



The  
Charles Dickens  
School

Expect, Believe, Achieve

# Headteacher Information Pack



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Dear Applicant

**Headteacher of The Charles Dickens School**

Welcome to the application process for the post of Headteacher at The Charles Dickens School. I am immensely proud to be the Executive Headteacher of all the schools within Barton Court Academy Trust. Each one serves a diverse community and offers a unique career opportunity. At Charles Dickens I am particularly proud of the efforts and energy my colleagues make every day to provide the quality education that pupils deserve. The dedication and determination exhibited by our staff across the Trust humbles me daily and our collaboration in pursuit of excellence in our work is exciting. We are a small Trust, but as we have grown our ambition of what we can achieve has grown with us. Our lead school Barton Court Grammar School is an outstanding co-educational 11-18 school and continues to offer support, collaboration and respect to all other schools within the Trust.

We seek to appoint a Headteacher who will champion our pupils, many of whom face challenges and, without the support of a caring but determined school, could have limited life chances. This role is that important and is why we need a school leader who is dedicated and passionate but also warm, possessing charisma and who recognises that high expectations, open-mindedness, clarity, diligence and a sense of vision are necessary in a successful leader.

Please read our website ([www.cds.kent.sch.uk](http://www.cds.kent.sch.uk)), visit us and consider whether the School appeals. If invited to interview you will find us transparent so that you have a thorough insight into what constitutes being Headteacher at Charles Dickens. It is a dynamic school and it is a place for enthusiasts who believe that all things are possible. The Secondary phase is a new beginning for pupils and a place where professions can thrive.

We are committed to building people's careers at BCAT and establishing sustainable opportunities for staff development. We will ensure the successful candidate has an effective and bespoke induction process and will receive full support from me, Senior leaders and the Local Governing Body.

If any matters regarding the application are unclear please contact us via email [kcardus@cds.kent.sch.uk](mailto:kcardus@cds.kent.sch.uk) or by telephone on 01843 862988. 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

A handwritten signature in black ink, appearing to read 'K Cardus'. The signature is fluid and cursive, with the first letter 'K' being large and prominent.

Kirstin Cardus  
Executive Headteacher

## **Our School**

At our School, 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 an inspirational Headteacher who secures the highest standards of teaching and learning through promoting, securing and sharing exceptional classroom practice. We strongly believe “great classrooms make great schools”.

Subjects across the School benefit from charismatic 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. Entirely committed to education, our facilities are second to none and include our own sports hall, gym, fitness suite, drama and dance studios, music suite, theatre, and industry-level design and technology equipment and dedicated computer suites for use by all subjects.

Colleagues and pupils benefit from our commitment to extra-curricular activities and the broadening of student experiences. Successful teachers at Charles Dickens are committed, industrious and open to development, not only within the confines of the classroom, but within wider school life.

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

## **Our Mission Statement:**

**“Whatever I have tried to do in life, I have tried with all my heart to do it well; whatever I have devoted myself to, I have devoted myself completely; in great aims and in small I have always thoroughly been in earnest.”** *Charles Dickens*

At The Charles Dickens School, we are dedicated to enabling all students to achieve their potential. We pride ourselves on being a challenging, innovative and inclusive community. We are dedicated to our students’ development both as learners and as responsible young adults.

### **Our school values are:**

**C**ompassion  
**A**spiration  
**R**esilience  
**E**nthusiasm

Students learn best when they are happy and valued; supported, challenged and encouraged. At The Charles Dickens School we take care to ensure our students’ education is both enriching and enjoyable.

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 introduced the ‘Thinking Schools’ programme in September 2017 which will ensure that learning is at the heart of the children’s thinking.

The success of The Charles Dickens School is due to a strong partnership between staff, students and parents and a clear understanding of our core values. Our vision is to be an ‘outstanding school’ underpinning all aspects of school life for both students and staff.

We have introduced an innovatory curriculum with all students studying a compressed KS3 and opting at the end of Year 8 for their GCSE/KS4 courses.

Students are able to choose from a wide range of academic (GCSE) and vocational options. We have introduced a “secondary ready” curriculum for students in Y7 & Y8 who are not yet ready for the transition to secondary education and a Gifted and Talented programme for our most able.

The School is working towards accreditation as a “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 The Charles Dickens School. We are working with Exeter University towards accreditations as a Thinking School and this takes approximately three years to achieve with accreditation expected in Jan 2021.

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.



# The Charles Dickens School Headteacher Job Description



## HEADTEACHER of The Charles Dickens School: CORE PURPOSE

To provide dynamic and professional leadership of The Charles Dickens School, to be accountable for its continued success and improvement in achieving its vision and to be a school, where standards are high and life-long learners are nurtured. We hold strongly to our values and our mission statement; Expect, Believe, Achieve.

**The Headteacher will be line managed by the Executive Headteacher of the Trust.**

**In order to deliver dynamic and professional leadership of the School, the Headteacher has a range of key accountabilities to the Local Governing Body as follows:**

### **Core purpose:**

#### **Provide vision and strategic direction**

- Lead by example to foster an open, transparent and equitable culture
- Develop the distinctive ethos of the school in line with its core principles as an inclusive and highly aspirational school within Barton Court Academy Trust (BCAT) and to work within its local community
- Evaluate school performance and effectiveness and identify priorities for continuous improvement
- Achieve and sustain good/outstanding teaching and learning across a broad and balanced curriculum
- Promote excellence, high expectations in pupil outcomes and excellent standards of behaviour for all pupils
- Ensure equality of opportunity and inclusivity creating a culture and environment that enables pupils' moral and spiritual growth
- Effective management and deployment of resources to achieve the School's aims
- Create a safe and inspiring learning environment
- To be responsible for the internal organization, management and control of the School
- Work effectively with the Executive Principal and lead educational professional of the Trust.
- Work effectively with the Governing Body upholding the highest standards of professional and business ethics, and support Governors/Trustees in ensuring that this impacts on all aspects of the The Charles Dickens School decision making processes

These accountabilities are described in more detail in the following six sections outlining key responsibilities

## **Key Responsibilities**

### **1. Shaping our future and demonstrating a strong strategic vision**

Work with the Local Governing Body, Executive Headteacher and Trust to develop and shape the future strategic direction and governance of the School.

- Communicate a shared and compelling vision and future for the School which inspires and motivates everyone in the school community and translate the vision into short, medium and longer term development plans that focus on providing a world-class education for all pupils.
- Develop and implement an annual School Development Plan to enable school improvement which is underpinned by rigorous self-evaluation and a deep understanding of the School's effectiveness informed by the views of key stakeholders including pupils, parents/carers and staff.
- Translate the vision and School Development Plan into agreed objectives and operational plans and lead and oversee delivery.
- Demonstrate the School's vision and values in all decisions and actions.
- Understand key national developments in secondary education, prioritising their significance for the School.

### **2. Leading learning to inspire pupils**

Create a culture of high expectations, aspirations and engagement in learning for all pupils

- Drive a continuous and consistent focus on improving all pupils' progress and attainment across the curriculum and key stages using internal data and external benchmarks.
- Instil a strong sense of accountability in staff for the impact of their work on pupils' outcomes and address promptly and effectively ineffective teaching or weaknesses in the School.
- Promote continuous improvement and innovation in teaching methods and approaches using feedback and drawing on leading external practice and evidence.
- Develop, implement and evaluate a broad and balanced curriculum which inspires all pupils to learn and meets all aspects of the National Curriculum and pre-16 provision.
- Enable extra-curricular opportunities for pupils to extend knowledge and skill in a range of artistic, creative, musical and sporting activities.
- Set and maintain the highest standards for behaviour, conduct and attendance ensuring clear policies and systems are in place and are consistently applied.
- Create a culture that strongly promotes equality of opportunity and inclusivity, fosters an understanding and respect for difference and enables pupils' wellbeing, moral and spiritual growth.
- Ensure the effective development, implementation and evaluation of safeguarding policy and procedure to protect pupils from exploitation, radicalisation and extremism.
- The Governing Body is committed to safeguarding and promoting the welfare of children and young persons and the Headteacher must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.

### **3. Leadership and management of staff**

Create a high achieving culture within which all staff are motivated and supported to develop and improve their own skills and subject knowledge and which promotes the wellbeing of staff encouraging them to support each other and recognise and celebrate each other's achievements.

- Lead by example with high standards of professionalism, integrity and commitment.
- Lead and promote the continuing professional development of all staff and role model a commitment to your own professional development.
- Build and sustain clear transparent communication pathways and methods across school to build team ethos, share information, engage and involve staff with key priorities and to enable two way feedback.
- Delegate and allocate responsibilities and decision making clearly to meet the needs of School as well as to motivate and develop staff, overseeing progress and results.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing promptly any issues as well as supporting staff to improve and valuing excellent practice.
- Ensure effective and safe recruitment, induction and mentoring procedures are in place to attract, hire and retain talented staff.

#### **4. Managing resources and assets: through excellent systems and processes**

Develop and evolve the staffing structure to meet the School's future needs and to deploy staff strategically to enable school development and to improve pupils' outcomes

- Plan and manage the School's financial resources to ensure they are used effectively and efficiently to deliver the curriculum, improve all pupils' outcomes and to enable school improvement and development whilst complying with local authority requirements and financial regulations.
- Oversee the management, security and development of the school buildings, grounds and equipment to provide an inspiring and safe environment for pupils, staff and members of the school community in line with the curriculum, the School's policies, legislation and the School's development plan.
- Ensure staff work in compliance with the School's health and safety policies, safe systems of work, health and safety legislation, ensuring the safety of all parties including members of the public whilst on school premises or elsewhere whilst partaking in school activities or duties.
- Oversee the deployment, maintenance, safe use and development of the School's IT and online platforms and resources to enable curriculum delivery and enhance learning and also the effective and efficient management of the School.

#### **5. Strengthening partnerships as part of a wider self-improving system**

- Ensure parents/carers/families and pupils are well informed about the School's direction and priorities, individual pupil progress and attainment and how to support learning thereby forging a close partnership which will improve learning outcomes.
- Work closely with the Executive Headteacher and other Trust leaders to improve School and Trust outcomes and enhance collaborative learning and partnership with all other Trust schools.
- Continue to develop the distinctive partnership with like-minded schools to shape our ethos curriculum and values. Build, develop and maintain new and existing partnerships in the local community and with local schools (including the School Improvement Groups) to enhance and enrich provision and learning, benchmark school improvement, ensure effective pupil transitions and to share resources and costs.



## **6. Ensuring accountability: leading the self-improving school**

Ensure all staff have clearly defined accountabilities which are agreed, understood and regularly reviewed.

- Promote the value and importance of internal and external accountability.
- Provide clear information, objective advice and support to the Local Governing Body and Governors to enable them to perform their core functions and statutory responsibilities.
- Provide an accurate and coherent account of the School's performance and financial management tailored to the needs of a range of audiences and Ofsted to enable internal and external accountability.
- Ensure that all school policies, procedures or systems comply with DfE/ESFA requirements and relevant legislation.

### **General**

#### **Commitment**

Demonstrate a commitment to:

- Equalities and the Equality Act 2010
- Promoting the Trust's vision
- High ethical standards
- Relating positively to and showing respect for all members of the Trust and wider community
- Ongoing relevant professional self-development
- Safeguarding and child protection (KCSIE 2018)

The Headteacher will carry out his/her professional duties in accordance with, and subject to, the National Conditions of Employment for Headteachers and education and employment legislation. The Headteacher may be reasonably required to carry out further responsibilities in discussion with the Governing Body. The job description will be reviewed annually as part of the Headteacher's performance management.



# The Charles Dickens School 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.

Criteria	Essential	Desirable
Qualified teacher status	X	
A Degree or equivalent	X	
Evidence of recent and ongoing professional and leadership development for the role of Principal such as holding or working towards the NPQH or other equivalent courses	X	
Successfully completed appropriate Child Protection (training to L3 desirable)	X	
Recent successful leadership as a Headteacher in a secondary school		X
Recent successful leadership as a Deputy/Vice-Principal role in a secondary school	X	
Evidence of an effective relationship(s) with governing bodies and an understanding of how to enable and support them in performing their core functions and statutory responsibilities	X	
Experience in shaping and steering the strategic direction and governance of a school	X	
Design and implementation of school development plans	X	
Experience of developing an inclusive school enabling pupils' moral and spiritual growth within a school setting	X	
Track record of successful delivery of school development and improvement with measurable impact in more than one school	X	
Up-to-date with a range of wider developments impacting on secondary education and prioritises and acts on them based on their significance for the school	X	
Significant teaching experience through employment at a senior level in more than one school	X	
Significant teaching experience through employment within three key stages	X	
Strong knowledge and understanding of all three key stages in the secondary phase and the National Curriculum	X	
Significant experience of assessing, evaluating and reporting on the quality of teaching standards across the curriculum	X	
Track record of setting high expectations and aspirations and improving all pupils' progress and attainment (including SEND and Pupil Premium)	X	
Significant experience and skill in using internal data, external benchmarks and target setting to improve all pupils' outcomes and address weaknesses	X	
Experience of designing, implementing and evaluating a broad, balanced and engaging Secondary curriculum across all key stages and enabling extra-curricular opportunities	X	

Knowledge and application of leading and innovative external practice in teaching and evidence-based research to improve learning outcomes	X	
Track record of developing, implementing and evaluating effective behaviour management strategies and policies to establish and maintain high standards	X	
Evidence of promoting equality and inclusivity in school and fostering an understanding and respect for difference across school life and the curriculum	X	
Experience of developing and implementing safeguarding policy and procedure in school to promote the welfare of children	X	
Experience of leading the curriculum development in a specific subject	X	
Significant experience of leading and line managing teaching staff at secondary level	X	
Experience of leading and line managing teaching assistants and support staff in school	X	
Track record of inspiring, challenging, motivating and empowering teams and individuals to achieve high goals and continuous improvement creating and sustaining a positive and supportive school culture	X	
Experience of mentoring and coaching staff and teams and facilitating staff training to develop talent and promote continuous professional development in school	X	
Experience of performance management creating clear accountability for outcomes and tracking progress and results	X	
Experience of setting and managing budgets and cost control	X	
Experience of strategic financial planning to enable school improvement and development		X
Experience of managing and developing school buildings, grounds and equipment to provide an inspiring and safe environment		X
Experience of developing and reviewing school policies, procedures and systems to ensure they meet the needs of the School and comply with statutory regulation and legislation (such as health and safety, GDPR and employment)	X	
Experience of overseeing the development and deployment of a range of IT platforms and new technologies to enhance learning and the management of the school	X	
Significant experience and skill in communicating, building and maintaining positive partnerships with parents/carers/ families to improve learning outcomes	X	
Experience of, commitment to and an understanding of how to nurture and develop the School's partnerships	X	
Experience of proactively developing collaborations with other schools, organisations and the local community to enhance and enrich learning and share resources/cost	X	

## Application Process

- Closing date for applications is Monday 4 March 2019 at midday.
- Interviews will be held week commencing 11 March 2019

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 Ms Kirstin Cardus, Executive Headteacher, [kcardus@bartoncourt.org](mailto:kcardus@bartoncourt.org)

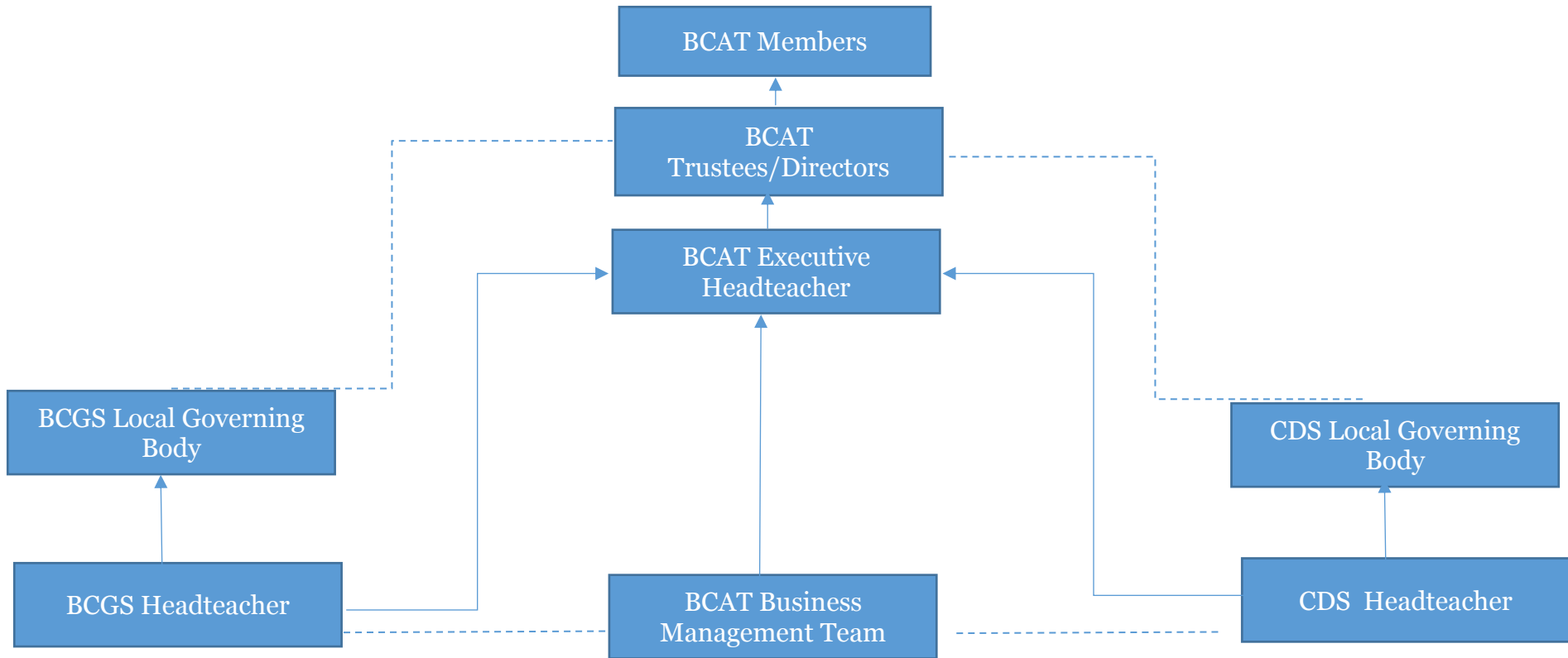
Please email your application to:

Mrs Anne-Marie Ormsby  
Personnel Officer  
The Charles Dickens School  
Broadstairs Road  
Broadstairs  
Kent

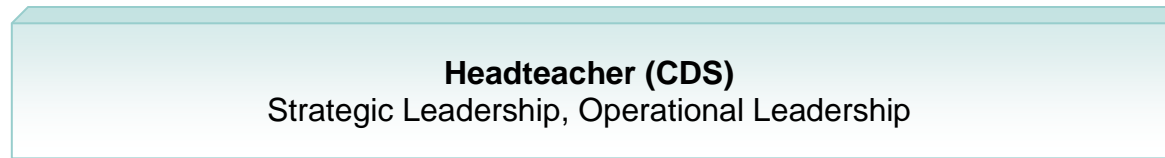
CT10 2RL

[recruitment@cds.kent.sch.uk](mailto:recruitment@cds.kent.sch.uk)

### Barton Court Academy Trust (BCAT) Omnigraph



## The Charles Dickens Omnigraph



**Headteacher (CDS)**  
Strategic Leadership, Operational Leadership

**Richard Morgan**  
Senior Deputy Headteacher  
ECA & Pastoral

ECA, Pastoral Care (Y7 & 9)  
KS3 Achievement  
Pupil Premium  
Safeguarding (Inc. E-Safety)  
Attendance and Behaviour  
PSHEE, SMSC  
Primary Liaison  
Charity – Fundraising  
Work Related Learning  
Healthy Schools  
Student Voice KS3

**Michelle Lawson**  
Deputy Headteacher  
ECA & Pastoral

ECA, Pastoral Care (Y10 & 11)  
KS4 Achievement  
CIC  
Safeguarding (Inc. E-Safety)  
Attendance and Behaviour  
PSHEE, G&T, SMSC  
IAG Careers  
Charity – Fundraising  
Work Related Learning  
Healthy Schools  
Student Voice KS4

**Kristy Harrison**  
Deputy Headteacher  
Teaching & learning

KS4 Achievement  
SEN  
Teaching & Learning &  
AfL  
B4L  
Thinking Schools  
E-Learning  
METAL  
CPD  
ITT – PGCE, School  
Direct, NQT  
Trips & EVC

**Rolf Henderson**  
Assistant Head  
Curriculum and  
Achievement

KS4 Achievement  
Curriculum  
Assessment  
Timetabling  
Reports  
Exams  
M&T & Data  
Results Analysis  
Cover  
Calendar  
Duties  
PTA

**Dave Lee**  
Assistant Head  
Behaviour & B4L  
Pastoral

Y8 Achievement  
KS3 Achievement  
Whole school  
Behaviour  
B4L  
Behaviour  
Programmes  
SRU provision  
SIR provision

**Extended Leadership Team**

**Director of Maths  
Simone Arthurs**

**Director of English  
Kelly Burvill**

**Senior Lead Practitioner: T&L  
and Gifted & Talented  
Alistair Weller**

**BCAT Business Management Team**

**Trust Finance/Premises  
Manager  
Tracey Swift**

**Trust Personnel/Marketing  
Manager  
Roberta Light**

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