



## APPLICATION PACK

Enjoy teaching well at.....

# Dartford Grammar School

An IB World School



**Post: Assistant Head**

**Start Date: Easter or September 2018**

**Package: L8-L12 (+LFA)  
Teachers' Pension  
Childcare Vouchers  
Free Gym Membership (BSC)**

**The post is a full-time permanent position.**



National Support School  
designated by  
  
National College for  
Teaching & Leadership



Japanese  
Excellence  
Programme



Mandarin  
Excellence  
Programme

*The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.  
An enhanced DBS check is required for all successful applicants.*



# Assistant Head Appointment

## Information for Applicants

Applications should be sent to Mr W J Oakes, Headmaster, Dartford Grammar School, West Hill, Dartford, Kent DA1 2HW or by e-mail to Mrs A Dennett, HR Manager, at [adennett@dartfordgrammarschool.org.uk](mailto:adennett@dartfordgrammarschool.org.uk)

The deadline for all applications is 3.00pm on **Friday 17 November 2017**

We will acknowledge receipt of your application.

### Application and selection process.

1. Complete the application form, ensuring that all boxes are completed carefully.
2. There is sufficient expertise and flexibility within the current leadership structure (see below) to offer interested candidates a broad range of opportunities. This would allow an applicant to show their current skills and strengths and also, to identify areas of interest. The Governors have, however, identified the following areas for possible consideration:
  - Strengthening further the direction and strategic management of the teaching school;
  - Offering expertise in Key Stage (ideally GCSE or in the Sixth Form) curriculum innovation and management;
  - Offering expertise in whole school assessment and target setting strategies.

Evidence of how you meet any of the specific criteria identified above, should be quoted in your supporting letter of application, which should be no more than two sides of A4 paper.

The schedule will be as follows:

Advertisement	<b>Friday 20 October 2017</b>
Assistant Head details available on TES Online, Kent Teach and the school website	<b>Four weeks</b>
Deadline for the application form and supporting letter	<b>Friday 17 November 2017</b>
Shortlisting and references requested	<b>Monday 20 November 2017</b>
Interviewing	<b>w/b Monday 27 November 2017</b>

**LEADERSHIP GROUP RESPONSIBILITIES 2017 – 2018**

<b>Headmaster</b>	<b>Deputy Head [KS5]</b>	<b>Deputy Head [KS3]</b>
Strategic Planning / Leadership	AHTs, CMs & Associate Staff	CM Yr7 & Associate Staff
Personnel / Recruitment	Whole school Pastoral / Discipline	Admissions Year 7 - 10.
Marketing / Curriculum	Community Relations / CAS	Teaching and Learning
Building projects	Assemblies	School Improvement
External links (DfE / IB / KCC)	Parents Association	MYP programmes / progression
Governors and Partnerships	Creativity weeks	MJC Music Centre /Arts
International Dimension	UCAS	Dartford Music School
Development Office / Alumni		
Oversight school operations	English, Drama, Library	Music, Art and Design
<i>Expeditions</i>	<i>DoE</i>	<i>Music / German / Swiss Exchanges</i>
<b>Deputy Head [KS4]</b>	<b>Director of Teaching School</b>	<b>AHT [KS3]</b>
KS4 AHT CM10 & Associate staff	Pastoral / Co-curricular	CMs Yr 9 and Yr 8
Timetable	KMT, IoE	Appraisal
School Data Manager	Staff Induction / NQTs	Day-to-day operational oversight
Exams, Assessment & Reporting	School Based INSET / CPD	Directed time meetings
KS4 GCSE progression	Governors Day	House system
Strategic Leadership ICT		
Maths and Computer Science	Psychology, Games, PE	Humanities, Economics,
<i>Spanish</i>	<i>Sports Tours</i>	<i>Humanities Trips</i>
<b>AHT [KS4]</b>	<b>AHT [KS5]</b>	<b>Vacancy</b>
CM Year 11	Pastoral / Discipline and Welfare	
Speech Day	KS5 admissions	
Founders Day	Extended Essay	
PHSE and G&T	Specialisms and outreach	
WRL, Careers, Apprenticeships	Blundell Lecture	
Science	Mfl (inc. Classics)	
<i>French Exchanges</i>	<i>Far East/Classics</i>	
<b>Bus. Manager</b>	<b>HR and Office Manager</b>	<b>Secondment</b>
School Finance	Personnel (contracts/employment)	Appraisal
Estate / Maintenance	Educational Visits	E-Assessment
Health & Safety	Support staff recruit / appraisal	ToK
Becket and MJC Finance	Public functions	
<b>Secondment</b>	<b>Headmaster's PA</b>	<b>Operations Manager</b>
Student Wellbeing / Counselling	Website	Day-to-day and School Diary
Inclusion Manager / CPO	Staff Handbook	SIMs Manager / Cover supervisors
SEND	Dartfordian	Staffroom
		School Travel Plan
		Healthy Schools

## Person Specification

- High profile around the school at all times.
- High expectations in relation to students' behaviour, appearance, effort and commitment.
- Capacity, and willingness, to make difficult decisions and to be solution rather than problem orientated.
- Determination to maintain effective monitoring, evaluation and continuous improvement of the quality of teaching and learning, and of student progress.
- Promoting the involvement of students and staff in the co-curriculum.
- Readiness to challenge issues in the performance of teachers and support staff and the recognition of the importance of praise where deserved.
- Capacity to deal professionally and promptly with parents.
- Genuine interest in the school's responsibilities to the wider community, and a readiness to further develop relationships.
- Exemplary performance as a classroom practitioner.
- Exemplary time management skills and the ability to predict and meet deadlines.

Role Profile (General outline)
<b>Outline of Role:</b> To lead the successful development of students in a Key Stage, ensuring their effective learning and wellbeing.
<b>Key Leadership Outcomes:</b> <i>Development of learning</i> <ul style="list-style-type: none"> <li>• To ensure the development of effective approaches to learning and teaching.</li> <li>• To develop successfully the curriculum.</li> <li>• To maintain efficient and effective systems of assessment for learning, and reporting.</li> </ul> <i>Student progress and welfare</i> <ul style="list-style-type: none"> <li>• To ensure high value added in relation to student achievement in internal examinations.</li> <li>• To maintain strong provision for enrichment of students' experience.</li> <li>• To ensure maintenance of high standards of behaviour and discipline, including care of the school's buildings.</li> <li>• To carry out successful recruitment of appropriate external candidates to fill any vacancies.</li> <li>• To ensure effective progression for students at the end of each Key Stage.</li> <li>• To ensure effective monitoring and promotion of student progress and welfare across the school.</li> </ul> <i>Staff development</i> <ul style="list-style-type: none"> <li>• To manage and develop effectively the performance of other staff with responsibility for the oversight of Year Groups within a Key Stage.</li> <li>• To manage and develop effectively the performance of associate staff to support student learning.</li> </ul> <i>Whole school responsibilities</i> <ul style="list-style-type: none"> <li>• To carry out the role of an Assistant Headteacher as described in the School Teachers' Pay and Conditions Document.</li> <li>• To be responsible for one or more of the school's pastoral programmes</li> </ul>
<b>Future Challenges:</b> <ul style="list-style-type: none"> <li>• To plan future curriculum development.</li> <li>• To research innovative methodology in learning and teaching.</li> </ul>
<b>Key Leadership Behaviours:</b> <ul style="list-style-type: none"> <li>• Emotional self-awareness, accurate self-assessment, self-confidence</li> <li>• Empathy, organisational awareness, service orientation</li> <li>• Emotional self-control, transparency, adaptability, achievement orientation, initiative, optimism</li> <li>• Developing others, inspirational leadership, change catalyst, influence, conflict management, teamwork and collaboration</li> </ul>
<b>Knowledge, Skills and Experience:</b> <ul style="list-style-type: none"> <li>• Exemplary performance as a classroom practitioner.</li> <li>• Deep understanding of learning and teaching.</li> <li>• High-level skills in communication.</li> <li>• Model commitment to self-development.</li> <li>• A track record of readiness to do what has to be done – if necessary, outside the school day and the school term.</li> </ul>

## **ABOUT US**

### ***A learning community developing international citizens***

Dartford Grammar School is an independent selective secondary academy for boys, which admits girls to its sixth form. There are six forms of entry to Year 7, and all of the students joining the school are from the top 25% of the ability range. The students come from Dartford, neighbouring towns and villages, and nearby London boroughs. The current roll is 1,485, including 625 in the sixth form.

#### **Curriculum**

The school provides students with a seven year innovative education programme, based on the philosophy of the International Baccalaureate Organisation. Dartford Grammar School has become the first British state school authorised to offer the IB Middle Years Programme to pupils in Years 7 to 9. Its sixth form programme is also exceptionally wide with courses leading to the International Baccalaureate Diploma. The IB courses are crucial to our ethos encouraging our students to be independent, creative and highly successful lifelong learners.

Students at Dartford Grammar School enjoy very high academic success. In 2017, and for the second consecutive year, more than 70% of GCSE grades were the equivalent of A\*/A. Once again the school's Ebacc score places the school as one of the best 10 in the country. Our Sixth Formers gained an average UCAS points score of 215 (new tariff). Almost all of Year 13 students proceed to university with more than 70% successful at Russell Group universities.

#### **Ofsted Inspections**

The school has been identified four times by Her Majesty's Chief Inspector of Schools (most recently in May 2011) as one of England's most successful schools and colleges, showing a sustained period of outstanding achievement.

#### **Specialist Status**

In September 1995, the school became one of the first two language colleges in the country and is a centre of excellence for the learning of languages, offering tuition in ten. The school is committed to internationalism. Following successive Ofsted inspections the school was awarded Science as a third specialism and most recently achieved an additional Specialism Quality Mark in Sport.

The school is a leading Confucius Classroom, a leading Japan Foundation satellite school and has strong links with the Goethe Institute. We also offer an innovative Classics Excellence programme supported by the 'Classics for All' association. Dartford Grammar School is an IB World School, the Sunday Times IB School of the Year 2017 and holds the International Schools Award at the highest level.

The school has recently been awarded 'Teaching School' status and works as a lead school across a local alliance of primary and secondary schools.

#### **Buildings and Facilities**

The school, founded in 1576, has occupied its present site since 1866. Additional buildings have been constructed since then, the major works in last 10 years being listed below:

2009	the remodelling of the Mick Jagger Centre, to provide additional teaching rooms and new laboratories and a Food Technology suite;
2011/12	extended sixth form centre with extensive private study areas;
2013/14	new science laboratories, Library and classrooms;
2013/14	new Key Stage 3 transition area;
2014/15	new Performing Arts Centre and rejuvenation of part of the Hardy building;
2015/16	new dining hall and additional laboratories;
2017/18	new sixth form centre.

### **Pastoral Support**

The school has a strong pastoral system operating from Year 7 to Year 13. The school is divided into Key Stage units, and each year group has a Curriculum Manager who oversees all aspects of the students' development. The school provides 3 Higher Education Advisers and a specialist Careers Adviser.

### **Extra-Curricular Programme**

The school is exceptionally rich in extra-curricular activities. It offers 16 sports and competes with others in at least eight of them each year. Teams regularly gain county, regional and national success, and many students gain representative honours at one or more of these levels. The Junior Athletics team are the current National Champions. The school achieves high standards in music, and has an orchestra, wind band, choir, chamber choir and many other ensembles. Drama productions are frequent. There are many other clubs and societies, with debating always a popular activity. The school's impressive programme of community service is regarded as a particular strength. The school benefits from many close links with Europe, China and Japan. There are regular overseas cultural and sports trips, and other international visits.

### **External Links**

The school has a very active Parents' Association, which provides valuable assistance and support. The school has strong links with local industry and with Higher Education. It has extensive links with many other institutions, and is also part of the world-wide International Baccalaureate Organisation network.

### **What the School Offers Teachers**

The school provides its staff with the experience of teaching able and well-motivated students in an environment with high expectations of behaviour and well-developed systems of teacher-support. The school has a national reputation for the quality of its programme of professional development. The programme includes much that falls within specific subject areas.

The school is committed to participation in initial teacher training. Other aspects include a course for newly-qualified teachers, preparation for middle management, development of existing middle managers and preparation for senior management. While the school's extensive programme of overseas visits give many staff international experience, the school ensures that its staff development has a further international dimension, for example in IB courses. Staff members have access to the school's excellent facilities for sport and the performing arts.

### **Becket Sports Centre and The Mick Jagger Centre for the Performing Arts**

Out of school hours the facilities of both centres are shared with the local community. They are managed by school staff, reporting through independent management structures.

The Becket Sports Centre (currently being extended and improved) comprises a sports hall and fully equipped fitness studio, with a separate aerobics/training room, which has a sprung floor, allowing dance sessions to be held. The Mick Jagger Centre includes two auditoria (seating 200 and 350 respectively, both with retractable seating), 8 music practice rooms, dance studio, exhibition space, two music rooms and a Drama Studio. It is a base for 20 community organisations, and runs a small commercial programme attracting a range of talents and performers.

### **Website**

Further details of the school, including breakdown of performance figures, can be accessed through: [www.dartfordgrammarschool.org.uk](http://www.dartfordgrammarschool.org.uk)

## Dartford Grammar School and the International Baccalaureate

Dartford Grammar School introduced the IB Diploma Programme in 1996, and the Middle Years Programme in 2004. These actions arose from a recognition of the close relationship between the values of the school, and those of the International Baccalaureate. The school's mission statement is 'A learning community developing international citizens' and the mission of the IBO is 'An education to create a better World'.

The key to the approach is the IB Learner Profile, which is values-based, and states a clear set of learning outcomes for which the school takes responsibility. The intention of the school is that learners should reflect on their own development, through the curriculum and the extended curriculum, using the profile as a framework. Members of staff also use the Learner Profile as their own core values in a teacher led classroom.

### The IB Learner Profile

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning.
<b>Knowledgeable</b>	They explore concepts and issues, acquiring in-depth knowledge and understanding across a broad range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively.
<b>Communicators</b>	They express ideas confidently and creatively in more than one language. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and with a strong sense of fairness. They take responsibility for their own actions.
<b>Open-minded</b>	They are open to the values and traditions of other communities. They are accustomed to seeking and evaluating a range of points of view.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service.
<b>Risk-takers</b>	They have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and are able to assess and understand their strengths and limitations.

### Key Stages 3 and 4

Throughout Years 7, 8 and 9, all students follow an interdisciplinary curriculum based on elements of the National Curriculum and the Middle Years Programme to provide the framework for subject work, skills and conceptual based learning. Schemes of Work are planned using the MYP unit planner. Units reference Approaches to Learning, Key Concepts, Related Concepts and Global Contexts and seek to enable students to see the 'bigger picture'. The curriculum aims to explore connections between subject areas. English and Humanities are closely linked as are Sports Science, Science, Computer Science and Maths. There is also close collaboration between the Expressive Arts and Design Technology. There is a choice a language between Mandarin and Japanese in Year 7 and French, Spanish, German or Latin in Year 8. There are additional excellence programmes in Mandarin, Japanese and Ancient Greek.

These Global Contexts require interdisciplinary study, and this includes project-based learning during Creativity Weeks, when the school's normal timetable is suspended and a community project in Year 9.

All students are encouraged to participate fully in the school's extra-curricular programme, in which sport, the performing arts and volunteering all feature prominently. In Key Stage 4, all students are expected to show a strong commitment to the Duke of Edinburgh's Award Scheme. All students complete 11 GCSEs at the end of year 11.

### Key Stage 5

There is a successful and carefully structured process of induction within the IB Diploma Programme to meet individual needs and to facilitate the transition of large number of students transferring from other schools.

Each student follows a core consisting of:

Extended Essay	(to develop a capacity for research and independent learning);
Theory of Knowledge	(to develop an awareness of the nature of knowledge across disciplines, and to encourage an appreciation of other cultural perspectives);
Creativity, Action and Service	(to provide experience outside academic study and to develop self-knowledge).

Each student follows a programme covering each of the following groups, with at least three subjects being studied at Higher Level:

<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>
First Language	Other Languages	Humanities
<u>Group 4</u>	<u>Group 5</u>	<u>Group 6</u>
Sciences	Mathematics	Arts or choice from 2, 3, 4 or 5.

The extracurricular programme continues to be exceptionally strong, and there is an ambitious and varied provision of overseas experiences.

### **The Operation of the School**

The school expresses its core values through the ways in which it operates. Some aspects of this deserve particular attention.

- It is committed to the development of its own environment, and promotes concern for the environment, locally, regionally and globally.
- It keeps new and innovative approaches to learning under constant review.
- Its support of the community includes other schools (local, national and international) and community organisations.
- It promotes creativity through the operation of the Dartford Music Centre on its premises.
- It encourages community health through the operation of a joint-use sports centre on its premises.

**Please return a completed application form, to the Headmaster, Mr W J Oakes, Dartford Grammar School, West Hill, Dartford, Kent DA1 2HW.**

**Closing date: Friday 17 November 2017**

*The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.*