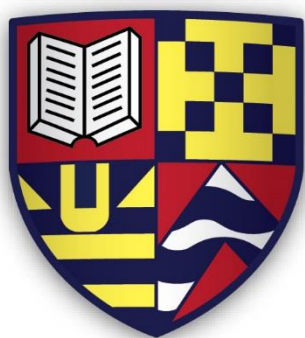


Headteacher

Candidate Information Pack



COLMERS SCHOOL
& SIXTH FORM COLLEGE



COLMERS SCHOOL
& SIXTH FORM COLLEGE

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AMcH/ts/0318

16th March 2018

Dear Applicant

Thank you for showing an interest in this vital post. Colmers School & Sixth Form College is a co educational 11 – 19, Foundation School.

As you read the enclosed information, and hopefully visit the school, I am sure you will come to realise that Colmers is a very special place. We have recently received an Ofsted judgment of 'Good' during our Inspection in January 2018. We consistently receive over 600 Year 7 applications for 210 places each year, due to our considerable reputation in the local area.

Our Governing Board are proud of the school's continued success, both in terms of our academic results, and also in terms of our mission to nurture good citizens. This is something we feel we do very well, by focusing on the individual child's needs, providing the necessary challenge and support, in order to ensure that every child fulfils his/her potential.

I would urge you to read our most Ofsted Report – January 2018, but also to visit the school, if at all possible, in order to gain a full appreciation of our current position.

What is important is that we are by no means complacent and we appreciate that there is still much room for improvement and development; we are far from being the finished article. We now need a leader to further inspire and take the school to even greater success in the future.

Instructions regarding how to apply and take advantage of our visitor days are available later in the pack information, or if you have any questions relating to the role, please contact Mr Andy McHale, Chair of the Governing Board, via Mrs Teresa Shortland, Clerk to the Governing Board and Headteacher's PA, who will be happy to speak with you.

We look forward to receiving a completed application form from you. However, if you should choose not to apply, we wish you every success in your future career.

Yours sincerely

Mr A McHale
Chair of Governors



HEADTEACHER
Mr Barry Doherty

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T: 0121 453 1778 F: 0121 457 7642

E: enquiries@colmers.bham.sch.uk

Colmers School @ColmersSchool
Bristol Road South, Rednal, Birmingham, B45 9NY



INFORMATION ABOUT COLMERS

Background Information

Colmers is an 11-19 co-ed Foundation school with 1040 pupils currently on roll. The latest Ofsted inspection in January 2018 rated the school as Good.

Colmers is an oversubscribed school with consistently over 600 Year 7 applications for 210 places. Last year all of our intake was drawn within ¾ mile of the school.

Our current Headteacher, Barry Doherty, is leaving to take up a new Headship and the Governing Board are seeking to appoint a Headteacher who is able to show exceptional leadership and management skills to build on our existing strengths and who will constantly challenge the school to improve on our previous best.

Some Important Statistics

80% of the school population is white British. Our intake is predominantly white working class, drawing from four local housing estates close to what was the Longbridge (Rover) car works. Approximately 25% of our pupils receive free school meals but this figure is rising. 13% are on the Special Needs Register including 21 pupils having a Statement of Special Educational Needs or EHCP. 44% of pupils are eligible for Pupil Premium and we have 10 pupils who are in care.

Pastoral Organisation

For the reasons outlined above, the school has a highly effective pastoral support team, led by two Assistant Headteachers, for Behaviour & Social & Emotional Inclusion plus the SENDCo who leads a team of specialist Teaching Assistants that work very closely with our autistic pupils. The team also includes a School Counsellor, Education Social Worker, Two Pastoral Support Workers and a Director of School Outreach & Alternative Provision.

Management & Staffing

The school is led by the Headteacher assisted by two Deputy Heads and eight Assistant Headteachers. The Senior Leadership Team also includes two members of Associate Staff, the HR Manager/Head's PA & the School Business Manager.

We currently employ sixty four full time Teachers and nine part time Teachers, as well as fourteen Teaching Assistants and thirty four Associate Staff.

Buildings & Facilities

The school comprises of three main blocks, East, North & West Buildings. We take a great pride in the external and internal quality of our learning environment, ensuring that our pupils and staff have the best resources and facilities that we can afford. Every classroom has a telephone, staff computer and smartboard. Every subject area has its own I.T. area or access to laptop trolleys. There are two gyms, plus a sports hall, playing fields and we have access to an Astro turf.

Following a successful bid to the Government in 2014, Colmers will replace West Building with a brand new building during the next 2 years.

We expect that the new building will be erected whilst pupils continue to use the old one to ensure that the costs of the project are kept to a minimum and of course, we will expect to create a new car park and playground area in the space freed up once demolition of the old building is completed. Additional information about the rebuild can be found on our school website.

The Bridge

At Colmers School and Sixth Form College, we understand that moving from Primary School to Secondary can be a worrying time for parents and children alike. To make that transition easier, we have created The Bridge; a smaller school within our school to ease our children into the next phase of their education.

A Year 6 child is usually based in one classroom, typically with one teacher and maybe a teaching assistant, all day every day. Until recently, that child would start at Colmers as a Year 7, be expected to navigate around our large site, be taught 13 different subjects, by as many as 13 members of staff in 13 different classrooms. It's all a little overwhelming!

GCSE examinations have undergone some significant reforms and are much more challenging. Our aim in The Bridge is to fully prepare our students for this and ensure that they are ready and able to cope with the demands of the next stage of their journey at Colmers.

So what exactly have we done?

We have narrowed our curriculum so that Year 7 and Year 8 students will have no more than six subjects. Students are still taught English and Maths, the Humanities subjects are all taught through My World, we have combined all the Sciences into Explore and Art and Design have been combined resulting in Create. Most student will also study French.

Each subject ties into a central theme and lessons are heavily rooted in the core Literacy skills needed to be successful throughout their time at Colmers

Pupils are based in one classroom for the majority of their lessons. They do visit specialist rooms for Explore and Create, and of course for PE.

We have employed a team of outstanding Primary teachers to ensure that the curriculum is both appropriate and suitably challenging

We have an excellent Pastoral team, with huge experience in supporting children, and their families, through the transition period and beyond

Year 7 and Year 8 have their own area of the playground during break and lunch times along with access to The Learning Pod – a safe space supervised by staff and prefects for those students who find social time a little overwhelming or just want a quiet space

Year 7 and Year 8 also have an earlier lunch-time so that they can make full use of the canteen and the outdoor space

The Bridge is a very special place; our pupils are supported, challenged and, most importantly, happy. We want their first two years at Colmers to be the foundation block of their success as they begin their seven year journey with us

Examination Results

Some valuable headlines include...

Thirty-one students achieved at least one Grade 7 in one or more of their new style GCSEs in English Language, English Literature or Mathematics. This includes nine Grade 9s (old Grade A*+) in English Language and Mathematics.

Two-thirds of all students achieved a Grade 4 or above in English Language and in Mathematics.

Sharp rise in the percentage of students now achieving two or more GCSEs in Biology, Chemistry or Physics (an extra 20 students this year compared to last).

Over 80% achieved Grades A* to C in French, alongside many other departmental and individual achievements

In terms of A-level outcomes, this is our third year of results and we are celebrating some excellent outcomes with our largest ever cohort of Year 13 students. Higher grades (A* - B) are up significantly (by 12%) to 33%. Grades A* to C are also up from 59% to 68%. Our average grade has increased from D+ to a C and our overall pass rate is 96%.

The Sixth Form

Colmers established its Sixth Form in September 2013 with the belief that we could provide our community with A-level provision that was at least as good as other local providers. There was a clear demand for it in our student and parent body.

Students receive 5 hours of timetabled lessons for each subject they choose. In addition to this they are expected to complete 5 hours of independent study. We have regular meetings as a teaching team to share good practice and raise standards

The Sixth Form is led by a Head of Sixth Form and a Deputy Head and form groups are divided into approximately 20 students and assigned a form tutor.

A-Level Courses at Colmers

We deliver an exclusively academic A-level curriculum, although our non A-level enrichment courses do carry accreditation and UCAS points. Students sit AS-level exams at the end of Year 12, though under the reformed system these no longer count towards the final A-level grade. Their final A-level grades are achieved entirely by coursework and exams carried out in Year 13. We currently offer 12 different A-level subjects to 2016/17 applicants. We follow the same assessment calendar as the rest of the school and this includes two sets of mock exams. Our first set of A-level results (August 2015) placed us 8th in the city, bettered only by grammar schools.

University Applications

Colmers Sixth Form is public about its intention to encourage as many students as possible to apply for university, on the basis that this represents the best vehicle for achieving a fulfilling work life in a rapidly changing world. 90% of our first cohort made successful applications to university, with the vast majority taking up places at their first choice. This is a figure we will aim to replicate year on year.

The Curriculum

Lower School

Our lower school curriculum focuses on the subjects and learning that we know will have the biggest impact and places Literacy at the heart of everything we do. In addition to this, we encourage every child to think and ask questions of the world around them.

Students will study the core curriculum of English, Mathematics, PE and French. In addition to this we have created new subjects that enable students to make sense of the curriculum. These subjects are called My World (Humanities), Create (Arts) and Explore (Science).

Middle School

At the end of Year 8 students will opt for the GCSE/Level 2 subjects that they will study. Students study a core curriculum of GCSE English Language, GCSE English Literature, GCSE Mathematics, GCSE Statistics, GCSE Biology, GCSE Chemistry, GCSE Physics, and GCSE Philosophy and Ethics (RE).

In addition, there is a wide variety of option subjects available including Art, Design Technology, Drama, Food, Film Studies, French, Geography, Graphics, Health and Social Care, History, Music, and Physical Education.

Upper School

Students in the sixth form will have the opportunity to study a wide variety of subjects including A Levels in Art, Biology, Chemistry, Film Studies, Geography, History, English Literature, Psychology, Religious Studies and Sociology.

Enrichment

We have introduced Enrichment as part of our curriculum on four afternoons a week. This is an opportunity for students in Year 7 – 9 to choose from a vast range of activities they may never have experienced or even knew existed before and really challenge themselves to try something new. The list of activities is extensive, including everything from Chess, Football Coaching with Aston Villa, Mindfulness, Photography, Dance and so on. As well as these afternoon sessions a large number of extracurricular clubs or societies taking place at one time or another.

Professional Development

Colmers invests a great deal of time and effort into developing our staff both teaching and associate. We are often complimented upon the support network that exists within the school, with specific programmes being run for NQTs, through to second and third year teachers. Most of the work is carried out in-house, as we have a large number of dynamic staff who consistently deliver “good to outstanding” lessons. Our Associate Staff follow their own bespoke CPD programme which is linked to their performance management process.

Academisation

As part of our strive for continuous improvement, our school has a track record of forging links with other schools. Since April 2017 we have been in formal discussion with The Futures Trust, a multi-academy trust based in Coventry Local Authority. We recently completed a due diligence process resulting in the Governing Board resolving to take the discussions to the next stage, with a view to becoming, at some point yet to be determined, a full member of the MAT.



JOB DESCRIPTION

Job Title: Headteacher

Pay Range: L33 – L39

Job Purpose

The Headteacher provides professional leadership for the school, in order to secure its success and continuing improvement. By motivating and supporting all staff, working with the Governing Body and managing the resources of the school, the Headteacher will ensure that all of our students benefit from a high-quality education and are supported to achieve their highest potential.

Main Tasks

Shaping the Future (Strategic Leadership)

- Formulate and steer a course for the school which anticipates and interprets national and local policy developments to continue the development of an exciting learning environment appropriate to 21st century learners.
- Demonstrate the vision and values in everyday work and conduct by leading by example.
- To ensure that the agreed vision is clearly stated, understood, shared and acted upon in a positive way by all stakeholders.
- To be responsible for implementing school self-evaluation and quality assurance procedures and ensure the school achieves its performance targets, whilst including leaders and staff at all levels.
- To work with all stakeholders to motivate and generate enthusiasm and commitment, to ensure continuous school improvement.
- To present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including: governors, the LA, the local community, OFSTED and others, to enable them to play their part effectively.
- To ensure that the management, finances, organization and administration of the school support its vision and aims.
-

Leading Teaching and Learning

- Ensure a consistent and continuous school-wide focus on students' achievement and experience, which uses data to monitor progress in every student's learning and challenges underperformance at all levels.
- In leading, to provide a clear sense of direction and sense of values, underpinned by personal visibility and commitment
- To establish creative, responsive and effective approaches to learning and teaching in all areas of the curriculum
- To create a culture of challenge and support, high expectations and an environment where pupils can excel.
- To agree a curriculum policy with the Governing Body that meets statutory and school requirements.
- To monitor and evaluate the curriculum and its assessment, and to agree actions with the Governing Body for improvement.

Developing Self and Working/Leading with Others

- To build a collaborative learning culture in the school, working closely with partner schools and colleges.
- To work with all staff to build effective teams and generate a strong sense of mutual support in achieving the school's vision.
- To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, with clear delegation of tasks, devolution of responsibilities and celebration of achievements.
- To treat people fairly, equitably and with dignity and respect.
- An understanding of the Equality Act and other legislation essential for the health, safety and well-being of the school community.
- Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.
- To develop and implement the school vision and values, and promote inclusivity and diversity within a framework of British Values.
-

Managing the Organisation

The Headteacher will:

- Recruit, retain and develop excellent staff and manage their workload and performance, in order to achieve the vision and goals of the school
- To implement an appropriate performance management framework for all staff.
- To ensure that the environment of the school is maintained to a high standard, in order to develop a sense of pride in the surroundings
- Produce and implement clear evidence-based improvement plans for the development of the school and its facilities.
- Maintain an organisational structure which reflects the school's values and enables management systems, structures and processes to work effectively, in line with legal requirements.
- Manage and organise the school environment efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations.

Securing Accountability

The Headteacher will:

- Sustain and continue to develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed, and are subject to rigorous review and evaluation
- Work with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities.
-

Strengthening Community Through Collaboration

- To work in partnership with the Governing Body.
- To create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development.
- To build and strengthen the positive image of the school in the wider community.
- To collaborate with other organisations to ensure the intellectual, spiritual, social, moral and medical wellbeing of pupils.

- Seek opportunities to invite parents and carers, community figures, external partners, businesses and other organisations into the school, to enhance and enrich the school and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.



HEADTEACHER PERSON SPECIFICATION

Elements required to undertake the job are provided under specific headings. Each element is essential or desirable as indicated by an E or D in the “E/D” column.

CODE:

E/D Essential or Desirable

A Application form

I Interview/presentation

R References

How the evidence will be tested is indicated under the remaining columns.

A	TRAINING & QUALIFICATIONS		A	I	R
1	Qualified Teacher Status	E	✓		
2	Degree (or equivalent)	E	✓		
3	Higher Degree	D	✓		
4	Post Graduate curriculum or management qualification	D	✓		
5	Completion of NPQH	E	✓		
6	Evidence of recent professional development	E	✓		
B	EXPERIENCE OF TEACHING & SCHOOL LEADERSHIP				
1	Substantial experience at a senior level in secondary education	E	✓	✓	✓
2	Recent experience at Headteacher or senior leadership team level within a secondary educational setting	E	✓	✓	✓
3	Evidence of different leadership and management roles	E	✓	✓	✓
4	To develop and implement the school vision and values, and promote inclusivity and diversity within a framework of British Values.	E	✓	✓	✓
5	Evidence of responsibility for allocation and monitoring of financial resources	E	✓	✓	✓

			A	I	R
6	Evidence of having made a major impact on the development of a school	E	✓	✓	✓
7	Evidence of successful strategies to improve pupil performance	E	✓	✓	✓
8	Evidence of responsibility for pupil behaviour at whole school level	E	✓	✓	✓
9	Evidence of monitoring, evaluating and reviewing performance through a robust performance management system	E	✓	✓	✓
10	Evidence of excellent classroom practice	E	✓	✓	✓
C	PROFESSIONAL KNOWLEDGE & UNDERSTANDING				
1	A clearly articulated philosophy of secondary education	E	✓	✓	
2	The promotion of the spiritual, moral, social and cultural development of all pupils	E	✓	✓	
3	Evidence of strategies to achieve effective teaching, learning and assessment including the use of ICT	E	✓	✓	✓
4	The use of data to establish benchmarks and set targets for improvement.	E	✓	✓	
5	Knowledge of local and national policies, priorities and statutory frameworks	E	✓	✓	
6	Knowledge of the role of the Governing Body	E	✓	✓	
7	Knowledge of the associated phases of education	E	✓	✓	
8	An understanding of the Equality Act and other legislation essential for the health, safety and well-being of the school community	E	✓	✓	
9	Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.	E	✓	✓	✓
D	PERSONAL SKILLS & ATTRIBUTES				
1	Excellent communication skills both oral and written, including ICT	E	✓	✓	
2	Set high standards and be a positive role model for pupils and staff	E		✓	✓
3	The ability to analyse and interpret information, in order to make informed decisions and exercise good judgement	E	✓	✓	

4	To deploy a range of leadership skills to develop productive relationships and high performing team work	E	✓	✓	✓
5	Inspire, challenge and motivate others to create a forward thinking organisation, committed to school improvement	E		✓	
6	Self management to include time management, working under pressure and to deadlines	E		✓	✓
7	Commitment to continuous professional development	E	✓	✓	✓
8	Proven ability to build and maintain effective relationships with parents, partners and the community that enhance the education of all pupils	E	✓	✓	
9	Have stamina, resilience, reliability and integrity	E	✓	✓	✓



COLMERS SCHOOL
& SIXTH FORM COLLEGE

How To Apply

Closing Date: Monday 16th April 2018

Interviews: Week commencing 23rd April 2018

Visits to the School:

Visits to the school are welcomed on Monday 26th March 2018 – Thursday 29th March 2018.

Please telephone the Head's PA, Mrs Teresa Shortland on 0121 453 9771 to book an appointment on any of these days.

Applying

Please complete the Application Form. A formal letter in support of your application should be no longer than 3 sides of A4, using font size 11 – Calibri. You are advised to refer to the criteria outlined in the Person Specification and Job Description and to focus more upon what you have done rather than what you will do. Whilst not compulsory, you may enclose a current CV if you wish to.

Please return your completed application by post or email to:

Post:

Mrs T Shortland
Clerk to the Governing Board & Headteacher's PA
Colmers School & Sixth Form College
Bristol Road South
Rednal Birmingham
B45 9NY

Email:

tshortland@colmers.school



**COLMERS SCHOOL
& SIXTH FORM COLLEGE**

**BRISTOL ROAD SOUTH
REDNAL
BIRMINGHAM
B45 9NY
Telephone: 0121 453 1778**

Email – enquiries@colmers.school

LOCATION DETAILS

Colmers School is situated on the A38, Bristol Road South on the borders of Rednal and Rubery.

It is easily reached from the south-west from the M5 leaving at Junction 4. Take the A38 towards Rubery straight through traffic lights (Morrisons on the left). Take the second turn on the left by the pedestrian crossing lights. This will take you into West Building Car Park where there will be ample parking space.

It is roughly 10 miles from Birmingham City Centre to the north, and means travelling along the A38 through Selly Oak, Northfield and Longbridge. At the junction by Bournville College, travel over the Longbridge Lane traffic lights, over the bridge, immediately right at the small roundabout, and the school buildings will be seen rising on the right, off the cul-de-sac of Belton Grove. Please use West Building Car Park as detailed above.

Transport is available in the following ways; BUS - No.63 from the City Centre, along A38.

TRAIN - Cross City line to Longbridge station. Walk up Longbridge Lane to traffic lights and then follow directions above.

