



Barton Court  
Grammar School

*An Academy of Excellence*

## **Assistant Headteacher (L14 – L19)**

### **Information Pack**



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Dear Applicant

## **Assistant Headteacher: Teaching & Learning, at Barton Court Grammar School**

Welcome to the application process for the post of Assistant Headteacher at Barton Court Grammar School (BCGS). I joined the BCGS in January 2020 and am very proud to be the Headteacher of a highly successful co-educational grammar school where students thrive in our setting.

We are seeking to appoint an Assistant Headteacher who will champion our pupils, and continue to deliver high academic standards within a very caring and supportive school community. Our focus is on achieving excellence in all that we do to support outstanding outcomes for all our students.

Academic excellence is at the heart of our school, but we equally nurture creativity, personal and physical development, independence and inquiring minds. High-quality teaching is at the heart of why we are a successful school and our commitment to providing exceptional CPD for our staff, at every stage of their career underpins our academic high performance. We need a senior leader who is dedicated, driven and passionate but also approachable and compassionate who recognises that high expectations, clarity of vision and hard work are necessary in a successful senior leader. You will need to be a credible candidate in the eyes of staff and students alike.

Please read our website ([www.bartoncourt.org](http://www.bartoncourt.org)), or visit us so you can make an informed decision having seen us in action. If invited to interview you will find we are open and transparent so that you have a thorough insight into what constitutes being a Senior Leader at BCGS.

We will ensure the successful candidate has an effective and bespoke induction process and will receive full support from the Headteacher, other Senior Leaders and the Local Governing Body. The school offers a supportive environment where leaders are challenged to develop and grow. The post would make an ideal preparation for those looking to consider Deputy Headship and beyond in the future.

Ofsted inspected the School in February 2020 and judged us to be a good school with several outstanding features (Leadership, Behaviour & Attitudes and Personal Development). We were inspected again in 2024 and this report confirmed how strong our standards are. GCSE and A Level standards have improved notably in recent years and your work will be integral to helping us to succeed.

We are looking to appoint an experienced leader who can demonstrate the positive impact that they have had to date and will be able to show the high level of commitment to our vision of excellence and high standards required at BCGS.

If any matters regarding the application are unclear, please contact us via email [jhopkins@bartoncourt.org](mailto:jhopkins@bartoncourt.org) or by telephone on 01227 464600. Please submit your application at the earliest convenient moment; we look at all applications as they arrive and reserve the right to progress them at any stage.

I hope that the quality of your application leads to an interview and thus gives us the opportunity to share our School with you.

Best wishes

Jonathan Hopkins  
**Headteacher**

## Our School

At BCGS, we promote the values of serving others, humility, achievement, respect and equality. We are a school which embraces our British heritage and British values. As a result, we welcome staff from a range of backgrounds and faiths to join our vibrant and inclusive environment.

We are seeking to appoint a senior leader to the post of Assistant Headteacher: Teaching & Learning (plus whole school Personal Development). The focus of responsibility for the post will be the strategic development of Teaching & Learning, whole school Personal Development, Deputy Safeguarding Lead, and the shared responsibility for outcomes/progress of students across the school. The successful candidate will have the potential and desire to be active and influential across the whole leadership spectrum. As such it will provide a first-rate preparation for those considering going on to Deputy Headship.

As Assistant Headteacher for Teaching & Learning you will not only line-manage crucial curriculum areas of the school but you will lead the Staff Drive Team, which is made up of Directors for Teaching and Learning and also several Lead Practitioners. The University of Exeter recently re-accredited our status as an Advanced Thinking School and noted that 'Thinking Skills lie at the heart of BCGS.'

Subjects across the School benefit from having a team of highly competent and charismatic middle leaders. Exciting and innovative teaching is enabled by the scaffolding of colleagues' skills through comprehensive continuous professional development which encompasses everything from bespoke workshops to the opportunity to observe colleagues, including our leadership team.

Colleagues and pupils benefit from our commitment to extra-curricular activities, personal development days and enrichment week, thereby broadening students' experiences and developing cultural capital. Successful teachers at Barton Court are committed, industrious and open to development, not only within the confines of the classroom, but within wider school life.

Candidates applying for our Assistant Headteacher post are required to evidence in their personal statements their experience and that they match the person specification.

## OUR VISION:

***Support, Inspire, Challenge to Achieve***

## OUR MISSION STATEMENT:

***At Barton Court Grammar School students are supported, inspired and challenged to achieve their very best in all that they do in order to reach their full potential and academic excellence. Students develop into independent, confident, open-minded, life-long learners ready to take their place as leaders in the 21st century. They will develop into well-balanced, articulate, principled and responsible global citizens, with cultural and international awareness, who positively contribute to our School and the wider community.***

## VALUES

Students learn best when they are happy and valued; supported, challenged and encouraged, so at Barton Court Grammar School we take care to ensure our students' education is both enriching and enjoyable. Academic excellence is at the heart of our school, but we nurture equally creativity, personal and physical development, independence and inquiring minds.

We aspire to be a truly 21st Century school, concerned not just with what our students learn, but with how they learn, and how they grow in confidence, independence and critical thinking. We are an Advanced Accredited 'Thinking School' (December 2025).

The success of Barton Court is due to a strong partnership between staff, students and parents and a clear understanding of our core values. Our vision is to maintain our 'outstanding school' status underpinning all aspects of school life for both students and staff.

We have introduced an innovative curriculum with all students studying a two-year compressed KS3 and select options at the end of Year 8 for their GCSE/KS4 courses. Students are able to choose from a wide range of academic (GCSE) options and a small number of vocational options. In the Sixth Form students choose from a wide range of A Level courses and a small, but highly successful and appropriate, number of vocational courses.

The School is an Advanced "Thinking School". We have placed Thinking at the heart of our learning & teaching and we are developing a common visual language of Thinking Tools to enable our students to become independent, confident, thoughtful, life-long learners. We believe that Thinking students will be successful in their learning and life beyond Barton Court

Time is being well spent on developing opportunities for our students to take on leadership roles within the School, to not only improve their leadership skills and confidence, but allow students to work in productive teams, take on more responsibility and work together for the benefit of each other, our school and local community.

Student Voice and the House events have developed further under this new student leadership structure ensuring that students feel listened to, valued and able to contribute to their school.

## **Assistant Headteacher: Teaching & Learning (and whole school Personal Development)**

We are seeking to appoint a senior leader to the post of Assistant Headteacher: Teaching & Learning to join a leadership group of an Executive Headteacher, Headteacher, two Deputy Headteachers and one other Assistant Headteacher from September 2026. The opportunity to work across the Trust is available to interested candidates.

The successful candidate will:

- Be an experienced leader already contributing significantly to whole-school developments
- Be passionate about high standards and achievement and excellence for all
- Be passionate about teaching and learning
- Be an enthusiastic team player
- Be an excellent teacher
- Be credible in the eyes of staff and students alike

The focus of responsibility for the post will be the strategic development of Teaching & Learning. The successful candidate will have the potential and desire to be active and influential across the whole leadership spectrum. As such it will provide a first-rate preparation for those considering going on to Deputy Headship.

The successful candidate will:

- Have an intelligent grasp of how to raise standards and achievement through excellent CPD
- Understand the characteristics of excellent teachers and how to develop these in others
- Be robust in how you challenge underperformance and develop best practice

The role is a fantastic opportunity to join a highly effective leadership team in a forward-thinking school which benefits from excellent resources, good ICT facilities, a dynamic and friendly staff team and students who are able and enthusiastic. As Assistant Headteacher this post is key in ensuring the further developments of our school. We aim to ensure that the successful candidate will be central to all major strategic decisions and will be leading some of these, working with Governors, staff and students. Central to this role is the ability to be a secure link between the staff and the Headteacher and so be able to work with the Headteacher, in an honest and open forum, in advising on staff morale and enthusiasm.



## Barton Court Grammar School Assistant Headteacher Job Description



### **TEACHING AND LEARNING (includes E-Learning/AI), Thinking Schools, Teacher Training, METAL & CPD; Whole School Personal Development & Deputy DSL**

**L14 – L19**

**Reports to: Executive Headteacher/ Headteacher**

**Key Purpose:** With the Executive Headteacher & Headteacher the Assistant Headteacher will:

- a) Work in partnership with the Designated Safeguarding Lead and as a Deputy DSL will share responsibility for safeguarding and child protection across the school. They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children. They will advise and support other members of staff on child welfare and child protection matters, and liaise with relevant agencies such as the local authority and police. With the full knowledge of the DSL some safeguarding activities may be delegated to other deputy DSLs.
- b) Share responsibility for school policies, decision-making and strategic planning;
- c) Develop an ethos of high expectations of staff and students and an adaptable and positive approach to innovation;
- d) Lead on change and innovation;
- e) Take full accountability for key areas of the school's work, including raising the quality of **Teaching and Learning**, including e-learning and AI, Thinking Schools, METAL, CPD and Teacher Training (ITTECF).
- f) Share accountability with SLT for pupil outcomes at KS4 & KS5.

**1a) Deputy DSL Duties and responsibilities:** The key focus of this role is to Safeguard all students at all levels across the school community by supporting the DSL in the effective discharge of his/ her Safeguarding responsibilities. **In the absence of the DSL the Deputy DSL is expected to take full accountability for these responsibilities.**

#### **Policy and Procedure**

- Act as a champion of the School's Safeguarding Policy and procedures by supporting all staff to have access to and understand them
- Contribute to the School Safeguarding Policy and review process
- Ensure that all staff are aware of their responsibility to challenge behaviour which breaches any of the school policies.

#### **Managing referrals**

- Referrals made to Social services
- Refer cases of suspected abuse to the Local Authority Children's Social Care
- Keep detailed, accurate and secure written records of concerns and referrals at KS3. These are reviewed regularly (at least once every 3 weeks) to ensure concerns are escalated as appropriate and any multi-agency involvement are held to account for escalating concerns.

### **Working with staff and other agencies**

- Ensure staff can access and understand the School's Child Protection and Safeguarding Policy and procedures (especially new and part time staff)
- Inform immediately the DHT: Pastoral Care of safeguarding issues.
- Act as a source of support, advice and expertise for staff
- Understand the assessment process for providing early help and intervention
- Develop a working knowledge of how Local Authorities conduct a child protection case conference and a child protection review conference
- Attend and contribute effectively to Child In Need meetings, Child Protection conferences, Early Help, and planning and review meetings; including those taking place out of normal working hours.
- Liaise with the LA and follow up any referrals made.
- Monitor and review medical needs of students in KS3 and implement and monitor the effectiveness of care plans

### **Training**

- Undergo training to develop and maintain the knowledge and skills required to carry out the role
- Undergo Prevent training and be able to:
  - Support the School in meeting the requirements of the Prevent duty
  - Provide advice and support to staff on protecting children from the risk of radicalisation
- Undergo training on female genital mutilation (FGM) and be able to:
  - Provide advice and support to staff on protecting and identifying children at risk of FGM
  - Report known cases of FGM to the Police, and help others to do so
- Undergo training on Online Safety and be able to:
  - Support the School in meeting the requirements of On-Line Safety as outlined in the KCSIE Policy (Updated annually)
  - Provide advice and support to staff on protecting children from the unique risks associated with on-line safety.
  - Ensure all staff are provided with on-line safety training at Induction and updated annually as required and all staff recognise the additional risks for SEND students with on-line safety.
- Refresh knowledge and skills at least annually so remain up-to-date with any developments relevant to the role
- Obtain access to relevant resources

### **Raise awareness**

- Ensure the School's Child Protection policies are known, understood and used appropriately
- Ensure the Safeguarding Policy is available and easily accessible to everyone in the school community



- Be alert to the specific needs of children in need at KS3, those with special educational needs and young carers
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the School puts measures in place to protect them

The lead deputy DSL, in conjunction with the DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct. During term time, the Lead deputy DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person, but can also be via phone in exceptional circumstances. Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Lead Deputy DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

1(b) **Key Purpose:** With the Executive Headteacher/ Headteacher, the Assistant Headteacher will:

- ✓ Share responsibility for school policies, decision-making and strategic planning;
- ✓ Develop an ethos of high expectations of staff and students and an adaptable and positive approach to innovation;
- ✓ Lead on change and innovation;
- ✓ Take full accountability for key areas of the school's work, including raising the quality of **Teaching and Learning**, including e-learning and AI, Thinking Schools, METAL, CPD and Initial Teacher Training & Early Career Framework- (ITTECF);
- ✓ Share accountability with the SLT for the pupil outcomes at KS4 & KS5.

1(c) A key focus of this post is to ensure the **highest quality of teaching and learning provision, including E-Learning and AI, CPD/ITTECF and Personal Development** and to ensure the **highest quality of achievement at BCGS** by:

- Developing the leadership skills of curriculum leaders through a rigorous programme of CPD and establishing a culture of improvement;
- Developing the teaching and learning skills of all teachers through a rigorous programme of CPD and establishing a culture of improvement;
- Develop, lead and manage effective strategies to improve standards of teaching across all Key Stages;
- To lead the school's Thinking Schools programme
- To lead the school's Teacher Training partnerships
- To lead and manage the school's METAL programme;
- To lead and manage the school's "Teaching and Learning" programme
- Develop, lead and manage effective strategies to improve standards of teaching and learning by use of appropriate e-technologies and AI across the school;
- Accountability for line management of designated curriculum subjects;
- Develop, lead and manage effective strategies to improve standards of teaching and learning
- Providing leadership of Personal Development Days and Personal Development Week
- Providing leadership of the Carol Service in Canterbury Cathedral

## 2. **Areas of Responsibility and Accountability**

### (a) **Leadership and Management**

- Assist the Headteacher and share leadership at the most senior level;
- Make significant contributions to meetings of the Senior Leadership Team, Extended Leadership Team, Pastoral Team, Curriculum Team & DSL Forum

- c) Contribute to the day-to-day organisation of the school and ensure it functions efficiently and effectively;
- d) Be a highly visible presence around the school and model expectations of staff and students;
- e) Take full accountability for targets relating to the performance of standards at KS4 year 11: % 9-7; 9-5; 9-4; incl Eng & Maths, Progress 8 and Attainment 8.
- f) Take full accountability for the examination results of the designated curriculum subjects (line management)
- g) Leadership of the school's Teaching and Learning policy: its monitoring, review and evaluation;
- h) Leadership of the school's Thinking Schools programme
- i) Leadership of the school's Teaching School partnership (ITTECF)
- j) Leadership of the school's E-Learning Policy (including the use of AI): its monitoring, review and evaluation;
- k) Leadership of the Personal Development Days: its monitoring, review and evaluation
- l) Leadership of the Personal Development Week: its monitoring, review and evaluation
- m) Make a significant contribution to the Governors' meetings, including appropriate documentation;
- n) Make a significant contribution to the school's self-evaluation process, including METAL, the SDP and SEF;
- o) To organise the annual school's Carol Service at Canterbury Cathedral
- p) Monitor and Manage Personal Development Days, Week, Staff Training and Thinking School Budgets.
- q) Assume any other responsibilities as may reasonably be required by the Headteacher.

**(b) Student learning and achievement**

- a) Monitor the quality of teaching and learning and ensure the school's Teaching and Learning policy is implemented consistently and effectively;
- b) Monitor the quality of E-Learning and ensure the school's E-Learning policy is implemented consistently and effectively;
- c) Monitor the quality of curriculum at Key Stage 3, 4 and 5 in line with the school's policy on teaching and learning
- d) Support the Leadership Team with the pastoral care of all students who are underachieving or who are vulnerable e.g. disadvantaged students
- e) Contribution to the Governing Body Committees with respect to the T&L, Thinking Schools, E-Learning and CPD;

**(c) Staff Support and Challenge:**

- a) Lead and manage the work of designated curriculum subjects;
- b) Lead and manage the CPD programme for all teaching staff and support staff and ensure its efficient and effective implementation that impacts on student learning.
- c) Responsible for the school's induction programme for new teaching staff.
- d) Responsible for the Professional Mentor for ITTECF programmes. Accountable for all formal assessments, training programmes and support for subject members.
- e) Lead and manage all performance coaching programmes and report on progress to the Headteacher.
- f) With the Headteacher, ensure the effective implementation of the School's Performance Management Policy
- g) Direct and support the work of the SLT administrator;
- h) As part of METAL undertake lesson observations, book looks, student voice interviews, and use the outcomes to identify and promote "best practice";
- i) Monitor and manage the use of the Flourish platform in light of any changes required.
- j) Remain positive at all times and lead staff by example.

(d) **Learning Community**

- a) Represent the school at Teaching and Learning, Thinking Schools and Teacher Training (ITTECT) meetings as appropriate
- b) Represent the school at E-Learning meetings as appropriate (Including AI)
- c) Attend relevant INSET CPD, Performance Management training/meetings
- d) Ensure the Academy's Teaching and Learning policies and practices are implemented effectively at BCGS and support the BCAT schools as required
- e) Engage with the Academy Trust community, particularly through Connected Learning Communities, to secure quality Teaching and Learning provision for all students, quality CPD/ITT for all staff including sharing good practice from Barton Court.
- f) Promote the internal and external high expectations, perceptions and standards of the academy to the wider community

3(a) **Teaching/School commitment**

- (i) To teach 23 hours per fortnight (46%) at BCGS

To carry out as requested from time to time any other relevant duties as may be reasonably required by the Headteacher.

The job description will be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

Two copies of this job description should be signed, the post holder retaining one and the Headteacher the other.

Signed.....

Date.....



## Barton Court Grammar School



### Assistant Headteacher Person Specification

The person specification sets out the: (i) qualifications and professional development; (ii) experience and knowledge; and (iii) personal qualities required for the role in line with the key accountabilities and responsibilities in the job description.

The person specification will be used as part of the selection process including: (i) shortlisting of applications (ii) assessment by interview (iii) and satisfactory references. To apply for the role, please complete the application form fully and provide a supporting statement of no more than two pages of A4.

#### Assistant Headteacher PERSON SPECIFICATION

	Essential	Desirable
Qualifications, Education, Training	<ul style="list-style-type: none"><li>• Honours Degree and teaching qualification.</li><li>• Q.T.S.</li><li>• Evidence of continuing professional development or further professional study</li><li>• Middle management training or school management programme</li></ul>	<ul style="list-style-type: none"><li>• Further professional qualification</li><li>• Higher Degree</li><li>• NPQSL</li><li>• Participation in work with other schools/agencies</li></ul>
Relevant Experience	<ul style="list-style-type: none"><li>• Minimum of six years teaching experience, in more than one school, including teaching to GCSE level.</li><li>• Minimum of three full years at (middle) leadership level in a school</li><li>• Proven success in raising whole school achievement</li><li>• Evidence of leading, supporting and managing others, both individuals and teams, ensuring high quality performance</li><li>• Experience of at least two of the below:<ul style="list-style-type: none"><li>✓ Whole school pastoral care, support and guidance of a significant number of students</li><li>✓ Whole school safeguarding, CIC, Gifted and Talented provision.</li><li>✓ Monitoring, evaluation and review in order to provide performance data that can be used to improve the quality of student outcomes; quality of teaching, learning and curriculum</li><li>✓ Involvement in innovative curriculum development</li><li>✓ Managing and implementing change successfully at whole school level</li><li>✓ Influencing whole school policy</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Leading professional development</li><li>• Working in an 11-18 school</li><li>• Working in an Academy</li><li>• Teaching to Advanced level</li><li>• Experience of safeguarding, Deputy DSL</li></ul>
Knowledge, skills, abilities	<ul style="list-style-type: none"><li>• Current knowledge of the use of assessment and data in students' learning and to raise standards.</li><li>• Understanding of personalisation of curriculum for different groups</li></ul>	<ul style="list-style-type: none"><li>• Understanding of the challenges of raising aspiration and achievement in schools in selective education</li></ul>

	<ul style="list-style-type: none"> <li>• Ability to enhance performance by motivating and developing staff, helping them acquire the skills to prepare for more senior roles</li> <li>• Strong analytical, problem-solving, planning, project management and data handling skills</li> <li>• Evidence of being able to build and sustain effective working relationships with students, staff and parents</li> <li>• Enthusiastic and exceptional teacher, with a proven track record of excellent results in public examinations</li> <li>• Excellent interpersonal skills</li> <li>• Ability to identify and promote school improvement in creative and innovative ways</li> <li>• Knowledge of current initiatives in education especially in terms of raising standards and achievement</li> <li>• Ability to maintain a positive and supportive culture within Barton Court Grammar School</li> <li>• Competent in the use of ICT</li> </ul>	
Leadership & Management	<ul style="list-style-type: none"> <li>• Ability to manage, motivate, support and inspire trust in others.</li> <li>• Ability to work as part of a team.</li> <li>• Ability to work well under pressure</li> <li>• Ability to formulate, monitor, evaluate and review plans and policies</li> <li>• Ability to confront and resolve problems.</li> <li>• Ability to innovate and manage change.</li> </ul>	
Personal attributes	<ul style="list-style-type: none"> <li>• Enthusiasm for and commitment to the achievement of the School's overall vision for success at all levels</li> <li>• A fundamental commitment to a belief that every student matters</li> <li>• Energy, tenacity, resilience and determination; willingness to work hard</li> <li>• Flexible, adaptable, results orientated and able to prioritise; resilient under pressure</li> <li>• A persona that would command respect from the school and local community</li> <li>• Creativity and enthusiasm to promote a positive school image to the local and national community</li> <li>• Ability to lead and manage own work effectively and take responsibility for own professional development</li> <li>• Positive attitude to team building across the School and a team player</li> <li>• Enthusiasm for student welfare, their success and happiness</li> <li>• Be passionate about teaching and learning</li> <li>• Be an excellent teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional intelligence; adaptable to differing situations, with a clear sense of humour</li> <li>• The aspirations, talent and enthusiasm to become a Deputy Headteacher</li> </ul>

The person specification sets out the: (i) qualifications and professional development; (ii) experience and knowledge; and (iii) personal qualities required for the role in line with the key accountabilities and responsibilities in the job description.

### **Application Process**

- Closing date for applications is Friday 23 January at midday.
- Interviews will be held week commencing Monday 2 February

Please complete the application form and provide a supporting statement (on no more than two sides of A4). The supporting statement should include how you meet the person specification and your skills and experience to date that make you an ideal candidate for this post.

If you wish to discuss this post or tour the school please contact Mr Jonathan Hopkins, Headteacher, [jhopkins@bartoncourt.org](mailto:jhopkins@bartoncourt.org)

Please email your application to:

BCAT HR Department  
[recruitment@bartoncourt.org](mailto:recruitment@bartoncourt.org)

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**School Omnigraph**  
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**Kirstin Cardus: Executive Headteacher (BCAT)**

**Jonathan Hopkins: Headteacher (BCGS)**  
Strategic Leadership, Operational Leadership

**Assistant Headteacher:  
Teaching & Learning**

DSL - Safeguarding  
Teaching & Learning  
Thinking Schools  
Teaching Schools  
E-Learning  
METAL  
CPD  
Personal Development  
ITTECF  
Staff Workload

**Sue Smith  
Deputy Headteacher  
Pastoral, Lead DSL & PP**

Designated Safeguarding Lead  
Pastoral Care (Y7 - 13)  
Pupil Premium  
KS3 - 5 Achievement  
SEN, CIC  
Safeguarding (Inc. E-Safety)  
Attendance and Behaviour  
Primary Liaison  
Healthy Schools  
Student Voice  
Staff & Student Well-being

**Owen Mitchell  
Deputy Headteacher:  
Curriculum &  
Achievement**

DSL - Safeguarding  
KS3-5 Achievement  
Curriculum  
Assessment  
Timetabling  
Reports  
Exams  
M&T & Data  
Results Analysis  
Cover  
Calendar  
Duties  
Awards Evening

**Abbi Haley  
Assistant Headteacher:  
KS5**

DSL – Safeguarding  
Pastoral Care (KS5)  
KS5 Behaviour and  
Attendance; Personal  
Development  
IAG Careers; UCAS  
Charity – Fundraising  
Work Related Learning  
National Nurture School  
(Wellbeing)

### **Extended Leadership Team**

**Director of Maths  
Brooke Porter**

**Director of English  
Alice Blyth**

**Associate AHT:  
T&L/Personal  
Development  
Craig Lawrence**

**Senior Director  
T&L  
Ricardo Duran**

**Director of KS3  
Dan Lintott**

**Director of Music  
Georgette Fenn**

**Director of  
MFL/Careers  
Robert Wilcock**

### **BCAT Business Management Team**

**BCAT Finance  
Natalie Coles**

**Trust HR  
Kate Trevor**

**Trust ICT Strategy/Projects  
Manager  
Marc Blake**

**BCAT Estates Manager  
Richard Adams**



