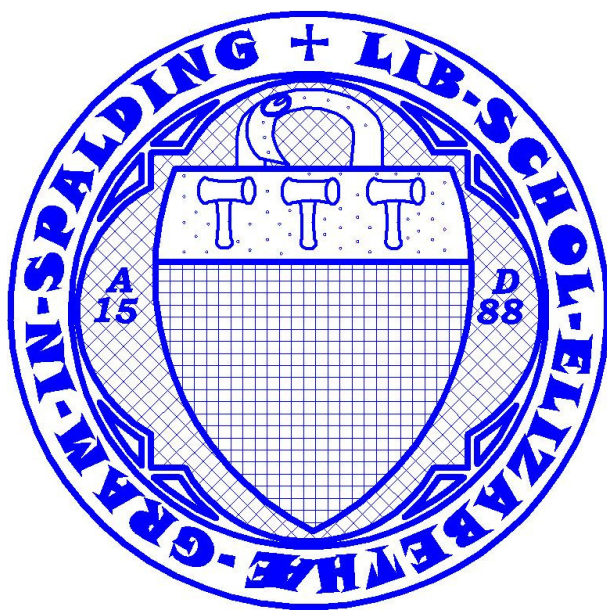


Spalding Grammar School



**Two appointments to
the position of
Assistant Head**

September 2017

CONTENTS

Page	
3	General Information
4	Supplementary Information
	The Appointments
5	Application Process
6	Job Descriptions
8	Person Specification

GENERAL INFORMATION ABOUT THE SCHOOL

Founded in 1588 by Royal Charter, Spalding Grammar School was located within a part of Spalding Parish Church, called St Thomas's Chapel, until the 19th century. The School moved to its current site in 1881 and doubled in size when it amalgamated with Moulton Grammar School which closed in 1939. The School now occupies an enviable, spacious site, including 17 acres of Governor-owned playing fields, five minutes from the town centre. Teaching accommodation has been significantly improved and developed in the last twenty years, incorporating a large sports complex, a new English block and Library, a dedicated Business Centre, extended Sixth Form facilities and a multi-purpose Atrium. The School was awarded Academy status in 2013.

The School is academically selective and admits the top 25% of the population as determined by standardised verbal and non-verbal reasoning tests. There are generally five forms of entry with an admission number of 150 pupils. Pupils are taught mainly in mixed-ability groups throughout the School, although setting does operate in mathematics from Year 7, and in English, modern languages and science from Year 9.

There is a common curriculum for the first three years, in which pupils study the National Curriculum core and foundation subjects. Every student studies a modern foreign language as well as Latin. Pupils also engage in lessons in core physical education and PaCE (Personal and Careers Education).

At GCSE, the majority of pupils will take ten subjects, including three options. A modern foreign language is compulsory. Depending on ability, some pupils will take a second qualification in mathematics; others will take dual award science, rather than three separate disciplines. Pupils continue to pursue both core physical education and PaCE.

The Sixth Form, which is coeducational, has grown in recent years and now attracts many students seeking to join us from other schools. At present there are over 270 students in the Sixth Form, of which approximately one quarter are female. Our curriculum model, in light of post-16 reform, is that all students take three A-level courses, alongside an enrichment elective in Year 12.

The School aims to develop individuals, both personally and academically, and has thus implemented a vertical form system which allows all year groups to come together each day and support each other through a variety of structured activities such as mentoring, personal study, presentations and debating sessions. Evidence suggests that this system is having a positive impact on both lower and upper school students; it helps to develop constructive personal relationships, the ability to co-operate and work with others and the capacity to face the challenges of the wider world. All teachers, as well as some members of the support staff, carry out the role of Vertical Form Tutor within one of the School's six Houses.

A large part of what goes on at the School happens outside the classroom. The School's main sports are Rugby, Football, Hockey, Athletics and Cricket, but numerous other options are available. The School competes very successfully with many other schools in the county and beyond. Many students are involved in the Duke of Edinburgh Award Scheme and are developed through the challenges and opportunities that this affords. We also offer a skiing trip each year, exchanges and work experience activities in France and Germany, as well as several other foreign visits.

The School's principal aim is to ensure that all students and staff have every opportunity to attain their potential intellectually, socially and personally. Relationships between staff and students of all ages are exemplary, and there is a friendly and orderly atmosphere which, in combination with a stimulating academic environment, develops the qualities that lead to successful examination results.

Staff have the use of a modern staff room, complete with catering and reprographic facilities. Many staff who join the School speak of the warmth with which they have been received and they consider it a very friendly place to work. Continuing Professional Development for the staff, under the guidance of a dedicated Staff Tutor, is of paramount importance and there are many opportunities for individuals to both develop their practice and advance their career. The teaching

and learning environment is supported by a dedicated team of support staff who work in harmony with the teaching staff to create a mutually supportive work place.

The School operates as a cohesive community. The Parents' Association is very strong; it enriches the life of the School through a wide variety of events, as well as raising in excess of £20,000 for the School each year. Support for charities and community projects is also very positive, with about £15,000-20,000 raised each year. The Governing Body is also highly supportive of the School and its members are often a visible presence around the place.

Located in South Holland, Spalding is a pleasant market town in a largely rural area within easy reach of Peterborough and the A1. The people are very friendly and the pace of life is relaxed. There is a local entertainment venue, the South Holland Centre, in the town which provides a variety of live entertainment. House prices compare very favourably with those in most other parts of the country and there are a number of primary schools within the local area which provide for all abilities and faiths. The town is also served by our sister grammar school (Spalding High School) and a comprehensive school.

SUPPLEMENTARY INFORMATION

The School is currently under-subscribed and only one Year group in the School (currently Year 11) has met the PAN of 150 pupils; Year 7 has only 113 students (for which we have just four forms of entry).

The local population is growing with the development of a number of new housing areas in and around the town; predictions for pupil numbers suggest that, within just a few years, we will be able to fill to our PAN. That said, there is competition from the grammar schools in the other Lincolnshire towns, and this school's results have placed it in a trickier position from the point of view of recruitment.

That is why the School's two key foci have been results and recruitment. We need to improve the first to bring about the second; however, there is much that can be done in order to move forward on the second independently of the first. We are in the early stages of developing our relationships with primary schools, but relationships with the broader community (including the Press, parents, business, and alumni) are in an even earlier stage of infancy. Fostering some of those relationships will inevitably be a part of the job.

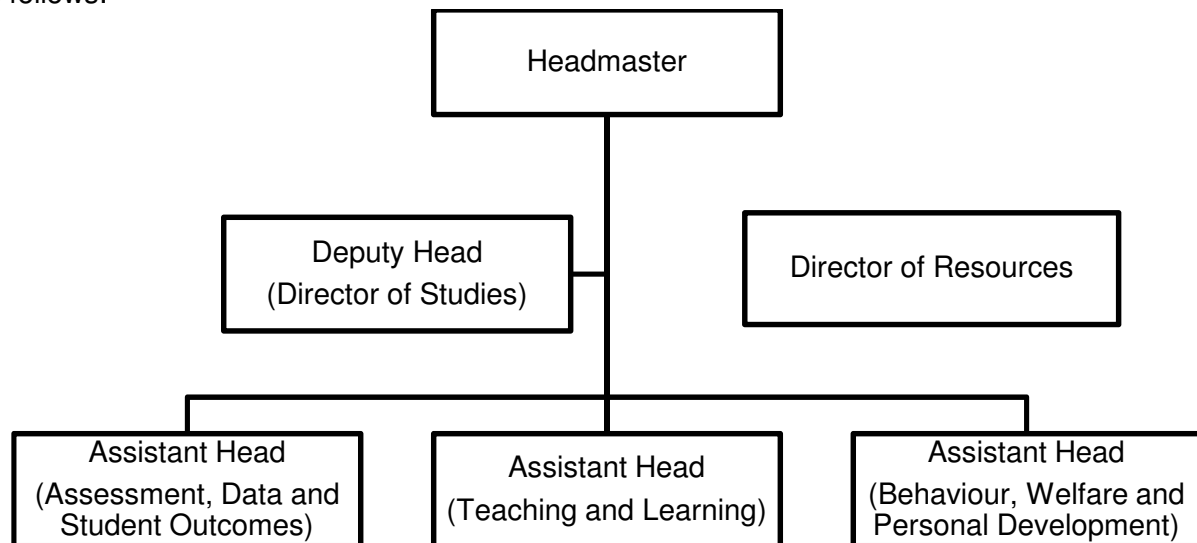
One of the key aspects of our work in 2016-17 has been a whole-school curriculum review, which has focused on both the structure and the content. We have made some important changes at Key Stage 3, with the introduction of Religious Studies and PaCE as discrete subjects, as well as redressing an imbalance in the amount of time allocated to the 'creative' subjects. Our commitment to those creative subjects is also demonstrated by the fact that we have not, at present, taken the decision that we will make the Ebacc compulsory for all students. Having, at senior level, defined the structure, individual departments have now been charged to work on the content. That work will continue into 2017-18 and the successful applicants for these positions will have a key role in holding Heads of Department to account for the work they are doing here.

THE APPOINTMENTS

I have been in post since September 2015 and inherited a Senior Team consisting of two Deputy Heads and a Business Manager. The School was judged to be 'Good' at its last inspection in November 2015 and arising from that inspection came a number of matters that the School needed to address. There is currently a lack of adequate provision in some areas, and a lack of capacity – in terms of numbers – at senior level to strategically manage a change in that provision. As such, restructuring and expansion of the team needs to take place and began in September 2016.

Phase 1 of the restructuring saw the appointment of one Assistant Head as an extra person on the Senior Leadership Team. That appointment has allowed us to make progress in a number of areas. These two new positions, and Phase 2 of the restructuring, come about further to the retirement, after many years of service to the School, of Mrs Cathy Lee – one of the current Deputy Heads.

The Senior Team, as a result of these appointments, will be established in my preferred model and will consist of myself (as Headmaster), Mrs Suzanne Ingram (as sole Deputy Head), three Assistant Heads (one currently in post – Mr Richard Smith – together with these two vacancies), and the School's new Director of Resources (Mrs Alison Harrison Wild). The proposed structure is as follows:



Within this structure, Richard Smith is the Assistant Head for Assessment, Data and Student Outcomes; therefore, the two posts being advertised here are Assistant Head (Teaching and Learning) and Assistant Head (Behaviour, Welfare and Personal Development). Those titles give an indication of the main focus of the roles; however, both include leadership and management in other aspects of school life. Applicants should look carefully at the job descriptions but are advised that the specific responsibilities may be adjusted to suit the strengths of the successful candidates.

This is an exciting opportunity to get involved at the beginning of what is going to be an important period in the School's development, and will provide a challenge for anyone who wishes to progress to Deputy Headship in time.

APPLICATION PROCESS

Applicants wishing to view the School in advance of making an application are invited to do so. Please contact Debbie Haslam, the Headmaster's PA, if you would like to make such an arrangement.

Applications should be made by:

- Completing the School's application form (CVs will not be accepted as an alternative to a completed form)
- Providing a supporting letter (on no more than two sides of A4, font size 11 if typed). The letter should specify which position you are applying for and detail how you meet the person specification and how your skills and experience to date make you the ideal candidate for the post.

Applications should be sent either by email, to dhaslam@spaldinggrammar.lincs.sch.uk, or by post, to Mrs D Haslam, Headmaster's PA, Spalding Grammar School, Priory Road, Spalding, Lincolnshire PE11 2XH

The closing date for applications is **Friday 24 February, at 12 noon**

Applicants will be informed whether they have been invited to interview on **Wednesday 1 March**

Interviews will take place on **Monday 6 and Tuesday 7 March**

I thank you for your interest in Spalding Grammar School and I look forward to hopefully receiving your application.

S M Wilkinson
Headmaster

JOB DESCRIPTION
ASSISTANT HEAD (TEACHING AND LEARNING)

Salary:
L10-15 (£48,711 - £55,049 currently) depending upon experience
Responsible to:
The Headmaster
Responsible for:
Heads of Religious Studies, ICT & Computing, Pre-U & EPQ Directors of Sport and Music Professional Tutor, Cover Manager
Key Purpose:
With the Headmaster, his Deputy and Assistants, to share responsibility for school policies, decision-making and strategic planning, and to take responsibility for specific areas of the School's work, in particular teaching and learning, in order to drive upwards the standards of education received by the students in the School
General Responsibilities:
<ul style="list-style-type: none">• Deputise for the Deputy Head and share leadership at the most senior level• Make significant contributions to meetings of the Senior Leadership Team• Contribute to the day to day organisation of the School and ensure it functions efficiently and effectively• Be a visible presence around the School and model expectations of staff and students• Make a significant contribution to the Governors' Monitoring Group meetings, including appropriate documentation• Make a significant contribution to the School's self-evaluation process, the SEF and SDP• Contribute to the monitoring of the quality of teaching, learning and assessment, through Departmental Reviews, including of those Departments for which direct line-management responsibility is not held• Contribution to the School Assembly programme• Contribution to staff appointments• Promoting student engagement, personal development and involvement in extra- and super-curricular activity• Presence, as appropriate, at school functions and evening events• Contribution to the Appraisal process for staff
Specific Responsibilities:
<ul style="list-style-type: none">• Leadership and management of the work of the Heads of those Departments listed above• Leadership and management of the Departmental Review process• Leadership and management of the Lesson Observation process• Responsibility for standards in the setting and marking of homework• Oversight of Cover and the continuity of students' education• Development of Programmes for the Most Able• Development of Independent Learning and Study Skills• Oversight of Staff Training and CPD• Responsibility for and development of the Primary School Liaison programme• Management of Open Evenings

JOB DESCRIPTION
ASSISTANT HEAD (BEHAVIOUR, WELFARE AND PERSONAL DEVELOPMENT)

Salary:

L10-15 (£48,711 - £55,049 currently) depending upon experience

Responsible to:

The Headmaster

Responsible for:

Heads of House
Heads of Modern Languages, Classics, Geography, Technology, PaCE
SENCo

Key Purpose:

With the Headmaster, his Deputy and Assistants, to share responsibility for school policies, decision-making and strategic planning, and to take responsibility for specific areas of the School's work, in particular behaviour, welfare and personal development, in order to drive upwards the standards of education received by the students in the School

General Responsibilities:

- Deputise for the Deputy Head and share leadership at the most senior level
- Make significant contributions to meetings of the Senior Leadership Team
- Contribute to the day to day organisation of the School and ensure it functions efficiently and effectively
- Be a visible presence around the School and model expectations of staff and students
- Make a significant contribution to the Governors' Monitoring Group meetings, including appropriate documentation
- Make a significant contribution to the School's self-evaluation process, the SEF and SDP
- Contribute to the monitoring of the quality of teaching, learning and assessment, through Departmental Reviews, including of those Departments for which direct line-management responsibility is not held
- Contribution to the School Assembly programme
- Contribution to staff appointments
- Promoting student engagement, personal development and involvement in extra- and super-curricular activity
- Presence, as appropriate, at school functions and evening events
- Contribution to the Appraisal process for staff

Specific Responsibilities:

- Leadership and management of the work of the Heads of those Departments listed above
- Leadership and management of the work of the Heads of House
- Strategic oversight of the Pastoral system
- Designated Safeguarding Officer (with appropriate training)
- Management of the Senior Student (Prefect) team
- Development of Behaviour for Learning responses – Rewards and Sanctions systems
- Oversight of SEND – meeting individual needs
- Oversight of Careers Education, Information, Advice and Guidance; work experience
- Oversight of Student Council
- Oversight of Flexydays and other off-timetable provision
- Parents and Friends Association (PFA) relations

PERSON SPECIFICATION

Criteria	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> • Good Honours degree • Qualified Teacher Status 	<ul style="list-style-type: none"> • A higher degree • Leadership qualification relevant to the post, e.g. NPQSL 	<ul style="list-style-type: none"> • Application Form
Professional Experience	<ul style="list-style-type: none"> • Outstanding teacher • Substantial and successful experience in Middle Leadership in the Secondary sector • Knowledge of current educational developments 	<ul style="list-style-type: none"> • Experience of working in a grammar school 	<ul style="list-style-type: none"> • Application Form • Interview process • References
Vision and Leadership	<ul style="list-style-type: none"> • Ability to lead, motivate, challenge and inspire staff and students • Ability to create, articulate, develop and realise an ambitious vision • Ability to initiate and successfully implement change, including raising achievement 	<ul style="list-style-type: none"> • Experience of leading school self-evaluation and using the outcomes in future planning 	<ul style="list-style-type: none"> • Application Form • Interview process • References
Leading Teaching and Learning	<ul style="list-style-type: none"> • Ability to use data to support learning, set targets and monitor and evaluate performance • Experience of monitoring/evaluating teaching and learning • Success in raising student achievement through review, evaluation and intervention 	<ul style="list-style-type: none"> • Ability to lead on the development of ICT as a tool for teaching • Experience of leading and developing whole-school literacy and/or programmes for the most able 	<ul style="list-style-type: none"> • Application Form • Interview process • References
Managing the School	<ul style="list-style-type: none"> • Experience of effective staff management, including delegation of responsibilities • Experience of Appraisal and continuing professional development of self and others • Ability to lead pastoral staff on the improvement of outcomes and behaviour for students • Ability to empower and sustain effective teams 	<ul style="list-style-type: none"> • Experience of, or capacity for, timetabling • Potential to lead child protection and safeguarding • Experience of strategic financial planning, budgetary management and securing best value 	<ul style="list-style-type: none"> • Application Form • Interview process • References
Working with Others	<ul style="list-style-type: none"> • A fluent and effective communicator • Ability to establish professional working relationships with all members of the School community 	<ul style="list-style-type: none"> • Leadership of professional development of staff • Experience of working with governors • Experience of working to build relationships in the wider community 	<ul style="list-style-type: none"> • Application Form • Interview process • References
Personal Qualities	<ul style="list-style-type: none"> • Enthusiasm, drive and a love for the job • A good sense of humour • Ability to work under pressure • Ability to organise, plan and prioritise time effectively • Ability to act decisively • Responsible, accountable, capable of responding constructively to criticism • Flexibility, adaptability and creativity • Competent in the use of ICT 		<ul style="list-style-type: none"> • Application Form • Interview process • References