



# READING BLUE COAT SCHOOL

## JOB PROFILE INFORMATION PACK

### DEPUTY HEAD (ACADEMIC)



## Closing date for applications: 29 September 2017

Interviews will be held during the week of 9 October 2017.

Applications may be submitted by CV or School Academic Staff Application Form, which can be downloaded from our website "Vacancies" page [www.rbc.org.uk/vacancies/](http://www.rbc.org.uk/vacancies/)

This should be submitted with your letter of application, by email to [recruitment@rbc.org.uk](mailto:recruitment@rbc.org.uk). You will be required to complete an Application Form if invited to attend an interview.

Contact for questions about the application process should be addressed to: Mr Ian King, HR Manager, Reading Blue Coat School, Holme Park, Sonning Lane, Sonning-on-Thames, RG4 6SU.



# READING BLUE COAT SCHOOL

## BACKGROUND

Reading Blue Coat School (RBCS) is a leading independent day school with 760 pupils. Boys aged 11 – 18 and girls aged 16 – 18. The School was founded in 1646 by Richard Aldworth, a merchant of The Skinners' Company and a Governor of Christ's Hospital. The School was established near St Mary's Minster Church in Reading and was originally known by its historic name of Aldworth's Hospital.

In 1947, Reading Blue Coat School moved to the magnificent 46 acre estate of Holme Park in the Berkshire Thames side village of Sonning, four miles east of Reading, where it remains today. The ethos of the School derives from its Christian foundation and traditions, fostering care and consideration within the community. The School aims to provide a stimulating and friendly atmosphere in which each pupil can realise his or her full intellectual, physical and creative potential. Pupils are encouraged to be self-reliant and adaptable, and the School intends that they will learn the basis of good citizenship, founded on honesty, fairness and understanding of the needs of others. The curriculum provides a balanced blend of academic and non-academic activities that combine to meet these objectives.

The School employs in excess of 160 salaried staff, of whom about 50% are academic staff.

## FACILITIES

The School enjoys excellent facilities and continues to invest in the site.

Key developments over the past five years include;

- the Richard Aldworth Building, a 25-classroom block that provides first-class teaching facilities for a number of major departments including English, Mathematics, Modern Languages, Classics, Geography, Art and a common room for Middle School pupils with views over the sports pitches;
- the Sixth Form Centre;
- a Psychology and Geology Centre;
- a riverside boathouse;
- an IT Centre;
- a Design & Technology Centre;
- a Drama Studio;
- and various other amenities have been completed.

The new buildings add to an already impressive list of facilities including the Sports Complex, the Science Centre, Reception and the Messer Building.

The Governors have further ambitions for the School and we have planning permission for the next phase in our development which will include:

- a new Grounds, Maintenance and Activities Centre;
- a new Performing Arts Centre.

## ACADEMIC LIFE

The academic curriculum at Reading Blue Coat is based on the principle that all pupils should experience a broad and balanced range of basic subjects and skills. From Year 9 onwards, this range is gradually modified, by elements of choice, enabling both the interests and aptitudes of individual pupils to be reflected. Most lessons are taught initially in classes of mixed ability, although setting occurs in Mathematics and French in Year 7, Languages in Year 8 and Science in Year 10.



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Geology is also a thriving subject, with a new Geology and Psychology Centre supporting the increased levels of interest.

In Year 11, all pupils take qualifications in English, Maths and Science (all IGCSE) and a Modern Foreign Language. They also take three GCSEs from a broad range of eleven subjects. All pupils take a GCSE in Religious Studies in Year 10.

In the Sixth Form pupils can choose from a range of 24 subjects, including subjects most will not have studied before, such as Economics, Government and Politics and Psychology. Enrichment opportunities in the Sixth Form include the Extended Project Qualification (EPQ), visiting speakers and the School's own UP (university preparation) programme. Reading Blue Coat School always seeks to stretch and challenge pupils and the School's Learning Support Department ensure that pupils with specific learning needs are supported effectively.

The School's Learning Research Group ensures a sustained focus on developing teachers and pedagogical enrichment. 2017 academic results were impressive; the A Level results were Blue Coat's best ever with 82.7% achieving A\*-B and at GCSE the School has achieved 90% A\*- B five years running.

Virtually all Year 13 leavers proceed to degree courses at universities of which approximately 70% go to the Russell Group of universities. Each year, four or five students attain places at Oxbridge. In 2017 just under 90% of students achieved places at their preferred university.

### PASTORAL

Pastoral care focused on the individual is at the heart of the School. Reading Blue Coat's pastoral structure is based around the tutorial system within the framework of four houses: Aldworth, Hall, Malthus and Rich. All pupils are part of a tutor group that is overseen by a member of staff who is responsible for their well-being and the development of their character and intellectual curiosity. The School prides itself on mutual respect, tolerance and courtesy, and all activities seek to strengthen these values. The house system enables pupils to take part in activities that foster the development of these ideals through music, sport, drama and public speaking.

### SPORT

Reading Blue Coat has an enviable reputation both locally and nationally for the high quality of its sporting teams. Sport plays a key role in developing every pupil's potential – physical fitness and skill, teamwork and learning how to win and lose. Sports are coached to a very high level while providing for, and encouraging, those for whom participation rather than excellence is important. Major sports are rowing, rugby, netball, football, cricket, tennis and athletics. Other sports include golf, squash, cross country, climbing, weight training, touch rugby, shooting and archery.

### DRAMA, MUSIC AND THE ARTS

Reading Blue Coat School has a reputation for drama performances of the highest quality, with an extensive programme of performances throughout the year. The main expressions of artistic undertakings at Reading Blue Coat are music, drama, public speaking and painting. Pupils' endeavours in the arts are highly successful and widely acclaimed, including internationally. Music is at the heart of the School; all boys are auditioned for the choir and many learn a musical instrument. The breadth and depth of musical and dramatic talent at the School is evident in the wide range of plays, concerts, "Swing into Summer time" – an outdoor festival of the arts, and other eclectic events that take place across the year.



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## CO-CURRICULAR

Co-curricular activities are designed to enable pupils to develop practical and social skills such as leadership, enterprise and communication. As part of the extensive co-curricular programme, Reading Blue Coat School offers a number of exciting options from which pupils can choose for their weekly activities session. Activities offered include Combined Cadet Force (all services), Duke of Edinburgh, Young Enterprise, Film Club, Archery, Creative Writing and Journalism.

## COMMUNITY

Reading Blue Coat pupils are encouraged to be aware of their place in the wider world and to show consideration for all those with whom they come into contact. These principles are based on the ideas handed down by our founder, Richard Aldworth. Today the School has strong links with the wider community and pupils have many opportunities to engage with the world beyond the School gates. The Sports Leaders programme is particularly popular, as it prepares Sixth Formers to go out into primary schools in Sonning, Caversham and Maidenhead to coach a number of sports. Reading Blue Coat's Primary Schools Placement programme also gives pupils the opportunity to assist with tuition in Maths, English and languages in local primary schools and A Level Philosophy pupils have delivered an introduction to Philosophy in a nearby school. Further afield, the School has an established partnership with a school in Ghana.

Further information is available on the School's website at [www.rbcs.org.uk](http://www.rbcs.org.uk).

Contact for questions about careers at the School and the application process should be addressed to: Mr Ian King, HR Manager, Reading Blue Coat School, Holme Park, Sonning Lane, Sonning-on-Thames, RG4 6SU or by email to [recruitment@rbcs.org.uk](mailto:recruitment@rbcs.org.uk)



# READING BLUE COAT SCHOOL

## DEPUTY HEAD (ACADEMIC)

Following the promotion of the recent incumbent to headship within another school, Reading Blue Coat School are looking for a well-motivated and dynamic individual to take on the role of Deputy Head (Academic) with effect from April 2018 or September 2018.

In this exciting role, we are looking for someone who can drive the standards of teaching and learning in our school and take responsibility for the academic curriculum. The successful candidate will be an excellent classroom practitioner and will have experience of managing change in a school context. He or she will have a real interest in pedagogy and in developments in teaching and learning, as well as the energy, communication skills and charisma to lead and inspire others.

The Deputy Head (Academic) will join the Senior Leadership Team which currently comprises the Headmaster, the Bursar, the Second Master and two other Deputy Heads, responsible respectively for pastoral care and staff development. The Deputy Head (Academic) will be expected to contribute to discussion and the formulation of policy relating to all areas of school life. Recent years have seen considerable development and expansion and there are exciting plans for the future. The successful applicant will be very much involved in the next stage of development and will have the opportunity to exercise strategic vision.

This role will suit candidates with experience of leadership in the school context (for example, a Head of department/year/section/major activity) as well as experience of involvement in whole-school initiatives. The job holder would be expected to teach up to seventeen 35-minute periods a week. Candidates for the post can offer any teaching subject, as long as it is currently on the curriculum at Blue Coat (see website for more details).

This is a wide-ranging, challenging but exciting role that will serve as excellent preparation for an individual who aspires to undertake further leadership roles, including headship, in the future. The Deputy Head (Academic) has a dedicated secretary who offers superb administrative support.

For an informal telephone conversation about the role, contact Jesse Elzinga, Headmaster, on 0118 944 1005 or email [hm@rbc.org.uk](mailto:hm@rbc.org.uk)





# READING BLUE COAT SCHOOL

## JOB DESCRIPTION

### DEPUTY HEAD (ACADEMIC)

Line Manager: Headmaster  
Department: Senior Leadership Team  
Direct reports: Academic and Registration Secretary

### **MAIN PURPOSE OF THE POST**

The Deputy Head (Academic) is responsible for the leadership and management of the academic curriculum. This requires ongoing analysis and evaluation of the current curriculum and the formulation and implementation of policy and practices regarding curriculum development, including the fostering of cross curricular co-operation. The Deputy Head (Academic) will be the catalyst and driving force behind curriculum development.

The job holder will monitor the academic standards prevailing within the School. In doing so, they will delegate day to day responsibility for monitoring, co-ordinating and evaluating the progress and performance of each pupil to Heads of Department. With the assistance of the Directors of Section the job holder will evaluate these processes and advise pupils, colleagues and parents accordingly.

As a member of the Senior Leadership Team the Deputy Head (Academic) will report to the Headmaster and will contribute to the evaluation, formulation and implementation of the School's policies and procedures.

### **Main Duties and Responsibilities:**

- Provide support for all staff with regard to academic and curricular matters.
- Ensure that the curriculum is appropriate to the needs of the pupils and that it is utilising the talents and skills of the staff and the facilities and resources within, and accessible to, the School.
- Ensure that the curriculum operates effectively and efficiently according to the objectives and policies of the School.
- Oversee the School's system of marking, assessing and examining the pupils' work. This will require ensuring that homework is set, marked and returned according to the policy of the School and to take appropriate action when necessary.
- Monitor the performance of each department and, in conjunction with the Headmaster, undertake an annual review of departmental performance.
- Advise and monitor the annual updating of each department's statement of policies and procedures (Department Handbook), including Schemes of Work.



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- Monitor the quality of teaching and learning in the classroom in conjunction with the Deputy Head (Staff Development) and advise on the conduct of Self-evaluation Focus Weeks.
- Oversee the School's provision for learning support in conjunction with the Head of Learning Support.
- Ensure that the provision for learning resources, including the library, is appropriate to the objectives and policies of the School.
- Improve the progress, where appropriate, of different groups of pupils, and to develop strategic interventions for those identified as potentially underachieving and/or who need extending.
- Promote strategies for independent learning throughout the school.
- Oversee, produce and publish the dates for assessment and reporting to parents.
- Promote, lead and contribute to staff induction and Continuing Professional Development (CPD) activities which are a crucial part of every teacher's experience, and to which the school is wholly committed.
- Provide strategic input in to careers, UCAS, Oxbridge preparation and overseas university preparation.

### **The Curriculum:**

- Keep abreast of educational developments, read widely and summarise for the Headmaster and other staff newly published educational documents and papers which have significance for secondary education.
- Advise the Headmaster and other staff on matters relating to curriculum development and put forward workable schemes when changes are necessary, including the reasons for change.
- Hold a meeting of the Heads of Department Committee, at least once per term. Present an agenda and minutes of each meeting.
- Fulfil the role of co-ordinator between departments and promote liaison between departments.
- Construct the annual Curriculum and Staffing Plans and the School Timetable, in conjunction with the Headmaster and other staff, and ensure that changing details are kept up-to-date throughout the year.
- Advise and direct the design and implementation of a homework schedule to operate throughout the School which takes into account subject requirements, pupil needs, pupil abilities and the timetable, in conjunction with the Heads of Year and Heads of Department.



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- Produce pre-G.C.S.E., G.C.S.E. and Sixth Form option brochures. Administer such processes.
- Liaise with feeder schools on curricular matters.
- Approve programmes of study for new entrants prior to admission and communicate decisions accordingly.
- Approve and record amendments to the programmes of study of all students as necessary.

### **Administrative:**

- Prepare and publish each pupil's academic programme of study and ensure that records are kept up-to-date.
- Oversee the administration of agreed Standardised Testing Assessments, conducted by the Academic Data Co-ordinator, and ensure that results are distributed to Heads of Department and tutors for use in the monitoring of teaching and learning.
- Administer the presentation and analysis of public examination results, including an evaluation of the trends and performance of each department and each teacher, for presentation to the Headmaster and governors.
- In conjunction with the Head of Learning Support, formulate and implement policy and procedures for the delivery of study skills across the School.
- Assess G.C.S.E. and A level results and be available, or make appropriate provision, at the time of issue of G.C.S.E. and Advanced Level results to advise students regarding further study.
- Complete the statistical returns pertaining to academic results, e.g. ISC, DFE, ISI etc.
- Oversee the work of the Examination Office in the conduct of internal and public examinations.
- Oversee the arrangements for Parents' Consultation Meetings with teachers.

### **Additional duties:**

- The post holder is responsible for promoting and safeguarding the welfare of pupils at the school.
- The post holder is responsible for using technical and operational knowledge to ensure a safe environment.
- Please note that this Job Description is not exhaustive and the employee may be expected to undertake additional duties if required.





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## PERSON SPECIFICATION

### DEPUTY HEAD (ACADEMIC)

The person specification focuses on the knowledge, skills, experience and qualifications required to undertake the role effectively. It is expected that the successful applicant will have and can demonstrate:

#### **Essential Skills, Qualifications and Attributes:**

- Experience of leadership within a school.
- Educated to degree level with any postgraduate or leadership qualification an advantage.
- Qualified teacher status / PGCE preferred.
- Outstanding teaching track record, with significant pastoral involvement.
- Substantial general experience across a broad range of educational activities.
- Comprehensive understanding of education and challenges therein, for the 11-18 age group.
- Demonstrable experience of engaging and building relationships with key internal and external parties.
- Successful record of delivering results.
- Distinct willingness to take responsibility for the innovations s/he introduces and a determination to see them carried through effectively.
- Highly articulate, capable of communicating both orally and in written form at all levels, including public speaking.
- Outstanding problem solving skills.
- Able to work with conflicting priorities and timescales.
- Able to delegate and motivate others.
- Possess the drive towards achieving academic excellence, with a profound interest in education and welfare of young people.
- Capable of identifying individuals' skills and making the most of them – a team builder and a team player.
- Possess gravitas and presence; integrity and independence of thought.
- Happy being visible – both inside and outside the School.
- Confident of own abilities; and possess the confidence to make difficult decisions.
- Able to act as ambassador and professional advocate for the School, with strong personal credibility and the capacity to build relationships.
- The ability to foresee, defuse and when necessary, resolve disputes.
- In sympathy with, and supportive of, the charitable objects and Christian traditions of the School.



# READING BLUE COAT SCHOOL

## **SUMMARY TERMS & CONDITIONS OF EMPLOYMENT**

- **Contract Status:** Permanent contract. Ideally commencing April 2018 or September 2018.
- **Salary:** Negotiable, dependent upon experience and qualifications.  
Annual salary is paid by bank transfer on the 25th of the month, or next working day thereafter, in 12 equal payments throughout the year.
- **Place of Work:** Reading Blue Coat School, Sonning on Thames, Berkshire, RG4 6SU.
- **Working hours:** From 08:15 to 16:20 Monday to Friday, with 60 minute meal break.  
Additional hours will be required for the delivery of co-curricular activities; school events; open evenings; parent's evenings etc.
- **Leave entitlement:** School holidays in accordance with the published School calendar.
- **Pension:** Membership of the contributory Teachers Pension Scheme (employee contribution between 7.4% and 11.7%, dependant on salary band; employer contribution currently 16.48%)
- **Meals:** Lunch and refreshments are provided free of charge by the School.
- **Parking:** Free Car parking is available on site.
- **Child Care:** Tax free Child Care vouchers are offered by salary sacrifice to assist with child care costs.
- **Fee Discounts:** Reduction in RBCS school fees for employees' children offered after 6 months service.
  - 50% reduction for all full time staff, pro-rated for part time staff
  - Fees (from 1 September 2017) are currently £5,373 per term
- **Sports facilities** Membership of the School Sports Centre with access to fully equipped gym and swimming pool.

Full details and terms and conditions of employment will be issued if an offer of employment is made.



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## **CHILD PROTECTION**

Reading Blue Coat School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post may involve unsupervised contact with children and young people.

The successful candidate will be required to undertake the Disclosure & Barring Service (DBS) enhanced criminal records clearance process.

### **Interview**

The selection process will test and assess the above issues. As required by regulation, the interview will be based on;

- 'competency questioning',
- and where appropriate will address: the candidate's attitude towards children and young people;
- his/her ability to support the School's agenda for safeguarding and promoting the welfare of children;
- gaps in his/her employment history;
- Concerns or discrepancies arising from the information provided by the candidate and/or a referee.

In addition to the candidates' ability to perform the duties of the post, the interview will also explore related issues including:

- motivation to work with children and young people;
- ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- emotional resilience in working with challenging behaviours;
- Attitudes to use of authority and maintaining discipline.

### **Recruitment, selection and disclosure policy and procedure**

Candidates are advised to read the School's policy on recruitment, selection and disclosure before submitting an application for employment. This can be downloaded on the School website, "Vacancies" page.