



# Calderstones School

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## Applicant Information Pack

**Assistant Head Teacher:**  
Improving Behaviour for  
Learning

**START: SEPT 2023**

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# Welcome from the Chair of Governors



Dear Applicant,

On behalf of the Governing body, thank you for considering this position. We believe that for the right candidate this will be an exceptionally rewarding opportunity. The Calderstones School community has always been strong, and we believe this to be an essential role in continuing to cement our togetherness.

We believe we have a charismatic, collaborative, and challenging head who welcomes the vigour, support and ideas our new colleagues bring to the school.

I wish you all the very best with your application and to hopefully meeting you in the future.

Best wishes,

A handwritten signature in black ink, reading 'R Blanchard', written over a dotted line.

**Mr Richard Blanchard**  
**Chair of Governors**

# Welcome from the Head Teacher



Dear Applicant,

Thank you for expressing an initial interest in the position of Assistant Head Teacher: Improving Behaviour for Learning here at Calderstones. This is an incredible opportunity to join a diverse, highly inclusive, ambitious secondary school with the notion of 'family' and 'community' at its heart.

Calderstones is a wonderful place to work, full of hard-working, values-rich staff and students. Everyone is on board. There is no doubt that the school has challenges ahead if it is to fulfil the long-term aspiration of providing a truly first-class education to the students in its care but the challenge of constantly raising the bar for every stakeholder in the school community is one that we welcome each and every day that we walk through those gates.

As Head Teacher, I am looking for someone who will inspire and enrich the education of our students. We believe that 'no-one rises to low expectations' and we expect the very best from our staff and students.

I care deeply for our students, our staff, and our school community. As such, the person and the character behind the skills, background and experiences for this role is critical.

I look forward to reading your application and to potentially seeing you in person.

Best wishes,



**Lee Ratcliffe**  
Head Teacher

# Our School Ethos, Mission and Core Values

## Ethos

Our **togetherness** creates a school family, through which we challenge, support and inspire each other to grow.

## Mission



### Resilient Individuals:

Ensure that students are well prepared for adult life, demonstrate kindness, tolerance and determination and feel happy, secure and safe.



### Find the Potential in each Student:

Create a learning experience and curriculum that is broad, balanced, relevant and engaging and enables students to fulfil their potential.



### First Class Comprehensive Education:

Ensure that outcomes for students are consistently above expectation and exceeding national averages.

## Core Values

- Community
- Equality
- Empathy

## Strategic Focus:

- To develop a visionary Leadership Team and strong Governing Body to ensure consistency and continuous drive towards improvement.
- To offer a wide range of opportunities both within and beyond the curriculum so that students have access to high quality learning experiences and develop a thirst for learning.
- To develop a strong, motivated, inspirational staff body, delivering high standards of teaching and pastoral support.
- To prepare and equip students for adult life through outstanding careers provision and advice so that they develop into confident, capable and highly aspirational young citizens.
- To develop students who are mentally healthy, are making progress on their physical literacy journey, understand the importance of their own safety and well-being and feel supported, highly valued and listened to.
- To draw on and celebrate the school and the community's rich diversity and distinctiveness so that all stakeholders feel welcome, valued and proud to be members of the Calderstones 'family'.

## Senior Leadership Team Structure

**Lee Ratcliffe**  
Headteacher

**Sarah Coulson**  
Deputy Head Teacher: Quality of Education  
Curriculum / T&L QA; Disadvantaged (PP); LAC; CEIAG  
Science; MFL; DT

**Louise Handley**  
Deputy Head Teacher: Behaviour, Attitudes & Personal Development  
Pastoral QA; Attendance & Punctuality; AEP; Exclusions; SEND; EAL; Medical Needs  
Social Sciences

**Danny Byrne**  
Director of  
Business, Finance  
and Operations  
Budget & Finance;  
Facilities  
Management; PFI;  
Lettings &  
Tenancies;  
Marketing; H&S;  
IT; Techs

**Luke O'Hanlon**  
Assistant Head  
Teacher:  
Curriculum,  
Teaching &  
Learning  
Responsive  
Teaching; ECTS;  
Home Learning;  
Feedback; Reading  
& Literacy  
English; Art

**Steve Williams**  
Senior Assistant  
Head Teacher:  
6th Form &  
Qualifications  
Timetabling &  
Options; KS4 & 5  
qualifications; 6th  
Form PoS;  
Examinations;  
Assessment &  
Reporting  
Maths; Business;  
Computing

**Cassie Evans**  
Senior Assistant  
Head Teacher:  
Standards &  
Attitudes  
Att; Standards &  
Progress at KS3;  
Catchup &  
Intervention;  
Parental  
Engagement; ITT  
Geography;  
History

**Sian York**  
Assistant Head  
Teacher:  
Personal  
Development  
DSL; Admissions;  
Enrichment;  
Student MH&WB;  
School Events  
Music; RS; PSHE

**Allan Preston**  
Assistant Head  
Teacher:  
Behaviour  
Rewards &  
Sanctions;  
Educational Visits;  
Managed Moves  
PE

**Keith Leadbetter**  
Seconded  
Assistant Head  
Teacher:  
Behaviour;  
Pastoral Support;  
Focus on specific  
behavioural  
patterns; Rewards  
systems

**Paula Glassey**  
Director of  
People and  
Culture  
HR; Admin; Staff  
MH&WB;  
Governance;  
Policies; SCR;  
Cover; Staff  
Learning &  
Development



**Left to Right:** Luke O'Hanlon; Sarah Coulson; Lauren Edwards; Allan Preston; Danny Byrne; Lee Ratcliffe; Paula Glassey; Sian York; Steve Williams; Cassie Evans; Louise Handley.





## Job Description – Assistant Head Teacher: Improving Behaviour for Learning

<b>Job Title:</b>	<b>Assistant Head Teacher: Improving Behaviour for Learning</b>
<b>Grade:</b>	<b>L13 – L16</b>
<b>Contract:</b>	<b>Full Time, Permanent</b>
<b>Reporting directly to:</b>	<b>Head Teacher / Deputy Head Teacher</b>
<b>Date of last review:</b>	<b>February 2023</b>
<b>Date of next review:</b>	<b>February 2025</b>

### Main Purpose of the Position

In addition to the requirements of a class teacher and any other agreed responsibilities:

To work with the Head Teacher/Deputy Head Teacher in formulating the strategic aims, objectives and vision for the school and establishing policies, systems and practices through which, the school can secure the very best educational outcomes and experiences for students at the school.

To lead on the strategic development and leadership of pastoral systems to enhance student behaviour for learning. To provide outstanding pastoral care in a positive, secure and happy environment, where each pupil can thrive and flourish.

In the absence of the Deputy Head Teacher, the Assistant Head Teacher will deputise, as directed by the Head Teacher and Governing Body, and will be expected to fulfil the professional responsibilities of a Deputy Head Teacher as set out in the School Teachers' Pay and Conditions Document (STPCD).

### Qualities

The Assistant Head Teacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct.
- Build positive and respectful relationships across the school community.
- Serve in the best interests of the school's pupils.
- Exemplify and promote the ethos and values of the school.

## Duties and Key Responsibilities

### 1. School Culture and Shaping the Future

- In partnership with the Head Teacher/Deputy Head Teacher and the Governing Body, establish and implement an ambitious vision and ethos for the future of the school.
- Empower a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Play a leading role in the school improvement and school self-evaluation planning process.
- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness and identify priority areas for improvement.
- Support the creation, implementation and monitoring of action plans and other policy developments.
- Lead by example to motivate and work with others.
- In partnership with the Head Teacher/Deputy Head Teacher, lead by example when implementing and managing improvement strategies, which lead to sustained school improvement over time.
- Promote a culture of inclusion within the school community where all views are valued and taken into account.
- Create a stimulating climate which will encourage all pupils to fulfil their potential, in the widest sense, and maintain a lifelong enthusiasm for learning and personal development.

### 2. Leading on Standards of Teaching

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.
- Work in partnership with the Head Teacher/Deputy Head Teacher in managing the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Lead the development and delivery of training and support for staff, as appropriate.
- Support the school to implement an exciting, stimulating and challenging curriculum for all pupils.
- Play a leading role in the school's data and quality assurance activities to ensure that the school has live, accurate and forensic data on school behaviour and ensure that all DfE, Ofsted, local authority and Governing Body requirements for data are met.
- Ensure, through leading by example, the active involvement of pupils and staff in their own learning.
- Direct and ensure improvements in behaviour for learning for all pupils, in particular for disadvantaged pupils.
- Support the delivery of PSHE programme for our pupils.



### 3. Leadership and Management of Pastoral System

- Support the Head Teacher/Deputy Head Teacher to lead, manage and have strategic oversight of the implementation of the school's pastoral systems, ensuring continuous development and improvement in practices and outcomes.
- Ensure that the vision, ethos and values relating to the expectations around student behaviour is clearly communicated to all staff, students and parents, and reinforced regularly.
- Lead and implement the School Improvement Plan in relation to areas associated with this job description including all student behaviour, and all other pastoral aspects.
- Support the Head Teacher/Deputy Head Teacher to lead the strategic plans to improvement to behaviour with measurable outcomes.
- Maintain strategic oversight of student disciplinary processes and ensure thorough and accurate reporting, including the exclusion of pupils and supporting the preparation of any permanent exclusion documents.
- Provide any information that Ofsted may need in relation to behaviour and behaviour for learning in the school.
- Monitor the standard of pastoral care, behaviour for learning, practices of staff and students and discuss progress and areas for improvement.
- Ensure school policies are clear, relevant and up to date regarding pupil behaviour and attendance. Ensure that these are regularly reviewed and implemented consistently across the school.
- Maintain strategic oversight of the link between the school and parents through various mechanisms including students and parent voice.

### 4. Additional and Special Educational Needs (SEN) and Disabilities

- Promote a culture and practice that supports pupils with SEN or disabilities, in line with the agreed framework and SEND Code of Practice, to fully access the curriculum.
- Have ambitious expectations for all pupils with SEN and disabilities.

### 5. Leading and Developing Staff

- Support the development of collaborative approaches to learning within the school and beyond
- Participate as required in the selection and appointment of teaching and support staff.
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn.
- Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting.

- Work with the Head Teacher/Deputy Head Teacher to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school improvement plan and performance management.
- Lead the annual appraisal process for all identified support and teaching staff within an area of school.

## 6. Managing the Organisation

- To deputise for the Deputy Head Teacher in their absence.
- Support the Deputy Head Teacher with budgets and resources relating to pastoral systems and reporting to the Head Teacher/Deputy Head Teacher.
- Strategic responsibility, alongside the Head Teacher/Deputy Head Teacher, for the school SEF and SIP.
- Demonstrates effective communication styles to influence strategic direction and operational objectives.
- Understanding of the financial, legal, and political context of local government and its partners in relation to how this affects the school.
- Support/Lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate.
- Working with the Head Teacher/Deputy Head Teacher, ensuring that preparation for and follow up of Ofsted inspections are thorough, robust and lead to the very best possible outcomes.
- Ensure the effective dissemination of information, the maintenance of and ongoing improvements to agreed systems for internal communication.
- Working with the Head Teacher/Deputy Head Teacher, undertake key activities related to professional, personnel/HR issues.
- Be a proactive and effective member of the senior leadership team.
- Ensure the day-to-day effective organisation and running of the school including the deployment of staff as appropriate.
- To undertake any professional duties, reasonably delegated by the Head Teacher/Deputy Head Teacher.

## 7. Securing Accountability

- Lead and support the staff and governing body in fulfilling their responsibilities with regard to the school's performance and standards.
- Support the Head Teacher/Deputy Head Teacher in reporting the school's performance to its community and partners.
- Promote and safeguard the health, safety and welfare of pupils and staff.
- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationships with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.

- Ensure that school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

## 8. Strengthening Community

- Work with the Head Teacher/Deputy Head Teacher in developing the policies and practice, which promote inclusion, equality, and the extended services that the school offers.
- Develop and maintain contact with all specialist support services as appropriate.
- Promote the positive involvement of parents/carers in school life.
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties.
- Strengthen partnership and community working.
- Forge constructive relationships and strengthen partnerships, both in school and beyond, working with colleagues in other schools, parents, carers, the community, and external agencies.

## 9. Other Specific Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's Health and safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCB not mentioned in the above.

This job description is current at the date shown, but, in consultation with you, may be changed by the Head teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Calderstones is an Equal Opportunities Employer and positively welcomes applications from all people regardless of their sex, creed, marital status, race, age, disability, gender identity, sexual orientation or religious belief.

Calderstones School is committed to safeguarding and promoting the welfare of children. Post holders must receive a satisfactory enhanced DBS check before taking up the post and undertake a minimum of three-yearly checks.

Calderstones School is committed to promoting positive mental health and emotional well-being to our student body and to every member of our school staff. We pursue this aim through the use of effective policies and procedures within a safe and supportive school/work environment.

## Person Specification - Deputy Head Teacher – Improving Behaviour for Learning

Criteria	Essential / Desirable	Evidenced by*:
<i>*A – Application, C – Certificate, I – Interview, P – Presentation, In – In-tray</i>		
<b>Qualifications and Training</b>		
▪ Qualified Teacher Status	E	A, C
▪ Honours Degree or Masters Degree	E	A, C
▪ Evidence of recent professional development	E	A, C
▪ Experience of working in more than one school	D	A
▪ National Professional Qualification or equivalent	D	A, C
<b>Experience</b>		
▪ Successful leadership and management experience in a school	E	A, I
▪ Experience of managing significant change effectively	E	A, I
▪ Experience of leading on child protection and safeguarding within a school	D	A, I
▪ Involvement in school self-evaluation and development planning	E	A, I
▪ Demonstrable experience of successful line management and staff development	E	A, I
▪ Proven and consistent track record (ideally at a senior level) of school improvement	D	A, I
▪ Experience of Ofsted Inspections	D	A, I
<b>Skills and Knowledge</b>		
▪ Comprehensive knowledge, experience and passion for quality in a relevant educational provision, ideally secondary education	E	A, I
▪ Successful leading on behaviour and learning/behaviour whole school	E	A, I, P
▪ Comprehensive knowledge of up-to-date guidance and support regarding behaviour strategies and requirements for schools on exclusions	E	A, I, P
▪ Skills and knowledge to deal with student safety and behaviour	E	A, I
▪ Data analysis skills, and the ability to use data to set targets and identify weaknesses	E	A, I, In.
▪ Understanding of school finances and financial management	D	A
▪ Effective communication and interpersonal skills	E	I, P
▪ Ability to build effective working relationships	E	I, P
▪ Insight and awareness, including anticipation of trends that will impact on the school and the school community	E	A, I, P
▪ Be creative and have highly developed problem solving, negotiation and decision-making skills and the ability to produce practical and innovative solutions	E	A, I
▪ Excellent time management and organisation skills, including working under pressure and to deadlines	E	A, I
▪ Confident user of ICT, including Microsoft Office and school-based information systems and pro	E	A
▪ Commitment to personal and professional development	E	A, C

<b>Leadership:</b>		
▪ Proven leadership qualities and change management abilities with the capacity to direct and support the school to achieve its objectives	E	A, I, P
▪ Proven ability to communicate a vision, lead, motivate, inspire and drive forward individuals and teams to achieve high performance	E	A, I, P
<b>Personal Qualities</b>		
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	E	A, I
Ability to work under pressure and prioritise effectively	E	I
Commitment to maintaining confidentiality at all times	E	I
Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position	E	I
Build positive and respectful relationships across the school community	E	I
Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct	E	I
Serve in the best interests of the school's pupils	E	I



# Application Process

Further information on the school is available on the school website; [www.calderstones.co.uk](http://www.calderstones.co.uk).

## Application Process

1. Complete the application form accompanying this document or available on our website. Use the job description and personal specification to assist in populating the sections of the application form where possible.
2. Include a supporting statement of no more than two sides of A4 using a minimum of font size 11. This should enhance your application form or provide further context. Please do not repeat the information in your form. Provide specific information as to how your educational vision and experience has prepared you for a role leading and improving a large, comprehensive school.
3. Complete and return the Equal Opportunities Monitoring Form.
4. Return the application forms in either Word or PDF to: [recruitment@calderstones.co.uk](mailto:recruitment@calderstones.co.uk)

**Application Closing Date:** 9.00 am, Monday 20<sup>th</sup> March 2023

**Interviews:** Tuesday 28<sup>th</sup> March 2023

## Interview Process

1. If your application is successful, you will be notified by e-mail and invited to attend a selection day at our school.
2. Following our invitation, we will contact your references, unless you have expressly indicated that we should not contact them at this stage. You will be asked to sign a Criminal Records Declaration Form prior to interview.
3. The successful candidate will be notified as soon as possible after the conclusion of the selection process via e-mail. All offers are conditional upon meeting statutory criteria, including successful pre-employment checks.
4. After interview, unsuccessful candidates will be notified soon after by e-mail. Feedback can be provided upon request. (Unfortunately, we cannot offer feedback at the application stage.)



# Equality Act 2010 – Reasonable Adjustments Statement



Calderstones School is proud to be a disability confident employer.

We understand that some disabled applicants may, due to the nature of their disability, find some parts of the recruitment process challenging. We aim to ensure that all applicants are provided with the same opportunities during the recruitment process and, to that end, we strive to comply with the duties placed upon us to make reasonable adjustments as prescribed by the Equality Act 2010.

Should you have a disability and require a particular adjustment to be made to allow you to fully participate in the recruitment process, please ensure that this is made known to the person identified in the invitation to interview when confirming your availability to attend interview. Our duty to make reasonable adjustments only applies where we know about, or ought reasonably to know about, your disability so it is important that you provide this information to us (details for the relevant person to contact will be provided in your invitation to interview).

Below is a non-exhaustive list of some of the types of adjustments that we may make to ensure that the recruitment process is fair to all applicants, if it is reasonable to do so in all the circumstances:

- Modification to Documentation – this may include providing documents in large print, in Braille format or in audio format and/or providing oral instruction on documentation for those applicants with a learning disability;
- Modification of procedures for testing and/or assessment – this may include allowing an applicant to provide oral answers as opposed to written where the applicant has, for example, a disability which affects their manual dexterity. Conversely, an oral test may be completed in writing where the applicant has a disability which affects their speech;
- Provision of a Reader for a visually impaired applicant;
- Provision of Auxiliary Aids – for example, a person to guide a visually impaired applicant around the interview venue;
- Provision of special equipment – for example, adapted keyboards for applicants whose disability may affect their manual dexterity and/or large screen computers for applicants with visual impairments;
- Provision of a Sign Language Interpreter for an applicant with a hearing impairment;
- Where interviews are being conducted by telephone, provision for interview by textphone for an applicant with a hearing impairment;
- Provision of vehicle parking as proximate to the interview venue as reasonably practicable for an applicant with a mobility impairment;
- Modification of interview premises – for example, in order to ensure that an applicant who uses a wheelchair can gain access to the building where the interview is being held, the school may consider using ramps, holding interviews on the ground floor (if there is no adequate lift), considering the placement of furniture and rearranging if necessary etc.

# About Calderstones School

## History

Calderstones School is an amalgamation of a number of schools in the area, going back to the 1920's.

Calder House was built around 1846 and became Calder High School for girls in 1921.



Quarry Bank House was completed in 1867 for a timber merchant. Evidence of this is still available in the intricate woodwork and ornate mirrors around the building.

It became Quarry Bank High School for boys in 1922. John Lennon attended Quarry Bank High School from 1952 and it was here that 'The Quarrymen' were formed; later known as the Beatles. The Quarrymen would perform in morning assemblies almost daily.



Calder High School and Quarry Bank High School merged with Morrison in 1967 and became Quarry Bank Comprehensive School. The school became Calderstones School in 1985.

## Location

Calderstones School is situated in Allerton, Liverpool. Set on a vast site steeped in history, there are acres of land surrounding the school. The school is situated 5-10 minutes' drive from the M62 and has excellent transport links to the city centre.

Calderstones School is fortunate to sit adjacent to the historic [Calderstones Park](#). This park is 126 acres of parkland, complete with a lake, play area, botanic gardens, historic buildings and the Calder Stones, after which the park was named, said to be older than Stone Henge. Our staff and students often enjoy the grounds, even having some PE lessons there.

## Facilities

Calderstones School has a mixture of new and historic buildings, including a purpose-built science building with 15 science labs set over three floors. Our Art & Design and Design & Technology departments are extremely well resourced with a broad range of equipment and supplies.

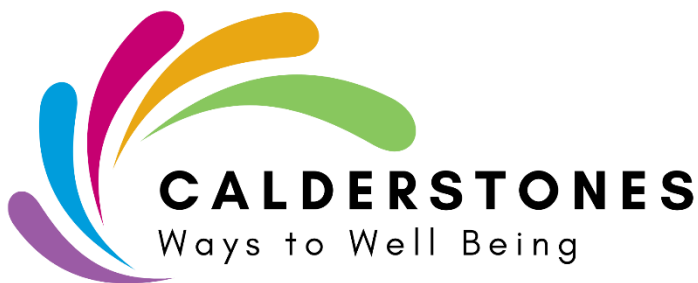
The school boasts 3 gymnasiums, a dance studio, recently refurbished and fully equipped state of the art gym, a swimming pool, music rooms, outside playing courts and table tennis tables. We are proud of Quarry Hall, our main hall with seating for up to 250 people. This is where our annual concerts and productions take place.

All classrooms are fitted with a variety of ICT equipment including projectors and promethium boards. Our onsite IT technicians provide excellent support to staff and students on equipment and school software needs.

All classrooms are bright, well-resourced and there are various stock cupboards in each department with supplies.

## Staff Benefits

There are a wide variety of benefits for staff on site, which include, but are not limited to:



### Health and Wellbeing Programme; Calderstones Ways to Well Being

- Supporting staff and students with their health and wellbeing.
- Mindful employer – disability confident scheme
- Health and Safety mindful employer



**Employee Assistance Programme including:** available to employees and their immediate family; including free 24/7 helpline, self-refer counselling sessions, CBT, online support, advice and guidance, medical, legal and financial advice, management and parenting support.



**Medicash – up to 100% cashback** on medical and complimentary therapies

- ✧ Occupational Health Services
- ✧ Generous employer pensions
- ✧ Life Assurance (in-service death benefits)
- ✧ Generous holiday entitlement
- ✧ Flexible Working practices
- ✧ Family Friendly Policies
- ✧ Enhanced occupational sick-pay scheme
- ✧ CPD and training
- ✧ Ample free parking
- ✧ Free use of state of the art gym on site
- ✧ Discounted membership at Lifestyles gyms across Liverpool
- ✧ E-mail curfew in place; 6.00 pm – 7.00 am
- ✧ Onsite canteen with health lunch options
- ✧ Staff food and drink preparation facilities in every building, including cold filtered water
- ✧ Access to fresh fruit and veg delivered to school
- ✧ Regular car valet services on site
- ✧ Use of the swimming pool
- ✧ Cycle-to-work scheme
- ✧ Bicycle storage sheds
- ✧ Free annual flu jab available
- ✧ Free eye tests and/or money off glasses