

Queen Elizabeth Grammar School

Ullswater Road, Penrith, CA11 7EG

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Applicant Information Pack

Assistant Headteacher

Leadership Scale L11-L15





Welcome to Queen Elizabeth Grammar School, Penrith

Founded in 1564 by Royal Charter, our school has been helping young people to secure outstanding academic results and providing a well-rounded experience for over 450 years. The school encourages students to take responsibility for their learning from the moment they join, ensuring they are well prepared for the challenges they face on their journey at QEGS. We are a growing school with 1040 students currently on roll, but remain sufficiently small to recognise individual talents and ensure everyone is challenged and supported to reach their goals.

We have a long standing tradition of supporting students to be highly successful in their academic studies and rightly hold a place as a Beacon of Excellence across Cumbria. Our uniqueness comes in the equal emphasis we place on sports and the arts, ensuring all students have the opportunity to be true to themselves and develop their talents whatever they may be. We see it as vital that our students have a wide range of experiences and that they are prepared for their next step when they leave QEGS. This is why we have such a strong focus on enabling students to become independent, autonomous learners able to take what they are taught in the classroom beyond the curriculum, through their own wider research; creating links and developing their own understanding. Being part of the QEGS family means students are prepared for the world beyond school whether that be University, Higher Level Apprenticeship or employment – they leave us with the skills to be successful, able to stand out from their peers and enabled to make a difference to the world around them.

This culture of success is embedded across all aspects of the school and our values mean we put as much emphasis on developing our staff to ensure they have the skills to support our students for this ever changing world. As part of our team you will be supported in your own CPD goals to ensure you are prepared for your next stage in your career, whether this be through internal CPD, school visits or external training such as NPQs. As a school, we never stand still and are always looking for that magic ingredient that will enable our school community to excel in everything they apply themselves to.

At our heart, our vision to enable students to Aim High, Think Beyond and Strive Together to prepare them for their next step, whatever this may be. We know that this is a collaborative process and one which is centred around having the most dynamic and highly qualified staff to be able to unleash this potential in our community and I look forward to welcoming you to our school.

David Marchant

Headteacher

Queen Elizabeth Grammar School is committed to the safeguarding of all students and as part of the recruitment process we conduct enhanced checks into applicant's background.

About Us

Aiming High, Thinking Beyond, Striving Together

Aiming High

Students are encouraged to be independent, inquisitive learners and to explore ideas beyond and across their subject areas. A highly relevant, varied and challenging academic curriculum has been designed to meet the needs of our academically able student population. We passionately believe that the world our students will enter when they leave school will require them to be flexible and use their skills and expertise from a range of disciplines in order to be successful in their chosen career path.

Thinking Beyond

We encourage students to be open-minded and engage critically with the world around them; educating them about both the opportunities and dangers that lie ahead of them. Students are offered a vast array of opportunities outside of the classroom; both curriculum linked and super-curricular. The opportunity to experience new places and cultures is an essential part of life at QEGS.

Striving Together

Since QEGS was founded in 1564, the school has always sought to be active in the community it so proudly serves. QEGS is also a community in itself, founded on mutual respect and personal responsibility. The student population work collaboratively alongside staff, to support each other and ensure each individual is able to be as successful as possible. Success is widely celebrated at QEGS whether it be academic, sporting, creative, cultural, personal or collective.

Curriculum

A highly relevant, varied and challenging academic curriculum is the foundation for learning at Queen Elizabeth Grammar School, Penrith. As such, whilst there is a strong emphasis from Year 7 in the core subjects, students are offered a range of subjects from all areas, with opportunities to study an ever-widening range of additional courses at GCSE and A-Level.

More broadly, through our tutoring programme, we encourage students to be open-minded and engage with the world around them; educating them about both the opportunities and dangers that lie ahead of them.

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Curriculum Organisation Overview

We are committed to providing a curriculum that responds to the needs of every student whilst ensuring access to a broad and balanced educational experience. For the majority of our students, this means learning with us from the ages 11 to 18. We view this as a continuous, coherent journey and see one of the most important functions of learning during any key stage as being to prepare students for the next one.



Key Stage 3 (Year 7-9)

In KS3 our students have a broad and balanced curriculum which develops a wide range of skills and knowledge. Students will cover the full range of core and foundation subjects outlined in the National Curriculum, including two languages (French and German). Science is taught in an integrated way across Year 7 and Year 8 before becoming three separate disciplines in Year 9.

Key Stage 4 (Year 10-11)

At Key Stage 4, students are able to choose from a wide range of GCSE option subjects. All students study Maths, English Language, English Literature, RE, PE, Biology, Chemistry and Physics. They then choose their option choices with advice and guidance on an individual level. The majority of students take 11 GCSEs. All students also have lessons in personal development as part of their KS4 programme. This covers careers education, emergency aid, enterprise, health education, sex and relationship education, drugs education and study skills. Students in Year 10 have the opportunity of a week of work experience in the summer term.



At Key Stage 5 (Year 12–13)

We offer a wide range of A-Level courses. All students in the 6th form attend on a full time basis and most study three A levels with the option of the EPQ and a wide electives programme.

At both KS4 and KS5, QEGS performs above the national average in terms of performance measures.

A wide range of enrichment opportunities and trips are available to students across all key stages and all Year 12 students do a work experience placement.

Senior Leadership Team

The Senior Leadership Team is comprised of the Headteacher, Deputy Headteacher and, under a new structure, 4 Assistant Headteachers. Due to relocation and changes to the structure we are currently looking to appoint 3 Assistant Headteachers with clearly defined roles.

Queen Elizabeth Grammar School is an excellent school and received a 'Good' in all areas in our recent OFSTED report. The Headteacher joined the school in September 2022 and has set an ambitious programme to ensure the school retains its reputation as a 'Beacon of Excellence' across Cumbria.

- Assistant Headteacher – Behaviour, Welfare and Inclusion
- Assistant Headteacher – Raising Aspirations
- Assistant Headteacher – Sixth Form

While the roles are clearly defined, the successful candidate will be able to apply themselves to a range of roles and situations. It is expected that the Senior Team rotate roles over time as part of their continuing professional development. Therefore, while we welcome candidates who wish to express a clear preference for a specific role, we

are equally happy to receive applications from candidates who are willing to be flexible about the specific role they take on and bring their wider experiences to the team.

A Career at QEGS

In the competitive world of educational recruitment, it is important for teaching staff and support staff alike to consider whether there is a natural fit between their personal values and those of the organisation they are anticipating joining, whatever stage of their career they join us.

A significant reward of working at QEGS is that you will have the opportunity to work with some of the most talented, engaged and motivated students and staff in the country. Our common values of respect, integrity, determination, equality of opportunity and self-management instil in our students a strong work ethic, and our supportive culture provides what many people describe as a 'family feel' within our school.

As well as offering you a competitive salary and access to a generous pension scheme, there are also many additional benefits of working at QEGS some of which are summarised below:

- A supportive and collegiate staffing team
- A strategic programme of personalised CPD is offered, to help you plan your future career
- Access to a range of career enhancing qualifications including National Professional Qualifications (NPQML, NPQSL, NPQH and NPQEL), as well as industry specific qualifications e.g. AAT; BIFM and Masters degrees
- Staff social events
- Staff enrichment opportunities e.g. sporting activities
- Opportunities to participate in a varied programme of school trips, including visits to Zambia, Germany, winter sports etc.
- A policy of promoting from within (where possible).

Multi Academy Trust

Queen Elizabeth Grammar School will be joining Changing Lives Learning Trust in the near future and in all likelihood by the start of the academic year. This offers a large number of professional development opportunities for staff including through their work with One Cumbria teaching school hub. For further information about Changing Lives or One Cumbria please visit their website: <https://changinglives.education/> or <https://onecumbria.education/>

Application Process

The closing date for applications is **9.00 am 19th May 2023**, with interviews expected to take place on **24th and 25th May 2023**.

Please complete the application form which is online at the TES website and provide a supporting statement (on no more than two sides of A4). Your supporting statement should include how you meet the criteria in the person specification and how your skills and experience to date make you an ideal candidate for this post.

Please submit your application via the TES website.

Candidates are invited to book onto a tour of the school prior to application and copies of the School Development Plan for 2022-23 and the SLT structure are available on request. Please contact Becky Kennedy on 01768 864621 to arrange this.

Tours are being scheduled for:

- 3 pm on 11th May
- 10.30 am 12th May
- 9 am on 17th May

Shortlisting and Interview Process

Shortlisting will be based solely on the information provided within the application form, so ensuring your application form is accurate and fully completed is imperative.

After the shortlisting process has taken place successful candidates will then be invited to interview and references will be contacted.

All candidates who have been invited for interview will be required to bring the following documentation:

- Right to Work in the UK evidence (typically a passport or driving license)
- DBS Acceptable ID
- All relevant qualification certificates

Queen Elizabeth Grammar School is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment. An enhanced criminal record check via the Disclosure and Barring Service (DBS) will be undertaken for the successful candidate, including a check of the DBS Children's Barred List. All applicants must be willing to undergo safeguarding screening appropriate to the post, including checks with the DBS and at least two satisfactory references.

It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

Job Description

Job Title Assistant Headteacher

Salary Leadership (L11-L15)

Hours of work Full Time

Overall Job Purpose:

This post is a senior leadership post with specific responsibilities to be agreed with the post holder on an annual basis. It will involve working with the Headteacher and Deputy Headteacher, other Assistant Headteachers. It will also involve working with Middle Leaders and all staff across the school, both from our support and teaching staff teams.

All our teachers are leaders of learning and are committed to delivering the school's vision, achieving the high ambitions for the school's future. Their proactive support leads to sustained improvements and raised standards across the school, both as members of departments and tutor teams. They are accountable for specific identified and agreed operational functions within the teams to which they belong.

Main purpose

The assistant headteacher will support the headteacher and deputy headteacher in:

- Communicating the school's vision compellingly and supporting the headteacher's strategic leadership
- The day-to-day management of the school
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Monitoring progress towards meeting the school's aims and objectives
- Motivate staff and students to have a shared culture and positive climate.
- Promote creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Attend Trust Board meetings as needed to advise, report, support committees.

The assistant headteacher will also have a reduced teaching commitment, complying with the Teachers' Standards and modelling best practice for others.

They may also be required to undertake any of the duties delegated by the headteacher.

Qualities

The assistant headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's students
- Uphold the QEGS values and ethos
- Have high and exacting standards of themselves and others
- Meet deadlines in a timely manner
- Communicate clearly with all stakeholders

- › Put our students at the heart of every decision

Duties and responsibilities

School culture and behaviour

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- › Ensure students are kept safe and healthy as part of the school's commitment to safeguarding
- › Create a culture where students experience a positive and enriching school life
- › Uphold educational standards in order to prepare students from all backgrounds for their next phase of education and life
- › Ensure a culture of staff professionalism
- › Encourage high standards of behaviour from students, built on rules and routines that are understood by staff and students and clearly demonstrated by all adults in school
- › Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- › Support the Wider Senior Team by contributing to the duties rota

Teaching, curriculum and assessment

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- › Establish and sustain high-quality teaching across subjects and phases, based on evidence
- › Ensure the teaching of a broad, structured and coherent curriculum
- › Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- › Use valid, reliable and proportionate approaches to assessing students' knowledge and understanding of the curriculum
- › Use and develop systems and processes to use data to be able to support students' learning and progress

Additional and special educational needs and disabilities (SEND)

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- › Promote a culture and practices that allow all students to access the curriculum
- › Have ambitious expectations for all students with SEN and disabilities
- › Make sure the school works effectively with parents, carers and professionals to identify additional needs, and provide support and adaptation where appropriate
- › Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

Organisational management and school improvement

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- › Establish and oversee systems, processes and policies so the school can operate effectively and efficiently
- › Ensure staff and students' safety and welfare through effective approaches to safeguarding, as part of duty of care
- › Ensure rigorous approaches to identifying, managing and mitigating risk
- › Ensure effective use of budgets and resources
- › Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- › Make sure these school improvement strategies are effectively implemented

Staff management and professional development

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- Performance manage middle leaders, including carrying out appraisals and holding staff to account for their performance
- Manage staff well with due attention to workload
- Ensure staff have access to appropriate, high-standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet their own needs

Governance, accountability and working in partnership

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- Work with the trust board as appropriate
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students

Specific areas of responsibility

Duties specific to the advertised roles.

Behaviour, Welfare and Inclusion

The assistant headteacher will:

- Be the Designated Safeguarding Lead
- Lead on all aspects of Behaviour for Learning
- Establish and implement whole-school systems for student wellbeing
- Line manage Heads of Year and Pastoral Managers
- Provide staff with training and support so they can play a part in enhancing students' personal development
- Promote and evaluate the effectiveness of the school's behaviour policy and strategies
- Monitor student attendance and ensure it is continuously improving
- Analyse whole-school data on attendance, behaviour, exclusions and wellbeing to inform future improvement strategies
- To ensure high levels of attendance, including line managing the attendance officer
- Be lead teacher for Pupil Premium and LAC
- Top ensure good outcomes for students with SEND, including line managing the SENDCO
- Attend relevant cluster meetings

Raising Aspirations

The assistant headteacher will:

- Lead on Key Stage 4 attainment – working with relevant Heads of Year and Intervention lead
- Track and analyse student performance data, paying particular attention to disadvantaged groups such as those eligible for the student premium, those with special educational needs, or who speak English as an additional language (EAL)
- Plan and implement interventions for those students who are not progressing

- Provide training and support for teachers and support staff on ensuring students make progress in line with (or exceeding) expectations
- Lead on Careers to ensure the school is meeting the ever changing needs of students, with careers officer
- Ensure the school meets and exceeds Gatsby Benchmarks on careers
- Oversee enrichment provision including Educational visits and fulfil the role of EVC
- Increase access to enrichment provision by monitoring student uptake and working with the AHT Pastoral to effectively target students from particular groups e.g. PP.

Sixth Form

The assistant headteacher will:

- Be the Deputy Designated Safeguarding Lead – Sixth Form
- Lead on Key Stage 5 attainment – working with the Deputy Head of Sixth Form
- Track and analyse student performance data, paying particular attention to disadvantaged groups such as those eligible for the student premium, those with special educational needs, or who speak English as an additional language (EAL)
- Plan and implement interventions for those students who are not progressing
- Lead on all aspects of Behaviour for Learning within Sixth Form
- Lead the process for Sixth Form recruitment
- Lead the IAG process for Sixth Form including UCAS and supporting students with applications to non-university routes including apprenticeships
- Oversee the Bursary programme
- Oversee Electives and EPQ programme
- Lead on student Voice

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the assistant headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Person Specification

Area	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> • Good degree and teaching qualification. • Qualified teacher status. • Evidence of professional development relevant to the role. 	<ul style="list-style-type: none"> • Masters, NPQ or equivalent.
Experience and skills	<ul style="list-style-type: none"> • Middle or Senior Leadership experience in more than one school. • Involvement in school self-evaluation and development planning. • Demonstrable experience of successful line management and staff development. • Experience directly relation to one or more of the specific job roles advertised. • Experience as an exceptional classroom practitioner in a secondary setting. • Understands how and believes they can improve student outcomes. • Excellent understanding of assessment processes and how to use these to support planning and raise student achievement. • Experience of working with other teachers and supporting professionals to extend their understanding of educational issues. 	<ul style="list-style-type: none"> • Senior Leadership experience. • Experience of working in a selective school.

	<ul style="list-style-type: none"> • Evidence of successful leadership of an aspect of pastoral /curriculum related strategy and work. • Ability to lead own professional development. • Confident user of technology as a management tool. • Proven track record of leading extra-curricular. 	
Knowledge and skills	<ul style="list-style-type: none"> • Understanding of high-quality teaching, and the ability to model this for others and support others to improve. • Understanding of school finances. • Effective communication and interpersonal skills. • Ability to communicate a vision and inspire others. • Ability to build effective working relationships. • 	<ul style="list-style-type: none"> • Coaching and mentoring skills.
Personal Attributes	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school. • Ability to work under pressure and prioritise effectively. • Commitment to maintaining confidentiality at all times. • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position. • Ability to inspire, challenge and motivate colleagues. • Have a positive approach to education. • Energy, enthusiasm and perseverance. • Reliability and integrity. • Good interpersonal skills. • Able to perform well under pressure. • Clear vision and educational philosophy. • Positive commitment to individual personal development. • Capacity to work hard under pressure and meet deadlines. • A good record of attendance during the last three years. • Adaptable and amenable with respect to working practices. • Ability to work independently and be a team player. • Suitable to work with children. 	