles & Responsibilities	Head	Deputy Head (Pastoral)	Deputy Head (Curriculum and Pedagogy)	Assistant Head Director of Sixth Form	Assistant Head Director of Pupil Achievement	Business Manager
Strategic planning of:	• Ethos and vision, • Strategic direction, • School Self Evaluation, • School and Staff Development, • School Development Plans, • Liaison with Governors, • Work with Business Manager on site development and maintenance and finances, • Liaison with outside agencies including OFSTED, DFE and ESFA.	• Behaviour and safety of pupils including safeguarding, • Special Educational Needs, • School Self Review, • Liaising with primaries, • Transition, • Developing ethos, • School Direct, • Initial teacher training links.	• Development and monitoring of curriculum, • Deployment of staff and resources, • Target setting, • Schemes of work, • Pedagogy, • School improvement, • Assessment and Intervention. • School self evaluation form.	• Post 16 provision and transition, • Student monitoring, • Access to Higher Education, • UCAS and other references, • Enrichment activities including outside speakers, • HE liaison.	• Arrangements for examinations (public and school), • Reports and tracking, • IT for teaching, learning and administration, • SIMS pupil information and VLE	• Finance and resources, • Administration, • Estate/Buildings • Site

Leadership Team

Strategic Management of:	School Policies, OFSTED preparation, Leadership Team	• Content and quality of PSHE in Years 7-11 • Monitoring of behaviour in Years 7-11 • Monitoring of attendance in Years 7-11	• Curriculum • Timetable • Schemes of work • OFSTED SEF • Sharing of good practice in teaching and learning • Gifted and talented	• Content and quality of pastoral support in Sixth Form, • Monitoring of behaviour and progress in Sixth Form, • Monitoring of attendance in Sixth form	• Public Examinations • School Examinations and assessments • Tracking pupil progress • Use of IT • Development of VLE	• Performance Management of Support Staff, • Policies on Finance and Health and Safety
Line Management of:	• MFL/Performing Arts/PE/RE • Year 11 • Leadership Team	• Student teachers • New staff, NQTs and RQTs • Years 7 and 8 • Heads of Year • Music for Life	• English/Maths /Science • Years 9 and 10 • Subject Leaders • Data Manager • Cover Supervisors	• EPQ/Humanities • Heads of Years 12 and 13 • Librarians • Work Ex and Careers Co-ordinator	• Examinations Officer and Invigilators • IT support • Teaching Assistants	• Support Staff
Oversee Administration of:	• Development Plans • Reports to Governors • Staff Handbook • Governors' Meetings • Calendar/Diary • INSET	• Years 6/7 Transition and Induction • Entrance Examination • Parents' Information Evenings • Parent/Teacher Meetings • Day to day information • Rotas and schedules	• Target setting • Timetable • Open Evening • Outstanding Teacher Programme	• Years 12/13 Transition and Induction • GCSE Certificate Evening • UCAS • International School status • Introduction to Sixth Form Evening • Leavers' Ball • Going Down Mass	• Public examinations • Tracking and reports to parents • Prize Giving • IT for teaching and staff IT development	• Budget • Financial procedures • Buildings • Maintenance • Cleaning • Catering

Houses

The charism painting is a representation of companionship. The circular movement symbolises wholeness and God's faithful encircling love. The bright colours portray the vitality and energy associated with companionship and the rainbow is a symbol of God's covenant and a sign of hope.



The vitality and energy, the zest for life that we want our pupils to experience emerge from the painting and inspired the House system. The five elements that were thought to make up the universe are each beautiful but come together to produce a dynamic work of creation within which each of us plays a part.

A mandala is a symbolic picture of the universe. It can be a painting on a wall or scroll, created in coloured sands on a table, or a visualisation in the mind.

They are used in Buddhism for meditation.

20 years ago an FCJ sister, Helen Roberts, painted a mandala to reflect on companionship and the history and ethos of the FCJ Society.

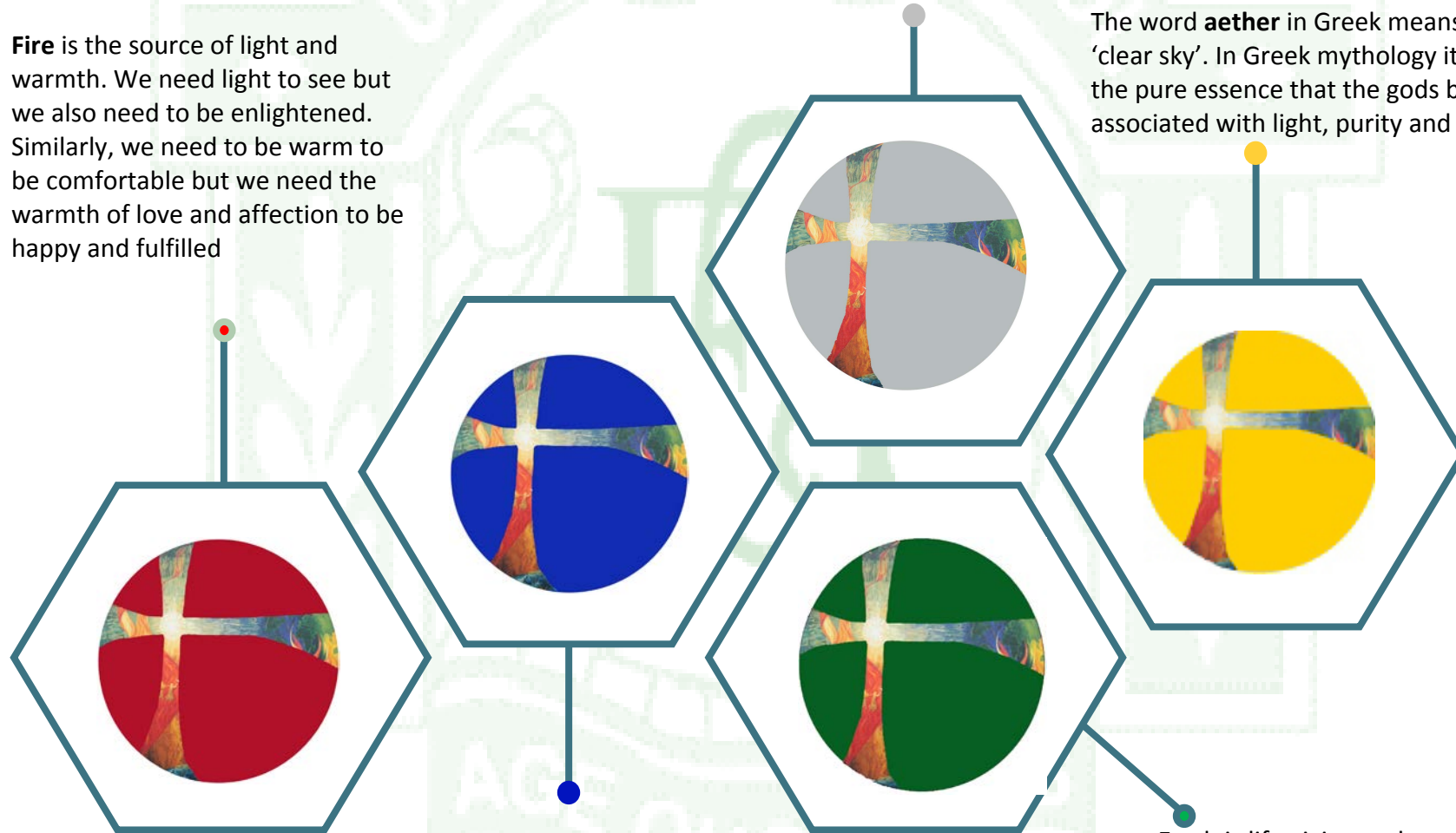
This provided the inspiration for our House system as each house makes its particular contribution to the whole community.

Houses

Fire is the source of light and warmth. We need light to see but we also need to be enlightened. Similarly, we need to be warm to be comfortable but we need the warmth of love and affection to be happy and fulfilled

Air has been described as a universal power or pure substance. Its significance to human life can be seen in words such as aspire, inspire, perspire and spirit, all derived from the Latin word spirare.

The word **aether** in Greek means 'pure, fresh air' or 'clear sky'. In Greek mythology it was thought to be the pure essence that the gods breathed. It is associated with light, purity and clarity.



Water is essential to life. It quenches our thirst, enables us to be clean and is often a source of beauty.

Earth is life giving and nurturing. If we cultivate it well it provides us with many gifts.

Job description

The Headteacher is responsible for providing vision, leadership and direction for the school within the context of the FCJ ethos and ensuring that it is managed and organised to meet its aims and goals. The Headteacher shall provide professional leadership for the school which secures its success, ensuring high quality education which realises the potential of the students.

The Headteacher is expected to show Christian leadership that seeks to serve the community and provide a role model for staff and pupils.

'You have to see yourselves as apostolic Leaders and not merely as professionals'

Marie Madeleine

The duties and responsibilities set out below provide important aspects of the role but are not exhaustive.

Strategic Leadership and Management

- Understand the nature and purpose of Catholic education and know that the Headteacher's overarching responsibility is to establish and sustain the Catholic identity in an FCJ school and safeguard the teaching of the Church
- Work with the Governing Body and FCJ Trustees to create a shared vision for the FCJ schools, based on Gospel values and which expresses core educational values and moral purpose
- Ensure that the aims and objectives of the school embody its vision and purpose and are clearly expressed and shared with the community
- Enable Governors, staff, pupils and parents to participate in the formulation of the School Development Plan underpinned by sound financial planning so that the school develops and responds to the needs of society and prepares the pupils for adult life
- Work with the Leadership Team to provide a stimulating, broad and balanced curriculum which meets the needs of the pupils and is affordable
- Provide the impetus for collective worship and liturgical celebrations which nourish the spiritual development of pupils
- Build capacity in the workforce so that all staff are proud of their work and are committed to excellence

- Ensure that creativity, innovation and the use of technologies make the curriculum and learning accessible to pupils
- Enable the Leadership Team to create policies and procedures that support positive behaviour so that pupils respect others and are able to work in an environment conducive to learning
- Support effective governance of the school
- Ensure that all legal requirements are met and that the school is proud of the performance data that is published and ready for inspections

Educational Leadership and Management

- Monitor the systems in place for tracking pupil performance, providing suitable intervention and reporting to parents
- Monitor the use of data so that it has a beneficial impact on pupil progress
- Ensure that the work of the school is reviewed and reflected upon and that this drives school improvement
- Ensure that the curriculum meets the needs of pupils and that the FCJ values are integrated so that pupils are challenged academically, morally and spiritually
- Build capacity for extra-curricular and co-curricular activities to ensure that pupils are able to develop leadership skills, resilience and grow in confidence
- Ensure that the way learning takes place facilitates independence, a positive attitude and a desire to improve
- Ensure systems are in place to promote the welfare of pupils, promote healthy lifestyles, keep them safe ensuring robust safeguarding procedures
- Review systems to maintain high levels of attendance and punctuality, rewards and sanctions and the monitoring of behaviour

Staff Leadership and Management

- Inspire staff so that they believe in their capacity to transform the opportunities of the young people in their care
- Ensure that directed time is used efficiently and effectively to allow colleagues to make progress with their tasks
- Design, with members of the Leadership Team, INSET days which address the training needs of all staff, offer inspiration and challenge
- Provide opportunities for the sharing of outstanding practice and create a culture in which good ideas are valued and improvements are welcomed

- Ensure that posts are advertised in accordance with policies and that the appointment process is fair, transparent and legal
- Develop and share staffing policies each year to enable staff to become familiar with these policies and procedures
- Implement the Appraisal Policy and Pay Policy rigorously so that all staff know what is expected of them and that pay and promotion is clearly linked to performance
- Build capacity by encouraging people into teaching via Teach Direct or similar, provide opportunities for staff to enhance their skills and provide opportunities to develop future leaders and maintain your own professional development.

Leadership and Management of Finance and Estate

- Fulfil the role of Accounting Officer as described in the Academies Financial Handbook
- Work with the Business Manager on the Financial Plan, next annual budget and the regular reviewing of spending against the current budget
- Work with the Business Manager to have a School Finance Manual current and effective to ensure compliance with financial procedures, health and safety and management of risk
- Appoint suitable support for HR issues so that a high level of professionalism in employment law and HR issues is the norm
- Work with the Business Manager and Grounds Staff to ensure that the buildings are clean, well maintained and fit for purpose
- Work with the Business Manager and Grounds Staff to ensure that the grounds are well maintained and can be used as both a learning resource and leisure facility
- Ensure that the departments staffed by support staff are well run and effective so the catering department, library, administration, cleaning, grounds and IT department support the work of the school and that learning support is aptly targeted to have maximum impact on pupil progress
- Seek ways to increase income and improvements to the building stock by applying for bids and being entrepreneurial
- Ensure that the IT systems continue to develop to increase efficiency.

The Wider Community

- Ensure that past pupils, parents and friends of the school are welcomed and feel that they are part of a dynamic community
- Promote strong relationships with the other FCJ schools to enable a sense of a family of schools to be understood by pupils
- Work co-operatively with the Diocese and Local Authority to ensure the best educational outcomes for pupils at Upton and in the wider community
- Liaise with agencies such as health, police and other professional partners to ensure benefit to pupils and participate in networks and groups such as the PTI, SSAT, subject associations and examination boards to provide opportunities for training and sharing good practice
- Promote links with local business and industry, higher education and apprenticeship providers to maximise opportunities for pupils
- Work with primary schools for mutual benefit and with other secondary schools to ensure that we offer support when it is needed and are open to accepting support if it will benefit pupils
- Build strong international links with partner schools and charitable activities
- Maintain our International School status as evidence of our commitment to international co-operation and understanding.

The four domains of headship set out in the National Standards of [Excellence for Headteachers \(2015\)](#) are used as part of the Appraisal process to assess performance:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self improving school system

Person specification

Essential Attributes	Identified	Desirable Attributes	Identified
Qualifications			
Degree	A	Good honours degree	A
Qualified teacher status	A	Higher degree	A
Professional Development			
Training for Headship eg NPQH	A/R	Catholic Certificate in Religious Studies CCRS	A
Personal and Professional Qualities and Values			
Practising Catholic	A/R/I	Participation in parish community	R/I
Commitment to Catholic Education	A/R/I		
Appreciation of creating a positive ethos	R/I		
Passion for teaching and learning	A/R/I		
Excellent presentation and communication skills	A/R/I	Ability to model outstanding teaching	A/R
Ability to articulate vision and share it	A/R/I		
High expectations of pupils, staff and self	R/I		
Ability to utilise data for increasing progress	A/R/I	Enabling others to use data effectively	A/R/I
Empathy and ability to listen to others	R/I		
Strength to hold others to account	R/I	Enabling other to manage underperformance	A/R/I
Ability to address an audience and make a compelling argument	R/I		
Resilience and the energy and ability to manage demanding workload	R/I	Effective powers of delegation	A/R/I

Person specification

School Leadership and Management Experience			
Recent leadership experience in Catholic School	A/R/I		
Use of data to effect improvement in pupil progress	A/R/I		
Enhancing the practice of others	A/R/I	Managing capability	A/I
Curriculum driven budgeting	A/I	Curriculum design and timetabling	A/I
Implementation of school self evaluation	A/I	System leadership by peer to peer support	A/I
Knowledge and understanding of safeguarding	A/I		
Experience of budget planning and school finances	A/I	Experience of analysing an academy budget	A/I
Experience of working with Governors, parents and/or staff from other schools	A/R/I		
Professional Knowledge and Skills			
Knowledge of elements of outstanding teaching	A/I	Implementation of framework for enhancing pedagogy	I
How to effect good behaviour management	I		
Strategic approach to building resilience	I		
How to produce school policies and procedures	I		
Formulating a curriculum, assessment and monitoring staff and pupil performance	I	Undertaken curriculum review	I
Systematic approach to school improvement	I	Design of whole school self improvement	I

Campus



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Key:

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-  Sports Hall
-  Lingdale Building
-  Holt Building
-  D'houet Building
-  Upton Building
-  The Lodge