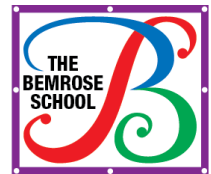


Application Pack

THE BEMROSE SCHOOL

Learning together, working together, achieving together



Dear colleague and applicant

If you are looking for a role that will provide opportunities and immense reward to our pupils and staff but also yourself then please read on. I firmly believe that we as teachers make a difference to a young person's education and their life. The vast majority of pupils only get one attempt at their education, and we must make it their best. Some would say this is the challenge, **this is our opportunity.**

The Bemrose School has gone on an incredible journey. We have risen to all of our challenges and we are a good school providing a strong education for our pupils. On that journey we have taken the staff with us. I firmly believe that they are the heart of our school and they are the characters that have driven our success to date. We will always invest and nurture our staff as we do with our pupils.

The school has been fortunate to have had considerable investment and renovation. This has protected the heritage of our 94 year old school buildings whilst bringing the learning environment deep into the 21st century. We recognise the power that digital innovation can bring to the classroom and the work of teachers and continually invest in technology to be the best we can be.

We appreciate that our work is often pressured and we strive to consider the needs of our staff's well-being in the work place and outside. We have invested in these areas on listening to our staff and what they would like. Our expectations are high but equally we must support our staff on their journey but also today.

As a school we work with many external agencies, providers, trainees and professionals. They all comment positively on the work that goes on in the school and the ethos and vision we strive to meet.

If you want to be a part of our journey and a leader in the classroom and of others to be the 'Best me' they can be we welcome your application. You are always welcome to visit the school and see for yourself.

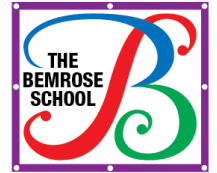
I look forward to the opportunity to meet you.

Yours faithfully

Neil Wilkinson

Neil Wilkinson : Executive Headteacher





March 2023

Dear applicant

Thank you for showing an interest in the post of Deputy Headteacher at The Bemrose School in Derby.

As the Chair of Governors I hope that you will find the information contained in this pack interesting and inspiring. We are proud of our school and proud of our young people, we believe that education changes lives.

We are a school designated as "Good" by Ofsted, with a rising intake, full in some years and the school of choice for many in the area. Our primary phase opened in September 2014, the only all age group school in the City of Derby which gives our staff opportunities across all of the key stages. The school is very diverse and inclusive with just over 50% of our young people speaking English as an additional language and pupil premium at a similar percentage. We have a successful Enhanced Resourced Facility for children with communication difficulties and autism.

Outcomes are improving across the key stages and our young people make good progress due to sound and purposeful leadership and management strategies, effective curriculum planning and delivery and because of the hard work and determination from our staff and young people working together. Ambition is high and we all work together transforming young lives into successful citizens of the future.

The governors believe that The Bemrose School can become an "Outstanding" school. It's a big ask but you will be starting from a strong base and a huge commitment from all those with whom you will be working.

It's a great opportunity and if you want to join us and be a part of taking us to the next level of our development then we look forward to receiving your application.

Yours sincerely

Linda Dawson
Chair of Governors

Bemrose School Job Description
Deputy Headteacher
L17-21 on Leadership Pay Spine
Line Manager – Executive Headteacher

Key Purpose

In addition to carrying out the professional duties of a teacher, the Deputy Headteacher will work closely with the Leadership Team to provide professional leadership and management of the school securing its success and continued improvement, ensuring high quality education for all of its pupils and improving standards of learning and achievement. Although the Executive Headteacher takes ultimate responsibility for the school, the Deputy Headteacher will, along with the other Deputy Headteacher, in practice, play an appropriate part with regard to the six key areas – shaping the future, leading learning and teaching, developing self and working with others, managing the organisation, securing accountability and strengthening community.

Shaping the Future

- Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- Translating the vision into agreed objectives and operational plans which will promote and sustain school improvement
- Demonstrating the vision in everyday work and practice
- Motivating and working with others to create a shared culture and positive climate
- Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence
- Ensuring that strategic planning takes account of the diversity, values and experience of the school and community at large
- Formulating and recommending policy to Governors
- Monitoring and evaluating school performance and the effectiveness of policies and practice

Leading Learning and Teaching

- Ensuring a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
- Ensuring that learning is at the centre of strategic planning and resource management
- Establishing creative, responsive and effective approaches to learning and teaching
- Ensuring a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- Demonstrating and articulating high expectations and setting stretching targets for the school community
- Implementing strategies which secure high standards of behaviour and attendance
- Determining, organising and implementing a diverse, flexible curriculum and implementing an effective assessment framework
- Taking a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies
- Challenging underperformance and ensuring effective corrective action and follow-up
- Teaching classes and leading assemblies as assigned by the calendar and the school timetable

Leading and Managing Staff

- Treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Building a collaborative learning culture within the school and actively engaging with other schools to

build effective learning communities

- Developing and maintaining effective strategies and procedures for staff induction, professional development and performance review
- Ensuring effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledging the responsibilities and celebrating the achievements of individuals and teams
- Developing and maintaining a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory
- Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development
- Managing own workload and that of others to allow an appropriate work/life balance
- Directly leading and managing personnel as specified by the school structure

Managing the Organisation

- Creating/maintaining 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
- Producing and implementing clear, evidence-based improvement plans and policies for the development of the school and its facilities
- Ensuring that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives
- Managing the school's financial and other resources effectively and efficiently to achieve the school's educational goals and priorities
- Recruiting, retaining and deploying staff appropriately and managing their workload to achieve the vision and goals of the school
- Implementing successful performance management processes with all staff according to school policy
- Managing and organising the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
- Using and integrating a range of technologies effectively and efficiently to manage the school

Securing Accountability

- Fulfilling commitments arising from contractual accountability to the governing body
- Developing a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Contributing to creating and developing the school so that all staff recognise that they are accountable for the success of the school
- Working with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities
- Developing and presenting a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers
- Reflecting on personal contribution to school achievements and taking account of feedback from others

Strengthening Community

- Building a school culture and curriculum which takes account of the richness and diversity of the school's communities
- Creating and promoting positive strategies for challenging racial and other prejudice and dealing with racial harassment
- Ensuring learning experiences for pupils are linked into and integrated with the wider community
- Ensuring a range of community-based learning experiences
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Creating and maintaining an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- Seeking 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
- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives
- Co-operating and working with relevant agencies to protect children



SUBMITTING AN APPLICATION

Please complete the application form in full and send it electronically to Val Stocks, Headteacher's PA at vstocks@bemrose.derby.sch.uk.

The closing date for applications is 10am on Thursday 30th March 2023.

VISITING THE SCHOOL BEFORE YOU APPLY

Potential candidates are invited to have a tour of the school. We are offering the following dates to visit:

Thursday 23rd March from 4.00pm to 5.30pm

Friday 24th March from 1pm to 3pm

Tuesday 28th March from 3pm to 4.30pm

Additional tours may be available at a mutually convenient time. If you would like to attend please contact Val Stocks, Headteacher's PA by e-mail.

PERSON SPECIFICATION

POST: Deputy Headteacher L17-21

L = Letter I = Interview App = Application R = Reference

	Essential	Desirable	Comments
Qualifications and Training			
1. Qualified teacher status	✓		APP/L
2. Graduate	✓		APP/L
3. Evidence of further recent and appropriate professional development	✓		APP/L
4. Post graduate qualification		✓	APP/L
Experience			
1. Proven record of effective pastoral management		✓	L/I
2. Proven record of outstanding or consistently good classroom teaching	✓		L/I/R
3. Successful leadership of a school improvement initiative	✓		L/I/R
4. Experience of strategies for the effective management of pupil behaviour	✓		L/I/R
5. Successful team leadership and management	✓		L/I/R
6. Has made a positive difference to current post and can demonstrate how it was achieved	✓		L/I/R
7. Implementation of systems and processes to (a) monitor, review and evaluate teaching and learning, leadership and management and (b) to support a rapid rise in pupil achievement	✓		L/I/R
8. Worked in at least two comprehensive schools		✓	APP/L/I/R
9. Proven successful leadership of a whole school project or initiative	✓		L/I/R
10. Curriculum planning and curriculum innovation		✓	L/I/R
11. Working in a school which includes urban, SEND, ethnically diverse communities		✓	L/I/R
12. Accountability of school performance		✓	L/I/R
Knowledge			
1. Curriculum innovation and the national secondary strategy for school improvement	✓		L/I/R
2. Current educational issues and their implications	✓		L/I/R
3. How to raise attainment, achievement and aspirations	✓		L/I/R
4. Developments in personalised learning and assessment	✓		L/I/R
5. The implications of Safeguarding	✓		L/I/R
6. An understanding of SEND and procedures			
7. The OFSTED framework and school self-evaluation	✓		L/I/R

8. How digital learning can support the curriculum and achievement	✓		L/I/R
9. Developing teaching styles to meet learning needs	✓		L/I/R
Skills and Abilities			
1. High order administrative and organisational skills, with good attention to detail	✓		L/I/R
2. Good oral and written skills	✓		L/I/R
3. Ability to manage pupil behaviour firmly, effectively and positively	✓		L/I/R
4. Resilience, ability to deal with a large volume of work and heavy demands on one's time	✓		L/I/R
5. Ability to reach logical conclusions and make high quality reasoned decisions based upon available information	✓		L/I/R
6. Ability to listen, reflect and respond accordingly	✓		L/I/R
7. Ability to command respect from pupils, staff, parents and the community	✓		L/I/R
8. Ability to work collaboratively to resolve problems and issues	✓		L/I/R
9. Ability to lead and to be part of a team	✓		L/I/R
10. ICT skills to support teaching, learning and management	✓		L/I/R
11. The ability to think and plan strategically	✓		L/I/R
12. The ability to formulate a clear plan for school improvement	✓		L/I/R
13. The ability to analyse data and form appropriate conclusions leading to the development of alternative strategies to address relevant issues.	✓		L/I/R
14. Excellent interpersonal skills including sensitivity, tact, diplomacy and wisdom	✓		L/I/R
15. Ability to see the funny side with a sense of humour.	✓		L/I/R
Values			
1. Committed, open and honest with high standards and expectations of self and others	✓		L/I/R
2. Ambitious for pupil, school, colleagues and self	✓		L/I/R
3. Passionate about inclusion and equal access	✓		L/I/R
4. Likes children	✓		App/I

NOTES ON COMPLETING THE APPLICATION FORM

Where there are gaps in your employment record please state the reasons why (e.g. gap year, career break, unemployed, etc.)

You will note that we require details of two referees, one of which must be your current or most recent employer.

So that we can be consistent we require candidates to use the application form provided. We will not accept a CV or any other attachments as part of the application.

Please take time to complete the full application form detailing clearly your skills, knowledge and experience. Failure to complete the form correctly will result in your application not being considered.

Please remember to sign all the declarations in the application form and complete the Equal Opportunities monitoring form.



AFTER YOU HAVE APPLIED

Successful candidates will be informed by e-mail. You will be informed of any delays. Details of the final selection procedure will be sent to you at this point. Interviews are scheduled to be concluded by Friday 21st April 2023.

If we have not contacted you within four weeks of the closing date please assume that your application has been unsuccessful but we thank you for your interest in this post and the school.



PRE-EMPLOYMENT CHECKS

References

Satisfactory references must be received before we confirm an offer of appointment. The information we request will relate to salary, length of service, sickness absence record, skills and abilities, suitability for the job, disciplinary record and suitability to work with children.

Copies of references or references addressed 'to whom it may concern' will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

Social Media

We will view all short listed candidates social media accounts and request that you provide your 'handle' so we can find you on the various platforms.

Disclosure & Barring Service (DBS & DBA) Check

Employment at this school is subject to an enhanced check with the DBS. Checks will also be made against the barred list. All such checks must be satisfactory before we confirm any offer of an appointment.

As we are an all-through school we will conduct DBA checks as to your associates made in line with the 2018 regulations under section 75 of the Childcare Act 2006.

Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are 'spent'. All posts at this school are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment.

Validation of Qualifications

All short-listed candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

Right to Work in the United Kingdom

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Medical Assessment

Employment will be subject to a satisfactory medical assessment.

INTERVIEW AND SELECTION PROCESS

Those candidates who meet all the requirements for the post will be short listed and details of the interview programme will be confirmed in writing.

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

We are committed to upholding the principles of the Equality Act 2010. In keeping with the principles of this Act we will wherever possible make reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail.

We will also consider any reasonable adjustments where reasonably possible to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.



CONDITIONAL OFFER

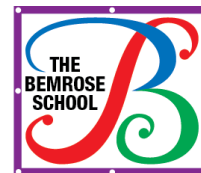
In addition to satisfactory DBS & DBA check, references and medical assessment any offer of a post is also conditional on ratification by the Governing Body.

EQUAL OPPORTUNITIES

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.

We take action to ensure that nobody is treated less favourably than anyone else because of their sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status, pregnancy or maternity.





SCHOOL INFORMATION

The Bemrose School is a very different school from the vast majority of schools in this country, described in our March 2018 Ofsted inspection as **'a gem of a school'**. These differences are very difficult to sum up in a few words and nothing beats a visit. If you are interested in working within a context which is stimulating and hugely rewarding with a great team of adults and some wonderful children and young people, then please read on...

'The collective determination of all staff ... is palpable. There is much joy in this school. Pupils value their teachers, and the rich and diverse community in which they learn.' Ofsted March 18

The Bemrose School is a thriving foundation, mixed comprehensive school. We became a 3 – 19 school from September 2014. We are situated about one mile west of Derby City Centre. We have a growing primary phase with an admission limit of 60 places in all years. We are filling rapidly in all years and will be very close to full in 2023 with waiting lists in some year groups. There are currently over 370 children in our primary phase, over 1000 pupils in Years 7 to 11 who are all organised into four houses and we have a growing and very successful sixth form of 80.

'Pupils value their school. Behaviour is good' Ofsted March 18

We were inspected in December 2015. This inspection judged us as requiring improvement. This was the correct judgement in this framework for the school. We were inspected again in March 2018, and we are immensely proud to say **'we are a good school'**.

'.....all pupils will succeed, no matter what their circumstance or background. This determination is shared by all leaders and all staff. Pupils thrive in this highly inclusive school' Ofsted March 18

Our primary phase opened in September 2014 and in January 2015, we moved into our fantastic £4 million purpose-built building. In April 2015, we opened our Nursery facility that continues to grow and thrive as part of our Early Years Foundation Stage unit. These buildings were extended in 2017 by four additional classrooms. It truly is a very exciting time to be part of our growing Bemrose family. The school has recently concluded a £25 million refurbishment that has tastefully modernised our 90-year-old buildings. The balance between refurbished, characteristic buildings and new facilities has been managed beautifully to offer excellent teaching facilities with modern IT and interactive media.

'In key stages 1 and 2 teachers plan many opportunities for pupils to deepen their knowledge, understanding and skills. Pupils frequently apply their mathematical skills to solve complex problems.' Ofsted March 18

The Sixth form provision is friendly, personal and based on wanting the very best, whatever a pupil's academic ability. We insist on pupils being ambitious for themselves who are prepared to work hard and are willing to support the continuing improvement of the school in the way that they work and behave. Last year, 96% achieved A*- E and average grade per entry was C. Results at A level, put us fourth in the city with our best ever results. Our post 16 pupils are the role models for the rest of the school – they have to be willing to get involved in the life of the school and to provide a good example for the younger pupils. We have been rarely disappointed in recent years and we are always delighted when a Bemrose pupil achieves their goals. 100% of pupils gained a place in their 1st choice university last year.

‘Teaching is strong in the sixth form. Teachers are extremely knowledgeable and passionate about their subjects. They show great commitment. Pupils are fulsome in their praise of the impact their teachers have had on their future education’ Ofsted March 18

The majority of our secondary aged pupils come from primary schools in west and south-west Derby and are representative of a wide range of ethnic groupings. In our all through school, 53% of our pupils speak English as an additional language and our pupil premium percentage stands just below 55%.

‘The collective determination of all staff ... is palpable. There is much joy in this school. Pupils value their teachers, and the rich and diverse community in which they learn.’ Ofsted March 18

We have a strong scholar’s program that supports that challenges pupils to be the best they can be and progress onto University, Oxbridge and degree level apprenticeships. We work daily with a small number of pupils who require a varied enhanced provision including an excellent Inclusion and Language Support Unit. We are also proud to have a Secondary Enhanced Resource facility and a linked unit ‘Elmtree’ for children with communication difficulties and autism.

‘Comprehensive support is in place to make sure that the vast majority of pupils, including those who have special educational needs (SEN) and/or disabilities and disadvantaged pupils, are safe in school and are learning well.’ Ofsted March 18

The primary KS2 outcomes are in line or above National averages in reading, writing and maths. Our examination results are rising overall. Our Progress 8 figures has improved in the last 5 years. Likewise primary have made substantial gains in phonics, reading, writing and maths. Our benchmarking and tracking of pupil performance reveals further promising signs of improving attainment in Year 11 and Post 16. We have made gains in English, maths and science in KS4, and we will not rest in these gains until we get the very best for all children to give them the best chance as adults. Our expected and above expected progress measures are higher than many other Derby schools. Effective teaching and learning, positive behaviour management and an appropriate relevant curriculum framework support this. We believe that all children should be supported to be the very best in their futures.

‘Teachers are extremely complimentary about the support and professional development they receive. An array of training opportunities is provided’ Ofsted March 18

We prepare our pupils for each transition point. We believe that we are preparing pupils for each important step in their life so they can be a success in every opportunity they are presented.

‘Leaders’ information and work in pupils’ books indicate that a greater proportion of pupils in key stage 3 than previously are developing the required knowledge, skills and understanding. A large proportion of pupils are making the progress expected for their age, including disadvantaged pupils. Pupils’ progress is accelerating, particularly in English and mathematics.’ Ofsted March 18

We have had external reviews in literacy and safeguarding recently and these have shone a light on the good practice that permeates through our school.