



Barton Court
Grammar School

An Academy of Excellence

Assistant Headteacher (L14 – L18)

Information Pack



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Dear Applicant

Assistant Headteacher of Barton Court Grammar School

Welcome to the application process for the post of Assistant Headteacher at Barton Court Grammar School (BCGS). 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 BCGS I am particularly proud of the efforts and energy my colleagues make every day to provide the highest quality of 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 BCGS 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 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. This is evident in the way our community of students, parents, staff and governors all work together to provide an engaging learning environment so that each student thrives and achieves their full potential.

Academic excellence is at the heart of our school, but we equally nurture creativity, personal and physical development, independence and inquiring minds. All students are treated as individuals, and there can be no single pathway that all must be compelled to tread. Consequently, our intention has been to build an appropriate curriculum that will draw upon the raw talent and energy that each child brings. 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 diligence are necessary in a successful senior leader.

Please read our website (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.

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 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.

We are looking to appoint an experienced leader into our Senior Leadership Team to help us lead the school towards the next stage of its development and to maintain our status as an Outstanding School. A high level of commitment to our vision of excellence and high standards is required.

If any matters regarding the application are unclear please contact us via email 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

A handwritten signature in black ink, appearing to read 'K Cardus'. The 'K' is large and stylized, with a long vertical stroke and a short horizontal stroke. The word 'Cardus' is written in a cursive script.

Kirstin Cardus
Executive Headteacher

A handwritten signature in black ink, appearing to read 'J Hopkins'. The 'J' is large and stylized, with a long vertical stroke and a short horizontal stroke. The word 'Hopkins' is written in a cursive script.

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: Pastoral Care (One Key Stage to be discussed at interview). The focus of responsibility for the post will be the strategic development of the School Pastoral Care within one Key stage, safeguarding, and the outcomes/progress of Pupil Premium 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.

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. Entirely committed to education, our facilities are second to none and include a shared Sports Hall and gym with Canterbury Christ Church University, a new block built in January 2018 which consists of 7 new Mathematics classrooms, 3 state-of-the-art Science Laboratories, new Kitchen/Servery and Canteen. In addition, Sixth Form students have access to their own Common Room and own Learning Resources Centre. The whole site has industry standard wi-fi with students in the Sixth Form able to bring their own devices to school.

Colleagues and pupils benefit from our commitment to extra-curricular activities, enrichment days and enrichment week broadening student 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' (July 2017).

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: Pastoral Care and Pupil Premium

We are seeking to appoint a Senior Leader to the post of Assistant Headteacher: Pastoral Care (One Key Stage to be discussed at interview) to join a leadership group of an Executive Headteacher, Headteacher, Senior Deputy Headteacher, Deputy Headteacher and one other Assistant Headteacher from September 2020. 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

The focus of responsibility for the post will be the strategic development of the School Pastoral Care within one Key stage and the outcomes and progress of Pupil Premium 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.

The successful candidate will:

- Have an intelligent grasp of raising standards and achievement through excellent pastoral care, guidance and support
- Have an intelligent grasp of raising standards and achievement for students in receipt of Pupil Premium

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

ASSISTANT HEADTEACHER: Pastoral Care (Key Stage), Deputy DSL, Whole School Pupil Premium, Whole School Personal Development

Achievement, Attendance and Behaviour (Key Stage); Enrichment, PSHEE/ SMSC, IAG/Careers, Charity

L14 – L18

Reports to: Headteacher / Executive Headteacher

- 1(a) **Key Purpose:** With the Headteacher and Executive Headteacher the post holder will:
- a) Working in partnership with the DSL will take responsibility safeguarding and child protection in KS3 or KS4, including taking part in strategy discussions and inter-agency meetings, and contribute to the assessment of children. Will advise and support other members of staff, as appropriate on child welfare and child protection matters, and liaise with relevant agencies such as the local authority and police. At all times the post holder will refer and keep fully up to date the DSL and Lead Deputy DSL on all matters relating to Safeguarding and will seek guidance and advise as necessary from both.
 - b) Share responsibility for school policies, decision-making and strategic planning.
 - c) Develop an ethos of high expectations for students and staff.
 - d) Lead on change and innovation.
 - e) Take on full accountability for key areas of the School's work, including Outcomes/ pastoral care KS3 or KS4, ECA, pastoral care (KS3 or KS4), Attendance, Behaviour, Whole school Pupil Premium progress, Whole school personal development, Whole School Enrichment. Whole School PSHEE / SMSC / Citizenship. Charity (fundraising) & wider stakeholder engagement; IAG/Careers and Work Related Learning and GATSBY Benchmarks
 - f) Deputise for the Deputy Headteacher in their absence and support them with their workload, when tasks are delegated or shared.
- 1(b) **Deputy DSL Duties and responsibilities** The key focus of this role is to Safeguard all students at Ks3 or KS4 and all levels across the school community. **It is expected that the deputy DSL will support the DSL/ Lead Deputy DSL in the discharge of their DSL 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

- Support the DSL / Lead Deputy DSL in any referrals made to Social services
- In the absence of, or as directed by, the DSL / Lead Deputy DSL 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 or KS4. 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.
- Meet the Lead Deputy DSL and DSL regularly to review cases and share best practice and expertise. Cases 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. Regular analysis of all cases to identify any possible trends.

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 DSL/ Lead Deputy DSL 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
- When the HT, DSL or Deputy Lead DSL are unavailable 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 or KS4 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 or college 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 or KS4, 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

1c) A key focus of this post is to ensure the highest quality of provision in: Outcomes/ pastoral care (KS3 or KS4) ECA, pastoral care (KS3 or KS4), Attendance & Behaviour, Whole School Pupil Progress, Whole School Personal Development, Whole School Enrichment. Whole School PSHEE / SMSC / Citizenship. Charity (fundraising) & wider stakeholder engagement and IAG Careers and Work Related Learning. This will be achieved by:

- Developing excellence in KS3 or KS4 pastoral care leading to outstanding academic outcomes, including outcomes for PP students.
- Developing excellence in provision for all Pupil Premium students in the school
- Monitoring and evaluating the work of curriculum provision in either KS3 or KS4
- Regular monitoring of student progress in KS3 or KS4 against school, subject and individual targets.
- Regular monitoring of Attendance and Behaviour at KS3 or KS4
- Directing and monitoring the work of either the Director of KS4 or Heads of Year in leadership of Pastoral Care, attendance, achievement, behaviour and PP progress.
- Accountability for line management of designated curriculum subjects.
- Develop, lead and manage effective strategies to improve outcomes and progress for all students eligible for Pupil Premium
- Develop, lead and manage effective strategies to improve standards in whole school personal development, Enrichment, PSHEE, SMSC, IAG/Careers (Gatsby Benchmarks) and Citizenship.
- Oversee school charity fund raising

2. **Areas of Responsibility and Accountability**

(a) **Leadership and Management**

- Deputise for the Deputy Headteacher when required and share leadership at the most senior level.
- Make significant contributions to meetings of the Senior Leadership Team, Extended Leadership Team, Pastoral Team and the Curriculum Team.
- Contribute to the operational management of the school and ensure it functions efficiently and effectively.
- Be a highly visible presence around the School and a role-model for expectations and standards to staff and students.

- e) Take full accountability for targets relating to KS3 or KS4: Attainment 8, Progress 8, EBACC APS, %EBACC entry, %EBACC pass rates, %E+M, %5+ A*-C E+M, destinations.
- f) Take full accountability for targets relating to Pupil Premium, Attainment 8, Progress 8, EBACC APS, %EBACC entry, %EBACC pass rates, %E+M, %5+ A*-C E+M, destinations.
- g) Take full accountability for the examination results of the designated curriculum subjects (line management).
- h) Take full accountability for Whole School Personal Development, Enrichment, PSHEE, IAG/Careers (Gatsby benchmarks)
- i) Make a significant contribution to the Governors' Monitoring Group meetings, including appropriate documentation.
- j) Make a significant contribution to the School's self-evaluation process, including METAL, the SIP and SEF and Pupil Premium Strategy and Review.
- k) Assume any other responsibilities as may reasonably be required by the Headteacher.

(b) Student learning and achievement

- a) In conjunction with the DHT for T&L and AHT for Curriculum Monitor the quality of curriculum at Key Stage 3 or 4 in line with the School's policy on teaching and learning.
- b) Support the Leadership Team with the pastoral care of all students who are underachieving;
- c) With the Deputy Headteacher from BCGS (METAL) lead the cycle of curriculum monitoring to ensure the highest standards and achievement for all learners.
- d) Contribution to the Governors Committees with respect to KS3 or 4 Achievement, Attendance, Behaviour, Pupil Premium Progress, Whole school personal Development, IAG/Careers (Gatsby Benchmarks); destinations and your whole school delegated responsibilities.

(c) Staff Support and Challenge:

- a) Lead and manage the work of either Director of Key Stage or Heads of Year.
- b) Direct and support the work of Curriculum leaders in so far as they relate to your areas of devolved whole school responsibility.
- c) As part of METAL undertake lesson observations, book trawls, student interviews, and use the outcomes to identify and promote "best practice";
- d) Remain positive at all times and lead staff by example.

(d) The Learning Community

- a) Represent the School at any relevant meetings.
- b) Represent the School at PTA meetings

3(a) **Teaching commitment**

- a) To teach 23 hours per fortnight (46%)

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



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.

Qualifications and Experience

- Well qualified graduate with qualified teacher status
- Successful leadership and management of the delivery of leading edge, high quality education
- Relevant experience of leadership at a senior middle level in secondary education
- Experience of successful leadership and change management
- Evidence of continuing professional development including working towards or attainment of Leadership Pathways, NPQH or NPQSL (desirable)
- Experience of Safeguarding (Level 3 desirable)
- Experience of Middle/Senior leadership in more than one school (desirable)

Knowledge, Skills and Abilities

- Excellent interpersonal skills
- Proven leadership, management and teaching skills
- Ability to identify and promote school improvement in creative and innovative ways
- Knowledge of current initiatives in education especially in terms of personalised learning and student progress
- Knowledge of current initiatives in education especially in terms of raising standards and achievement
- Ability to maintain a positive and supportive culture within Barton Court Grammar School
- Competent in the use of ICT

Personal Qualities

- Positive attitude to team building across the School and a team player
- High levels of motivation and energy
- Sense of humour and ability to work under pressure whilst maintaining an appropriate work/life balance
- Enthusiasm for student welfare, their success and happiness
- Be passionate about high standards and achievement and excellence for all
- Be passionate about teaching and learning
- Be an excellent teacher

The successful candidate will have experience of leading whole school improvements and raising standards and achievement in one or more of the areas below:-

- whole school pastoral care, support and guidance of a significant number of students
- whole school safeguarding, CIC, Pupil Premium Provision
- curriculum developments and design in all key stages
- whole school teaching and learning and e-learning
- whole school data analysis and target setting
- whole school assessment and reporting
- whole school CPD
- Gifted and Talented Provision

Application Process

- Closing date for applications is Monday 2 March 2020 at midday.
- Interviews will be held week commencing Monday 9 March 2020

The School reserves the right to commence the interview process at any time prior to the closing date so early application is recommended.

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.

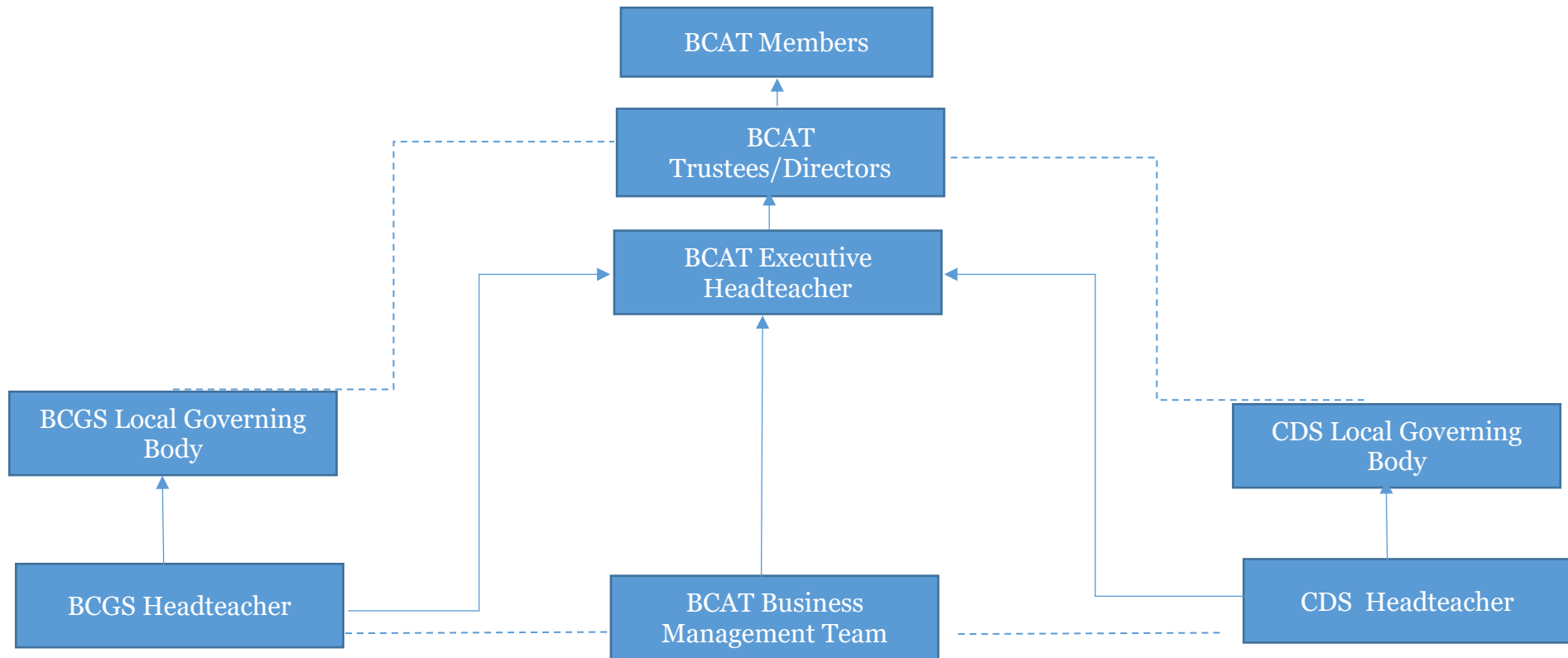
If you wish to discuss this post or tour the school please contact Mrs Light using the details below.

Please email your application to:

Mrs Roberta Light
Executive Headteacher's & Headteacher's PA
Barton Court Grammar School
Longport
Canterbury
CT1 1PH
01227 464600

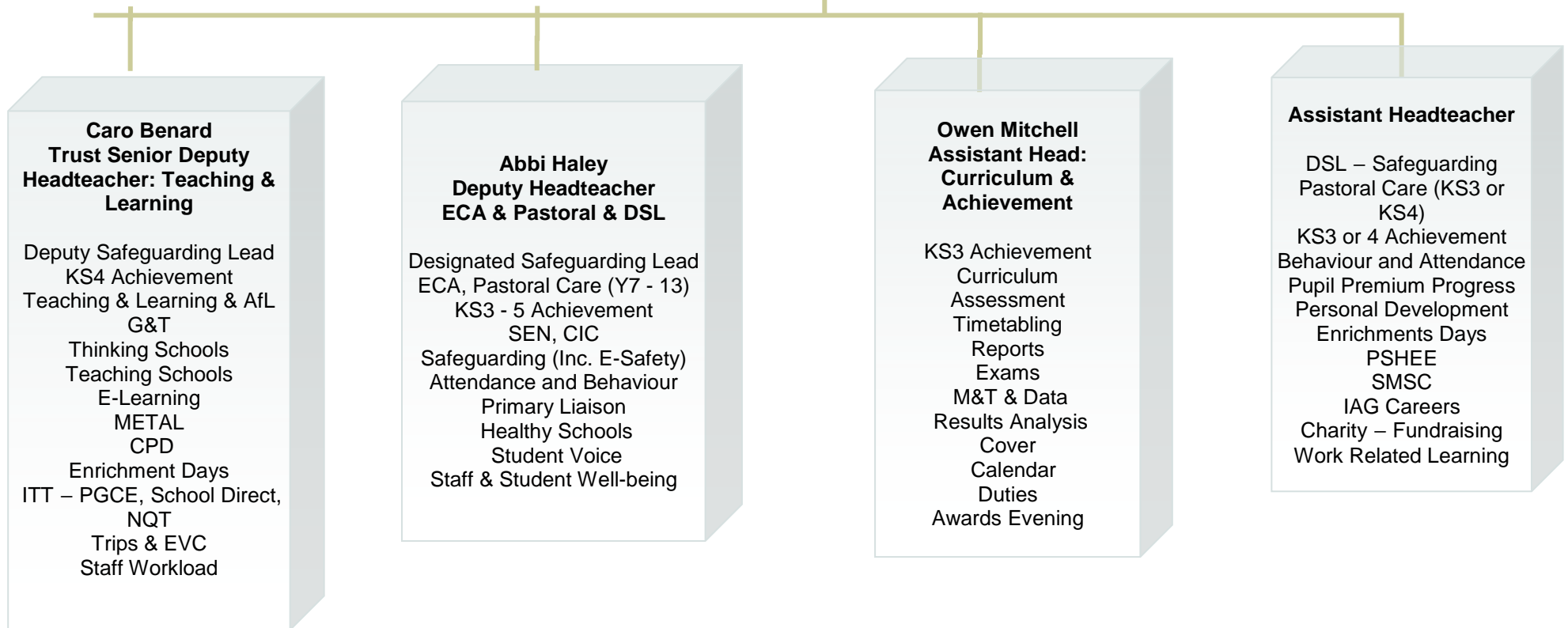
rlight@bartoncourt.org

Barton Court Academy Trust (BCAT) Omnigraph



Barton Court Grammar School Omnigraph

Headteacher (BCGS)
Strategic Leadership, Operational Leadership



Extended Leadership Team

**Director of Maths
Henry Wade**

**Director of English
Sarah Harding**

**Director of Science
Nicola Robinson**

**Director of MFL/T&L
Axel Luret**

**Senior Director T&L
Ricardo Duran**

**Director of KS4
Dan Lintott**

**Director of KS5
Adam White**

BCAT Business Management Team

**Trust Finance/Premises
Manager
Tracey Swift**

**Trust Personnel/Marketing
Manager
Roberta Light**

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

