Millom School

Information for Candidates

Assistant Headteacher

April 2017
Assistant Headteacher Appointment

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Available via the school website: www.millom.cumbria.sch.uk

Millom School Prospectus
Assistant Headteacher Appointment

GROUP 4

April 2017

Dear Colleague

Thank you for your interest in the post of Assistant Headteacher at Millom School. As you will see from the accompanying details, Millom School is a thriving, enterprising school which is held in high regard in the local community and in Cumbria generally. We are a community school in the true sense of the word, serving a large catchment area with students coming to the school from as far afield as Eskdale.

The size of Millom School means that relationships within the school community are strong. Staff have high aspirations for students, not only in their academic study, but also in providing experiences beyond the classroom which gives them the essential skills they need for success in later life.

As Assistant Headteacher you will be joining a tight-knit team of the Headteacher and three Assistant Headteachers, who meet weekly to focus on quality assurance and the strategic direction of the school. The wider SLT also include the Directors of Learning for Key Stage 3 and 4 and the Business Manager. The Assistant Headteachers have their own areas of responsibility but also play a wider role in the leadership of the school, as such this role is excellent preparation for further promotion.

Millom School is an outward facing school and operates within a variety of partnerships including the Furness Education Consortium (FEC). Further details about the school are given in the information for candidates.

I would like to give you the opportunity to visit the school on 2 May 2017 at 11.30 am. If you wish to visit us on that day then please contact Sheila Minter, PA to the Headteacher on 01229 719611. The closing date for applications is 12 noon on Friday 5 May 2017 and the interviews will take place on Tuesday 16 May 2017.

I look forward to hearing from you.

With best wishes

M D Savidge
Headteacher
Information for Candidates

APPLICATIONS FOR ASSISTANT HEADTEACHER

Please note that your application will be photocopied for distribution to the selection panel. Clarity is therefore of the essence.

1. Complete the application form, ensuring that all boxes are completed as each section will be assessed.
2. Please provide a written statement of no more than 1,300 words detailing why you believe your experience, skills, personal qualities, training and/or education are relevant to your suitability for the post advertised and how you meet the person specification.

The form and letter should be returned to the Headteacher, in the envelope provided, at the school address by 12 noon on Friday 5 May 2017.

Applications will not normally be acknowledged at this stage.

The schedule will be as follows:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-listing</td>
<td>9 May 2017</td>
</tr>
<tr>
<td>The interview process</td>
<td>16 May 2017</td>
</tr>
</tbody>
</table>

Applicants who have been shortlisted for interview will be informed by the following day.

If you have any questions, please do not hesitate to contact me.

S Minter (Mrs)
Headteacher’s PA
Vision

All children and young people at Millom School will have access to appropriate high quality education in a community that enables them to achieve the skills, knowledge and personal attributes to become responsible and successful citizens.

We will achieve our vision by providing learning that shows Millom School is a place for:

- the whole community, with a local, national & international dimension;
- personal growth, friendships;
- encouraging tolerance, understanding, respect for others, and the area in which you live;
- preparing them for the rest of their lives;
- Developing their talents and skills, along with the independence and self-discipline needed to be happy and successful;
- the present as well as the future.

Values

- A strong community of student and adult learner is based on mutual respect, empathy and personal integrity.
- Students should be empowered, develop curiosity and foster their creativity to make a difference to society.
- Happy, confident and secure students will learn more and will achieve greater things.
- That to improve all of us need to work hard, play hard and push our boundaries.
- Student who pursue their interests and talents will be happier, will have a sense of purpose and will develop a love of learning for life.
- That to be successful in life all of us need to develop leadership and teamwork skills.
About Millom School

Millom School is an 11-18 community school, with a current roll of 488 students, and an established sixth form. We regard ourselves as a learning community and understand the importance of investing in our colleagues as well as our students. The school plays a central role in the local community.

We provide a friendly, supportive, but structured environment, in which students are given every opportunity to flourish. We have a commitment to professional development for staff and a culture of change and improvement with strong support from senior leadership and the governing body. We are proud of our school, our staff, and our students, and are ambitious for the future. In the immediate locality Millom School plays a key role in the Partnership of Millom Schools, working with all of the educational establishments from age 0-19. The headteachers meet six times a year to build upon the already widespread shared good practice between the schools. Recent developments include exploring the feasibility of further sharing resources and possibly facilities within a co-location model.

The school has a strategic partnership with Queen Katherine’s Teaching School Alliance. The Assistant Headteachers are both specialist leaders of education. The school plays a full part in system leadership in Cumbria with it’s involvement with CASL/LASL and FEC.

The school was last inspected in May 2014 and was judged to be "good". The full Ofsted report is available on Ofsted’s or the school’s web site. Outcomes for learners have risen significantly in recent years, both for Key Stage 4 and Key Stage 5. The 2016 pass rate for 5+ A*-C including English & Mathematics was 60% with 70% achieving the basics (school’s own data).

The School serves the small town of Millom (pop. about 7,000) and a wide rural catchment area extending to the north and west for some thirty miles along the Cumbrian coast and into the Lakeland fells. Local housing in the attractive surrounding countryside is generally affordable. It is the only secondary school in the town and shares its catchment boundaries with John Ruskin School at Coniston (15 miles north-east) and the West Lakes Academy at Egremont (27 miles north-west). The school is part of the Furness Educational Consortium, which includes all the secondary schools, Barrow Sixth Form College and Furness College.
We have a strong commitment to the spiritual, moral, social and cultural development of our students and to community cohesion along with links with local businesses and industry. Our extracurricular, artistic and sporting activities, together with a fundamental commitment to broadening the personal experience of our students through visits and events out of our area, informs all our work. We regard ourselves as an inclusive community. The geography and needs of the town and catchment area provide us with both unique opportunities and responsibilities associated with fostering educational opportunity in an isolated rural area.

Intake and Recruitment

Three primary schools in the town provide 65% of the fully comprehensive intake, with the remainder drawn from seven outlying rural primary schools. We are currently a 3-form intake, however the school is growing and from 2017 we will have a 4-form intake.

Facilities and Buildings

The school occupies an attractive site on the edge of Millom looking out onto the Duddon estuary and the Lakeland fells. There are three main areas of the school, comprising the main classroom teaching areas, which are split into defined departmental areas where all the teaching in a specific subject takes place. ICT facilities, including Wifi throughout the school, are provided across the site to provide support in each building. The school site also includes an all-weather pitch, a swimming pool, and extensive grounds for sporting activities. There is also a custom-built drama studio attached to the main school hall, which has theatre-style facilities, including a new sound and lighting system. The school also has its own catering facilities and provides a breaktime and lunch service for its students and staff.

Organisation and Curriculum

The school's academic organisation is a departmental pattern largely based on National Curriculum subjects but with some additions. The quality of learning and teaching is managed by the three assistant headteachers, whose remit is to work with teaching staff and students to promote good-quality teaching and raise achievement. They visit and observe lessons, provide support and feedback to staff, encourage a diversity of learning and teaching styles and share good practice. The school also has three Directors of Learning & Standards who are responsible for student progress, achievement and behaviour in their respective key stages. In support of students they check on work and homework, track progress and targets, monitor planners, and consult with both students and teachers in order to improve the quality of learning.

The school currently operates a timetable with 25 x 60-minute periods with three periods in the morning and two in the afternoon. All students take a common curriculum in Key Stage 3. Setting is gradually introduced as students progress through the school. In Key Stage 4 there is currently a core curriculum of mathematics, English, science, physical education, and personal development, and option subjects catering for the varied needs of students in response to government guidelines.
The curriculum is innovative with a degree of personalised learning established and continually developing. In Key Stage 4 the school has introduced a number of alternative courses and accreditations in conjunction with GCSEs. These are presented to the students as 14-19 courses and they offer automatic progression to AS/A2 or Level 3 vocational courses.

The curriculum includes a range of A-level subjects. The school is concerned to develop the adult education and training services it can offer to its community and adult students. We currently run a business studies course with Heysham High School through video conferencing.

**Student Support**

The student support team’s brief is to focus on the pastoral aspects of students’ experiences at school, by assisting students who have difficulties in lessons, either with learning or behaviour. They listen and provide advice and support if students have personal difficulties, and work alongside parents and a range of other outside agencies. The team also provides students with information and guidance, helping them plan for the future, and create opportunities in school for students to try new and different activities.

**Governance**

The school has a large and active governing body chaired by a retired HMI. The governing body includes parents, local councillors, businessmen and residents from Millom and the surrounding area. Senior students and members of the senior leadership team are associate governors. There is a slimmed-down committee structure which includes a finance committee who have been commended by the LA for their oversight over the school’s budget.

**What Ofsted said about Millom School (April 2014)**

- Millom School is a good school
- Teaching is lively and motivating.
- Teachers know the students extremely well and help them gain in confidence and make good progress.
- Good teaching helps students to develop the knowledge and skills they need for each subject.
- Achievement is good.
- Students with special educational needs make good progress both academically and personally, because they are supported very well.
- Students engage with learning enthusiastically in lessons.
- Students feel safe. They develop good personal skills in this friendly and supportive school.
- Thorough, good quality marking ensures that students know how to improve their work.
- Students’ work shows that they make good progress in each year group.
- Students of all abilities make good progress in reading, writing and communication because skills are taught effectively in all subjects.
- Students make good progress from their starting points.
- Students feel confident to ask for further support and guidance whenever they need it.
- Teaching assistants make a good contribution to learning: they are well briefed and organised effectively to support individuals or to provide general support in lessons.
- Students say that teachers work hard to make activities motivating and interesting.
- Students feel they are listened to and can contribute their views. Students in the sixth form make a good contribution as role models and as mentors to younger students.
- Students are courteous and friendly around school.
- The impact of good leadership and management is seen in improved GCSE results in English and a number of other subjects.
CUMBRIA AND ITS SCHOOLS

Cumbria (population approximately 490,000) is a delightful place in which to live and work – and it trades shamelessly on the fact! Geographically it is a county of considerable contrasts. At its heart is the Lake District National Park. It also contains part of the Yorkshire Dales National Park and areas of outstanding natural beauty in the Pennines, the Eden Valley and the border country. It has an extensive, attractive coastline stretching from the Solway Firth in the north to Morecambe Bay in the south. In addition, Cumbria also has a number of industrial towns, including Carlisle, Barrow-in-Furness and those of the west coast between Whitehaven and Maryport. Some of these are economically depressed. These contrasts are demonstrated by the unemployment rates which vary from 2.5% (Windermere) to 11.7% (Workington).

Cumbria is a large county and travel can be challenging; for example, the distance between the two major urban areas, Carlisle and Barrow, is some 85 miles. Distances are magnified by the mountains and lakes at the centre of the county which tend to drive main roads to the periphery. While the M6 offers a fast, north-south link and many other roads are relatively traffic-free, driving through the Lake District itself in summer can be a frustrating experience! On the other hand, the residents have the area to themselves for much of the year.

Geographical contrasts are mirrored by the variety of educational provision. There are currently:
• 278 primary schools/academies
• 36 secondary schools/academies (27 with sixth form);
• 6 nursery schools;
• 5 special schools/academies.
As might be expected, many schools are of a small size compared with national averages. Thus, the smallest secondary school has just 202 pupils and a number of primary schools have fewer than 30 pupils. A ‘large’ primary school in Cumbria would have between 250 and 450 pupils.

The small number of special schools is an indication of the authority’s commitment to inclusion. Special schools cater for pupils with severe and profound/multiple learning difficulties. The provision of strategic facilities in mainstream schools also enhances the opportunities for groups of children with similar needs to be educated on a local basis. Strategic facilities receive enhanced staffing and resources, and cover the range of special needs, including autism. All other children are taught in mainstream schools except those with low incidence special needs, for whom it might be necessary to provide an out of county residential placement; for example, secondary-aged visually and/or hearing impaired pupils. Teams of specialist teachers provide a county-wide support and advisory service for primary and secondary pupils with specific difficulties and their schools.
**Summary of Millom School’s Examination Results**

<table>
<thead>
<tr>
<th>KEY STAGE 4</th>
<th>2016</th>
<th>KEY STAGE 5</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress 8</td>
<td>-0.15*</td>
<td>3 or more A level passes</td>
<td>68%</td>
</tr>
<tr>
<td>Basics</td>
<td>70%*</td>
<td>2 or more A level passes</td>
<td>80%</td>
</tr>
<tr>
<td>EBacc</td>
<td>10%*</td>
<td>3 substantial vocational subjects</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 substantial vocational subjects</td>
<td>100%</td>
</tr>
</tbody>
</table>

* schools own data

<table>
<thead>
<tr>
<th>KEY STAGE 4</th>
<th>2015</th>
<th>KEY STAGE 5</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 A* - C (EM)</td>
<td>52%</td>
<td>3 or more A level passes</td>
<td>41%</td>
</tr>
<tr>
<td>5 A* - G</td>
<td>99%</td>
<td>2 or more A level passes</td>
<td>65%</td>
</tr>
<tr>
<td>A* - C in EM</td>
<td>52%</td>
<td>3 substantial vocational subjects</td>
<td>100%</td>
</tr>
<tr>
<td>EBacc</td>
<td>25%</td>
<td>2 substantial vocational subjects</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KEY STAGE 4</th>
<th>2014</th>
<th>KEY STAGE 5</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 A* - C (EM)</td>
<td>60%</td>
<td>3 or more A level passes</td>
<td>67</td>
</tr>
<tr>
<td>5 A* - G</td>
<td>95%</td>
<td>2 or more A level passes</td>
<td>78</td>
</tr>
<tr>
<td>A* - C in EM</td>
<td>60%</td>
<td>3 or more A levels including equivalences</td>
<td>50</td>
</tr>
<tr>
<td>EBacc</td>
<td>23%</td>
<td>2 or more A levels including equivalences</td>
<td>60</td>
</tr>
</tbody>
</table>
Job Description

Assistant Headteacher

All Assistant Headteachers at Millom School have the following responsibilities:

- Contribute to the day to day running of the school, including duties.
- Contribute to school self-evaluation and strategic planning.
- Implement whole school policies and ensure whole staff involvement.
- Be a presence around the school, including SLT On Call.
- Contribute to the maintenance of high standards of behaviour.
- Make an active contribution to Assistant Headteacher Meetings and to SLT meetings.
- Contribute to CPD
- Model excellent teaching and develop the teaching of others.
- Conduct the appraisal of middle leaders they line manage.
- Manage any budgets associated with the responsibility
- Prepare and deliver assemblies.
- Responsibility for quality assurance
- Assist in the selection and appointment of new staff
- Collaborate and network with others within and beyond the school
- Undertake other duties as required by the Headteacher.

Main specific areas of responsibility of the current postholder. However, please be clear, Governors are not necessarily looking for colleagues to immediately mirror these responsibilities. The skills and experiences of colleagues within the Leadership team allow for flexibility, and the ultimate responsibilities of the individual joining our team will be determined during and beyond the appointment process.

Main areas of responsibility for Assistant Headteacher: Student Welfare

- Lead colleagues in the development of a strategic vision for behaviour and attendance under the direction of the Headteacher.
- Support and advise Directors of Learning and Standards with behaviour and safeguarding issues.
- Offer advice to the Headteacher, governing body and other leaders in school relating to changes in national policy in relation to safeguarding.
- To provide training for staff in relation to safeguarding.
- Raise achievement through the effective line management of middle leaders, including the Directors of Learning and Standards.
- Lead colleagues in the development of strategic vision in support of pupil premium students.
**Person Specification**

*The successful candidate will display a range of the following:*

| Qualifications: | • QTS  
|                | • A good degree and PGCE or equivalent  
|                | • Evidence of involvement in in-service training, as participant or provider  
|                | • A commitment to further professional development  
|                | • Evidence of training for leadership and management  
| Background:    | • Leadership of a team of staff for 3 years or more at middle or senior leadership level  
|                | • Successful experience of teaching across all levels of age and ability in a comprehensive school  
|                | • Experience of successful management of whole-school issues  
| Knowledge and skills: | • An understanding of how children learn, of teaching strategies and how they impact on children’s learning  
|                  | • An understanding of current issues in 11-18 co-educational comprehensive schools  
|                  | • The ability to be accountable and ensure accountability in others  
|                  | • Excellent interpersonal skills  
|                  | • Skills in planning and managing systems  
|                  | • Excellent classroom teaching skills (where applicable)  
|                  | • The ability to work as a leader and member of a team  
|                  | • The ability to use ICT effectively, both for administration and for teaching and learning  
|                  | • A proven ability to motivate and support students and staff  
| Other requirements: | • Self-confidence, presence, integrity and commitment  
|                  | • Warmth and personal concern for others  
|                  | • A sense of humour and an optimistic outlook  
|                  | • Energy, enthusiasm and determination  
|                  | • Vision, creativity and flexibility  
|                  | • Good health, attendance and punctuality  