Blenheim

Head of Business

JANUARY 2020

MPS/UPS + TLR 2d (£5,585) + Recruitment & Retention Allowance of up to £5,000



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BACKGROUND INFORMATION

Blenheim has been under new leadership since April 2017. The school became Surrey's most improved secondary school in the 2017-18 academic year, was categorised as 'good' in all areas in May 2019 and attained its best GCSE results in the summer of 2019. A number of comprehensive measures have been put in place. These have improved the consistency of teaching, the quality of assessments and the impact of feedback, so that all students now make good or better progress. At the heart of the school's recent successes has been the comprehensive and consistent implementation of formative assessment across the curriculum.

Blenheim is a dynamic, exciting and supportive environment in which to work. The school opened in September 1997 with one year group and has grown to its current size of 1275 students on roll including 200 in the Sixth Form. Blenheim is a mixed comprehensive and our reputation in the community is excellent and as a result the school is very popular. The intake comprises of students from all surrounding areas with ability levels being favourable; over 50% of all students have high prior attainment at the end of Key Stage 2. Recruitment of students into Year 7 has increased by 22% since September 2017, as detailed below:

Year	2017	2018	2019
Number of Year 7 Students	188	209	230

Blenheim revolves around a growth mindset where all members of the school community are expected to value and develop the characteristics of hard work, resilience, innovation and improvement. Since April 2017, there has been significant change to the school's structures and systems, including:

- New Headteacher
- New Leadership Team compromising one Deputy Headteacher and ten Assistant Headteachers
- An extended day for Year 11 and Year 13 students
- A comprehensive Easter revision programme for students in Years 11, 12 and 13
- A three-year Key Stage 4
- A six-period school day compromising of an increased number of double periods
- An alternative pathway for vocational Key Stage 4 learners providing high quality vocational provision
- A Chelsea FC Girls' Sixth Form Football Academy
- An extra fortnight's holiday with a two week October half term and a seven week summer holiday.

In May 2019, Blenheim was characterised as a 'good' school following a Section 5 Ofsted inspection. Please click here to read the Ofsted Report. Ofsted commented that the vast majority of the school's previous weaknesses had been rectified and that the school now had excellent capacity to continue improving. The Headteacher, Mr A A Bodell, has made a long term commitment to Blenheim.

Blenheim converted to Academy Status in March 2012 and has developed many community and primary school links. Blenheim is a well–resourced school and is fortunate to have outstanding facilities including large grounds, grass football and rugby pitches and an artificial pitch. The school has a significant capital reserve with complete autonomy to invest. Together with a very supportive governing body the school has been able to 'move quickly' and invest significantly in several areas, not least in the appointment of high-quality teachers and site infrastructure. Our buildings are modern and this summer received an internal £500,000 face lift. Visitors now comment on the calm, purposeful learning environment that pervades.

Blenheim has an iPad for learning scheme under which all students have access to an iPad with the over whelming majority having their own personal device and, naturally, teaching staff need to be willing to engage with new technologies and to want to develop themselves.

BLENHEIM GCSE RESULTS 2018 & 2019

2018 and 2019 has seen a significant increase in Blenheim's GCSE results. A combination of well -researched teaching and learning practices, rhythmical assessment and feedback, frequent reporting, well - timed interventions and consistent monitoring of student performance has led to increases in almost all areas of GCSE performance. This improved performance compares favourably with both Blenheim's 2016 & 2017 GCSE results and 2018 & 19 National GCSE results.

In 2017, apart from Maths and English, grades were attributed A* - G grades with A* - C being considered 'higher' grades or passes. By 2019, all subjects (bar a minority) were attributed 9 – 1 grades with 9 – 4 being considered 'higher' grades or passes.

Maths and English results averaged over 2018 & 19 compared to National average

	Blenheim 2018 & 19	National 2018 & 19
5 + 9 – 4 or A*- C incl. Maths & English	65%	58%
Maths 9 - 4	76%	60%
English Language 9 - 4	75%	62%
English Literature 9 - 4	76%	73%
English 9 – 4 (best of Lang or Lit taken)	79%	75%

9 – 7 and 9 – 4 Grades averaged over 2018 & 19 compared to National average

	Blenheim 2018 & 19	National 2018 & 19
9 – 7 grades	22%	20%
9 – 4 grades	74%	67%

English Baccalaureate results averaged over 2018 & 2019 compared to Blenheim in 2016 & 17

	Blenheim 2018 &19	Blenheim 2016 & 17
English 9 – 5	63%	65%
Maths 9 – 5	58%	39%
English (best of Lang or Lit taken) 9 – 4	79%	65%
Maths 9 - 4	76%	70%
The English Baccalaureate pass	23%	20%
Combined Science (Double Science)	64%	49%
Biology 9 - 4 or A*- C	92%	86%
Chemistry 9 - 4 or A*- C	91%	83%
Physics 9 - 4 or A*- C	91%	81%
Geography 9 - 4 or A*- C	70%	64%
History 9 - 4 or A*- C	60%	65%
French 9 - 4 or A*- C	84%	72%
German 9 - 4 or A*- C	80%	65%
Spanish 9 - 4 or A*- C	78%	73%
Computing 9 - 4 or A*- C	70%	48%

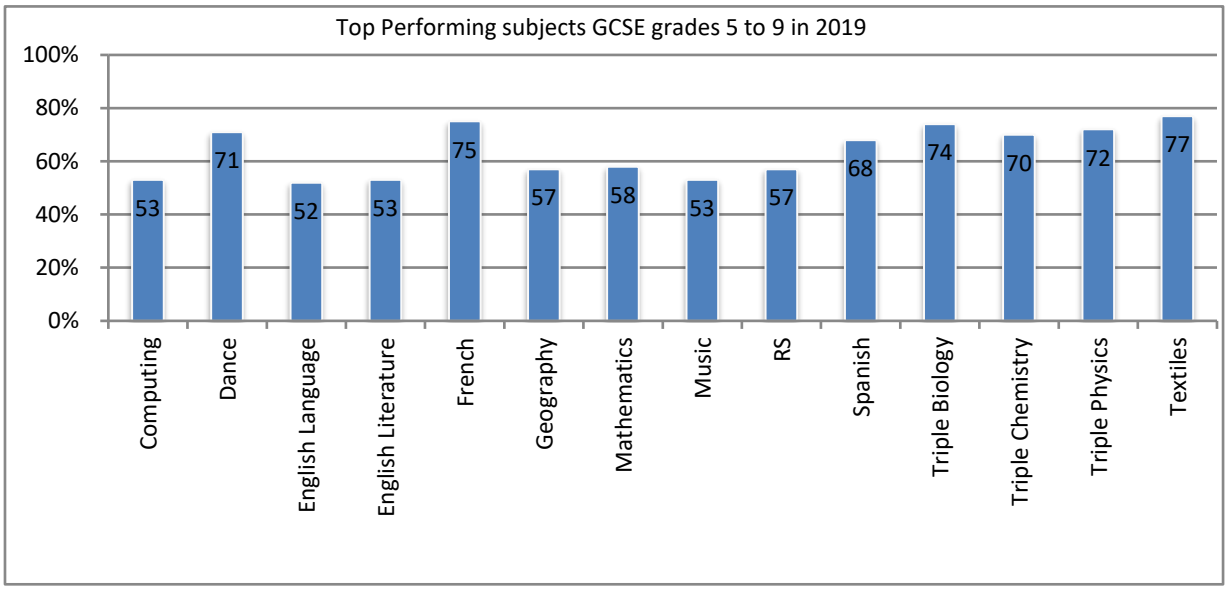
BLENHEIM GCSE RESULTS 2019

Achievement across a range of subjects

Blenheim's 9 – 4 pass rate was 72%. In Computing, Dance, Drama, DT Textiles, English Language & Literature, French, Geography, German, Mathematics, Music, RS, Sciences and Spanish over half of all grades were 9 - 5. In Technical awards, Blenheim achieved a 100% pass rate (Pass to Distinction*) in Level 2 Child Development, Health and Fitness and Travel and Tourism.

English and Mathematics

Results in these core subjects remained well above the national average for Blenheim students in 2019 with 77% gaining the 9 - 4 GCSE grade in Mathematics, 77% in English Language and 74% in English Literature, with 12% of grades being the highest GCSE grade of 9 - 7 in English and 21% in Mathematics.



GCSE grades 7 to 9

17% of all our entries were awarded 9-7 grades, 34 students achieved average grades of 7 or higher, and 7 students achieved an average of grade 8 or higher. Our top performing student secured all grade 9s and a Distinction* in Health & Fitness.

Success in Triple Science

In Biology, Chemistry and Physics over 90% of entries gained a grade 4 or higher with 35% of grades being 9 - 7, 2% higher than in 2018.

Key Measures	Blenheim 2019	Blenheim 2018
5 + 9 – 4 or A*- C incl. Maths & English	65%	64%
9 - 4 English (best)	83%	75%
9 - 4 Mathematics	77%	74%

JOB PROFILE

The Aim:
To ensure that students make maximum progress. The Head of Department will emphasise a Growth Mind set modelling the characteristics of hard work, resilience, innovation and improvement.

Accountable to:
- A member of the Leadership team.

Supporting roles
- The Head of Department will be supported by other members of the department, the school secretariat and teaching assistants

Job Purpose:
- To ensure that all students make maximum progress. This particularly applies to pupil premium students and the successful candidate will work closely with the Assistant Headteacher – pupil premium lead, in this regard.
- To ensure students of all ages are supported and challenged as necessary and achieve optimum levels of engagement with school life.
- To support and challenge members of the department as necessary thus ensuring that the student experience and progress is maximised.
- To help maximise student attendance by the department delivering creative, innovative and rewarding lessons.
- To role model excellent practices, actively encouraging other members of the department to do the same, going 'above and beyond', intervening with students outside the curriculum so they 'catch up' as quickly as possible.
- To support and challenge Heads of Year so that underachieving students have barriers removed from their learning and regularly show good learning behaviours including being properly equipped for lessons.
- To effectively lead the department so protocols are consistently followed e.g. deadlines are met, registers are taken, iPads are dropped off at the front of the class at the start of each lesson, students' have challenging starter activities, the main parts of lessons involve students applying their newly acquired skills or knowledge regularly and expediently etc.
- To ensure lessons are well planned and follow schemes of work with regular and consistent assessments providing students with high quality feedback which they are accountable for acting upon via DIRT marking.
- To encourage a culture of shared practice in the department where resources are shared, practices are discussed and peer lesson observations take place on a regular basis; typically half termly.
- To communicate with parents on a range of issues, particularly where students are underachieving.
- To communicate appropriate information to teaching and support staff.
- To contribute to a confidential record of issues affecting the educational progress of students.
- To be highly visible and a point of contact for students.

Safeguarding
- To be familiar with school policies, in particular safeguarding procedures, and promote the welfare of children.

Key responsibilities:

- Be a champion for the department advocating its place in the curriculum and the benefits it will provide students once they leave school.
- Ensure vulnerable and pupil premium students can succeed through differentiation and stimulating lesson delivery.
- Be a highly visible point of contact for students and families when they require assistance or information relating to the department.
- Lead department meetings.
- Ensure school uniform is worn correctly.
- Produce internal and external reports as necessary.
- Work within school systems to inform teaching and non-teaching staff about students' progress.
- Communicate effectively and purposefully with parents so they are well informed about the department's procedures, expectations and upcoming events.
- Promote positive attitudes to learning and behaviour for learning with vulnerable students.
- Liaise with the SEND Department to ensure students with unique needs are effectively catered for.
- Uphold and promote the values and ethos of the school.
- **The post holder will be expected to run after school, each week, at least one voluntary 60 minute academic 'clinic' on their own subject to a group of KS4 or KS5 students as identified by the Head of Department, Deputy Head (Curriculum) or Headteacher. This clinic will not be part of the role of Head of Department rather it will be part of a wider, whole school, extended day.**

Person Specification

- A willingness to embrace a growth mind set.
- A motivated individual who can inspire.
- The ability to 'absorb' the challenges of the day and still maintain high standards of professionalism.
- A team player putting students first and working with colleagues efficiently and effectively; recognising the 'greater good'.
- Strong interpersonal and communication skills both orally and in writing.
- A genuine interest and enjoyment in working with students, educators, schools and learning.
- Ability to demonstrate flexibility and tenacity.
- Confident, assertive and able to thrive in a challenging environment.
- Ability to motivate pupils through a variety of methods, including competition, rewards, sanctions and the setting of SMART goals.
- Ability to interpret and track student progress through the use of data.
- Ability to successfully encourage students to achieve their academic and recreational potential.
- Commitment to provide a supporting and challenging environment for students, particularly pupil premium students including those with Special Educational Needs.
- Commitment to individual continuous professional development, wanting to 'get better' by building on strengths but also recognising development areas and actively seeking to improve them.

General

- Demonstrate a keen interest in all aspects of school life.
- To show solidarity by supporting school policy, and the senior leadership team, publicly.
- To challenge school policy, and the senior leadership team, privately.



THE APPLICATION PROCESS

Please complete the school's application form including a Statement of Application outlining achievements to date and detailing why you are the right person for the role given the candidate brief. Please ensure this is no more than two sides of A4.

Please email your completed application to recruitment@blenheim.surrey.sch.uk. Applications should be received by **12.00pm (noon) Tuesday 15th October 2019** and interviews will be shortly afterwards. The school reserves the right to interview and appoint this position ahead of any advised application closing date should an appropriate candidate be found. Therefore, it is advisable to submit applications as early as possible.

Please be reminded that you are liable to prosecution if you are included in the Disclosure and Barring Service's/Disclosure Scotland's Children's Barred List and engage, or seek or offer to engage, in work which either involves contact with children or provides opportunities for contact with children.

