



APPLEBY

GRAMMAR SCHOOL

Headteacher Application Pack

Appointment from September 2020



IN THE COMMUNITY...
...FOR THE COMMUNITY

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Welcome message from Chair of Governors

Thank you for requesting details of the post of Headteacher for Appleby Grammar School. I hope this application pack will provide much of the information you need for your consideration of this opportunity, but I am more than happy to answer any questions you may have - either by phone or email.

Moreover, in recognition that a true sense of our school can only be achieved by visiting us and speaking to our students and staff, I look forward to the possibility of welcoming you in person to Appleby Grammar School.

The School

Appleby Grammar School (AGS) is situated at the heart of Cumbria's beautiful Eden Valley - which borders the Lake District and Westmorland Dales National Parks - and has been proudly serving its local community since 1574, thanks to an endowment from Elizabeth I. While retaining its historic grammar school title, AGS became fully comprehensive in 1959 and transitioned to an Academy in 2011.

This is a rare opportunity to assume leadership of one of Cumbria's oldest educational institutions, which today is a thriving, well-respected Academy with both a sense of history and a forward-looking attitude. Visitors are impressed by its family atmosphere and ethos of good behaviour, care and wellbeing. The school also benefits from a vibrant sixth form and wide-ranging links and partnerships within the Cumbrian educational community.

With leadership and other aspects now recognised by Ofsted as 'Good', the trajectory of the school over the past few years has been one of steady evolution. As a result, the new headteacher will inherit what I and my fellow Governors believe is a 'Good' school with a dedicated staff and the potential to play a leading role in future educational developments in Eden. Indeed, we feel that the post offers a person with drive, enthusiasm and vision a ready-made opportunity to take AGS to the next level.

Why do I say this? Because the evidence supports it. In 2019, AGS received a positive HMI monitoring report and an excellent peer review by the South Lakes Federation (SLF). The SLF is a long-established federation of ten schools (plus Kendal College and the University of Cumbria) that provides tangible support to AGS and the headteacher, both within the classroom and at a professional peer-to-peer level. As a key part of the professional local network within which AGS operates, the SLF in turn benefits from the participation of local Heads.

In addition, the renewal and regeneration of the Governing Board - recognised by Ofsted - has boosted the ethos of good governance and continues to provide the balance of challenge and support that has helped to move the school forward. As a result, AGS is in a strong position to accelerate its improvement to become a proud example of educational excellence.



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The Post

The post becomes available on the retirement of Andrew Lund, who for more than a decade has led AGS through the challenges of academisation, consideration of multi-academy trusts and the financial issues faced by any small secondary in a rural setting. Having dedicated himself to serving the school and the community for a considerable period, Andrew is now looking forward to new professional challenges and opportunities of his own.

The new Head will enjoy the support of strong, committed school leaders; a loyal, capable and conscientious staff; governors with vision and sound judgement; students who impress visitors and inspectors alike with their behaviour and aspiration; and parents who support both operational and community-facing aspects of school life.

Indeed, it is important to recognise the importance of AGS in the local community and the pivotal role of the Head in that regard.

Although a sense of calm and purposeful contentment prevails in what some would call a 'rural idyll', this can often mask the underlying

social problems and other aspects of rural deprivation associated with isolated communities.

The role of headteacher, therefore, represents an intellectual and personal challenge, requiring a candidate with considerable inner strength and an outgoing personality; it also requires a forward-thinking, creative and flexible approach to the issues that face all rural schools.

All in all, this post offers an exciting and potentially fulfilling opportunity to play a key role in the development of one of the region's best loved schools as it continues to develop and consolidate its academic status.

The Person

Appleby Grammar School requires a person who is comfortable as a strong but empathetic leader. Good management skills are, of course, crucial: the successful candidate will be able to delegate appropriately – with due regard to staff wellbeing – while empowering both senior and middle leaders. Moreover, because of the continual need to develop and progress, the new Head must also possess the analytical skills of a strategic thinker. AGS Governors are under no illusion regarding the educational and financial difficulties facing stand-



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alone academies in the current political landscape, and have a clear understanding of the ethos of the school and its place in the community, along with a pragmatic vision of the future. The successful candidate will be someone who can work closely together with staff and governors as part of an integrated team. Indeed, we look forward to working with the new Head, who will be instrumental in determining whether AGS remains as a single academy or becomes part of a larger legal entity such as a MAT. The leadership of the successful candidate will also be crucial in the maintenance and further development of post-16 provision, potentially in collaboration with other local providers and stakeholders.

I hope the above has provided some clarity regarding Governors' requirements and expectations. Despite common preconceptions of rural organisations, I would like to assure you that - while we know what we need to take our school forward - our Governing Board is both open-minded and inclusive in its outlook. This is why we look forward to your application and to answering

all your questions with honesty and integrity – indeed, to do otherwise would be self-defeating!

Your Application

Please read more about our school, along with the formal job description and person specification, in the following pages. If you wish to apply, the deadline is noon on Tuesday, 21 January 2020.

I look forward to receiving your application for what I believe is an exciting and unique opportunity to enhance your professional credentials while helping us to realise our vision... and I look forward to the possibility of meeting you in the near future.

Mark Williamson, BSc, PhD
Chair of Governors
Appleby Grammar School

Admin@appleby.cumbria.sch.uk; 017683 51580



Appleby Grammar School: Values, Aims and Ethos

As a small secondary school, we know each of our students individually and are committed to ensuring that each student makes excellent academic progress and receives outstanding pastoral care. We are, at the same time, large enough to offer specialist staffing and a curriculum to match an individual student's ambitions.

We aim to provide our students with a progressive education that will enable them to cope with the demands of modern society in the 21st century.

We have high expectations of our students both academically and socially.

We wish to ensure that our students learn to make the most of their talents and develop the skills and abilities that they will need to cope with life in an ever-changing society.

For each student, it is the school's aim to provide the highest possible standards of:

- academic progress and achievement;
- sixth form opportunities;
- curriculum breadth, resource and enrichment;
- teaching commitment and expertise;
- educational and vocational guidance;
- moral, spiritual and physical development;
- security, support and care;
- standards of dress, behaviour and discipline.

School Information Summary

School phase	11 to 18
Intake type	Mixed Comprehensive
School type	Single Academy Trust
Total number of Students on Roll (October 2019)	375
Number of students in the Sixth Form	54
Number of students with free school meals	24 (6.4%)
Number of students with EHCP	7 (1.9%)
Number of teaching staff (FTE)	20.1
Pupil / Teacher Ratio (PTR)	18.6



Job Description

Position: Headteacher

Responsible to: Appleby Grammar School Trust Board

Main Purpose: To provide effective, dynamic and inspirational leadership for Appleby Grammar School that ensures its continued success and improvement by securing a culture that promotes excellence, equality and high expectations so that all members of the school community can fulfil their true potential. The post requires the headteacher to be the Accounting Officer for the Appleby Grammar School Trust and critical responsibilities at this point in the development of the Trust are included below

Principal Accountabilities

Strategic Direction and Development of the School

- Ensure that all those involved in Appleby Grammar School are committed to and share its vision, ethos and aims, are motivated to achieve them and are engaged in meeting objectives that secure the educational success of the school
- Ensure that effective teaching and learning are at the centre of strategic planning and resource management and that value for money is demonstrated by student outcomes
- Promote a harmonious learning culture which secures success through effective teaching, successful learning and sustained improvements by students to prepare them for a positive future
- Lead by example and demonstrate that the school is aspirational for and equally values every member of the school community in all aspects of policy and practice
- Create and implement strategic plans, within the framework of the Trust's objectives that are underpinned by sound financial planning, management and organisation, to achieve excellence
- Ensure that strategic planning takes account of the complexity of Appleby Grammar School
- Develop a clear understanding of the development of the Trust to date, its structures, policies and procedures and its local and wider context
- Work with the Trust Board to develop and articulate a coherent vision, establish the values and ethos for the Trust and inspire others to share in achieving those
- Work closely with the Trustees, governors and staff to develop a cohesive school improvement plan that meets the needs of Appleby Grammar



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Teaching and Learning

- Create and maintain a code of behaviour that secures excellent standards of teaching, effective learning and high standards of achievement
- Encourage high standards of performance for all, challenge underperformance and use effective strategies to support improvement
- Regularly review the pastoral system to ensure it can promote a culture of high expectation where all students are well supported, have positive attitudes to learning and can achieve success
- Ensure a consistent and continuous schoolwide focus on student assessment and achievement, using appropriate data and benchmarks to set, monitor, track and evaluate individual student progress
- Maintain and further develop an effective partnership with parents and the wider community to support and improve students' achievement and personal development

Developing staff and working with others

- Adopt a strong, caring and flexible leadership style to influence and motivate staff and students to achieve their objectives and those of Appleby Grammar School
- Create and sustain a collaborative learning culture within the school and share evidence of best practice by networking with organisations including the South Lakes Federation and other educational networks
- Ensure that all staff are encouraged and supported to develop their own practice, participate in training and research and share their skills for the benefit of all within and beyond school
- Implement and sustain effective strategies and well understood procedures for staff induction, professional development, performance management and target setting, and take appropriate action when performance is unsatisfactory



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- Encourage effective teamwork, plan, allocate, support and evaluate the work of both teams and individuals, ensuring clear delegation of tasks through distributed leadership, building a culture in which staff and students are encouraged to develop their own leadership skills and contribute to school development
- Lead by example to shape a working environment that places importance on wellbeing and the link with a positive work/life balance
- Regularly review your own practice, set personal targets and take responsibility for personal and professional development

Managing the Organisation

- Deploy staff and resources efficiently and effectively to meet the specific objectives in line with Appleby Grammar School's strategic plan, financial constraints and legal requirements
- Manage, monitor and review the range, quality, quantity and use of all available resources to improve the quality of education for all students and secure value for money
- Develop and manage the school environment efficiently and effectively to ensure it meets the needs of the curriculum and health and safety regulations
- Recruit, manage and motivate a committed, effective and diverse workforce that enables and promotes high quality learning
- Ensure all relevant policies and procedures are implemented, reviewed, meet statutory and organisational requirements and contribute to continuous school improvement
- Accept responsibility and carry out all the functions of the Accounting Officer as described in the Academies Financial Handbook and ensure that the Trust works to the standards required



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- Lead and manage all operations through the agreed organisation structure and accountability matrix, and through the development, implementation and review of Trust-level policies
- Work closely with the Trust's Financial Officer to secure efficient, effective systems that are fit for purpose, that ensure financial probity and meet standards required.

Accountability

- Provide information, objective advice and support to the Governing Board to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.
- Present a coherent and accurate account of the school's performance in a form appropriate to many audiences including governors, parents, Ofsted and others as required
- Make use of national and internal data to inform rigorous and effective monitoring, school self-evaluation methods and improvement planning to sustain and improve teaching, learning and achievement
- Keep abreast of and critically appraise educational developments, national agendas, new legislation and synthesise the information to support the understanding of others
- Seek and value the views of all stakeholders using constructive feedback to contribute to school improvement.



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Community Engagement

- Build, maintain and review effective communication and relationships with parents, carers and other members of the extended school community to support the learning of students, seeking feedback to ensure the needs of all parties are met
- Encourage and engage in collaboration with other schools, networks and partners to share expertise and evidence of best practice to provide positive benefits to Appleby Grammar School and other schools
- Continue to offer the facilities of Appleby Grammar School for use by the community and promote provision that contributes to lifelong learning for all
- Build a school culture that values and uses the richness and diversity of the school and wider community to enhance all aspects of school life and student experience
- Secure positive relationships with all agencies that can support the health and wellbeing of every child in a culture where safeguarding every member of the school community is paramount

This job description will be reviewed with the successful candidate within six months of taking up post and at least annually thereafter to ensure its fitness for purpose and to reflect the plans and development of the school and the Trust



Person Specification

Method of assessment: Application form (A); Letter of application (L); Reference (R); Interview process (I)

Criteria	Essential	Method of assessment
Qualifications		
Graduate with Qualified Teacher Status who has worked extensively with secondary age students	✓	A
Achieved, or committed to working towards NPQH	✓	A
Evidence of continued professional development appropriate to a leadership role	✓	A
Knowledge and understanding of current education legislation	✓	A
Experience		
Experience of at least three years in a school senior leadership role with significant strategic responsibilities	✓	A,R
Evidence of being an excellent classroom practitioner and of leading and coaching others in developing high quality teaching	✓	L,R,I
Evidence of teaching and / or leadership in more than one secondary school	✓	A,L,I
Proven track record in raising educational aspirations and standards	✓	L,R,I
Experience of working collaboratively with other schools	✓	L,R,I
Leadership Skills and Abilities		
Proven ability to inspire others towards a vision for the whole community, enabling this to be shared, understood and supported by all stakeholders	✓	L,R,I
Ability to demonstrate good communication skills (oral, written and listening) and provide evidence of building and maintaining strong relationships within school and the wider community, engendering a sense of trust and belonging for all	✓	L,R,I
Highly effective classroom teacher whose practices inspire and develop others	✓	L,R,I
Ability to secure leadership at all levels in the school and lead on effective staff performance management	✓	L,R,I
Management Skills and Abilities		
Proven experience of strategic management including planning and managing a budget and allocating human and financial resources effectively	✓	L,R,I
Proven experience and understanding of school self-evaluation methods, improvement planning and links with the Ofsted process	✓	L,R,I
Demonstrate skills in the understanding and interpretation of data and the use of data to support improvement and evaluation	✓	I
Demonstrate a clear understanding of current educational and political issues and national agendas	✓	I
Able to turn a well-founded educational philosophy and shared aspirational vision into practical outcomes	✓	L,R,I
Personal qualities		
Is personally committed to engaging with the school community to foster close relationships	✓	L,I
Has a personal and professional demeanour that commands confidence	✓	I
Is emotionally intelligent, resilient and remains calm under pressure	✓	R,I
Is personally committed to the wellbeing of everyone in the organisation	✓	R,I
Is of high integrity, sets high standards for self and others, expects to be personally accountable and to hold others to account	✓	R,I
Can manage own workload successfully and monitor the workload of others to ensure a good work/life balance for all	✓	R,I

How to Apply

1. We strongly encourage you to visit the school before you apply for the post.
2. If you would like further information or an informal conversation with the Chair of Governors, and/or to arrange your visit, please contact Pam Bancroft (Head's PA) in the first instance either by telephone on 017683 51580 or email admin@appleby.cumbria.sch.uk. Please note that the school reopens after the Christmas break on Monday 6 January.
3. If you decide to apply for the post, please note the following important information:
 - Please read the Guidance Notes carefully before completing the Application Form and ensure that you fill in all sections.
 - Along with the Application Form, please write a covering letter of no more than two sides (font 11 or larger please) demonstrating how the impact of your skills, experience and personal attributes match the Person Specification
 - **Closing date: Tuesday 21 January 2020.** All applications are to be sent to Pam Bancroft by email to admin@appleby.cumbria.sch.uk no later than noon that day. Please mark your email "Confidential – Headship application" in the subject banner.
 - **Shortlisting: Monday 27 January 2020.** We will try to contact all applicants selected for the interview process by telephone initially on that day. This will be followed up by a formal invitation and further information about the process the following day.
 - **The interview process: Thursday 6 February 2020 and Friday 7 February 2020**
 - Please ensure that your referees are alerted to the need to respond to reference requests by **Wednesday 5 February.**

