



# **Headteacher (L33-L39)**

**£103 578 - £119 921**

**Recruitment Pack**

**2023 – 2024**





## Welcome from the Chair of Governors

Thank you for your interest in this vacancy.

This vacancy has arisen because of the upcoming retirement of our current Headteacher, Nick Goforth, who has successfully led the school through the Covid pandemic and two Ofsted inspections.

Belper School and Sixth Form Centre is an exceptional place. We combine strong academic standards, a rich & inspirational curriculum, and a caring & supportive ethos to provide the best education we can for our wonderful students. We also like to think we are a great place to work, and Ofsted agreed! (*"Staff are happy and proud to work at the school. Leaders are considerate of staff's workload and well-being"* OFSTED, 2022)

The school has been proud to serve the thriving community of Belper and surrounding villages for over 50 years. Belper in Derbyshire is on the edge of the Peak District with good road and rail links to other parts of the country. It is situated in the Derwent Valley World Heritage Site and has previously won the Best High Street and Market Town in the UK award. Belper has a creative and inclusive community and hosts an annual arts festival and a very popular Pride event.

Our vision is encapsulated in the phrase **"Create Your Future. Be who you are and become who you aspire to be"** and this vision guides our educational direction. We want to provide our students with the qualifications, knowledge, and skills they need to have happy and successful lives. We know that our students leave Belper well prepared to thrive as adults and we are proud of what our alumni achieve; from international athletes, to space engineers, from creative professionals, to self-employed entrepreneurs and much, much more. To provide the best education we can, we understand how important it is to recruit, retain and invest in our staff. We see our school as one community of families, students, teaching staff, support staff, leadership staff, and governors all working together.

We prioritise staff wellbeing and understand how this links to our staff retention remaining high. The Senior Leadership Team are always visible in school, working hard to bring out the best in our staff. We are a strong and committed governing body who take our roles and responsibilities seriously.

Belper School and Sixth Form Centre is a lively and successful school of just under 1200 students including 150 Sixth Formers. It has been a Foundation School since 1998 and is now in the early stages of applying to join the Embark Federation.

At Belper School we believe passionately in an inclusive approach to education and in promoting the personal development of every student. We have a distinctive ethos, which marks us out from many other schools. While we value academic achievement and strong exam results, we also believe it is our duty to create responsible citizens for the future. Self-respect and respect for others are central to that belief.

We keep the students at the school central to the decisions we make. As chair I am very proud to say that the students are amongst the kindest and politest young people I have ever had the privilege to work with and visitors often comment on the very positive feel of the school. Their conduct in lessons and around the site is excellent. (*"Lessons are calm and orderly"* OFSTED, 2022) Belper is a school where teachers can truly focus on teaching.

The governors seek to appoint an exceptional new headteacher who will lead our school to be outstanding in all aspects. We want our new head to:



- be an inspirational professional who will provide vision, strong leadership, and direction. lead by example, have high expectations of both staff and students, and encourage high standards throughout.
- have the proven leadership ability to develop an environment which enable students to achieve excellent standards in learning.
- nurture the school's inclusive ethos and have the capacity to inspire and enthuse staff and students to excel.
- Make staff wellbeing a priority whilst retaining high teaching standards.

We value diversity in our staff teams and welcome applications from suitably qualified people from all backgrounds and life experiences.

If you are considering applying and wish to know more about the school, please contact Lynne Horder via the school office and we will be more than happy to make an appointment for you to visit the school and speak to the current headteacher.

Yours faithfully

*Claire Lightfoot*

Chair of Governors



## OUR VISION AND VALUES – CREATE YOUR FUTURE

Belper School is committed to providing a high-quality educational experience which develops in students the aspiration, knowledge, skills and understanding they require to create happy and successful futures for themselves.

We summarise this vision in the phrase “*Create your future. Be who you are and become who you aspire to be.*”

At its core, our ethos is built on respect, inclusivity and responsibility, nurturing students to be individuals within a family approach. Central to this ethos is a focus on relationships which demonstrate mutual respect and equality. The school places value on treating each other, and our environment, with care, dignity, and compassion, so that as members of the school and wider community we can make a difference. The ethos is student-centred, empowering people to have confidence to participate and engage.

Belper School has a determination for all students to fulfil their potential and experience success. There is a commitment to high quality learning and teaching that challenges and inspires all, ensuring that individual needs are met and that students can make progress, develop, and grow to make a valued and positive contribution to society. Emphasis is placed on a broad and balanced curriculum that enables horizons to be broadened and promotes independence, creativity, and enjoyment.

At our school there is a passionate belief in providing diverse and rich opportunities and encouraging students to step up and participate in what is on offer. There is a drive to celebrate success and take pride in effort and achievement. We call this “*Respect for All, By All*”

## OUR MISSION STATEMENT

Our educational mission is to provide excellence, inspiration, drive and a sense of community.

**EXCELLENCE** – We strive to provide a high-quality learning environment which enables all students to achieve excellence.

**INSPIRATION** – We aim to deliver an inspirational curriculum which allows all students to be who they are and become who they aspire to be.

**DRIVE** – Our staff drive themselves to provide the best possible education for our amazing students.

**COMMUNITY** – We believe in creating a positive learning community that is supportive and caring, enabling all students to participate, achieve and flourish.



## ABOUT OUR SCHOOL

Belper School & Sixth Form Centre is a popular and high achieving foundation school at the heart of the picturesque Derbyshire town of Belper. We have 1200 students on roll with 150 in the sixth form and employ over 170 staff.

- Belper School is a non-uniform school which is an important part of our ethos.
- We are a very friendly school with a positive atmosphere, and we work hard to ensure that every child feels valued and respected. *“There are positive relationships between staff and pupils. Pupils are happy at school.”* (OFSTED, 2022).
- The school is very well resourced with a wide range of facilities across our large site.
- The foundation of our school is our caring and supportive highly inclusive ethos. *“Belper School and Sixth Form Centre is an inclusive school ... Pupils can ‘be who they are’ and have their own identity”* (OFSTED, 2019).
- Our students are exceptionally understanding. *“Pupils are kind and considerate. They accept others’ differences”* (OFSTED, 2019).
- We provide a very broad and inspirational personal development and enrichment curriculum *“Leaders have developed a well thought out programme for pupils’ personal development. ... Pupils value the range of activities that the school offers”* (OFSTED, 2022).
- We have a wide range of academic courses *“Curriculum plans in the sixth form are well developed and the work that teachers set is demanding”* (OFSTED, 2022).
- Our pupils mostly achieve strong examination results although a small minority have struggled since Covid with their attendance due to health concerns. The school was ranked in the top 10 schools in Derbyshire at KS4 for EM5+ in 2023. *“Leaders have high expectations of all students in the sixth form. Students say that teachers want the best for them.”* (OFSTED, 2022).
- Improving teaching and learning is central to our mission to be the best school we can possibly be. *“Leaders have a sharp focus on improving the curriculum. In most subjects, curriculum plans are ambitious and well thought out.”* (OFSTED, 2022).
- We see ourselves as being at the centre of the local community and have strong links with other local schools and organisations. We also strive to maintain excellent relationships with the families of our students.
- Well over 80% of the pupils from our main feeder schools typically choose to come to us in Year 7 and we are usually oversubscribed which facilitates the building of very strong links with Key Stage 2.



## OFSTED INSPECTIONS 2019 & 2022

Just after Nick Goforth joined the school in September 2019, we had an Ofsted inspection which identified several areas in need of significant improvement. Whilst in some ways it wasn't the best start to his first term at Belper, at least it gave us a clear baseline to build on and build on it we did!

The main areas we needed to address were our behaviour systems (but not the students' behaviour), attainment of disadvantaged students, SEND leadership, students' attendance, and some areas of curriculum planning.

Despite the Covid disruption we made substantial progress on addressing these issues. We appointed a largely new senior team, a new pastoral team and a new SEND leadership team who have led significant improvements in most areas of our provision (See next section for further details of the developments we have made since 2019). It is worthy of note that our staffing has remained largely stable through these changes except for retirements. The changes have been "done with" not "done to" staff.

In November 2022, we had the return inspection which confirmed the significant progress we had made, and we were close to an overall good grade with some areas of Q of E being the only areas left to work on. Since then, we have continued to rapidly improve the school, with a particular focus on formative assessment in lessons and SEND adaptations. We are now confident we will be good at our next inspection whenever that may come.

Following the second RI inspection outcome the DfE were minded to issue an academy order and allocate the school to a Trust of the DfE's choosing. The school challenged this decision successfully on the considerable progress made from 2019 to 2022, and the strength of the Senior Leadership Team.

Subsequently the governors have explored academisation and have decided to join the Embark Federation, a Derbyshire based multi academy trust with very similar values to our own. We were looking at Embark well before and separately to the double RI process and see it as a trust which will really benefit the school.

The application to join Embark is currently with the DfE and we are waiting for them to approve it before we start the full joining process. This is expected to start in the summer term 23-24 although that is not certain. Whilst we wait, we have joined Embark as a partner school and currently take part within the networks and improvement programme.

If you would like to learn more about Embark and how they work with their schools, please contact Craig Yates on [Craig.Yates@embarkfed.org.uk](mailto:Craig.Yates@embarkfed.org.uk) or call 07377440234.

Here is the link to our most recent Ofsted report and progress tables [Click here](#)

## KEY DEVELOPMENTS SINCE 2019 INSPECTION

### Staffing Structures

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- A new senior team with responsibilities which closely match the school's strategic aims.
- A new SEND leadership team of SENDCo, Assistant SENDCo, Learning support coordinator and an alternative provision coordinator.
- Expanded Pastoral, SEND, attendance, mental health, and inclusion teams.
- New literacy lead and raising aspirations lead.

### Strategic Developments

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- Review and update of Governance by external NLG (which found the GB to be effective).
- A new T&L policy embedded in all relevant processes.
- A significant increase in staff development through weekly meetings, action groups, teaching community groups, NPQs and the Embark school development offer.
- A new comprehensive behaviour & rewards policy.
- Significant expansion of SEND and pastoral support provision.
- A new QA process with calendared half termly activities.
- Significantly updated assessment procedures.

### Curriculum Updates

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- Review and significant updates to curriculum planning across the school including the introduction of knowledge organisers.
- Expansion of sixth form curriculum in areas such as criminology and geology.
- Creation of small "nurture groups" in core subjects in key stage 3.

### Site Upgrades

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- £1 million sixth form block extension.
- £2 million to replace main building electrical wiring & lighting and upgrade the fire alarm.
- £1 million to replace roofing in the main building.
- Cosmetic updates to many areas including a significant remodelling of the staff room.

### Enabling Facilities

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- New MIS system (Bromcom) and SEND provision mapping software (Edukey).
- New financial planning and tracking system (Access).
- Introduction of cashless catering.
- New website and marketing materials.
- New infrastructure such as site wide CCTV, new phone system and upgraded photocopiers.
- Significantly upgraded internal computer network and much improved internet connection.

## FURTHER INFORMATION

### Senior Leadership Team

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<input type="checkbox"/> Headteacher	Nick Goforth
<input type="checkbox"/> Deputy Headteacher (T&L and outcomes)	Matilde Warden
<input type="checkbox"/> Assistant Headteacher (Climate for learning)	Robert Turner
<input type="checkbox"/> Assistant Headteacher (Student wellbeing)	Gavin Brookes
<input type="checkbox"/> Assistant Headteacher (School organisation)	Mark Kazmierczak
<input type="checkbox"/> SENDCo	Ros Conroy
<input type="checkbox"/> Head of Sixth Form	Paul Brumby
<input type="checkbox"/> Business Manager	Julie Huddleston

### Staff

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The school has 80 teaching staff and over 100 support, site & admin staff.

The TLR structure is based around 9 faculties: English, Maths, Science, Humanities, Modern Foreign Languages, Technology, Physical Education, Creative Industries and Computing. There is a strong and well-resourced Learning Support department and an Alternative Curriculum inclusion centre (ACCESS).

Pastoral support is based on year groups, led by five Heads of Year and the Head of Sixth Form.

### School Budget

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The annual school budget for 2023-2024 totalled over £7 million. We currently have a large carry forward of several hundred thousand pounds and healthy student numbers. The national funding projections for education are in a state of flux currently but the school is well placed to cope.

### School History

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The school opened in 1973 on its current site as a 13-18 school, becoming an 11-18 school in 1986. The school has expanded rapidly since then due to its popularity and several housing developments within the town. Consequently, the school has several buildings that have been added over the years, which have created a very distinctive look and feel to the site.

Originally, the school was a Local Authority school before becoming Grant Maintained in 1993. It is now a Foundation school working within the Local Authority, and is in the process of joining a Multi Academy Trust.



## School Facilities

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The school enjoys good quality specialist facilities. We have our own large playing fields and benefit from an arrangement with Belper Leisure Centre for PE facilities and examination rooms. This arrangement provides access to a vast range of sports and physical activities including a sports hall, gymnasium, swimming pool, squash courts and the option to hire a state-of-the-art 3g football pitch. The school is divided into Faculty areas, all of which have dedicated and specialist spaces, with computing rooms located throughout the site.

The most recent buildings added were an extension block to the Sixth Form, a purpose-built Languages block and a superbly designed Art and Drama block. In addition to this, we benefitted from a grant to develop the hall area into a superb fully functioning theatre space which is regularly hired by community organisations for performances, shows and events.

## Student Numbers

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There are currently just under 1200 students on roll, a number that is predicted to remain stable over the next few years although we are usually slightly over subscribed for year 6 into 7. The PAN is 210, with an intake of 210 predicted for the foreseeable future.

## Partnerships with Feeder Schools

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Belper School is a founding member of the Belper Cluster Collaboration (BCC), which is a group of schools within the town and surrounding villages, who work together to provide the best possible education for the children of the area. The BCC works effectively together to support school improvement in each other's organisations and to foster best practice across the schools.

Belper School is extremely proud of its close relationship with the local primary schools and the regular joint events and activities that happen throughout the year.

## The Curriculum

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The curriculum offers students a broad and balanced high-quality education which supports learning and teaching. A strong curriculum vision and a commitment to providing appropriate provision enable students to learn the skills and knowledge which will equip them to achieve and navigate life beyond school successfully.

The impact of the curriculum is regularly assessed, evaluated, and reviewed to ensure that our provision is relevant and appropriate for the many different pathways available to our students. SMSC, including British Values, underpin and enrich the curriculum, enabling students to make academic progress whilst developing into well-rounded citizens.



## Extra-Curricular and Enrichment Programmes

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There is a wide variety of additional activities and programmes for students to participate in. Over the years we have been involved in exchanges and cultural experiences with other countries, including France, Germany, Spain and Japan, and we have run a number of residential within and beyond this country (including trips to Iceland, Paris, Barcelona and Amsterdam).

We run a regular calendar of clubs covering interests ranging from cooking to archery, chess club to live action role play, dance, and drama amongst many others. We also have a termly PE enrichment programme and a well-established Duke of Edinburgh Award programme.

The students at the school also participate in annual school events and performances, such as the X Factor, visits from Japanese students and an annual school production. This year's school production was Matilda.

## Competitions

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Across a few disciplines, the school thrives on the buzz of putting our students up against the best of the rest to test our skills, talents, and abilities.

Over recent years, we have achieved success in many fields. This has included District and County competitions in sport, local catering events, robot competitions, Maths challenges, Technology challenges and National Foreign Language competitions.

## The Town of Belper

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Located at the heart of the Derwent Valley Mills World Heritage Site, Belper lies on the edge of the Peak District. Belper is approximately 7 miles north of the city of Derby and is served by excellent transport links with colleagues travelling from Chesterfield, Nottingham and Leicester.

## JOB DESCRIPTION FOR THE POST OF HEADTEACHER

**Responsible for:** The Governing Body of Belper School and Sixth Form Centre

**Main Purpose:** To carry out the duties of Headteacher in accordance with the Teachers Pay and Conditions Act and other relevant statutory provisions.

### Shaping the Future

The Head Teacher will work with the Governing Body and others to continue to develop the shared vision and strategic plan which inspire and motivate students, staff, and all other members of the school community.

The Headteacher will:

- Ensure the vision for the school is clearly articulated, shared, understood, and acted upon effectively by all.
- Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
- Demonstrate vision and values in their everyday work and practice.
- Motivate and work with others to create a shared culture and a positive climate.
- Ensure the use of creativity, innovation, and appropriate new technologies to achieve excellence.
- Ensure that strategic planning and the school culture and curriculum take account of the diversity, values and experience of the school and community at large.

### Managing the Organisation

The Headteacher will provide effective management of the school and continuously seek to improve organisational structures based on self-evaluation.

The Headteacher will:

- Take responsibility for safeguarding and promoting the welfare of children and young people.
- Create an organisational structure which reflects the school's values, and enables the management systems, structures, and processes to work effectively in line with legal requirements.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies, and initiatives.

- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the range, quality, and use of all available resources are monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school.

## Leading Learning and Teaching

The Headteacher has a central responsibility for raising the quality of teaching and learning. This involves high expectations, maintaining and evaluating outcomes and establishing a successful learning culture which all impact on students' achievement.

The Headteacher will:

- Ensure that there is a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress in every student's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Establish creative, responsive and effective approaches to learning and teaching.
- Ensure that there is a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies which secure high standards of behaviour and attendance.
- Determine, organise, and implement a diverse, flexible curriculum and implement Assessment for Learning.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Take a strategic role in the development of emerging technologies to enhance and extend the learning experience of pupils.
- Challenge under-performance at all levels and ensure action is taken to secure improvement.

## Developing Self and Working with Others

Effective communication and relationships are key to effective headship. The Headteacher needs to build a professional learning community which enables others to achieve.

The Headteacher will:

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.

- Develop and maintain effective strategies and procedures for staff induction, professional development and performance management.
- Ensure that there is effective planning, allocation, support, and evaluation of work undertaken by teams and individuals, with clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others.
- Regularly review own practice and achievements, set personal targets, and take responsibility for own personal development. Take account of feedback from others.
- Manage own workload and that of others to facilitate an appropriate work/life balance.

## Securing Accountability

With values at the heart of leadership, the Headteacher has a responsibility to the whole school community and is accountable to a range of groups particularly students, parents, carers, Governors and the LA.

The Headteacher will:

- Take responsibility for establishing and monitoring the systems and culture of the school to promote and safeguard the welfare of young people.
- Fulfil commitments arising from contractual accountability to the Governing Body.
- Implement a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood, and agreed and are subject to rigorous review and evaluation.
- Work with the Governing Body (providing information, objective advice, and support) to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of attainment and for achieving efficiency and value for money.
- Reflect on personal contribution to school achievements and take account of feedback from others.
- Develop and present a coherent, understandable, and accurate account of the school's performance to a range of audiences including governors, parents and carers.

## Strengthening Community

The Headteacher should engage with the internal and external school community to secure equity and entitlement and collaborate strategically and operationally with a wide range of partners to bring positive benefits.

The Headteacher will:

- Build a school culture and curriculum which takes account of the richness and diversity of the school's communities.
- Ensure learning experiences for students are linked into and integrated with the wider community.

- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families.
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children and young people.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.

## School Specific

- Negotiate terms and conditions for use of Belper Leisure Centre for PE, examinations, and extracurricular activities.

*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 headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.*

## PERSON SPECIFICATION FOR THE POST OF HEADTEACHER

We want our new head to:

- be an inspirational professional who will provide vision, strong leadership, and direction.
- lead by example, have high expectations of both staff and students, and encourage high standards throughout.
- have the proven leadership ability to develop conditions which enable students to achieve excellent standards in learning.
- nurture the school's inclusive ethos and have the capacity to inspire and enthuse staff and students to excel.
- Make staff wellbeing a priority whilst retaining high teaching standards

Over the next 5 years we are looking for someone who can support and lead our school community through the continuing phase of change. You will identify strategic priorities and be able to implement lasting change through collaborative leadership.

Person Specification	How tested/ evidence
<p><b>1. Qualifications</b></p> <ul style="list-style-type: none"> <li>a. DfE recognised qualified teacher status/Qualified Teacher Learning and Skills (QTLS) status</li> <li>b. Evidence of recent relevant Continuing Professional Development.</li> <li>c. For a first Headship, NPQH is desirable.</li> <li>d. A relevant graduate qualification is desirable.</li> </ul>	<p>Application</p>
<p><b>2. Relevant Experience</b></p> <ul style="list-style-type: none"> <li>a. Significant recent and relevant experience as a Head Teacher, Deputy Head Teacher or equivalent.</li> <li>b. A recent senior leadership post for at least 3 years</li> <li>c. A proven track record of successful leadership</li> <li>d. Successful experience of raising achievement</li> <li>e. Working with and engaging the involvement of external partners and the local community</li> <li>f. Successful teaching of pupils in Secondary phase</li> <li>g. Planning, determining and organising major curriculum areas</li> </ul>	<p>Application Reference Interview/Assessment</p>

### 3. Knowledge and Understanding

*Knowledge and understanding of current issues and best practice including:*

- a. Safeguarding children and young people
- b. What constitutes a good/outstanding school.
- c. The process of strategic planning and school self-evaluation
- d. Ways to communicate and translate a shared vision into practice.
- e. Leading the management of change
- f. Application of new technologies to teaching, learning and management
- g. Comparative data and performance indicators to establish benchmarks and set targets for improvements.
- h. National policy framework and current educational legislation and initiatives
- i. Principles of effective teaching and assessment for learning
- j. Roles and responsibilities of Governing Body, LA and of the requirements for accountability
- k. School budget management and financial responsibilities
- l. Strategies for fostering school improvement, including attendance and behaviour for learning.
- m. Sixth Form provision
- n. Equal opportunities and commitment to their pursuit
- o. Legal and health and safety issues relating to school management

Application

Reference

Interview/Assessment

<p><b>4. Personal and Professional Qualities</b></p> <ul style="list-style-type: none"> <li>a. Strong educational values which are in line with the school ethos</li> <li>b. Commitment to the welfare and safeguarding of young people</li> <li>c. Strong personal motivation and drive</li> <li>d. A genuine enthusiasm for, and commitment to, the development of young people, and concern for the development of colleagues and members of the wider school community</li> <li>e. The ability to demonstrate the values and ethos of the school</li> <li>f. The ability to inspire, motivate staff, students and the wider community and engage their active commitment to your vision</li> <li>g. Commitment to ensuring inclusion, addressing diversity and access</li> <li>h. Commitment to own personal and professional development and that of all staff</li> <li>i. High order analytical and problem-solving skills and the ability to make informed judgements</li> <li>j. Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues and the wider school community</li> <li>k. The ability to project the school in a positive way and establish the school at the heart of the community</li> <li>l. The ability to engage parents and carers in supporting children's learning</li> <li>m. The ability to fill the role of lead professional in classroom practice</li> <li>n. Commitment to an open, collaborative style of management</li> <li>o. Evidence of collaborative working and networking with others, within and beyond the school to build and sustain a learning community</li> <li>p. The ability to understand and appreciate the school's current strengths and the ways in which these might be further developed</li> <li>q. The ability to form and maintain appropriate relationships and personal boundaries with young people</li> </ul>	<p>Application Reference Interview/Assessment</p>
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## HOW TO APPLY

### ROLE DETAILS

This is a permanent role, starting in September 2024 and is on the leadership pay spine (L33-L39)

### APPLICATION

Please apply using the TES application process by clicking the Quick Apply button on the website. The supporting statement **must** include the following sections with clear headings.

- **Why you wish to apply for this role**
- **A brief summary of your responsibilities and achievements in your current or recent relevant senior role(s)**
- **Your experience of school improvement in a leadership role highlighting the methods you used and the impact you had**
- **Your insights on the key elements of effective school leadership post pandemic**

The statement should be no longer than 1500 words.

Please note that applications which are not in this format will not be considered.

### CLOSING DATE

**The closing date for applications is noon on Monday 5<sup>th</sup> February 2024**

### SCHOOL VISITS

If you would like to arrange a visit to the school, please contact Lynne Horder on 01773 825281.

### SELECTION PROCESS

**After the closing date, shortlisting will be conducted by a panel which will match your skills and experience against the role criteria. You will be invited to selection days based entirely on the contents of your application, so please read the attached details, the Job Description, and the Person Specification carefully before you complete your form and supporting documentation.**

It is intended that the selection process will take place over two days 5<sup>th</sup> and 6<sup>th</sup> March 2024. If you have not heard from us by Friday 16 February, please assume you have been unsuccessful on this occasion.

Belper School and Sixth Form Centre is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. As this post involves regulated activity, references and online searches will be conducted for shortlisted candidates, successful appointments are subject to an enhanced Disclosure and Barring Service check and relevant recruitment checks that comply with guidance in the most recent version of Keeping Children Safe in Education. We are committed to equality of opportunity in employment and services.