

# Headteacher

Birchwood Community High School  
A Single Academy Trust

## Information for Applicants



**BIRCHWOOD**  
COMMUNITY HIGH SCHOOL



**BIRCHWOOD**  
**COLLEGE**

# Letter from the Chair of Governors

Dear applicant,

On behalf of the Governing Board, I would like to thank you for your interest in applying to be the new Headteacher of Birchwood Community High School. We are proud of our school and are looking for someone who can share our vision and ambitions for the future. In May 2015 we were placed in the “Requires Improvement” category and were awarded a “Good” rating by Ofsted in October 2018. We now wish to appoint someone who can build on the excellent leadership of the present Headteacher in order to take us to “Outstanding”.

Birchwood Community High School has much to offer, as a single academy with a sixth form, we offer autonomy and the potential for growth. Staff, learners, parents, carers and governors are highly motivated and committed to improvement. We welcome everyone into our community and you can be assured of a high level of involvement and support from us all. As our Headteacher has decided to take early retirement our aim is to replicate the impact that she has had on the school. This is an exciting opportunity for someone who can bring commitment, challenge and compassion to an already thriving environment.

I would encourage you to visit our school in advance of your application. You can arrange to do this by contacting Mrs Jane Calderbank, PA to the Headteacher at [jcalderbank@birchwoodhigh.org](mailto:jcalderbank@birchwoodhigh.org). The closing date for applications is 9am on Monday, 25 February 2019.

On behalf of the Governing Board, thank you again for your interest in Birchwood Community Academy Trust.

Yours sincerely,



Andrea Atherton  
Chair of Governors





# HIGH ACHIEVEMENT HIGH ASPIRATIONS HIGH EXPECTATIONS



**‘There is a ‘buzz’ of energy in classes, reflecting pupil’s positive attitudes to their learning.’**

**HMI Monitoring Visit 2018**

## Our Vision

To have a learning culture that is aspirational, has high expectations, and celebrates success.

## Our Ethos

High aspirations, high expectations and high achievement rely upon a positive working environment based upon respect. For us, respect means unconditional positive regard for everyone in our learning community. A strong moral purpose and ensuring that the whole child is developed enables learners in our School and students in our College to grow into independent, responsible young adults who are able to progress to their future career.

At Birchwood we strive to ensure that every lesson counts, for every child, every day. This is both in and outside the classroom. We expect teachers to deliver engaging lessons that ensure learners and students are making good progress. For this to happen behaviour must enable every teacher to teach and every child to learn. We expect learners and students to come ready each day to challenge themselves to be the best they can be. We have a wide variety of extracurricular activities to help children develop all their skills and talents and there are many opportunities to develop their leadership skills within school.

## Our Mission

Birchwood Community Academy Trust is committed to doing its best for all its learners and students. We seek to sustain a community that is characterised by openness, warmth, challenge and support where all are encouraged to become independent learners. Through the development of the whole person, the celebration of each individual and the provision of a wide range of opportunities, we strive to ensure our learners and students become confident and successful. We endeavour to equip our young people with the qualities, qualifications and values that will enable them to lead fulfilling lives and become responsible citizens. Our belief is summed up in the words: high aspiration, high expectation, high achievement.

We maintain high standards of ethics and behaviour. One of the ways this is done is by not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

## Our Aims

Put simply, our ambitions for our learners are that they are:

- safe, happy and cared for in a secure and supportive high school environment
- supported and challenged to do their best through excellent teaching, a comprehensive broad and balanced curriculum and a wide variety of experiences
- recognised, celebrated and rewarded for all their achievements so they develop confidence and independence
- developed emotionally, intellectually and morally so that they are able to be successful in the rapidly changing, multicultural society in which we live
- successful, whether through academic qualifications or a more vocational route, so they can move on to the next stage in their life.



# School Profile

- The school became a Single Academy Trust on 1 July 2013.
- The school is of an average size. The number of learners on roll on 9 October 2018 was 954, with 799 in Y7-Y11 and 155 in Y12-Y13.
- The most recent OFSTED inspection (October 2018) judged the school to be Good in all areas.
- In September 2010, the school opened a sixth form centre, Birchwood College. In September 2016 and 2017 the College saw a rise in admission numbers with a small proportion of students enrolling from other local schools in the area. Level 3 Applied outcomes and resit Level 2 English and Maths outcomes are a strength of the school with some of the highest scores in the North West.
- The percentage of learners on the Pupil Premium register is 28%, which is in line with the national average. This percentage has steadily increased over the last four years with 40% PP in Year 7.
- The proportion of students with SEND (ECHP) is close to the national average (1.47%; National Average for state funded secondary schools 1.6%).
- Most students are of white British heritage.
- Learners arrive at the school with outcomes broadly in line with national averages.
- All but one of the senior leadership team, including the current Headteacher, have been appointed in the last four years.
- Four learners are currently educated at New Horizons (an Ofsted-registered Pupil Referral and Vulnerable Pupil Unit)
- Year 7 intake has fluctuated over recent years. Following a consultation, the PAN for Birchwood Community High School will be 170 from September 2019, instead of the current PAN of 210.

Year	2013-14	14-15	15-16	16-17	17-18
Year 7 intake	169	167	191	162	130

- A new Free School (Kings Leadership Academy) opened less than three miles away in September 2013, which caused a reduction in Year 7 numbers. A 14-19 Future Technology Studio School opened in September 2014 and then closed in April 2016. A 14-19 UTC opened in September 2016 in Warrington town centre.



# Key Stage 4 Results

	2017	2018
Progress 8	-0.29	-0.26
Progress 8 - Non-mobile pupils - 14% mobility (23 learners) due to closure of studio school		-0.15
Attainment 8	43.2	43.9
% of students achieving grade 4 or above in English and mathematics	55%	63%
% of students achieving grade 5 or above in English and mathematics	35%	37%
% of students achieving the English Baccalaureate (EBacc) at grade 5 or above	13%	9%
% of students entering the English Baccalaureate (EBacc)	25%	28%
% of students who have progressed to employment, education or training	98%	95%



# College Results

	2017	2018
% A Levels graded A* to C	45%	48%
% A Levels graded A* to E	97%	98%
Average A Level grade	D	D+
% Level 3 BTEC qualifications graded D* to D	78%	77%
% Level 3 BTEC qualifications graded D* to P	100%	100%
Level 3 BTEC average grade	Distinction+	Distinction+
English average progress	0.69	0.78
Mathematics average progress	0.75	0.43



# Why Warrington?

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## **So just what makes Warrington a great place to live and work?**

Location, location, location – our road and rail links are second to none, two international airports are only thirty minutes away, and the attractions of Manchester, Liverpool and Chester city centres within easy reach.

Warrington itself offers an outstanding and diverse shopping experience, and a wealth of leisure, cultural, sporting and social opportunities.

## **Visitor attractions**

Major visitor attractions include Walton Hall and Gardens, the 15,000 capacity Halliwell Jones Stadium – home to Super League side Warrington Wolves – and Parr Hall, a surprisingly intimate performance venue that frequently attracts major national and international acts.

Warrington also hosts an annual 'Neighbourhood Weekender', headlined this year by Noel Gallagher and the Courteeners.

## **Time Square development**

Warrington's night-time economy is renowned throughout the region thanks to an eclectic blend of high quality restaurants, bars and avant-garde districts.

All this will soon be complemented by Time Square, £100million+ investment in our town centre's leisure and retail offer due for completion in 2019.

## **A great place to live**

Warrington is the 'second best place to live in the UK' (Sarah Beeny, UK's Best Place to Live, Channel 4, 2017) and was placed fourth nationally in the uSwitch 'Better Family Life Index' in 2016. Warrington also means business – we were the only urban economy in the north of England to feature in the Centre for Cities' annual 'healthcheck' (2018).

Source: [www.warrington.gov.uk](http://www.warrington.gov.uk)

# Headteacher Job Description

This general description covers the six key aspects of the role.

## 1. Shaping the future

Have a thorough understanding of the following and use this to shape decision making and planning for the future:

- The distinctive nature of a Community 11-19 Single Academy
- Local, national and global trends
- Ways to build, communicate and implement a shared vision
- Strategic planning processes
- Strategies for communication both within and beyond the academy
- Strategic financial planning processes
- New technologies, their use and impact
- Leading change, creativity and innovation
- How to set & achieve ambitious, challenging goals & targets to secure success
- Inclusion and the ability and right of all to be the best they can be.

In practice:

- Provide a clear sense of direction and sense of values
- Work collaboratively with learners, staff, parents, governors and the wider community to determine the vision and strategic direction for Birchwood Community High School and Birchwood College; ensure excellence and equity are promoted, and are effectively articulated, shared, understood and acted upon by all
- Ensure that the effective strategic management of the academy's finances, organisation and administration best secure its vision and aims
- Make sense of developments in local and national education policy and respond to opportunities in ways that benefit the academy

## 2. Leading teaching and learning

Know about:

- School self evaluation
- What constitutes 'outstanding teaching'
- Strategies for raising achievement and achieving excellence
- Effective ways of monitoring and evaluating performance
- Strategies for developing effective teaching
- Data collection, analysis and interpretation
- Curriculum design and management
- The development of a personalised learning culture within the academy
- To foster a love of learning
- The use of new and emerging technologies to support learning and teaching
- Principles of assessment for learning
- Effective behaviour management
- Effective attendance management
- Strategies for ensuring inclusion, diversity and access
- Using research evidence to inform teaching and learning
- Independent learning and learning in non-traditional contexts (e.g. work-related)

Be committed to:

- Raising standards
- The continuing learning of all members of the school community
- The entitlement of all learners and students to effective teaching
- Ensuring the curriculum meets the needs of every child
- Working in partnership with parents and carers to support learning and development



In practice:

- Develop a culture that promotes high expectations of all learners in a creative, innovative and exciting environment where they feel safe and confident, so they can enjoy learning, make progress and achieve their full potential
- Demonstrate personal enthusiasm for and commitment to the learning process
- Model outstanding teaching and learning
- Access, analyse and interpret information
- Monitor teaching and learning across the academy rigorously
- Acknowledge and celebrate excellence
- Challenge poor performance
- Lead and develop effective Worship throughout the academy.

### **3. Developing self and working with others**

Know about:

- The principles of 'emotional intelligence'
- The significance of interpersonal relationships, adult learning and models of continuing professional development (CPD)
- Strategies to promote individual and team development
- Building and sustaining a learning community
- The relationship between managing performance, CPD and sustained school improvement
- The impact of change on organisations and individuals

Be committed to:

- Developing effective working relationships throughout the academy
- Distributed leadership
- Team working
- Continuing professional development for self and all others within the academy

In practice:

- Manage multiple tasks and responsibilities
- Organise own time effectively, prioritising appropriately
- Delegate effectively
- Set high expectations
- Lead by example, modelling high standards of conduct and commitment
- Foster an open, fair, equitable culture and manage conflict
- Develop, empower and sustain individuals and teams
- Collaborate and network with others within and beyond the academy
- Inspire, challenge, influence and motivate others to attain high goals
- Give and receive effective feedback and act to improve personal performance
- Be resilient in the face of challenges and disappointments and maintain a positive outlook
- Accept support from others including colleagues, governors and other partners
- Achieve and demonstrate a good work/ life balance.

### **4. Leading the organisation**

Know about:

- Principles and models of organisations and organisational development
- Principles and models of self-evaluation
- School improvement strategies
- Project management for planning and implementing change
- Policy creation, through consultation and review
- Strategic financial planning, budgetary management and principles of best value
- Performance management
- Personnel, governance, health and safety, security and access issues relating to the use of academy facilities
- Legal issues relating to leading and managing an academy including Employment legislation, Risk Management, Equal Opportunities, Race Relations, Disability and Human Rights
- The safe and secure use of new and emerging technologies to enhance organisational effectiveness

Be committed to:

- Distributed leadership and management
- The equitable management of staff and resources
- Developing and sustaining a safe, secure and healthy environment throughout the academy
- Collaborating with others in order to strengthen the academy's organisational capacity and contribute to the development of capacity in other educational organisations

In practice:

- Establish and sustain appropriate structures and systems
- Manage the school efficiently, safely and effectively on a day-to-day basis
- Undertake the role of Accounting Officer on behalf of the academy
- Delegate management tasks and monitor their implementation
- Make professional, managerial & organisational decisions based on informed judgements
- Think creatively to anticipate and solve problems
- Understand what is important and prioritise accordingly.

## 5. Securing Accountability

Know about:

- Statutory educational frameworks, including governance
- Policy related to Academies and accountability frameworks, in particular, OFSTED and Charities Commission
- The contribution that education makes to developing, promoting and sustaining a fair and equitable society
- The use of a range of evidence to monitor, evaluate and improve aspects of academy life where applicable, by challenging poor performance
- Assessment systems and performance data related to learners and students
- Quality assurance systems, including school self evaluation and performance management
- The importance of the academy's obligations to its stakeholders and community

Be committed to

- Principles and practice of school self evaluation
- The academy working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all its learners and students
- Individual, team and whole-school accountability for learning outcomes

In practice:

- Demonstrate political insight and anticipate trends
- Engage the academy community in systematic and rigorous self-evaluation of the effectiveness of policy and practice
- Collect a rich set of data to understand the strengths and weaknesses of the academy and use this information to focus intervention and support
- Combine the outcomes of self-evaluation with external evaluations to develop the academy
- Set challenging targets and achieve them
- Provide the Governing Body with information, objective advice and support to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money.
- To take responsibility for Safeguarding, promoting awareness of it in the academy and its community.
- As Accounting Officer, take account of the requirement for regularity, propriety, value for money and statutory responsibilities as set out in the Academies Financial Handbook.

## 6. Strengthening Community

Know about:

- Current issues and future trends that impact on the academy community
- The rich and diverse capital within our local communities – both social and physical
- Models of partnership between the academy, home, community and businesses
- The work of other agencies and opportunities for collaboration
- Strategies which encourage parents and carers to support their children's learning
- The strengths, capabilities and objectives of other schools and colleges



Be committed to:

- Effective team work within the academy and with external partners, including partner primary schools
- Work with other agencies for the well-being of all learners, students and their families
- Involving parents/carers in supporting their children's learning
- Collaboration and networking with other schools and colleges to improve outcomes for children

In practice:

- Use the richness & diversity of the academy's community to build cohesion
- Listen to, reflect and act on community feedback
- Build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all learners and students
- Work collaboratively and share effective practice with partner primary schools, other local schools and the wider educational community, working in partnership with others to promote innovative initiatives
- Develop the wider curriculum to fully exploit new learning opportunities for the community.

## Headteacher Person Specification

TRAINING AND QUALIFICATIONS	Essential/ Desirable	Evidence: (Application/ Interview/ Reference)
Qualified teacher status	E	A
Degree	E	A
Higher degree	D	A
Post-entry curriculum or management qualification	D	A
National Professional Qualification for Headship	D	A
Recent participation in a range of relevant in-service training	E	A
<b>LEADERSHIP AND MANAGEMENT EXPERIENCE</b>		
Middle leadership experience	E	A
Senior leadership experience in secondary education	E	A
Worked in more than one school	D	A
Whole school strategic planning	D	A/I
Leading and managing major whole-school initiatives	E	A/I
Leading, managing and delivering significant elements of a school improvement plan that resulted in a positive impact	E	A/I
Leading and managing assessment	D	A/I
Devising and implementing effective monitoring systems across the school	E	A/I
Leading and managing innovative approaches to improving teaching and learning across the school	D	A/I
Leading and managing effective strategies to raise achievement across the school	E	A/I
Leading and managing a budget	E	A/I
Experience in leading whole school assemblies	D	A/I
<b>PROFESSIONAL SKILLS, KNOWLEDGE AND UNDERSTANDING</b>		
Outstanding teacher	E	R/I
Critical, analytical and strategic thinking	E	R/I
Ability to analyse and interpret data	E	I
Knowledge of national policies, priorities and statutory frameworks	E	I
Application of ICT to teaching, learning and management	E	I
Managing staff and HR issues and the capacity to hold others to account	E	I
Securing and effectively deploying finance and resources	D	I
Committed to inclusive education	E	A/I
Committed to partnership working	E	A/I
<b>PROFESSIONAL SKILLS, KNOWLEDGE AND UNDERSTANDING</b>		
Excellent Attendance and Punctuality	E	R
Decision Making skills	E	R/I
Communication skills	E	R/I/A
Professionalism and Self-management	E	R/I
Interpersonal and negotiation skills	E	R/I
Personal impact and presence	E	R/I
Adaptability to changing circumstances and new ideas	E	R/I
Self-motivated	E	R/I
Creative thinker	E	R/I
Integrity	E	R
Reliability	E	R
Reflective practitioner	E	R/I
Self-confidence	E	R/I
Resilience	E	R/I



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