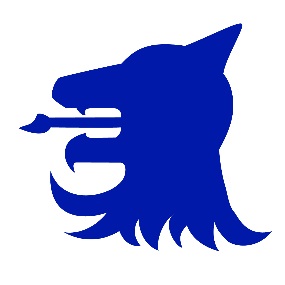
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# Beaumont Leys School

# Deputy Headteacher (L12-16)

Application Pack

# Beaumont Leys School



## Anstey Lane, Leicester, LE4 0FL

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**E-Mail:** office@beaumontleys.leicester.sch.uk

www.beaumontleys.leicester.sch.uk

**Headteacher:** Dawn Parkinson BA (Hons), PGCE, NPQH

January 2020

Dear Applicant,

Thank you for taking the time to consider applying for our ‘Deputy Headteacher (Students)’ post which has arisen in preparation for the retirement of our Inclusion Leader. We are looking for someone with vast experience to lead Inclusion with tenacity, strength and compassion. This involves leadership of Inclusion, SEND, Pastoral (Behaviour and Attendance) and Safeguarding. You will be part of our strong and experienced, can-do Leadership Team and will work in a school where we can see the difference we make to our students’ lives and life chances.

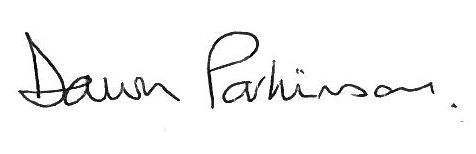
We are looking for a leader who embodies our mission that every child benefits fully from the transformative power of education, regardless of their background. We want a Deputy Headteacher who will see the potential in our students, including our vulnerable and harder to reach students and be energised by the challenge of realising that potential.

We are a successful school whose students make good progress, despite many challenges. We want a Deputy Headteacher who will thrive in our environment and who is driven to raise standards, expectations, achievement and attainment. You will be resilient, values driven and reflective and will be determined to help us to develop our nurturing, ambitious and rigorous culture of success. You will be well used to going the extra mile, and believe in recognising when others have. You will be skilled at achieving the highest of standards of teaching, learning and behaviour, both yourself and across groups of staff and will have a track record of developing leadership in others. You will have both the desire and experience to ensure that our focus is on teaching and learning and will have a vision of how to help our students to thrive under the new curriculum.

We are offering prospective candidates an opportunity to visit our school prior to making an application on 13th January 2-3pm, 15th January 4-5pm or 17th January 9-10am. Please contact Mandy Smith, my PA, on 0116 2344485, if you would like to book into one of these slots.

If you feel you could contribute to our school in this post, I look forward to hearing from you.

Yours sincerely,



Dawn Parkinson

Headteacher



***‘Together We Achieve Success’***

**Senior Deputy Headteacher:** Jude Mellor **Deputy Headteacher:** Sam Nadolski

**Business Manager:** Jayne Bickmore

**QiSS.pngAssistant Headteachers:** Julie Mousley, Paula Staley, Keval Thakrar, Josh Radford

**A FLAVOUR OF BEAUMONT LEYS SCHOOL**

Beaumont Leys is a vibrant school, with a real heart and soul, where teaching and support staff at all levels are encouraged to develop their skills, and are given every opportunity to do so. The school, which was beautifully rebuilt in 2009, has been on a real journey over recent years and has developed an excellent reputation, locally, regionally and, increasingly, nationally.

The strength of our school is that we are driven by our values, which underpin all that we do. This means that all of our amazing staff can pull together in the same direction, and thereby create a force for good. Our school values are:

**Ambition and Success:** All students share our ambition and aspiration for them and they are enthusiastic, curious learners. They apply themselves consistently and work and think hard to build their skills, knowledge and understanding to turn their dreams into reality. We can all celebrate and be proud as they communicate their successes in increasingly scholarly ways.

**Best Self:** All students feel they belong, as positive members of our community. They are caring, thoughtful, empathetic and kind and take responsibility for themselves and others. They build positive relationships based on respect for themselves and others. As a result they develop, and allow everyone else to develop, as well-rounded, self-aware individuals.

**Positive Future Selves:** All students understand that they are responsible for their own destiny. They develop and display independence, resilience, leadership, positive attitude and self-management skills that allow them to thrive as engaged citizens. They take opportunities to make a positive difference, both now, in school and in the community, as well as in their future lives at work and in the world. They create rich memories of their school years.

Our last Ofsted was in September 2016 and we were really delighted that, under a much tougher Ofsted regime, the school was judged to have maintained it’s ‘Good’ grading. The inspector reported that ‘You are determined that the potential of every pupil should be realised, no matter what the barriers may be to their success.’  This is a statement that we are very proud of and was part of the reasoning behind Sir Michael Wilshaw identifying Beaumont Leys in his 2016 annual OFSTED report as an example of a school that is showing what can be done in areas of significant social and economic disadvantage.  To ensure we maintain the highest possible learning for our students, we are part of a national school-led initiative which is focused on school-to-school challenge and support; Challenge Partners. We have now had several Challenge Partners Reviews and were judged Good or Outstanding in the last three, including the most recent in November, 2019 where we were judged “leading” – their highest judgement.

Beaumont Leys School has been on a powerful journey for many years. In 2019, we achieved 60% Basics at grade 4+ and 37% at 5+ indicating that students progress really well here from starting points that are significantly below national standards. In addition, eighteen of our subjects’ results were better than national averages at 4+, 5+ or 7+. However, one of our greatest achievements in 2019 was that 20% of our students achieved at least 3 grades at 7-9 and seventeen students achieved at least one grade 9; one student achieved six!

These results are a testament to the hard work of our students, but also to our staff who invest hugely to generate the best possible outcomes for their students. We have exceptionally high aspirations and ambitions for our students and work consistently hard to support them into their best possible futures.  Like many urban schools Beaumont Leys requires high levels of maintenance and energy and we are constantly looking for ways to evolve and improve.  There is no room for complacency, but there is a real satisfaction in working in a school where you know that you really are making a difference. We believe that we have adopted the role of wise parent in our expectations of students and the structures we have in place to support them. For some of our students we are the most stable presence in their lives and it is this holistic care provided to students that has supported our excellent track record over many years of both very low NEET figures and high levels of success with apprenticeship placements.  In general students are hugely proud of the school, something we actively encourage in everything we do.

Beaumont Leys is heavily over-subscribed.  We have good links with parents and the community, and we try hard to build good relationships and respond quickly to any concerns. Several members of the governors, teaching and support staff have been with the school for many years and have built up strong connections with the community. Some of our support staff have children in the school and there are some who went to the school themselves. It is a school to which people become very attached.

There is strong positive leadership at all levels, including in the classroom. The Senior Leadership Team works hard to provide high level strategic leadership but we are also  intimately involved in the day-to-day management of the school: taking on most of the lunchtime duties to enable teachers time to relax, work or run clubs; providing emergency referral during lesson times so that disruptive students are not allowed to disrupt the learning of others; taking all main assemblies to allow tutors time to undertake mentoring and generally adopting a high profile with staff and students in order to reiterate and emphasise the expectations of the school.

Teachers and tutors set high standards for behaviour, dress and work rate and are expected to set a strong example to students. All students are expected to wear school uniform at all times, without exception. There is a good level of consistency within the school, in terms of expectations of students and we believe that this is a strength, which makes it a purposeful and secure place in which to be a student. There is a strong behaviour policy, based on clear expectations of staff and students, and whilst staff can be extremely firm with students, the emphasis is on the positive, with an extensive reward system. The policy is clearly put into practice because there are good relationships between students and staff. A high premium is placed on good behaviour in the classroom.

Our Leadership Team sees it as our responsibility to ensure that the school continues to develop and improve, for the benefit of our students, but in a positive climate which acknowledges and recognises the hard work of everybody, and in an environment where people are supported and enabled to develop their skills and careers, and do the best job they can.  There is an excellent induction programme in place for new staff and we have an excellent record for helping staff to develop, contribute and make a real difference. In our recent very successful Investors in People inspection the assessor said, “There is a very strong culture of motivating staff by emphasising good news and praising good work. It is well understood how effective it can be in further improving performance to ensure that staff feel valued and appreciated.” We understand how important it is for schools to develop, recognise and value the contribution of its staff.  A strong school makes its staff strong, and strong staff make the school stronger.

**Inclusion Department**

Our school supports a high number of children with SEND needs, significantly higher than national average. Over 20% of Year 7s arrive aged 11 with a reading age below 9 years; 40% of each year group arrives with some degree of reading delay. Our zero permanent exclusion practice means that we have to deal with complex needs and manage situations over the long term with skill and resilience. Parental engagement is key, and sometimes not easy.

We successfully support students with a range of diagnosed medical and educational issues and we also have a proven track record of supporting diagnoses. Increasingly we support students with SEMH needs and students who need a diagnosis and we are actively building on pastoral support systems to meet this need.

Our Inclusion Department is very busy due to the large number of students we support and the range of needs they present with. As a result of this level of need we resource our Inclusion Department very well indeed.

We have a full time SENDCo, the current postholder being the Assistant Headteacher who is retiring. We are, therefore, in the process of recruiting to that post. In effect, her role is being split into two roles – the SENDCo and the Deputy Headteacher. This is because we want the SENDCo role to be much more central to the teaching and learning of our most vulnerable learners and therefore we have created the time for this by separating the two roles.

Our SENDCo is supported by the team of HLTAs that we have developed over recent years. One leads on behaviour in our TLC on-site provision, one on Cognitive and Learning and one on Communication and Interaction. We also have 10 Teaching Assistants who are assigned to named students but support in a more holistic way. We employ 1.5 days of a clinical psychologist per week and 35 days of Educational Psychology across the year. The department is supported by a part-time SEN Admin assistant.

Through the work of our fabulous staff we run a whole programme of interventions, from Fresh Start to inference, language development to maths. Eventually through the support from our EP we hope to expand the range of interventions we are able to run.

Our TLC building hosts our internal alternative provision and is staffed by the HLTA Behaviour, alongside two L3 TAs who work with the students who attend TLC. Teachers teach KS4 subjects in the KS4 room.

**Pastoral System**

Our pastoral system is also well resourced. Behaviour is led by an experienced Associate Assistant Headteacher who is part of our SLT and he is supported by a pastoral support worker. We have a non-teaching Year Team Leader in each year group. In addition we have two Pupil Premium Champions who, whilst paid for out of PP, overlap with our pastoral team due to the issues that are involved.

TLC, the EP and the Clinical Psychologist are all resources that the pastoral team can draw on, albeit in priority order under the direction of the SENDCo and the Deputy Headteacher.

**Safeguarding**

Safeguarding is clearly central to all parts of school life. The Deputy Headteacher will be the DSL for our school but is supported by a team of Deputy DSLs who are the Headteacher, the Senior Deputy Headteacher, the Associate Assistant Headteacher, the new SENDCo and the two senior YTLs.

The Safeguarding lead, Business Manager and Senior Deputy Headteacher form our Safeguarding Hub and together lead an integrated and seamless approach to safeguarding across the school.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Beaumont Leys School Leadership Structure 2020-21** | | | | | |
| **HT** | Headteacher | | | | | |
| **SDHT** | Senior Deputy Headteacher | | | | | |
| **DHT** | Deputy Headteacher  Standards | | Deputy Headteacher  Students (new post) | | Business Manager | |
| **AHT** | Assistant Head  Teaching and learning, Professional Learning | Assistant Head  Curriculum and timetabling | | Assistant Head  Pupil Premium and Intervention | | Assistant Head  To be advertised when appropriate |
| **AAHT** | Associate Assistant Headteacher Pastoral | | | | SENDCo | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | English | Maths | Science | | | Humanities | | | MFL | ICT | | CA | | DT | | | PE | |
| **Senior Standards**  **Leader** | Literacy |  | | Intervention and Boost | |  | |  | |  | | | More able | |  | | |  |
| **FTL** |  | FTL | |  | | FTL | | FTL | | FTL | | | FTL | | FTL | | | FTL |
| **DFTL** | x 3 | x 1 | | x 1  Plus Lead Teacher | | x 1 | |  | |  | | |  | | x 1 | | |  |
| **AFTL** |  | x 3 | |  | | x 2 | | x 1 | | x 1 | | | x 1 | |  | | | x 2 |
| **Other key posts** | Learning for Life Curriculum Leader | | | | Competency Curriculum Leader | | Lead Practitioner | | | | Professional Tutor | | | | | LAC Coordinator | | |

**Curriculum**

Beaumont Leys has an excellent reputation for its innovative and high quality curriculum. The latest Ofsted inspection judged our curriculum to be outstanding. We are extremely proud that our curriculum is engaging and delivers skills for life and work through a range of subject specialisms and cross-curricular activities.

In Years 7 and 8 the following subjects are included;

|  |  |  |
| --- | --- | --- |
|  | **Year 7** | **Year 8** |
| **Maths** | 3 | 4 |
| **English** | 4 | 3 |
| **Science** | 3 | 3 |
| **Humanities** | 2 | 5 |
| **Competency Curriculum** | 3 |  |
| **Design Technology** | 2 | 2 |
| **MFL** | 3 | 2 |
| **Creative Arts (Ar/Dr/Mu)** | 2 | 3 |
| **ICT** | 1 | 1 |
| **PE** | 2 | 2 |
| **Learning 4 Life** | 1 | 1 |

Every student has access to a broad and balanced curriculum that is flexible enough to meet the needs of the individual. For some students there is a focus on the English Baccalaureate qualifications whilst for others a more vocational programme of study may best support achievement and progression to further education.

The curriculum at Key Stage 4 consists of the core curriculum which is studied by all students and additional options chosen by students in consultation with parents and teachers. In most cases students choose 3 options although some may be selected for the Future Pathways programme as an alternative.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Year 9** | **Year 10** | **Year 11** | **Options** | |
| **Maths** | 4 | 4 | 5 | Art  BTEC H&SC  BTEC P Arts  BTEC Sport  Business  Computing  Drama  Food  French  Geography | History  ICT  Music  PE  Product Design  Res. Materials  Single Sciences  Spanish |
| **English** | 4 | 4 | 5 |
| **Science** | 4 | 4 | 5 |
| **PE** | 2 | 1 | 1 |
| **Ethics** | 2 | 3 |  |
| **Option** | 3 | 3 | 3 |
| **Option** | 3 | 3 | 3 |
| **Option** | 3 | 3 | 3 |
| **Learning 4 Life** | 1 | 1 | 1 |

**HOW TO APPLY**

We hope that, having got a flavour of our school, you will want to apply.

To apply you need to do three things:

1. Write a letter of application of no more than two A4 sides, font no smaller than 12. In your letter address your experience, vision for education and how you meet the requirements of our Deputy Headteacher role.
2. Write up to 1000 words on “my vision for inclusive success at Beaumont Leys School”
3. Complete the application form

Please send completed application through to Mandy Smith, Leadership PA, by 9:00am Tuesday 21st January via e-mail: [**msmith@beaumontleys.leicester.sch.uk**](mailto:msmith@beaumontleys.leicester.sch.uk)

Interviews will take place on Thursday 30th and Friday 31st January.