



Sir John Leman
High School
and Sixth Form



Deputy Headteacher Candidate Pack



**Sir John Leman
High School
and Sixth Form**

An Introduction to Sir John Leman High School and Sixth Form

Sir John Leman High School is a highly successful and over-subscribed 11-18 mixed comprehensive High School and Sixth Form located in the picturesque Waveney Valley, at the Southern point of the Broads, 20 miles from Norwich and 12 miles from the Suffolk Heritage Coast.

Beccles has been a flourishing market town since Anglo-Saxon times, being one of the relatively few places in England recorded in the Domesday Book of 1086 as having a market. In the Middle Ages Beccles was the third town of Suffolk, behind Ipswich and Bury St Edmunds.

Our school has its origins in the early 17th Century. Sir John Leman, former Lord Mayor of London and Prime Warden of the Fishmongers' Company, bequeathed a building to found the school named after him. Our alumni include Dorothy Crowfoot Hodgkin, the UK's first (and, as yet, only) female recipient of the Nobel Prize for Chemistry, and the actor Sir John Mills.

The school's journey is highlighted by our student attainment, progress, and other key statistics. However, there is much more to our story than 'headline measures'. We have a strong commitment to personal development for all members of our community, and value the role our Sixth Form students play in whole school events, such as our RaG week and 'Leman for Life' (a whole school 5K run in aid of Cancer research). The 'Forever Programme' combines Careers and PSHEE/RSE guidance with the goal of providing students with the knowledge and skills they need for their futures beyond Sir John Leman.

Our Senior Leadership Team is experienced and well-established and committed to ongoing school improvement - we are never complacent. Staff turnover is low. Visitors and colleagues, including Ofsted, comment on the calm and purposeful atmosphere and the good relationships across the school community. We have a commitment to staff wellbeing and have a staff wellbeing group which can provide a conduit for suggestions from all colleagues.

Our internal and external CPD is based on whole school priorities: our appraisal process and departmental planning also reflect these. We embrace the responsibilities of training new teachers, through PGCE and SCITT programmes.

Students join our school from around 30 different primary schools across Suffolk (and into Norfolk). We have a well-established transition programme to reassure parents/carers and students and help us to understand our new students from the outset.

Our Houses are named after inspirational people, identified by our students: Attenborough, Boudicca, Crowfoot-Hodgkin, Hawking, and Peake. Rewards and the celebration of success in all aspects of school life involve house affiliations from years 7-13.

Extra-curricular activities are wide ranging and include strong music, performing arts and sporting provision. Our STEM club students recently attended the Norfolk Show with the John Innes Institute to talk about STEM activities in school.



Welcome Letter

Dear Prospective Applicants,

On behalf of the entire school community, I extend a warm welcome to you as you consider joining our team as our new Deputy Headteacher.

Here at Sir John Leman, we are on an exciting journey from 'good' to 'great'. We have a strong foundation of dedicated staff, enthusiastic students, and supportive parents. We are now seeking an inspirational and ambitious leader to join us as we move into the next chapter of our school's development.

Our school has a vibrant and inclusive ethos where every child is valued and encouraged to reach their full potential. We foster a culture of high expectations, respect, and collaboration. We believe in empowering our students to become confident, resilient, and responsible learners who are ready to make a positive contribution to society.

The successful candidate will be a passionate educator with a proven track record of success. You will have a deep understanding of effective teaching and learning strategies, and a commitment to nurturing the well-being of all students. You will also possess exceptional leadership qualities, with the ability to inspire and motivate both staff and students.

This is a unique opportunity to make a real difference in the lives of our young people. If you are ready to embark on this journey with us and contribute to shaping the future of our school, we encourage you to apply.


We look forward to receiving your application.



Sincerely,

Ms Sarah Hartshorn
Headteacher, Sir John Leman High School and Sixth Form

There are four key dimensions to our new approach




Foundations and minimum expectations

No trust can meaningfully make progress without a core of practices all schools and leaders can commit to. At Kingfisher, these foundations will begin with minimum expectations for high quality teaching and learning and an ambitious curriculum, leading to improved outcomes for children and young people.

An annual cycle of stakeholder surveys will test whether we are meeting the needs of young people, parents and our staff and inform our plans.

In October 2023 we held a trust conference to launch our Principles for Teaching and Learning and to begin our collaboration across the trust. Teaching for literacy was identified as a key issue to pursue, especially at secondary level.



Cycle of continuous improvement

Each term there will be a cycle of review and support. Senior leaders in each academy will meet with the Headteacher, trust leaders and the Chair of the academy council to explore key issues. This meeting will inform a bespoke agenda for a follow-up in-depth school support day, the results of which must move the school forward.

We will differentiate the level of support required and have already formed school improvement boards where more rapid progress is needed.

Working in partnership

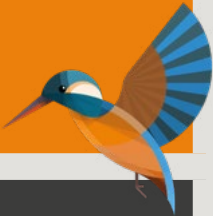
Partnerships add capacity and perspective to our work. We know that collaboration is an intrinsic part of the trust system and this support is especially important to us as our own team begins to grow. We will work with three types of trust partners:

National/system MATs – to draw on significant capacity and learn from best practice in the wider system, e.g. United Learning

Local MAT partners – to collaborate on trust reviews and mutually beneficial projects, e.g. Gippeswyk Community Educational Trust, Enrich Learning Trust

Specialist MATs – to offer expertise in specific areas of school improvement, e.g. Olive Academies

Networking will challenge leaders to see best practice through programmes such as Challenge Partners.



Capacity and leadership development

We have made a significant and swift investment in our capacity for school improvement by securing a full time Director of Education with a strong track record to assist the CEO and then build an excellent team.

Sustainable improvement is crucial and we will therefore focus upon leadership development activity, including the new NPQs.



Our Values

Our values drive what we do; they explain what is important to us.
Our vision captures our ambitions for the future and what we are all working towards.

| Our core values We believe in: | Our vision |
|-----------------------------------|--|
| Opportunity | We are ambitious for every child in our trust schools and we are dedicated to success for all. The decisions we make as a trust and the way we work is built upon what is right for the young people in our care. |
| Community | Each school will be a distinctive community that builds confidence in young people. Pupils will grow as individuals, work together and develop an understanding of the world around them. |
| Excellence | Every child will thrive in a strong school. Expert teachers, supported by strong leaders, bring to life a curriculum that gives pupils the knowledge and skills to succeed. |

Our Schools



Kingfisher Schools Trust
Prospect House, Loddon Business Park
Little Money Road, Loddon
Norfolk
NR14 6JD



Sir John Leman High School & Sixth Form
Ringsfield Road
Beccles
Suffolk
NR34 9PG



Roman Hill Primary School
Avondale Road
Lowestoft
Suffolk
NR32 2NX



Stowmarket High School
Onehouse Road
Stowmarket
Suffolk
IP14 1QR



Alde Valley Academy
Seaward Avenue
Leiston
Suffolk
IP16 4BG



Northgate Primary School
Northgate Street
Great Yarmouth
Norfolk
NR30 1BP



Southtown Primary School
Tamworth Lane
Southtown, Great Yarmouth
Norfolk
NR31 0HJ



Snape Primary School
Church Road
Snape
Suffolk
IP17 1QG



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|------------|--------------------|-----------------|------------------|
| Job title: | Deputy Headteacher | Location: | Beccles, Suffolk |
| Salary: | L22 – L27 | Responsible to: | Headteacher |

Deputy Headteacher Job Description

Role Purpose

This critical role is to work alongside the Headteacher as a key member of the Senior Leadership Team (SLT). You will be extremely committed to articulating and implementing the vision, values, and strategy of the school to secure its success and improvement, ensuring high quality education for all students, improved standards of learning and achievement.

In addition to the roles and responsibilities set out in the Academy Teachers' Pay and Conditions Document, the post holder will have overall responsibility for the conduct, welfare, and personal development of all students within the school.

This integral role requires an exceptional calibre of leader. The successful Deputy Headteacher will:

- Be committed to communicating the school's vision compellingly and support the Headteacher's strategic leadership.
- Be a dynamic and committed leader, driven by a passion for wanting to improve the life chances of young people.
- Be tireless in their pursuit for continual school improvement.
- Be a role model, setting high expectations for their own performance and that of others and assist with the setting and monitoring of professional standards.
- Support the SLT, in establishing and delivering the vision for the continued success and development of the school.
- Lead on Safeguarding, inclusion and behaviour, providing support to the pastoral team.
- Be a visible and authentic leader comfortable with leading staff and taking key decisions, readily deputising for the Headteacher in their absence
- Build positive relationships with members of the school community, recognising and demonstrating that teamwork and communication are critical to this role, promoting a culture in which the views of all members of the school community are valued and considered.
- Play a leading role in the school improvement planning process, taking account of the agreed priorities of the school and contributing to the identification of key areas of strength and weakness in the school.
- Keep up to date with developments and relevant research in education.
- Seek training and continuing professional development to meet own needs and professional learning.
- Attend governor meetings and present reports relating to areas of responsibilities.
- Support the Headteacher and SLT in the day-to-day management of the school.
- Commit to the trust Leadership Charter and model strong and ethical leadership in all that they do.



Job Description Continued

Key Responsibilities

- Lead in creating safe and supportive learning environment for pupils, and promote positive behaviour amongst pupils and staff, creating an environment and ethos in which all members of the school community can thrive.
- In conjunction with the Senior Leadership Team, ensure the design, implementation and impact of the pastoral curriculum aligns with the school's vision and the diversity of the school community, meeting the needs of all students, including those with SEND and those from disadvantaged backgrounds, and provides them with the richness, breadth, and depth they need to achieve future successes.
- Lead on all pastoral matters across the School, ensuring the School is an exemplar of best practice in relation to pastoral care, equality and inclusion
- Develop the strategic vision and direction for pastoral care in the School in creating the positive culture and ethos where all can thrive.
- Oversee the implementation of School behaviour expectations on a day-to-day basis, and recommend any changes as required.
- Routinely engage student voice across all school years to inform evaluations of the ethos and culture of the School
- Contribute to the development, implementation and review of policies and procedures relating to the Pastoral, Safeguarding and Behaviour
- Line-manage named areas and be responsible for performance management of identified staff including carrying out appraisals, providing professional development opportunities, and holding staff to account to their performance.
- As required, assist with the reporting of the performance of the school to parents, carers, governors, and other key partners as necessary, providing reports and information related to your areas of responsibility as required.
- To promote and model good relationships with parents, which are based on partnerships to support and improve students' achievement.
- To promote links and good relationships with the local community and outside agencies.



Job Description Continued

Agreed Whole School Procedures

- Ensure all students are treated equally, regardless of gender, social or cultural backgrounds.
- Safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- Have proper and professional regard for the ethos, policies, and practices of the school, and maintain high standards of attendance and punctuality.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

This Job Description is current at the time of issue but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Deputy Headteacher Person Specification



| Criteria | | Desirable Criteria |
|-----------------------------|---|--|
| Education & Training | <ul style="list-style-type: none"> • QTS • Degree level (or higher) qualification | <ul style="list-style-type: none"> • NPQH |
| Experience | <ul style="list-style-type: none"> • Proven senior leadership experience at Assistant Principal/Assistant Headteacher level • Highly effective practitioner demonstrated through student outcomes which reflect outstanding attainment and progress. • Strong subject knowledge. • To be able to foster a real love of learning and enable students to achieve academic success. • An ability to transmit enthusiasm in the classroom. • Experience and knowledge of how children learn and an understanding of how this can be effectively translated into classroom practice. • Demonstrable evidence of raising the standards of teaching, learning and assessment. • Effective leadership of change. • Effective collaboration with staff at all levels of experience and responsibility. • Knowledge of the political landscape with regard to education, current educational trends, curriculum developments and educational initiatives. <p>Pastoral</p> <ul style="list-style-type: none"> • Established as effective in working with students and parents including taking personal responsibility for dealing with challenging students and parents . • Good understanding of current pastoral issues and practice . • Leadership of aspects of safeguarding . • Leadership of aspects of online safety . • Significant successful experience in a position of pastoral leadership . • Leadership of initiatives in pastoral work. | <ul style="list-style-type: none"> • Successful experience in a range of settings • Knowledge of assessment and target setting strategies • Responsibility for key element(s) of school pastoral policy or practice |
| Professional Development | <ul style="list-style-type: none"> • Evidence of a continued commitment to professional development. • Experience of actively supporting the professional development of others. • Evidence of recent relevant further professional development. • Experience of Line Management of individuals and curriculum areas including performance management/appraisal. | <ul style="list-style-type: none"> • Successful experience of engagement in research and evidence-based evaluation |
| Personal Qualities & Skills | <ul style="list-style-type: none"> • Always maintain professionalism, understanding the importance of the position of trust that is held and fulfilling this role with integrity and respect for all. • Be able to communicate a clear vision, with excellent communication skills (orally & written). • Inspire, challenge, motivate and empower colleagues, students and all in the school community. • Have a strategic and creative approach to problem solving. • Possess highly effective organisational and interpersonal skills. • Be able to challenge and deal robustly with underperforming staff. • Develop effective teamwork and be able to contribute effectively to a range of teams with energy, enthusiasm, and perseverance. • Uphold high expectations of self and others. • Manage and resolve conflict effectively. • Demonstrate commitment, honesty and dedication, reliability, integrity, humility, resilience, flexibility and tenacity. • Willing to learn from and with others, as well as try out new ideas, in the development of good practice. • Be ambitious – have the ability to see an opportunity to make an impact and develop own skills. • Evidence a commitment to equal opportunities policies and an understanding of their effective operation within schools. • Maintain a high profile in the life of the school through being a visible leader and overseeing daily operations. | |



How to Apply

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact Neil Massie at Academicis, our recruitment partner, on **nmassie@academicis.co.uk** or by phone on **07818 875514 / 01223 907979**

To apply please use the link below

www.mynewterm.com

Closing date:

Tuesday 28th January 2025

Shortlisting:

Thursday 30th January 2025

Interviews:

W/C 3rd February 2025



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