

Application Pack

Executive Headteacher

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| Role | Executive Headteacher |
| Salary | L34-41 dependent on experience |
| Deadline | Friday 18 th October - midday |
| School visits | Available between Monday 16 th September and Friday 4 th October |
| Interviews | Thursday 7 th and Friday 8 th November |
| Start Date | Summer Term 2025 (or September by negotiation) |



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1 Introduction

Fenner Pearson, Chair of Trustees and Andrew Wildsmith, Chair of Governors

Thank you for your interest in this post. This is an exciting time to join us in such pivotal position. After 26 years with us, including 7 as Headteacher/Executive Headteacher, Cathy O’Neill will be leaving our schools in strong positions for the next Headteacher ready to take on the helm of our warm and ambitious community.

Obviously this is a significant strategic and operational position and it is essential we recruit the right candidate ready to shape our provision into the future.

People say our schools are special places and we believe this is seen in the warmth of relationships and the highest of expectations at all levels. We pride ourselves in being a truly comprehensive and inclusive community supporting all young people to achieve their potential.

We are seeking someone who is passionate about ensuring that all our pupils receive the highest quality education. We have a committed staff with a low turnover and a supportive parent body and our Governors and Trustees are a dedicated group. The next Headteacher can expect a comprehensive induction and support package, with a governing body mindful of the need to support leaders’ wellbeing.

We offer you an opportunity to join a community with ambition and drive; this is a highly stimulating place to be and it promises to be a busy, energising and fulfilling role.

We appreciate there is much in addition that you would want to know and encourage you to get more of a ‘feel’ for the life of our schools by visiting our websites: [QES](#) and [QESstudio](#).



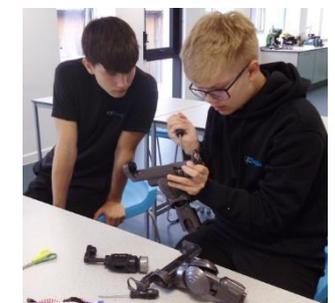
If there is anything specific you wish to know at this stage please don't hesitate to get in touch. Equally, if you would like to pay us a visit and tour our schools prior to the deadline, contact Alison Bulman – a.bulman@qes.org.uk - Cathy's PA, to arrange a tour.

It is fair to say we are on the cusp of a new era in our long history. The new Executive Headteacher will be joining an established Leadership Team having undergone a restructure for this September. Two successful Ofsted Inspections took place in 2022, both schools are over subscribed and as we plan the future of our schools we are seeking the right candidate for a smooth transition.

We are advertising this role as Executive Headteacher and there is no doubt that whoever is appointed will work collaboratively with a committed Leadership Team in ensuring the best care and highest of standards are achieved. Given we are two schools with shared staffing and co-located, the role is very much the Headteacher of both schools, with a distributed Leadership Team sharing collaborative responsibility for 'Scholarship and Care'.

We are looking for someone with a genuine commitment to a fully comprehensive provision and an indefatigable dedication to the welfare of young people. We are seeking a leader who is a compassionate professional, someone able to liaise positively with parents and carers and keep the needs and wellbeing of young people as the focus of all they do in our continued school improvement journey.

We want someone who understands the vibrancy of our community and is willing to work hard in keeping it a special place, someone who has energy and tenacity and someone who will not only keep a sense of perspective but will also be good-humoured, warm and thoroughly decent along the way.



2 QES/QESS Leadership

All our staff have a collective responsibility for ‘**Scholarship and Care**’, maintaining our strong ethos of shared **Values** and high **Standards** in all areas of both schools.

The Leadership Team focus on every aspect of our **community**, engaging with events and activities and keeping our schools vibrant and energised places with warm relationships at their heart.

Establishing excellent **safeguarding** procedures alongside developing a broad and balanced **curriculum**, and outstanding **pastoral** provision and **teaching and learning** are central.

There is a clear distributed leadership structure (including two Deputy Headteachers and five Assistant Headteachers), but they work in collaboration on all areas, ensuring no one works in isolation and all feel supported and empowered in their contributions.

We recognise the importance of a sense of perspective and a sense of humour and work with professional attributes which include an ability to:

- acknowledge responsibility
- build trust and togetherness
- be positive and constructive
- seek solutions
- offer suggestions
- work efficiently
- be active in the community
- value what we do
- keep children at the heart of our decision making

We believe in the importance of Ethical Leadership as defined by the Principles of Public Life and ASCL ethical framework.



3 Our Environment and facilities

We serve a large and beautiful area of South Lakeland, North Yorkshire and North Lancashire with pupils drawn from as far away as Sedbergh, Clapham, Lancaster, Silverdale and Kendal. Although within a rural setting, the schools are only six miles from the M6 and twenty minutes from the main West Coast train line which promotes easy access and helps explain the outward-looking vibrancy of Kirkby Lonsdale.

Our site is on the edge of the picturesque market town of Kirkby Lonsdale. It is a particularly attractive, campus style site and the characterful buildings show evidence of additional phases from the 1840s to the present day. Since 1996 QES has seen the completion of a number of successive high-quality building projects resulting in a campus style site which is attractive, colourful, bright and civilised. Landscaping projects have given form, shape and coherence to the site adding avenues, courtyards, gardens and an amphitheatre.

In 2017 the Design Technology Building and the Lunesdale Sports Centre were completed; a considerable development of the 'Main School' was finalised the following year, including a refurbished library, staff room, Learning Support and Pastoral Support areas. In September 2019 the QESstudio building opened on our site, creating even more extensive Facilities.

This is a lovely part of the country to live.



4 QES and QESS Aims and Values

Our aim is to develop young people who are independently minded, critical thinkers who will leave us with the ability to use their skills, intellect and compassion in making decisions in the wider world.

We believe in a Values-led Education:

- Respecting the past and traditions
- Working hard and doing your best
- Being decent
- Being polite, friendly and courteous
- Looking out for others
- Getting involved
- Respecting the environment
- Thinking of others less fortunate
- Encouraging global citizenship
- Understanding life is about more than money or material things.



Whether it is speaking to parents on an Open Evening, helping a young person make decisions about their future or appointing staff, we use the language of these Values every day.

Along with our original mandate to provide ‘Scholarship and Care’, they are the basis for our educational philosophy; they allow us to speak about the profound and life changing effect that education can have, and subscribing to them enables us to share a common language and purpose.

5 Lunesdale Learning Trust (LLT)

In September 2017, QES evolved into the Lunesdale Learning Trust to incorporate a new Free School, QESstudio. Co-located since 2017, QESstudio offers high-quality professional, technical, and vocational learning to over 300 14-18 year olds. This innovative and exciting aspect of our Key Stage 4 and 5 provision has proven to be extremely popular with both pupils and parents.



Currently, our Trust comprises of these two schools alone. While we look to the future with ambition and excitement, we do not anticipate imminent growth as a Trust. Instead, we aim to continue working collaboratively with other schools in the area, both within the South Lakes Federation and beyond, while maintaining a broad understanding and appreciation of the national education landscape.

Within this context, the role is that of the substantive Headteacher of the two schools in Kirkby Lonsdale, with the exciting responsibility for the strategic and operational development of these schools and holding a vision for their future growth.

6 The Post

The successful candidate would join a supportive, collaborative and committed community.

Headteacher standards underpin our job description and outline the size and scope of the role of Executive Headteacher at QES and QESS.

[Headteachers' standards 2020 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/standards/primary-school-headteachers-standards-2020)

1. School culture (builds on teachers' standard 1)
2. Teaching (builds on teachers' standards 2 and 4)
3. Curriculum and assessment (builds on teachers' standards 3 and 6)
4. Behaviour (builds on teachers' standard 7)
5. Additional and special educational needs (builds on teachers' standard 5)
6. Professional development (some match to teachers' standard 4)
7. Organisational management
8. School improvement
9. Working in partnership
10. Governance and accountability

Whoever is appointed will need to be flexible and recognise the diverse nature of whole school leadership, identifying priorities in any given day or week and working collaboratively to provide the best possible quality education for pupils.

Job Description

Vision & Core Purpose

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

Teaching & Learning

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment
- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, common standards and routines, which are understood clearly by all staff and pupils

- ensure high standards of pupil behaviour and in accordance with the behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen in line with the Values

Additional and special educational needs and disabilities

- ensure the schools hold ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

Professional Development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers’ professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload

- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

Continuous school improvement

- make use of effective and proportional processes of self- evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

7 The Person

The successful candidate needs to be an inspirational, motivated and committed leader, capable of guiding our vision and driving school improvement.

We seek someone who leads with care, compassion and conviction, becoming an integral part of our community. This role offers the opportunity to impact the future of our pupils significantly.

The role involves providing professional leadership and management aligned with our vision and values, ensuring continued improvement in order to secure an excellent education for all our pupils.

We are looking to appoint someone who has:

- a strong personal conviction and educational philosophy including an appreciation of ethical leadership and the Nolan Principles
- compelling personal qualities, the ability to form positive relationships the talent to enthuse and inspire both students and staff
- a keen intellect and strong academic background
- experience in whole-school leadership and school improvement
- impeccable administrative abilities and a highly efficient demeanour
- excellent communication skills
- the ability to work effectively under pressure
- a sense of humour and proportion
- an appreciation of the benefits of vocational learning in the 14-18 high school curriculum
- the confidence to make difficult decisions and the ability to reflect on them, re-considering situations with empathy, humility and warmth.



Interview process - person specification

| | | Assessed by | |
|----|---|-------------|-----------------------|
| | | Application | Interview / Reference |
| | Experience and Qualifications | | |
| E1 | Graduate with Qualified Teacher Status | ✓ | |
| E2 | Appropriate leadership and management training, qualification or accreditation e.g. NPQH | ✓ | |
| E3 | Substantial senior leadership experience as a Head or substantive Deputy Head for at least 3 years in a large secondary school | ✓ | |
| E4 | Sixth form experience | ✓ | |
| E5 | Enhanced DBS clearance | ✓ | |
| | Leadership | | |
| L1 | Charismatic leader who motivates and inspires pupils and staff. | | ✓ |
| L2 | A passionately held clear vision of the role of education in preparing young people for the future. | | ✓ |
| L3 | Commitment and ability to work with the whole school community to further develop the school vision. | ✓ | ✓ |
| L4 | Ability to develop and effectively communicate a long-term strategy to deliver the school vision. | | ✓ |
| L5 | Commitment to putting the school at the heart of the community and being an ambassador for the school developing strong partnerships. | ✓ | ✓ |

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| | Personal Attributes and Values | | |
| P1 | High level of personal integrity, honesty and professionalism. | | ✓ |
| P2 | Committed to equality, diversity and inclusivity in creating a culture where everyone knows they are valued and respected. | | ✓ |
| P3 | Holding the highest aspirations and expectations for all pupils and staff. | ✓ | ✓ |

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| P4 | Willing to challenge current practice with an innovative, creative and solutions focused approach to problem solving. | ✓ | ✓ |
| P5 | Proactively pursuing continued professional development for self and staff as lifelong learners. | ✓ | ✓ |
| P6 | Self-reflective with an ability to identify personal areas for development. | ✓ | ✓ |
| P7 | Articulate with excellent communication skills both verbal and written. | ✓ | ✓ |
| P8 | Strong emotional intelligence and interpersonal skills, able to build strong working relationships based on trust. | | ✓ |
| P9 | Ability to show empathy and work with people and organisations collaboratively. | | ✓ |
| P10 | Capacity to retain a sense of balance and resilience when under pressure. | | ✓ |
| P11 | Dedicated to the wellbeing and welfare of the whole school community. | | ✓ |

| | Knowledge & Skills | | |
|-----|--|---|---|
| S1 | Proven track record of sustained school improvement in a Secondary School | ✓ | ✓ |
| S2 | Proven track record of implementing effective systems to monitor all aspects of the school including educational achievement, personal development and wellbeing | ✓ | ✓ |
| S3 | Strong analytical skills including using complex sets of local and national data to understand the strengths and weaknesses of the school to actively inform school improvement. | ✓ | ✓ |
| S4 | Ability to carry out rigorous assessment of the quality of education to inform school improvement. | ✓ | ✓ |
| S5 | Proven track record of developing, implementing and rigorously checking policies and procedures. | | ✓ |
| S6 | Proven track record of leading and managing staff to build successful teams where everyone is engaged and feels valued and work-life balance is respected. | ✓ | ✓ |
| S7 | Experience and understanding of formal processes to recruit, manage and develop individuals and teams. | ✓ | ✓ |
| S8 | Ability to effectively plan and manage finances and resources to achieve the strategic priorities and ensure efficiency, probity and value for money. | | ✓ |
| S9 | Ability to harness the potential of new technologies. | | ✓ |
| S10 | In depth knowledge of safeguarding and the statutory guidance and ability to implement a whole school approach to safeguarding. | ✓ | ✓ |
| S11 | In depth knowledge and understanding of the wider educational agenda. | ✓ | ✓ |
| S12 | Commitment and experience of building strong collaborative relationships, either formal or informal, with schools and organisations for the benefit of pupils. | ✓ | ✓ |
| S13 | First hand experience of Ofsted Inspection within the English state sector | | ✓ |
| S14 | Ability to develop strong partnership with parents, carers and families and recognition of their role in helping young people succeed and thrive. | | ✓ |
| S15 | Clear understanding of the role of Governance and working with the board to secure ongoing school improvement. | | ✓ |

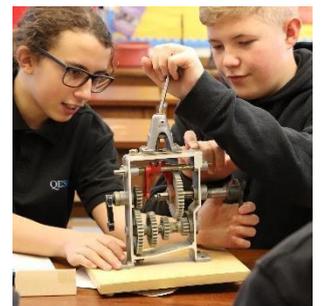
8 Further Information

If you require further information or wish to discuss any issues, please do feel free to get in touch with our HR Manager, Rachel Webster. To arrange a tour contact Executive Headteacher’s PA, Alison Bulman.

- 015242 71275
- recruitment@qes.org.uk
- A.bulman@qes.org.uk

The Lunesdale Learning Trust is committed to safeguarding and promoting the welfare and safety of children and expect all staff to share this commitment.

All successful candidates will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS), other statutory required clearance and reference checks with previous employers.



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|---|--|---|--------------------------|
|  | | QES | QESstudio |
| | | @QES_KL @QES_SixthForm | @QESstudio_School |



LUNESDALE
LEARNING
TRUST



QES

QESstudio

