



WIRRAL GRAMMAR SCHOOL

A Business and Enterprise School for Boys

Applicant information for the post of: **Headteacher** September 2020





Introduction

Dear Applicant,

Thank you for your interest in the position of Headteacher of Wirral Grammar School for Boys. This opportunity has arisen due to Mr David Hazeldine's decision to retire at the end of this academic year after fourteen years of distinguished service.

At the heart of the role is the maintenance and development of those attributes of our school that are considered to be outstanding, alongside seeking ways in which improvements can be made so as to deliver the very best opportunities for our pupils.

Wirral Grammar School for Boys is a great place to work and this is reflected in a variety of ways. Parent surveys consistently report a favourable perception; staff retention is very high and the range of opportunities that our staff make available to our pupils creates a climate where learning is made broad and enjoyable.

Details of the role itself, background to the school, the structure of our Leadership Team and the type of personal characteristics that we feel are important are included for your information and consideration.

Please adhere carefully to the details contained in this application information and note that the closing date is **Monday 27th January 2020 at 1.00pm**. The application information and form can be accessed via the TES advert or via the vacancies section on the school website www.wirralgrammarboys.com

Further information can also be obtained from our school website including the Parent Handbook, School Brochure and the Governors' Annual Review.

You will also find copies of 'Nuntius', our termly school news publication which conveys a broad picture of the activities that take place at our school.

Thank you again for your interest and the time that you will devote to the process; I hope that you will find all the information that you need to assist you with your application.

Yours sincerely,

Mrs Sheila Clarke MBE
Chair of Governors



Introducing Wirral Grammar School for Boys

Wirral Grammar School for Boys has been a converter academy since 2011. Prior to becoming an Academy, the school was a Foundation School and this followed from the school's Grant Maintained status, which was acquired in the 1990s. We serve the immediate community of Bebington and Bromborough and each year, pupils join us from other parts of Wirral and across the county border into Cheshire.

Wirral Grammar School is a selective 11 – 18 school and entry into Year 7 is by a threshold 11+ assessment that pupils take when they are in Year 6 at primary school. The admissions process is managed by Wirral Local Authority on behalf of the school and the same assessment is used for admission to the other Grammar Schools in the area. The school has capacity to admit 155 pupils in each year group making us a five form entry school.

At the end of Year 11, most pupils stay on into our Sixth Form and upon leaving the Sixth Form, the majority go on to University. In recent years there has been a growing demand for routes into higher level apprenticeship placements.

During the specialist Schools Funding programme the chosen specialism was Business and Enterprise. Although the funding has ended, we have continued to place an emphasis on Enterprise Education given the importance of this from the perspective of employability skills. Enterprise activity is promoted through the House system and encouraged through the rewards system. The fact that our boys raise in the region of £14,000 every year for their choice of charity, bears testimony to their enterprise activity.

Our pupils' personal development is further enriched through a strong emphasis on promoting leadership opportunities through peer support, academic tutoring, anti-bullying, sport captaincy and music ensemble coordination.

Participation in a wide variety of extra-curricular activities, including overseas visits, the Duke of Edinburgh Award Scheme, outdoor pursuits; together with school-based clubs, all serve to further enrich our pupils' education.

Over a third of pupils are actively learning to play musical instruments, supported by eighteen school-based peripatetic music tutors and in sport our school has a reputation for winning competitions at local, regional and national levels.

In 2018 we achieved the Unicef 'Rights Respecting Schools Award' at Silver level and we are currently working towards the Gold Award.

Wirral Grammar School for Boys is situated in Bebington, frequently voted as one of the most desirable places to live in the UK, close to Junction 4 of the M53. We occupy a large site adjacent to our sister school, Wirral Grammar School for Girls.

There is some sharing of resources between the two schools, particularly in relation to extra-curricular experiences such as joint overseas visits and shared musical performances.

We have extensive specialist facilities and much of our accommodation is under 10 years old, while the older parts date back to the 1930s. Thanks largely to the Targeted Capital Grant that was awarded in 2006, new buildings have been added and all parts of the original buildings have been re-modelled. ICT facilities cover the whole school with Wi-Fi connectivity to all areas and all classrooms have ICT equipment for presentation purposes. We have our own purpose built Sports Hall and extensive playing fields.

Since 2011, we have successfully secured in the region of £1million through the Education Funding Agency Capital Improvement Fund; this has resulted in significant capital improvements with the replacement of all windows, flat roof areas and the creation of a new 'Hall Annex'.

In our 2009 Ofsted inspection, the school was judged to be outstanding and we have retained this judgement through the policy of inspection exemption for outstanding schools. Governors and senior staff maintain a clear picture of school performance through a process of self-evaluation that reflects the structure of the school inspection framework. Each year Governors produce an Annual Review which is circulated to all stakeholders. Past copies of the review can be found on our school website.

Annual surveys confirm that parents have a high degree of confidence in the school and across all aspects of school life. The reputation of the school within the community is very strong and this is reflected in the fact that the school is typically over-subscribed.

Further information about the school can be found on our school website: www.wirralgrammarboys.com The 'Publications' section includes links to a number of documents including the School Prospectus, Governors' Annual Review, Parent Handbook and recent copies of the termly news publication, 'Nuntius'.

Context

The position of Headteacher is being advertised following Mr David Hazeldine's decision to retire in August 2020.

Leadership Team Structure and Roles

Our School Leadership Team structure comprises the following:

Headteacher
Senior Deputy Headteacher (Curriculum and Standards)
Deputy Headteacher (Pupil Welfare and Safeguarding)
Deputy Headteacher (Curriculum Organisation)
Deputy Headteacher (Sixth Form)
Assistant Headteacher (Teaching Learning and Assessment)

Mr D Hazeldine
Mr A P White
Mr P E Harrison
Dr J Randell
Mr M G Askew
Mrs H C Davies

Support Roles

Director of Finance & Resources
School Operations Manager

Mr E J Riley
Mr J Woodham

As part of a strategic approach to senior staffing and in line with expected changes facilitated through pending retirements, the following draft structure has been agreed by Governors for implementation on a phased basis through to 2021:

- Headteacher
- Senior Deputy Headteacher (Curriculum and Standards)
- Deputy Headteacher (Pupil Welfare and Safeguarding)
- Assistant Headteacher (Sixth Form)
- Assistant Headteacher (Teaching, Learning and Assessment)

Support Roles

- Director of Finance and Resources
- School Operations Manager



Curriculum Focus

In 2019 School Governors reviewed and agreed a Curriculum Statement that reflects their intentions for our school:

Curriculum Intentions

The Governors of Wirral Grammar School for Boys believe that the curriculum of our school should:

1. Be defined as the total of all that our school provides and our pupils therefore experience.
2. Be driven by our school motto that advocates the acquisition of wisdom: the ability to make reasoned judgements, informed through knowledge, understanding, values and experience.
3. Be facilitated through our school aims to provide a safe, caring environment; a broad and balanced education; the development of each individual's potential including high academic standards and a supportive partnership between parents, school and community.
4. Be underpinned by our values of respect for others, cooperation, courtesy, fairness, tolerance, justice, trust, honesty, kindness, compassion and generosity.
5. Have the English Baccalaureate at its core and provide a breadth of additional opportunities beyond this.
6. Provide a wide range of subjects so that all pupils can gain a balanced education.
7. Provide scope for pupils to pursue their own interests and strengths.
8. Provide quality time for pupils to participate in both super-curricular and extra-curricular opportunities so as to enrich their personal development and broaden the quality of their education.
9. Provide opportunities for enterprise experiences through both the taught curriculum and extra-curricular opportunities.

Monitoring Impact

The Governors will take specific note of the following in assessing the impact of their intentions:

1. Students' success in achieving their most preferred routes into higher education/employment.
2. Examination results that evidence students achieving at least in line with expectations and therefore fulfilling their academic potential.
3. High standards of literacy that evidences pupils have a rich vocabulary enabling them to succeed academically and in their chosen paths beyond school.
4. High participation and engagement in extra-curricular opportunities.
5. High attendance that confirms pupils' enjoyment of school and their high levels of engagement.
6. Positive feedback through parent and pupil surveys.



The Position of Headteacher

Commencement:	1 st September 2020
Salary:	ISR Range: L29 – L35
Contract type:	Full time
Contract hours:	Permanent
Accountable to:	Chair of Governors



Job Description

Core Roles

- The Headteacher is responsible for the overall leadership and management of the school. The Headteacher's vision, inspiration, initiative and leadership are fundamental in creating a positive ethos in which all members of the school community are able to flourish.
- The Headteacher is responsible for the formulation of the strategic and development plans, setting high expectations and professional standards and ensuring that all staff are focussed on delivering the school's core intentions.
- The Headteacher is expected to engage in their own professional development in order to meet the changing demands and requirements of the role.

Key areas

Curriculum

- To ensure that the curriculum intentions agreed by the Governors are implemented effectively.
- To ensure that a focus on learning is at the heart of all school activities.
- To ensure that the impact of the school's curriculum is effectively assessed through reference to both school and national data.

- To monitor and evaluate the quality of teaching in the school and through effective performance management, ensure that all staff are encouraged to develop their individual practice.
- To ensure that all staff, both teaching and support, engage in professional development that enriches their own learning and has a positive impact on pupils.
- To ensure that the value and time honoured traditions of the school are cherished and developed.

People

- To promote the development of a creative, supportive and proactively forward looking school.
- To act as lead professional and be a positive role model for both pupils and staff by supporting the school's commitment to extra-curricular provision.
- To inspire, motivate, counsel and where necessary, take disciplinary action as appropriate.
- To lead on the appointment of teaching and support staff who will enrich pupils' experiences through inspirational teaching and a commitment to extra-curricular activity.
- To ensure that effective standards of performance management are established and fully integrated in terms of both the needs of the individual and the school.
- To promote and monitor arrangements for professional development of all staff.

- To ensure that pastoral care for all pupils is of the highest quality through a focus on the well-being of all.
- To ensure that a focus on mental health and well-being prevails for both staff and pupils.
- To be proactive in managing the work load pressures of all staff so that they are able to focus directly on both teaching and the provision of enrichment for pupils.
- To ensure that good order and conduct are maintained at all times.

School Development and Promotion

- To promote a clear sense of vision, direction and intended outcomes that are translated in collectively owned development priorities.
- To ensure that the performance of the school is kept under constant review and actions for improvement are systematically identified.
- To have a clear leadership and accountability structure in place to optimise the performance of the school.
- To promote the school in the community by publishing achievements and success.
- To ensure that the school maintains its reputation for both excellent teaching and extra-curricular provision.
- To ensure that the school is full to its agreed capacity in all year groups.

Communications

- To establish and maintain clear and purposeful communication throughout the school community, both internally and externally.
- To build purposeful relationships with parents through excellent two way communication.
- To maintain and further develop good relationships and communication within and beyond the school community.
- To promote links with the media, local businesses and other community organisations so as to broaden the resource opportunities available to the school.
- To develop and build partnerships with other Headteachers and their schools, both directly and through membership of relevant professional bodies such as the Grammar School Headteacher's Association.

Resources

- To plan, manage, allocate and account for the human, financial and material resources of the school.
- As the Accounting Officer, to ensure that the financial standards are of the highest order and that the school is able to evidence full compliance.
- To ensure that appropriate arrangements are in place for the health and safety of all members of the school community.
- To ensure that safeguarding procedures are fully understood and that all staff receive up to date training.

Accountability

- To be directly accountable to the School Governing Body in all matters.
- To ensure that returns to key stakeholders including the DFE, LA, ESFA are produced both accurately and on time.
- To ensure that the school keeps an accurate up-to-date self-review of performance and that Governors are fully involved and informed of the process.

This job description will be reviewed annually as part of the performance management process and changes may be made in discussion with the post holder.



Person Specification

Professional and Personal Qualities

The Selection Panel will require evidence that all the standards outlined in the National Standards of Excellence for Headteachers are met. In addition there will be a particular focus on the following key professional competencies and personal attributes.

Qualifications and Training

- A good honours degree or equivalent
- Qualified teacher status
- National Professional Qualification for Headship or equivalent
- Evidence of current, or very recent professional development through a recognised institution or programme

Experience

- Recent experience of highly effective school leadership at a senior level
- Experience of working in an 11 to 18 context and in at least two schools
- Experience of strategic and development planning and effective self-evaluation
- Experience of delivering high impact in terms of school improvement
- Experience of significant financial planning and budget accountability

Curriculum

- Experience of curriculum design and implementation
- A track record of highly effective teaching
- Extensive experience in the evaluation and monitoring of teaching, learning and assessment
- Experience of delivering high quality curriculum impact through both educational experiences and examination outcomes
- Experience of enabling high quality extra-curricular opportunities

Accountability

- Experience of supporting a governing body to ensure it is effective and fulfils its statutory responsibilities
- Able to demonstrate sound knowledge of all relevant statutory frameworks including financial standards, self-evaluation and performance monitoring
- Evidence of full compliance with the core principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty, leadership
- The ability to use and interpret complex data to measure, evaluate and account for the school's performance to a range of audiences

Community and Communication

- Evidence of building and monitoring effective relationships with parents, carers, other schools and the community at large, that enhances the education for all pupils
- Able to demonstrate excellent inter-personal skills with the ability to communicate with parents and other stakeholders, both in writing and in person
- Experience of working with external organisations and support agencies
- Evidence of being a highly confident and persuasive public speaker

Developing self and supporting others

- Evidence of own learning and self-development as a role model to others
- Currently or very recently, engaged in high level professional development evidencing a willingness to learn
- Evidence of empathy towards others and particularly in relation to the welfare of staff
- Evidence of applying an inclusive approach that values the contribution of all staff
- Able to demonstrate an open and consultative leadership style

Personal Attributes

- A positive, visible and approachable role model to others
- Enjoy working with young people and being passionate about their futures
- A calm, measured approach to dealing with very challenging situations
- Evidence of excellent organisational skills
- A clear sense of perspective and a positive 'can do' approach
- Evidence of seeing tasks through to completion
- Evidence of the ability to delegate appropriately and empower others
- Able to prioritise conflicting demands
- Able to demonstrate a healthy approach to 'work life balance' and set an example to others
- Able to promote equality of opportunity, ensuring that everyone feels respected and valued and able to give of their best

Application guidance

Suitability for the post will be assessed through the application form, letter, interview process and references undertaken.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This commitment will be investigated during interview.

Applications should include the Application Form that includes the names of two referees and a covering letter. ***The closing date for all applications is Monday 27th January 2020 at 1.00pm.***

Regrettably, it will not be possible to provide feedback to applicants who have not been shortlisted for interview.

Content for covering letter

In your letter, which should be limited to two pages of A4 and use font size 12, please address the following:

1. Why you feel this post is right for you?
2. Details of your current, or very recent professional development and the positive impact of this.
3. Evidence of whole school leadership and evidence of positive impact.

Interview arrangements

The interview process is being facilitated by a Consultant from ASCL and will take place over 3 days. The first day is in school and the second and third days are at an off-site venue.

Day 1 Focus: Finding out about our school

To include: tour of the school, pupil discussion panels, informal meeting with the Head and Chair of Governors, lunch with Leadership Team, internal meeting with the Director of Finance & Resources, after school meeting with staff and Governors.

The purpose for the day is primarily to give candidates the opportunity to become familiar with our school and ask questions of different groups.

Day 2 Focus: Panel Interviews and Activities

Day 3 Focus: Final Interview

Applicants taken through to this stage will deliver a presentation to the Selection Panel. There will also be a formal interview.

The three days will be Tuesday 25th February 2020 (in school), Wednesday 26th February 2020 and Thursday 27th February 2020 (both at off-site venue).

Arriving at a Decision

In making an appointment, the Selection Panel will balance all of the evidence presented through the elements of the written application, the activities and panel interviews. Shortlisted candidates will be offered feedback.

Hospitality

Candidates will have a room to use as a base and will have refreshments available throughout the day. On day one, lunch will be available with the Leadership Team and on day two, lunch will be available at the off-site interview venue.

Candidates who require any information or clarification on the interview arrangements are welcome to contact Mrs Janet Boyd (Clerk to the Governors: jboyd@wirralgrammarboys.com).



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