



CHEL TENHAM COLLEGE
PREPARATORY
SCHOOL



Appointment of
HEAD

From September 2018

Information for Candidates



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The School

Introduction

Following the retirement of Jonathan Whybrow as Head of the Preparatory School after five years of loyal and distinguished service, Cheltenham College Preparatory School now seeks a new Head for September 2018. The successful candidate will possess the skills, energy and commitment necessary to build upon Mr Whybrow's considerable achievements.

This appointment will come at a hugely exciting time for Cheltenham College with the arrival of Nicola Huggett in September 2018, as Head of the Senior School and the 'chief executive' of College as a whole. This offers the Preparatory School Head a unique opportunity to form a strong new partnership, which will lead both schools into the next phase of their development, individually, and as a whole.

Cheltenham College, referred to as 'The College', consists of two inter-dependent, co-educational, independent schools within a single executive structure. The schools are situated next to each other in their own spacious grounds in the centre of Cheltenham, a flourishing Cotswold spa town renowned for its annual programme of international festivals (Jazz, Science, Music and Literature) and horse racing.





The Preparatory School

Cheltenham College Preparatory School (IAPS, ages 3-13) was founded in 1863 and is a fully co-educational day and boarding school for approximately 375 pupils between the ages of 3 and 13. The school is made up of:

- Kingfishers: a Pre-Prep consisting of Foundation Stage and Years 1 & 2; ages 3 – 7
- Lower School: Years 3 & 4; ages 7-9
- Middle School: Years 5 & 6; ages 9-11
- Upper School: Years 7 & 8; ages 11–13.

The School has its own dedicated building and grounds with a specific curriculum and specialist facilities appropriate to the ages.

The School aims to equip pupils to lead fulfilled and purposeful lives by providing an excellent all-round education founded on Christian principles.

We value pupils as individuals with unique talents and interests, and aim to foster:

- Intellectual curiosity, academic rigour and the ability to learn independently.
- Talents and interests beyond the academic, which bring enjoyment and enrichment both to pupils themselves and to others.
- The knowledge, skills and attitudes to succeed in a complex, fast-changing, multi-cultural society, with compassion, sound judgement and integrity.
- Spiritual, moral and aesthetic awareness and a breadth of understanding.
- Commitment to the service of others and a readiness to contribute to the common good with respect for people and the environment.

The Relationship with the Senior School

The Senior School (HMC, ages 13-18), founded in 1841, is the oldest of the Victorian public schools and is predominantly a boarding school of some 700 pupils, including a Sixth Form of approximately 285 students.

The close strategic relationship between the two schools is key to the success of each school individually, both culturally and academically. The vast majority of Preparatory School leavers at 13+ move to the Senior School and these pupils make up around 40/45% of the Year 9 intake. The academic standard achieved at the Preparatory School therefore has a significant impact on the academic standard achieved in the Senior School.

The Preparatory School is also a very strong 3-13 school in its own right. It is not only a major feeder to Cheltenham College but also aims to prepare pupils for other senior HMC and GSA Schools at 13+ and 11+ (schools including Cheltenham Ladies College, Eton, Harrow, Radley, Marlborough, Wycombe Abbey). The Preparatory School has ambitious plans and is increasingly establishing itself as a leading, nationally recognised IAPS preparatory school.

Further details on both schools can be found at www.cheltenhamcollege.org and in the Independent Schools' Yearbook. Candidates should also familiarise themselves with the prospectus of each school, which are attached.

Governance and Senior Management Structure

There is one Board of Governors (known as the Council) overseeing both schools, led by a Chairman known as the President and supported by sub-committees for Education; Welfare & Safeguarding; Finance, Risk & Development, Nominations and Audit. The Head of the Preparatory School reports directly to the Council at all meetings alongside the Head of Cheltenham College and has direct access to the President of Council. The Head of the Preparatory School reports to the Head of the College, but it cannot be over stressed that they work in a close partnership, a mutually supportive and collaborative relationship which brings enormous security and strengths to both roles. The single executive



structure with clearly delegated authority to the two Heads, is designed to combine strategic unity and security with operational diversity.

The College Executive Committee is the most senior joint committee, and is chaired by the Head of College; the Head of the Preparatory School is Vice-Chair. The aims and objectives for the College as a whole, in every aspect of its work, are the responsibility of this committee. Within this unified structure, the Head of the Preparatory School has autonomy and direct responsibility for the day-to-day running and strategic development of the Preparatory School.

In addition, the Preparatory School has its own Senior Leadership Team chaired by the Head and includes the Preparatory School Deputy Heads (Academic, Pastoral and Operations), the Bursar, Assistant Head (Director of Information Services), The Head of Kingfishers, the Head of HR & Payroll and the Headmaster's PA.

The Facilities

The School occupies its own 15-acre site adjacent to the Senior School. In recent years, substantial progress has also been made in the development of the Preparatory School's facilities including new purpose-built science, ICT, and DT facilities. The campus also boasts a large Assembly Hall, Library, and dedicated Music School, known as Lake House, which has also been recently refurbished and includes on-site staff accommodation.

The Boarding House occupies the upper floors of the main school building. The adjacent grounds include spacious playing fields for all major sports and recreational facilities including adventure playgrounds.

The Preparatory School shares with the Senior School the Cheltenham College Sports Centre, two full sized Astro turf pitches, all-weather tennis courts, squash courts, a multi-purpose sports hall and a six-lane 25m swimming pool. All these shared facilities are adjacent to the Preparatory School campus. The Preparatory School also makes use of the beautiful Chapel and each term there are services on Fridays.

The Curriculum

Led and managed by the Deputy Head (Academic), with support from a Director of Studies, the curriculum is tailored as far as possible to the individual, and provides a coherent pathway of learning between the ages of 3 and 13. There is an emphasis on the development of independent and personalised learning skills, and pupils are encouraged to apply these skills across all subjects.

The curriculum also provides excellent opportunities for specialisation to prepare candidates for 13+ scholarship and Common Entrance examinations at top independent senior schools.

The wide and inclusive extracurricular programme has long been a recognised strength of the Preparatory School and there is an exciting programme of sporting activities on Saturday mornings

Inspection Report

The Preparatory School was last inspected in January 2016. The Inspection Report makes the following comments:

'Pupils at Cheltenham College Preparatory School make excellent progress and achieve highly. Throughout the School, including the EYFS, they develop high levels of understanding, knowledge and skills across the curriculum and are exceptionally well prepared for transfer at each stage and to their senior school.'

'The excellent, well-balanced curriculum, which includes a wide range of extra-curricular activities, trips and visits and links with the local community, support pupils' learning extremely well.'

'The excellent pastoral care and meticulously maintained arrangements for welfare, health and safety support pupils' spiritual, moral, social and cultural awareness exceptionally well. The boarding experience also makes an excellent contribution to boarders' personal development by providing an environment where pupils feel at home, safe and well supported in every way.'

'Excellent governance, leadership and management enable the School's aims to be well met. ... Communication amongst staff is a strength of the School.'



The Post

Introduction and the Head's Role

The Head of the Preparatory School will report to the Head of Cheltenham College. They will attend all Governors' meetings of Cheltenham College (including Education; Welfare & Safeguarding and Finance, Risk & Development sub-committees and full Council) and will keep the Council directly informed about the activities and performance of the Preparatory School. The Head, in close collaboration with the Head of College and the Governors, will have a very significant degree of autonomy to propose strategies to develop and enhance its prospects and reputation.

The Head will be an IAPS member and will have full autonomy in the Preparatory School for all aspects of the day to day smooth operational running of the school, including recruitment and management of all staff and pupils, budget planning and management and direct responsibility for handling all parental issues and links with feeder and senior schools.

Responsibilities

This list is not exhaustive but the following encompass the broad areas of responsibility of the Head. The emphasis is on using leadership and management skills to make things happen and it is expected that many of these responsibilities will be managed by delegation to and shared with relevant colleagues.

1. General

- As the public face of Cheltenham College Preparatory School, lead the busy and varied life of the school by attending a wide range of events, including in the evenings and at weekends.
- Promote the aims and values of the school as an academically selective independent co-educational boarding and day preparatory school, for ages 3-13.

- Lead the development and maintenance of the highest standards of teaching and learning, including independent and personalised learning. Drive an emphasis on raising standards and value-added improvement through a rich academic curriculum in line with agreed educational policies.
- Maintain a broad and balanced programme of co-curricular activities which develops skills, talents and interests and facilitates the moral, spiritual, social and cultural development of each pupil.
- Any other aspect of school leadership and management, as required by the Council, for the effective organisation and well-being of the school.

2. Executive Leadership

- Attend all meetings of the Council and such committees as are required by the President, providing reports (written and/or oral) as required.
- Keep the Head of Senior School and Governors informed about the work of the school and consult them whenever appropriate; for example, over the formulation of future strategies, the school development plan, marketing and any significant curriculum or organisational changes.
- Keep abreast of national educational policies, practices and likely future developments.
- Ensure that all relevant educational, regulatory and statutory policies are drawn up, revised regularly, approved and applied.
- Provide strategic advice and forward planning, taking into account likely future changes in good practice, competitors and the market environment.
- Working closely with the Bursar, develop and implement an appropriate strategic financial business plan.
- Work closely with the Bursar in managing the financial governance (including the annual budget, departmental budgets and capital expenditure programme), resources and estate of the Preparatory School.

3. Senior Leadership Team (SLT)

- Lead the Senior Leadership Team, chair regular meetings, delegate areas of responsibility and provide support.
- Make suitable appointments to the SLT.
- Write and implement a School Development Plan to turn your strategic aims into practical actions.
- Meet regularly with the Bursar to ensure the smooth running of the school.
- Ensure that the school has appropriate crisis management plans in place.

4. Staff (teachers and support staff)

- Lead the appointment, deployment, appraisal, monitoring, development and (if necessary) disciplining of teaching staff to ensure the highest standards.
- Evaluate the quality of teaching and learning, ensuring that the highest standards of professional performance are established and maintained.
- Provide support and advice where required to all members of staff, to improve their professional practice and performance and to ensure their best interests and welfare.
- Ensure that all staff set standards both in and out of School appropriate to the ethos of Cheltenham College Preparatory School.
- Encourage staff through your personal attendance at a wide range of events and through frequent and positive contact.
- Maintain and develop good relationships and communication between staff in order to promote an understanding of and support of the aims and values of the school.

5. Pupils

- Ensure that child protection and safeguarding are given the highest priority at all times.





- Ensure the highest possible standards of education through effective teaching and learning across all sections from Early Years through to Common Entrance.
- Maintain and develop a balanced and broad curriculum but with appropriate specialisation ready for 13+ scholarship examinations in the Preparatory School tradition, offering a wide range of subjects and preparing students for life at top senior schools.
- Provide outstanding pastoral care and support within a structure which fosters compassion and understanding and adopt suitable measures which promote self-discipline and a proper regard for authority.
- Provide and promote a wide range of extra and co-curricular activities and ensure the highest standards within them, including, societies, sport, music, theatre and trips.
- Manage pupil behaviour and deal with disciplinary issues, including, if required, the suspension and expulsion of pupils.

6. Parents & Alumni

- Maintain strong relationships with the parent body.
- Ensure that communication with parents is frequent, effective and efficient.
- Support the work of the Development Director and attend events as necessary.
- Build up and maintain good relationships with potential benefactors or donors to the school, including especially former pupils and parents.
- Deal with concerns and complaints with care and sensitivity.

7. New pupils and leavers

- Market the school successfully to maintain and improve the quality and quantity of applicants at all age groups.
- Maintain excellent relations with feeder schools.

- Work in close collaboration with the Admission Team and College Marketing specialists to manage the admissions process.

8. Outside organisations

- Represent the school as a member of the Incorporated Association of Preparatory Schools (IAPS) and any other appropriate professional organisations.
- Maintain warm relationships and, where appropriate partnerships, with the Heads of all local schools including HMC and GSA schools with regard to transition at 13+ through Common Entrance and Scholarships
- Establish appropriate links with the media, both locally and, where appropriate, nationally, in order to promote the interests of the school.

The Candidate

Person Specification

The successful candidate will be well-qualified and a first-rate teacher with a proven leadership record. He or she will probably have several years' experience in a Senior Leadership role, such as a Head or Deputy Head, in a successful Preparatory or Junior School.

An inspiring, thoughtful and reflective leader who will demonstrate evidence of success in initiating and leading change. He/she will be a dynamic leader who can execute an ambitious and exciting development plan to lead Cheltenham College Preparatory School to become one of the country's leading Preparatory Schools, nationally recognised within IAPS, HMC and GSA.

Candidates must be able to demonstrate empathy with and commitment to the ethos of an academic, independent, co-educational, boarding and day, 3-13 preparatory school. Above all, the successful candidate must care about the education of young people and the welfare and performance of staff.

The successful candidate will:

- Be an inspirational leader who is a strong, visible and active presence in all parts of the School, and in the wider community.
- Demonstrate a clear educational philosophy, sound expert knowledge and vision with the skills to communicate that to others.
- Be highly effective in working collaboratively, promoting others and bringing out the best in them whilst maintaining clear leadership.
- Understand the need to drive continuous improvement and can demonstrate an ability to deliver cultural change effectively and smoothly.

- Be economically and commercially aware, capable of analyzing and acting upon opportunities or threats.
- Have a passion for the intellectual, co-curricular, pastoral, moral and spiritual development and well-being of each pupil, supporting the Christian values of the school, taking a role in the assemblies and chapel services.
- Have a clear commitment to the well-being and professional development of all teachers and support staff.
- Demonstrate a fair approach to maintaining standards with both pupils and staff and have the ability and personal resolve to make tough calls when necessary.
- Show a style of approach which can inspire current and future parents to act as enthusiastic advocates to promote and support the School's vision, values and aims.
- Be an enthusiastic networker, keen to work closely with the Development Director and Marketing to develop fundraising for new projects and bursaries;
- Able to balance and value the autonomy of being an IAPS Head with the security, strength and advantages of working in partnership with a Senior School Head;
- A leader who has the potential to become a nationally recognised figure in IAPS.

In addition to the above, he or she is also likely to possess, and be able to demonstrate, the majority of the following:

Key Knowledge

- Knowledge of marketing techniques and PR strategies.
- An obvious commitment to pupil welfare and safeguarding and a clear understanding of Child Protection issues.
- Experience and an awareness of regulatory requirements in terms of Health & Safety, charitable status, employment, safer recruiting, etc.

- Knowledge, experience, analysis and understanding of all aspects of educational issues from Early Years through to Common Entrance and 13+ Scholarship levels.
- An understanding of the business and financial aspects of running a school and an ability and willingness to gain greater acumen in these areas.

Leadership and Management

- Clear and decisive leadership skills demonstrating an ability to see the 'whole picture'.
- A strategic vision with a flair for innovation and the ability to inspire others.
- Confident, firm when required, and willing to take difficult decisions.
- Excellent delegation skills, empowering staff with delegated authority in decision making.
- An inclusive, collaborative, collegial and consensual style of leadership and management which encourages and enables everyone to contribute to and feel part of the school's success.
- A first-class role model, a standard-setter, someone who inspires self-discipline.
- High expectations and exceptional planning and organisational skills.
- An ability to build confidence in others even in difficult circumstances.

Personal Qualities

- Calm under pressure, quietly determined and an ability to handle crisis management.
- Energy, efficiency, enthusiasm, dynamism, flexibility, tact, resilience, commitment, a warm sense of humour, ability to work under pressure for sustained periods.
- The initiative to work on his or her own, but the sensitivity to work as part of a team, recognising and encouraging the strengths and contribution of others.
- An open and easily approachable manner, with a genuine humility in knowing one's limitations.
- Experience of excellence in preparatory school education, with vision and ideas to contribute.
- An understanding of, and sympathy with, the demands and ethos of an academically selective independent co-educational boarding & day school.
- Good work/life balance, interests other than work.



Terms and Conditions

a formal contract, recognised by IAPS, detailing terms and conditions will be drawn up on appointment. The following notes provide guidance, without prejudice, on the likely main provisions.

General notes:

- A highly competitive remuneration package is available, with, for the right candidate a salary to match the best. The Governors review the compensation (salary and/or bonus) annually having set agreed targets for the academic year in September.
- For the better performance of his/her duties, the Head will be required to live in Clare House, the Head's House, a four-bedroom detached house on the edge of the school site in its own grounds. All reasonable costs and services are met by the school. Full arrangements will be discussed with the successful candidate.
- There is a 66% discount on fees for the Head's children as day pupils at the College (Senior and Preparatory Schools).
- Private Medical Insurance is provided for the Head (which is a taxable benefit).
- The School is part of the government's Teachers' Pension Scheme.
- The appointment is subject to two terms' notice.
- Holidays are by arrangement with the President of Council but the Head should expect to be available for some periods outside term-time, especially during the summer holiday period.
- The Head's performance will be subject to a regular appraisal.
- Longlisted candidates will be asked to undertake identity and qualification checks which conform to the School's Safeguarding Policy. They must also agree to references being taken up at that stage and checks made with past employers.

- The appointment is subject to satisfactory references, clearance from the Disclosure and Barring Service, proof of identity and qualifications and a satisfactory medical declaration.

Child Protection

Cheltenham College is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All applicants should read the school's Child Protection policy, which is available on the website, and are required to declare any criminal convictions or cautions, or disciplinary proceedings related to young people. The successful candidate will be required to complete an application for Enhanced Disclosure, to initiate a Disclosure and Barring Service Check (working with children) in accordance with the school's Recruitment Policy which may be obtained from the Bursar upon request. The school is registered for the processing of personal data in accordance with the Data Protection Act 1998.

Equal Opportunities

Cheltenham College is an equal opportunities employer. We are committed to equality of opportunity for all staff and applications from suitably qualified individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

We encourage all candidates to ensure that College is aware of your particular requirements should you be invited to interview.

How to Apply

interested candidates are invited to contact RSAcademics, by email or telephone, to arrange a confidential discussion with Mark Johnson, the lead senior advisor handling this appointment, or Angela Short who is leading the search:

Angela Short: 07786 134195 or email her on
AngelaShort@RSAcademics.co.uk

Mark Johnson: 07774 218472 or email him on
MarkJohnson@RSAcademics.co.uk

The deadline for receipt of applications is 10.00am on Monday 30th October 2017.

The entire application process is completed electronically. Further information may be found by going to <http://www.rsacademics.co.uk/vacancies/head-cheltenham-college-preparatory-school>

Candidates should complete the following forms electronically:

- (1) The completed Application Form (found on the RSAcademics webpage above), including the names of three referees, with full contact details and email addresses. (Referees will not be contacted until after candidates are notified that they have been selected for short list interview).
- (2) A letter of application of not more than two sides of A4, stating why you are interested in the post and what relevant skills and experience you would bring to it, with reference to the Candidate Brief. Please address the letter to Mr W J Straker-Nesbit, President of the Council.

Please email your completed application form and covering letter (as PDF files please) to Jonathan Barnes at: recruitment@rsacademics.co.uk

Jonathan can also be reached by calling RSAcademics' Head Office on **01858 467449**.

The process is as follows:

- All applications will be acknowledged by email. If you have not received acknowledgement that your application has been received within two working days of sending it, please contact RSAcademics' Head Office by telephone.
- Selected candidates will be invited to a confidential preliminary meeting with Mark Johnson and Angela Short in central London on either Wednesday 1st or Thursday 2nd November.
- Long list interviews with members of the Governors' selection panel will take place at Cheltenham College Preparatory School on Monday 13th and Tuesday 14th November.
- Final round interviews will take place at the School on Monday 4th and Tuesday 5th December. There will be an opportunity for candidates to visit the school and meet key staff on 20th and 21st November.

MORE INFORMATION

For more detailed information on Cheltenham College Preparatory School, please visit the website: <http://www.cheltenhamcollege.org/prep-school-home>

Founded in 2002 by Russell Speirs, RSAcademics specialises in schools, in the UK and internationally, advising on marketing strategy and research, leadership consultancy and the search and selection of Heads and senior staff. Comprising a team of the best schools' marketing professionals and respected former school leaders, RSAcademics provides a high quality service to schools with rigour, experience and warmth. Please visit www.rsacademics.co.uk for more information.



CHEL TENHAM COLLEGE
**PREPARATORY
SCHOOL**

Cheltenham College Preparatory School
Thirlestaine Road
Cheltenham
Gloucestershire
GL53 7AB

Tel: +44 (0) 1242 522 697

Fax: +44 (0) 1242 265 620

Email: theprep@cheltenhamcollege.org

www.cheltenhamcollege.org

Registered Charity No. 311720