



BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

Bishop Heber High School,
Chester Road,
Malpas,
Cheshire, SY14 8JD

ASSISTANT HEADTEACHER (i/c Raising Standards Lead (RSL) KS3 | Transition)
Scale: L14 - L18 (£71,329 - £78,702)

We require from September 2026, a motivated, committed and dynamic Assistant Headteacher and leader to join this thriving 11-18 Foundation School. The new Assistant Headteacher will have the opportunity to make a significant impact on school strategic direction and outcomes, joining a team of ambitious leaders and becoming an integral part of the Senior Leadership Team.

The closing date is 9 a.m. on Wednesday, 18th March 2026

Bishop Heber High School is a very successful, popular and oversubscribed School situated in rural South Cheshire with over 1,300 students from Cheshire, Shropshire and North Wales.

The successful candidate will:

- be an outstanding teacher with proven leadership skills
- have a clear vision which inspires colleagues and students
- challenge expectations to raise standards of achievement and progress for all students, with a strategic Leadership of Key Stage 3
- have a track record of successfully leading continuous school improvement

The new Assistant Headteacher will work alongside the Senior Leadership Team of eight. You will support the Deputy Head (Personal Development and Culture) to further develop our highly effective transition processes. You will have responsibility for a wide range of areas, both pastoral and academic, across the School. The specific responsibilities will be negotiated to meet your skills, expertise and interests and are likely to include responsibilities for:

- Planning strategically for inclusive learning and teaching especially at Key Stage 3
- Leading the whole school secondary ready and transition programmes
- Developing an inclusive and forward-looking culture that does not compromise on the high standards we set ourselves and our students
- Innovation in school culture, climate and attitudes to learning
- Performance Reviews, school improvement and self-evaluation

We are totally committed to safeguarding the welfare of young people and expect all staff to share this commitment. If successful, you will be expected to undertake a Disclosure and Barring Service (DBS) check.



BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

Assistant Headteacher – (i/c Raising Standards Lead (RSL) KS3 | Transition)

Range: L14 – L18 (£71,329 - £78,702)

February 2026

Dear Applicant,

Thank you for expressing an interest in the post of **Assistant Headteacher** at Bishop Heber High School. We enclose details of the post and an application form. Please note that your completed application form and covering letter may be submitted by post or preferably electronically via email to the School's Personnel Manager jclegg@heber.org.uk.

THE SCHOOL

Bishop Heber High School (the 'Heber') has 1,300 students, including 250 in the Sixth Form, and serves three villages and surrounding hamlets in this beautiful area of south-west Cheshire. The School is located a 20-minute car journey from Nantwich, Wrexham and Chester. It has easy access to the Wirral as well as North Shropshire. The School enjoys an excellent reputation in the locality and a large number of families choose Bishop Heber from outside the catchment area. In fact, there are over 450 students on roll who come from other parts of Cheshire, Shropshire and North Wales. In 2015 the School underwent a £5 million redevelopment of the site and there are strong community links through the School's Library and sports facilities, including a Community Fitness Suite, Astro turf pitch and outdoor Netball courts.

We are a Foundation School and formerly an International Specialist Languages College which underpins an exciting international dimension both in the School and through its curriculum.

In the main findings of the most recent Ofsted Inspection Report (November 2022), stated that...

At Bishop Heber High School, pupils and students in the sixth form are proud to belong to the school. There is a strong sense of community. Pupils and students are welcoming and supportive of each other, living out the mantra that states all will be happy at Heber. Leaders and teachers have high expectations for all pupils and students to succeed, both academically and personally.

The school's impressive results were reflected in Ofsted's observations that: ***Teachers have strong subject knowledge. They use their expertise to deliver the curriculum well... Pupils and students achieve well.***

OUR VISION AND ETHOS

Our vision is a School in which **Respect, Opportunity and Achievement** can flourish. We recognise the differences, values and beliefs of each individual yet acknowledge our responsibility to treat everyone with **respect** and courtesy, so we all feel happy and safe in our School. Bishop Heber forms the heart of the wider community, providing all of its members with a central resource to enhance the quality of **opportunity**; a world-renowned, international, innovative place to learn and grow into active global citizens. Bishop Heber enjoys a positive, well-ordered and stimulating environment. We promote and celebrate **achievement** in academic study, sport, performance, creative art and community work. Bishop Heber provides high-quality and exciting teaching with support and challenge appropriate to the needs of every individual, to encouraging learning as a lifelong activity.

THE SCHOOL MOTTO IS... *Pret d'accomplir – Ready to Accomplish*



BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

THE POST

The post has arisen due to an SLT restructure as part of the phased retirement of Assistant Headteacher Helen Windsor, who has been an exceptional colleague since joining the SLT in 2008. At Heber, we are a large and oversubscribed foundation school with 86 qualified teachers (75 full-time equivalent) and 85 support staff: teaching assistants, technicians, administration, finance, catering, cleaning and site maintenance. The staff at Heber is both experienced and talented, both of which are apparent in the way that they fulfil their professional responsibilities and many of the staff have worked at the 'Heber' for some time.

I believe that this post will be a tremendous opportunity for any aspirant Deputy Headteacher. The diversity of the role and the whole school strategic leadership experience is an excellent platform to take both personal and professional development to the next level.

LEADERSHIP STRATEGY (cross reference the Draft SLT Structure 2026/27)

In September 2026 the Senior Leadership Team (SLT) will consist of eight Leaders:

Headteacher:	David Curry	(appointed 2004)
Deputy Headteacher (i/c Quality of Education):	Mike Ridley Thomas	(appointed 2006)
Deputy Headteacher (i/c Personal Development and Culture):	Ursula Mort	(appointed 2020)
Assistant Headteacher (Student Achievement – RSL KS3):	tba	(to be appointed 2026)
Assistant Headteacher (Student Achievement – L+T/CPD):	Rebecca Abbotson	(appointed 2019/2022)
Assistant Headteacher (Student Achievement – Standards):	Andrew Cummings	(appointed 2023)
Assistant Headteacher (Director of Sixth Form – RSL KS5):	Jonathan Garnham	(appointed 2022)
Business Manager:	Maura Nesbitt	(appointed 2010)

So much for the parts; the challenge now is to make the whole greater than the sum of the parts. Teamwork is very good and will be crucial in the future. You will join a team that works enthusiastically with staff, governors, parents, students, partners and agencies. We will also need to be fully committed about working with one another within the team. With such an experienced team, there is the ability to support and adjust the exact division of labour so that we can match roles and responsibilities to any candidate's strengths. Firstly, the successful candidate will be an outstanding teacher, whilst the subject specialism is not relevant to this post; the successful candidate must be able to demonstrate that they have a forensic eye and tenacity to ensure that all students get the best possible outcomes.

This new Assistant Headteacher post has two key strands within the raising standards agenda namely: the Secondary Ready Programme and Transition into and raising standards in Year 7 and Year 8. A key aspect of this role is the promotion of The Heber Way, through the further development of our Learning and Teaching Policy as well as the Behaviour and Belonging Framework both of which seek to close gaps in priority areas such as attendance, SEND and disadvantaged students. Notwithstanding, these two areas hold the key to the school's continued success. Staff at the Heber have high expectations for all students and work tirelessly so that our most vulnerable feel valued and receive the additional support required to make the most of their potential. However, due to our geographical isolation and pockets of rural deprivation, we have to be both innovative and creative in the strategies we put in place to support our most vulnerable students. The most recent work we have done and the success we have achieved with disadvantaged students is an excellent platform to build on to ensure that these students do indeed make as much progress at Heber as all students do nationally – if not better! This role, is quite simply, for someone who knows what it takes to make the difference, who never compromises on the high standards we set ourselves, and can use the exceptional resources we have here at the school (namely staff) to make that happen – is that you?



BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

PERFORMANCE AND REPUTATION

Bishop Heber High School enjoys an extraordinary reputation in this sparsely populated and attractive area of Cheshire. This has been built, over the years, through the dedication and commitment of an outstanding leadership team. You would be joining a team that works above and beyond to ensure that our community is served by a first-class comprehensive school.

In 2025 the GCSE and A-level exam results reflected again the high standards at Heber and showed a continued upward trend over time. Although, expectations are high for the next few years, we seek to not only maintain but improve our outstanding outcomes (P8 (0.9 in 2023 | 0.72 in 2004) and L3VA (0.01 in 2025)). The leadership of Key Stage 3 will fundamentally underpin and support that challenge within the context of the new or reformed KS3 and GCSE progress measures.

Two papers give some details about School performance. The School's Strategic Development Plan (2025-2028 Summary) and our most recent examination results together enable some analysis of the reason behind good and improving standards and very good often outstanding progress in Key Stage 3, GCSE & A-level. Current priorities are clearly outlined in the School's SDP (SSDP 2025-26 Summary).

This is an excellent opportunity for an outstanding colleague to play a central and leading role in shaping the future of this successful, progressive and ambitious School. If you want to know more about the School there is more information on our website www.bishopheber.cheshire.sch.uk

SELECTION: If having read this information, you like the sound of the School and the post; we would like to hear from you. We are looking for a colleague who has held a leadership and development responsibility at middle or senior leadership level. We can guarantee you high quality support in your new role, committed and effective colleagues, well-motivated and imaginative students and a supportive community. In return, we will expect enthusiasm, industry, a passion for working with children and young adults as well as your subject, and a vocational ambition. We wish to appoint an inspirational teacher and leader, who will continue to develop the ethos of fully inclusive education at Heber and have aspirations to develop their own career beyond this post.

Application is by **Letter** and **Application Form** only, CVs will not be accepted. Your letter of Application must be no longer than three sides of A-4 (size 12 Arial font) and should explain

- Why you are applying for this post
- How you believe your experience to date has prepared you for the post
- The skills and qualities you would bring to the role of Assistant Headteacher at Bishop Heber High School
- Your ideas for leading and further enhancing our success culture within our school and community

The closing date is **9 a.m. on Wednesday, 18th March 2026** and we fully anticipate that interviews will take place during the week commencing **Monday, 30th March 2026**. If you have not received a reply to your application by Friday, 27th March please assume that, regrettably, on this occasion, you have been unsuccessful.

The Chair of Governors and I very much look forward to hearing from you.

SCHOOL INFORMATION

- School Prospectus 2025-2026*
- Examination Results 2023 - 2025*
- SSDP Summary 2025-26
- The Heber Way 2025-26
- Draft SLT Structure 2026-27
- OfSTED Report 2022*



The above documents marked with asterisks (*) can be found at:
www.bishopheber.cheshire.sch.uk

Mr D. A. Curry
Headteacher



BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

Job Specification

POST:	Assistant Headteacher (i/c Raising Standards Lead (RSL) KS3)
POST HOLDER:	To be appointed
RESPONSIBLE TO:	The Deputy Headteacher (Personal Development and Culture)
SALARY:	L14 – L18 (£71,329 - £78,702)
TIME ALLOWANCE:	32 periods per fortnight (out of 50 ppf) or 16 ppf of timetabled lessons plus 2 ppf of PSHCE (e.g. assemblies)

JOB PURPOSE:

- Play a major role in raising standards at Key Stage 3
- Leading the whole school secondary ready and transition programmes
- Plan strategically for an inclusive and strong behaviour for learning culture (habits)
- Staff Development:
 - Support whole school attendance and behaviour for learning strategies
 - Support whole school reading and assessment for learning strategies
 - Support an inclusive and forward-looking staff development programme that supports improved outcomes and progress for all our students
- Innovation in school culture, climate and attitudes to learning
- Performance Reviews, school improvement and self-evaluation
- To support the efficient and effective day-to-day running of the School
- To support the work of the Headteacher and Governors

OVERVIEW: This is a new key strategic and leadership role within a team that has a shared vision and purpose. You will take specific responsibility for some management tasks (CORE). But all members of the Senior Leadership Team share a portfolio of common tasks (GENERIC). There are some tasks that do not fit naturally into the Core roles, and these will be allocated by negotiation (ADDITIONAL).

This is the way in which the team will be established and will work for the first two years. We expect there will be flexibility to rotate roles or significantly change them to meet the needs of the School, ensure a healthy mix of experience and new ideas and to create opportunities for professional development.

CORE ROLE: The core role of our new AHT should be to lead:

Learning and Teaching – Enhance the school’s culture and climate for learning especially for our disadvantaged and most vulnerable students (e.g. young carers). Make a significant contribution to raising achievement for all students in the School, as measured in value added (VA) terms (e.g. P8 / L3VA) and support the Leadership of PSHCE in Key Stage 3.

School Improvement through Self Evaluation – Strategic planning within SLT. To assist the Deputy Headteacher (PD+C) with School Self Evaluation (SEF). Support for behaviour and attendance utilising the school’s new management information system (Arbor*).

Student Support, Care and Guidance – As an Assistant Headteacher (DDSL) you will support the DSL ensuring students’ welfare is supported and link with other agencies whenever possible or practical. Work with all staff to ensure that high expectations of behaviour and achievement are set for students.



BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

GENERIC ROLE: In common with all members of the Senior Leadership Team (SLT), the Assistant Headteacher will be expected to teach, monitor and support the work of named/linked Year Team/s and Subject Areas, to undertake performance reviews of up to five leaders/teachers and to sit on one of the Governing Body Committees. The teaching subject is not critical to the appointment, but the quality is! The teaching contact will be about 16 hours per fortnight. We will share out the Subject Areas for the purpose of monitoring and support once the new Leadership Team has been established. The performance reviews are likely to be with key Middle Leaders. All members of the SLT share responsibility for the daily administration and good management of the School, ranging from staff duties/patrols to line management of Year Teams and dealing with significant pastoral issues.

The Governor Committee will most likely be Student Progress and Achievement (SPA) Committee.

ADDITIONAL ROLE: The new Assistant Headteacher will also be expected to take responsibility for one or more additional functions. Declared experience, expertise or enthusiasm for any of the identified areas in SLT Structure would be a great strength: See the SLT Draft Structure 2026/27 for scope of additional responsibilities within the team. Subject oversight/responsibilities will be confirmed once the SLT is reformed.

GENERAL TEACHING: To undertake all responsibilities listed in paragraphs 50.0 to 52.1 in the Conditions of Employment in the School Teachers Pay and Conditions Document 2019.

*Arbor - We do not expect the candidate to be an expert in this named MIS. Full training and support for Arbor will be provided. It is a very intuitive system for users and has massive potential that we've yet to tap into fully.

If you have any questions or seek further clarity, please contact me dcurry@heber.org.uk

Mr D A Curry
Headteacher

Criteria	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> ▪ QTS teaching qualification. ▪ Good honours degree (Graduate). ▪ Evidence of appropriate ongoing CPD. 	<ul style="list-style-type: none"> ▪ Higher qualification in education +/or management (postgraduate). ▪ NPQSL ▪ Ambition to achieve NPQH in time. 	<ul style="list-style-type: none"> ▪ Application Form. ▪ Letter of application.
Experience	<ul style="list-style-type: none"> ▪ Experience in at least two comprehensive schools. ▪ Outstanding classroom teacher. ▪ At least three years proven successful senior/middle leadership experience. ▪ Proven track record of managing continuous school improvement in raising standards. ▪ Awareness of the latest Ofsted framework & the SEF process. ▪ Experience of using whole school data to raise standards 	<ul style="list-style-type: none"> ▪ Post 16+ experience. ▪ Curriculum and pastoral experience at leadership level. ▪ Working with Governors. ▪ The challenge to achieve 'value for money'. ▪ Experience of closing disadvantaged + SEND gaps (attendance/outcomes) 	<ul style="list-style-type: none"> ▪ Application Form. ▪ Letter of application. ▪ Selection process. ▪ References.
Leadership skills	<ul style="list-style-type: none"> ▪ Clear vision and ability to deliver a strategy or SSDP priorities. ▪ Commitment to the development of the school's culture and ethos (attitudes and behaviour). ▪ Commitment to develop inclusive teaching styles to meet the needs of all learners. ▪ Commitment to build and manage high performance teams (inc. Performance Reviews). ▪ Coaching and capacity-building. ▪ Commitment to fostering a partnership between governors, staff, parents and students and the wider community. 	<ul style="list-style-type: none"> ▪ High profile (presence) in school and wider community. ▪ Knowledge of TiP +/or CWaC OWoW. ▪ How e-learning or assistive technologies can support learning. ▪ Understanding of how to successfully implement change 	<ul style="list-style-type: none"> ▪ Letter of application. ▪ Selection process. ▪ References.
Management and decision-making skills	<ul style="list-style-type: none"> ▪ Ability to think strategically and creatively. ▪ Ability to set clear and challenging targets. ▪ Ability to make and take decisions. ▪ Accountability and outcome focused. ▪ Delegation of responsibility with accountability. 	<ul style="list-style-type: none"> ▪ Use data and MIS (e.g. Arbor / SMID) to inform decision-making and review and monitor progress and impact on learning for students (e.g. CPOMs). 	<ul style="list-style-type: none"> ▪ Letter of application. ▪ Selection process. ▪ References.
Communication skills	<ul style="list-style-type: none"> ▪ High level of communication and interpersonal skills. ▪ Co-operative, corporate style of working. ▪ Effective user of ICT. 	<ul style="list-style-type: none"> ▪ The relationship between consultation and decision-making. 	<ul style="list-style-type: none"> ▪ Letter of application. ▪ Selection process. ▪ References.
Self -management skills	<ul style="list-style-type: none"> ▪ Ability to prioritise. ▪ Ability to work under pressure. ▪ Resilience and energy. 	<ul style="list-style-type: none"> ▪ Ask for support when needed. 	<ul style="list-style-type: none"> ▪ Letter of application. ▪ Selection process. ▪ References.
Personal qualities and attributes	<ul style="list-style-type: none"> ▪ Excellent attendance / punctuality record. ▪ Adaptable / Integrity / assertive – sensitive. ▪ Clear vision of what outstanding L&T looks like ▪ Vision, ambition and high professional standards to raise achievement, attainment and aspirations for all. 	<ul style="list-style-type: none"> ▪ Humour. ▪ Interest in educational research. ▪ Aspiring to Headship. 	<ul style="list-style-type: none"> ▪ Letter of application. ▪ Selection process. ▪ References.

SENIOR LEADERSHIP TEAM (SLT) STRUCTURE 2026-2027

Business Manager	AHT <small>(DoS - Sixth Form)</small>	AHT <small>(Student Achievement - L+T / CPD)</small>	SENIOR DEPUTY HEAD <small>(Q of Ed)</small>	HEADTEACHER	DEPUTY HEADTEACHER <small>(PD+C)</small>	AHT <small>(Standards B+A)</small>	AHT <small>(Student Achievement - RSL KS3)</small>
Maura Nesbitt (MNe)	Jonathan Garnham (JGa)	Rebecca Abbotson (Rab)	Mike Ridley Thomas (MRT)	David Curry (DCu)	Ursula Mort (DHT)	Andrew Cummings (ACu)	VACANCY

School Development	Strategic Direction, Vision and Values - Policy Formation								School Development
	Learning and Teaching / Standards								
Day to Day Management	Student Achievement	Student Achievement	Quality of Education (SEF)	School Improvement / Leadership	Personal Development + Culture (SEF)	Student Achievement	Student Achievement		
Attendance (admin)	RSL KS5	The Heber Way Strategy Lead	RSLKS5	Self-Evaluation (SEF)*	RSL KS4	Attitudes to Learning (habits)	RSL KS3		
Examinations (admin)	Examinations L2 / BTEC QA	CPD	Curriculum	SSDP / SIA	Behaviour*	Ready to Learn	KS 2/3 transition		
Statistical Returns	UCAS Oxbridge	Workload	Timetable	Ofsted	Attendance	Attendance*	More Able + Talented (MAT)*		
MIS* / Arbor*	ICT Network / Website		Assessment + Recording (A, R + R)	Staffing (R+R)	DSL (Designated Safeguard Lead)	PSHCE*	PSHCE		
Transport	Options		KS4 5 Options	DfE / LA	Disadvantaged (Pupil Premium)	OoHL* (inc Activity Week)	OoHL KS3		
Critical Incidents	WEx / Careers	Feedback*	AP RTTs WRL	Remodelling	WRL / WEx / Careers	Homework / feedback			
			Critical Incidents	Critical Incidents*	Critical Incidents				
School Management	Assemblies, Duties and Contracts								School Management
	Budget*	Sixth Form	Subject / Year Leaders Mtg.	Deputising for Headteacher	Budget	Deputising for Headteacher	Attendance + Behaviour (Arbor)	Secondary Ready Programme	
Support Staff Management	Examinations		Subject Leaders Mtg.*	Personnel	Year Leaders Mtg.*	Year/ Subject Leaders Mtg.	Subject / Year Leaders Mtg.		
Premises / Site (PDP)* / DFC	Year Leaders Mtg.	Reading Strategy	Calandar Group EVC (Evolve)*	Contracts*	Pupil Premium* (Disadvantaged)	Calendar Group	Homework* TT (9-11)	Homework TT (7/8)	
Contracts	Enrichment	Library*	Admissions* (in-year)	Admissions	Inclusion (IRP) / CPOMs	Homework* TT (9-11)	EWO	Admissions	
EVC (Evolve)*	Sixth Form Target Setting L3VA		DfE / SMID - / CATs		School Council / Charities				
Duties (inc lunch supervision)	Sixth Form Prefects		Book Fund	Trust Fund	Student Voice	Cover Manager (supply)**			
Pastoral Responsibility	Discipline, Attitudes to Learning, PSHCE & Safeguarding								Pastoral Responsibility
	Adult Protection Officer	Sixth Form*	Year 9	Sixth Form	Whole School	Year 10	Year 11	Year 7 + 8	
FSM / Bursary Fund*	EMA / Bursary Fund	Catch-up Reading	Child Protection (DDSL)	Adult / Child Protection (DDSL)	Child Protection (DSL)*	Role of the Tutor (DDSL)	Transition		
Senior Information Risk Owner (SIRO)	Futures Mtg. 11 + 13	SACRE	Assembly*	Exclusions	Assembly (inc Harvest)				
Subject Area Responsibility	Appointments / Contracts								Subject Area Responsibility
	Book Fund *								
Trust Fund *									
Library									
Staff Development	Performance Management								Staff Development
	Personnel	Learning and Teaching	Learning and Teaching	Learning and Teaching	Personnel	Learning and Teaching	Learning and Teaching	Learning and Teaching	
CPD / P. Mgt - Support Staff	L3VA (LAT)	ECF / RQT / ITT / School Direct	Data Analysis	Career Stage Progression	Performance Review Cycle	SARs (Scrutiny of work)			
Health + Safety (inc Transport)	Digital Transformation (inc. AI)	SARs (Scrutiny of work)	SARs*	SARs (RAPs / SEFs)					
Community Development	Outreach and image forming								Community Development
	Community Use / Buses*	Website / Media / Publicity	Media / Publicity / Newsletter	ATC / CCF	Media & Publicity	Outside Agencies (IRP)	Homework (work scrutiny)	Media	
FoH (PTA) S&G	16+ Funding (EFA)	Cheshire TSH (ITT)*	BREIP	BREIP*	Teaching School Hub (TSH)	Parents' Evenings (PEv) / Feedback	BREIP / Transition		
Leisure Facilities (inc AWP)		Staff Induction		ATC (President)	Buses	STEPS (inc. Home-School Agreement)	Student Feedback (Questionnaires)		
Catering / Cleaning						Detentions	Parent Forums		
Gov Body	Resources, Environment & Personnel (REP)	Student Progress & Achievement (SPA)	Student Progress & Achievement (SPA)	Student Progress & Achievement (SPA)	Resources, Environment & Personnel (REP)	Resources, Environment & Personnel (REP)	Student Progress & Achievement (SPA)	Student Progress & Achievement (SPA)	

* = SLT Lead member within shared responsibility

** Two-year cycle

T
B
C



GOVERNOR APPROVED - School Strategic Development Plan (SSDP) 2025-2028

Pret D'accomplir - 'Ready to Accomplish'

We have an awful lot of 'stuff' going on in schools that is getting in the way of our core business: teaching and learning. It's time to take a hard look at this 'stuff' and decide whether all of it is really necessary... Getting back to essentials is not easy, it takes real discipline. But it is worth it. ***'The main thing is to keep the main thing the main thing.'***
Mary Myatt 2021

The Leadership of Bishop Heber High School is committed to school improvement through self-evaluation and has identified through rigorous self-evaluation with stakeholders the areas where there is capacity for improvement using the four sections of the last ASCL Ofsted School Evaluation Form (SEF) as a tool (see below).

SCHOOL'S CONTEXT

1. Inclusion
2. Curriculum and teaching
3. Achievement
4. Attendance and behaviour
5. Personal development and wellbeing
6. Post 16 provision
7. Leadership and governance

Safeguarding will be exempt from the five-point grading scale. Instead, schools can expect to receive a 'met' or 'not met' grade for this area.

Ofsted's new **Education inspection framework (EIF)** (click here) will use a five-point scale to grade different areas of a provider's work - this information will be published in an inspection report card. From November 2025, there will no longer be an overall effectiveness grade for any provider inspected under the framework. Inspections and grading process focus on two things: key strengths, from which other providers can learn intelligently, and priorities for improvement.

The School Strategic Development Plan 2025-2028 and Subject Area RAPs will have the three strategic intentions (SI's) to improve the outcomes for students at Bishop Heber High School.

Exceptional
Strong standard
Expected standard
Needs attention
Urgent improvement

Exceptional (highest quality provision): an evaluation area can be graded 'exceptional' when all the strong standards have been met and if it meets all the additional standards in the 'exceptional' section of the toolkit.

Strong standard: an evaluation area can be graded 'strong standard' when all the expected standards and all the strong standards have been met.

Expected standard: an evaluation area can be graded 'expected standard' when all the standards are met – this includes meeting the legal requirements and the expectations set out in statutory guidance, as well as the professional standards required of the particular type of provision, where these apply.

Needs attention: an evaluation area can be graded 'needs attention' when the 'expected standard' has not been met because some aspects of provision are inconsistent, limited in scope or impact and/or not fully meeting the legal requirements.

Urgent improvement (lowest quality provision): an evaluation area can be graded 'urgent improvement' when it needs urgent action to provide a suitable standard of education and/or care for children and learners. [\[footnote 5\]](#)

Strategic Intent 1 (Excellence)	<i>Maintain a high expectation and success culture with a relevant curriculum to meet the needs of the individual student, utilising the most up to date strategies and technologies to achieve improving standards, inclusion and excellence in learning</i>
Strategic Intent 2 (Leadership)	<i>Build up Leadership at all levels, with highly skilled improvement driven staff committed throughout to self-evaluation and review in a School having an excellent capacity for sustained improvement.</i>
Strategic Intent 3 (Culture & Community)	<i>Link home and School through the sustained development of a strong learning culture and community to achieve responsible, well-behaved, healthy, self-motivated students whose progress is closely tracked, who are partners together with parents and teachers in their own learning.</i>



GOVERNOR APPROVED - School Strategic Development Plan (SSDP) 2025-2028

Pret D'accomplir - 'Ready to Accomplish'

School Strategic Development Plan (SSDP) PRIORITIES FOR 2025-26 (specifically...).

Strategic Intention 1 – create a high expectation and success culture... to achieve improving standards, inclusion and excellence in learning

- ☑ Exceptionally high standards in the curriculum and teaching is sustained... and securely develops the knowledge and skills needed to be successful.
 - ☑ Maintain an ambitious, responsive and inclusive curriculum for all students to ensure outstanding outcomes for all students (A8 ≥ 5.8 / Aps ≥ 40+ / B+)
 - ☑ Teaching is adaptive informed by high quality feedback (inc. whiteboards) that supports student progress over time
 - ☑ Inclusion: Continue to close the gap by raising the standards achieved for identified areas (e.g. A*/A, 7+ Upper Ability | 5+ 'strive for five' | Reading | SEND Disadvantaged) to match that of their non- SEND / non-disadvantaged peers) through targeted high-quality CEGs, teaching and interventions
- ☑ The attendance and behaviour of students give them the greatest possible opportunity to achieve positive outcomes (e.g. P8 ≥ +0.7 and L3VA ≥ +0.2)
 - ☑ Challenging the pockets of underachievement inc. poor behaviour and attendance so all students are in lessons and learning to improve students' outcomes
 - ☑ The Heber Way sets high expectations and fosters a culture of RESPECT - Ground Rules reinforce Ready to learn (CORE 4) and permeates all lessons/activities
 - ☑ ALL students' needs are met in lessons through adaptive teaching and trauma informed practice building of resilience in all students (especially EBSN)

SPA

Strategic Intention 2 - Build up Leadership at all levels...

- ☑ Exceptionally high standards of leadership and governance provide a positive impact on all its students - accountable at all levels.
 - ☑ The Heber Way is rigorously quality assured so that progress over time for all subjects is exceptional from Year 7 to Sixth Form (meet or exceed Target Grades)
 - ☑ Maintain recruitment of students into Year 7 and Sixth Form and improve retention of students in Year 9-10 and Year 12-13 to support staffing + curriculum offer
 - ☑ Performance Reviews link explicitly to The Heber Way and Teachers' Standards so outstanding staff subject knowledge leads to progress for all students
- ☑ CPD – Accountability (evidence-informed CPD linking clearly the teacher's PR and Subject Area RAP) – IMPACT – positively on staff wellbeing and outcomes
 - ☑ Welcome scrutiny from all sources (SIP/SARs) to develop + share expertise throughout all phases & identified priorities to improve quality of education further
 - ☑ Embed a culture of self-improvement at all levels (all staff & students) through forensic analysis followed by using well-chosen evidence-based practices (WalkThrus) linked to our identified priorities in The Heber Way (esp. culture, assessment and reading)

Strategic Intention 3 – Link home and school through a sustained development of a strong learning culture and community...

- ☑ The Personal Development and wellbeing of every student really do matter because 'happy, healthy and safe' students will thrive and achieve positive outcomes
 - ☑ Improve communication to ensure the links between Heber and home as well as employers (MAT / careers / apprenticeships) inc. on/offline safety
 - ☑ Extend and enrich the learning experience with homework routines that prioritises, reinforces, and/or extends learning and learners to become more independent inc. improved engagement in revision and use of online platforms (e.g. Seneca | GCSE Pod | use of AI) and understand importance of meeting deadlines
- ☑ The Form Tutor enhances the personal development, wellbeing, attendance and behaviour (culture) of all their tutees
 - ☑ Engage and build deeper relationships with students and families (especially vulnerable and/or disadvantaged), leading to improvement in their outcomes (e.g. attendance / destinations / progress and well-being, learning habits and no reading-age gaps in all key stages)
 - ☑ The Personal Development curriculum is embedded across the whole curriculum. It is inclusive, age appropriate and promotes Heber Values, ensuring students respect themselves, others and embrace differences and diversity, ultimately students are exceptionally well prepared for current and later learning, and for future success.