



NORHAM  
HIGH SCHOOL

## Headteacher Application Pack



Believe ~ Strive ~ Achieve





## **A Welcome from the Chair of Governors**

On behalf of the Governing Body of Norham High School I would like to begin by thanking you for your interest in applying for the permanent position of Headteacher of Norham High School and we have produced the following document to provide you with an introduction to our school.

This is a critical appointment for the school, and it is important that we select a candidate who possesses the necessary skills, determination and insight to lead the school to make a fundamental positive difference to our young people and to our whole community. Any recruitment, however, is a two-way process and we are keen that the appointed candidate sees this as a real opportunity to enhance their career, learn new skills, enjoy the position and over time become a key leader in our wider community.

Norham High School sits in a housing estate on the outskirts of the town of North Shields. The school is in the ward of Chirton which is one of the most deprived wards in England with regards to a range of measures including health, academic achievement, employment and life expectancy. The location of the school is one of the key reasons why the school has a significantly higher than normal percentage of pupils with pupil premium although the governing body does not accept that pupil premium should in any way affect the progress and attainment of our pupils.

The school has in the past few years been on an eventful journey led ably by our Executive Headteacher, David Baldwin. In 2016 the school achieved its best ever exam results followed by a decline in results in 2107 and 2018 which lead to the recent OFSTED rating for the school. The new Headteacher will be expected to develop a range of strategies, policies, initiatives and practices to reverse this decline and to ensure that all pupils who attend Norham High School achieve the best possible results while having a learning experience which is enjoyable, and prepares them in a range of ways, not all academic, for later life. The Governing Body believes that a key to this will be to strengthen teaching and learning in the school and the Headteacher will be the key individual to shape how this works with an increase in the size of the senior leadership team and the recruitment, for the first time, of lead practitioners in Teaching and Learning.

Norham High School is small in comparison to many secondary schools and for several years has been running at a deficit which is now recognised as being a structural deficit necessary to provide a broad and balanced curriculum for our pupils. This deficit will increase over the next two years with our local authority, North Tyneside Council, supporting the increased investment in the school including the recruitment of a new Headteacher, additional staff and capital investment for the next two years.







This increased investment is a direct result of the key role which the school plays in the wider community, with the school recognised as one of the key levers to deliver improvements across the whole community. The school is involved in all major local initiatives having good relations with all of the key local groups including feeder primary schools, the local Sixth Form College – Queen Alexandra (part of Tyne Metropolitan College), TyneMet, and a number of local charities. The appointed Headteacher will be expected to become a recognised local leader whose views, and those of the school, help to shape policy and initiatives across the whole community.

The Board of Governors does not underestimate the amount of work which will be required from the new Headteacher with the challenges around parental engagement, behaviour and teaching and learning to ensure that academic progress improves. The right appointment will be good for our pupils, good for our school and good for our whole community and will give the successful candidate an opportunity which they will enjoy, which will be a career highlight, and which will have a lasting legacy.

The appointment is vital for our school and we are keen to make the correct appointment as quickly as possible.

*David Bavaird*

David W Bavaird  
Chair of Governors Norham High School







### **Report from the Executive Headteacher**

It has been an absolute privilege providing leadership for this school over the last 4 years. Churchill Community College was asked to lead the school in September 2015 and we have taken this responsibility extremely seriously. We have deployed a Head of School from Churchill, currently Lucy Roderick, and I dedicate 2 days each week to providing strategic leadership. Where recruitment has been difficult we have provided secondments from Churchill to support the school. Currently the Head and second in English are secondees from Churchill. We have connected middle leaders and teachers with their respective departments at Churchill to offer support and guidance. This has been particularly valuable in the single person departments we have at Norham.

The recent Ofsted report identified a need to enhance leadership further and this has brought about a strong partnership with Harton Academy and its leader Sir Ken Gibson. This is currently providing additional high quality teaching in maths and English as well as support for data analysis and work with middle leaders. It also brings in Specialist Leaders of Education each half term, across all subject areas, to focus on our work with Year 11. This is helping to assure quality as well as provide advice and support to departments here at Norham. In addition, Harton have provided additional support to improve our capacity to deal with behaviour and deal effectively with the barriers some young people have.

All of this support is in place to the end of the academic year and we can already see evidence that the school is already in a better place than when Ofsted visited in October 2018. Progress is improving and results this year will be an improvement on 2018 but there is still a journey to secure a good progress 8 score.

We have invested a great deal in Norham and are proud of the improvements that have been secured. We recognise the school now needs its own Headteacher and we will work with the successful candidate in whatever way they would like to help secure the long term improvements.

This is a very exciting opportunity for the right person to turn this into a good school. The LA has made a two year commitment to additional funding to enable the new Headteacher to have additional capacity at senior leadership level and shape that team. Funding is there to make an additional appointment of a Deputy Headteacher and two lead practitioners. Funding is also there to secure the second Assistant Headteacher role.

We recognise the need to deal with the barriers that many of our young people and their families face and it's important to note that the new funding will also support:







- Two Family Partners to work closely in the community to help the school deal with attitudes to learning and attendance
- Staff to support our young people to deal with learning difficulties
- Staff to tenaciously monitor the progress of young people at KS4 and provide that important motivation and link to home
- Support for English, maths and science tutoring for year 11 pupils, particularly those who are pupil premium
- Support to help enrich the wider extra-curricular offer our pupils would benefit from to develop their cultural capital

This is a fabulous investment in the school and a real vote of confidence from the LA. As the new Headteacher of Norham High School you will have the resources you need to make this a good school.

David Baldwin  
Executive Headteacher







### **The Norham Vision**

At Norham High School we believe in offering all of our pupils the highest quality of education in a safe, happy and caring environment. Each child is valued and nurtured as an individual and has the support they need to succeed, both academically and personally.

- We stretch and challenge our pupils every day, helping them to aim higher and always believe in themselves.
- We encourage our pupils to be enthusiastic about learning and to have high expectations of what they can achieve.
- We also set high expectations for behaviour in class and towards each other, both inside and out of school.

As a result, Norham High School is a wonderful place to learn.

We believe that all of our pupils, regardless of their background or ability, should receive:

- High quality teaching
- Excellent pastoral care
- An exciting and inspiring curriculum
- Support to raise their aspirations and achieve success
- A wide range of extra-curricular activities

We live this each day through our mission statement of: **Believe – Strive – Achieve**

ever ~ Strive ~ Achieve







## **Information about the school**

### **Our governors**

Our governors are a real strength of the school. They understand the school and make time to come in to secure first hand evidence of the work that is going on and the impact we are making. They provide good challenge and will be supportive of whoever they appoint to improve this school to at least good. They are well connected to the community and to the agencies that can and do help our school. They are influential with decision makers but most of all they care about our young people.

### **Our Staff**

Although a small school, we have specialist teachers covering all areas, teaching their specialist subjects. We have a wide range of support staff who are skilled in providing individual support to improve learning. As we are a small school, our staff know the pupils as individuals and want the very best for each and every one of them.

### **Our Parents**

Parents do have high aspirations for their children. The high levels of pupil premium mean that they need help in navigating the system and support to focus on the things that will help their child succeed. They are concerned about the current inadequate status of the school but can see changes happening and recognise the improvements, particularly in behaviour.

### **A Positive Learning Environment**

We are very proud of our school uniform and have high expectations of how it should be worn. Our school uniform encourages equality, aspiration, a focus on learning and a clear identity and is reinforced on these grounds. Our expectation is that pupils follow the dress code appropriately.

Pupils are rewarded in a variety of ways. We actively try to catch pupils doing the right thing and recognise them for this. This is supported through contact home to tell parents about the good things their child is doing and this is welcomed by parents.

We strongly emphasise and support the development of internal motivation in pupils - the individual desire and drive to perform to, or exceed, one's personal best, we call this 'Level Best'. We believe that good behaviour is a basic expectation; everyone has the right to learn and teachers have the right to teach unimpeded.

A major strength of the school is our transition work with year 6 before they join the school and in year 7 once they start with us. It strikes the right balance between acclimatising pupils to a new environment and routines whilst also allowing them space to develop their independent skills and build good relationships with staff.





### **Our transition programme includes:**

- Work with local primary schools throughout the year to enrich their curriculum and build a familiarity with staff at Norham High School
- Initial visits to schools by staff to develop familiarity of key people,
- Senior staff spend time interviewing each pupil and their family who are joining the school in September to give them a key contact, build relationships and clarify expectations
- Three summer term transition days – aimed at building relationships between pupils and staff and then establishing the routines of being in their new secondary school
- A parents' and carers' evening to meet form tutors
- Additional small group visits for vulnerable pupils or those with particular anxieties or needs
- An open communication policy in which we welcome parental dialogue at any point in the transition process.
- Two days at the start of term in September when only the new Year 7 are in school
- Parents and carers are invited to the assembly on the first day of term and then spend time with staff getting to know each other

Transition post-16 is a strength with NEET rates better than the national average. We have a partnership with Queen Alexandra Sixth Form College (part of Tyne Metropolitan College) in North Shields and good links with other post 16 providers and apprenticeship providers. Our Connexions service provides individual advice and guidance to all of our pupils and is well respected for the work it does.

### **Enrichment**

We recognise the importance of a curriculum that develops wider experiences and wider key skills. We actively encourage all of our pupils to engage in the extra-curricular activities we offer, particularly those pupil premium pupils. We have a range of extracurricular opportunities for pupils such as:

- Cycle club
- A range of sporting events e.g. year 8 rugby tournament, years 7 and 8 netball tournament, Girls Active Leadership event, North Tyneside dance festival, basketball, badminton and tennis clubs after school
- Music and Performing Arts events e.g. Choir concert at Whitley Bay Playhouse, TICE project
- New breakfast club with support from Magic Breakfast
- Green Car Club
- World Book Day challenge
- International Women's Day events - photography challenge, year 11 girls careers lunch
- Go4Set launch day at Teesside University (science and technology focus)
- Year 8 pupils were involved in the regional finals of the UKMT Maths Challenge
- Team Talent 2.0 with a year 9 research group in collaboration with Teesside University
- Comic Relief fundraiser - 'Just Dance'
- Duke of Edinburgh's Award Scheme







We hold an annual Sports Day for the whole school in the summer term where we take all of the pupils to a local stadium and experience a wide range of sports and generally have a fantastic day.

The area is richly served by a range of charities and organisations who work with us and the community to support the regeneration of this area: The Phoenix Detached Youth Project, Meadow Well Connected, The Cedarwood Trust, Emergencies Services and North Tyneside Council. We are part of a local initiative that brings all of these services together to identify and address strategic issues in the area.

Careers Education and Individual Advice and Guidance is a real strength of the school. We are well placed in the North East to build on the learning from the Gatsby Pilot and since 2018 we have been part of the North East LEP Careers Hub. This has enabled us to develop our strategy and means we are well connected to a community of practice. We see the importance of this work, particularly through benchmark four, to link classrooms to the world of work. This has been a key development over the last two years. We have been training key teachers in learning through the lens of business and supporting them to link with key businesses. This work is supported through our links with: Ford Next Generation Learning, The Edge Foundation, the North East Learnings and Enterprise Partnership and North Tyneside Learning Trust. This now means we have our own Industry Alignment Manager who seeks out appropriate business links and helps staff connect them to classrooms to enhance learning and widen the understanding of our pupils. We are about to move into the next exciting development with funding externships for staff to support their understanding of the world of work so that they will be able to help our pupils further through individual lessons.

### **Pastoral Support**

At Norham High School we believe that a safe, happy and caring environment is crucial for effective learning. Our system of pastoral care aims to provide guidance and support to each individual as they enjoy and develop their learning in school. All pupils will be challenged to fulfil their potential.

Our pastoral system allows pupils to feel secure and known. Pupils stay in their tutor group from Year 7 to Year 11 meeting in their tutor groups at the start of every day. Heads of Year and their teams of tutors focus on pupil well-being, attitude, progress and achievement. This whole team is overseen by our Pastoral Leader who is a member of the Senior Leadership Team. The positive community atmosphere we highly value supports pupils effectively but also sets high expectations and challenges everyone to do their personal best. Achievement and positive attitude are recognised and celebrated. Any problems or barriers to learning are identified quickly and addressed in partnership with parents.

We have clear structures in place to help pupils understand if they have done something inappropriate and give them the opportunity to put this right. Where this does not happen we make every attempt to resolve situations within school through our Internal Exclusion Unit and our work on restorative justice. Where this doesn't work we will use fixed term exclusions in those rare situations.







## **Communication**

Communication with parents and carers takes a number of forms; we text, provide newsletters and phone when appropriate. We have a school website that is up to date with news stories and links to our social media feed. All pupils receive a full report annually along with an annual parents' evening. We also hold a year 7 settling-in parents' evening in October to review the first half-term of transition. In year 11 we hold revision support sessions for parents to learn how they can help their child.

## **Teaching and Learning**

Teaching, learning and developing the work of teachers and pupils in the classroom are given the highest priority at Norham High School. We are constantly working to improve teaching and learning across the school. We have a CPD schedule that is wholly focussed on improving teaching skills and gives quality time to this work through a shortened teaching day on Tuesdays to accommodate additional time for staff training.

Quality assurance activities such as lesson observations, book scrutinies and moderation of data take place every term. These are combined with visits from the governing body as well as our school development partner. All of this is designed to disseminate good practice whilst also helping teachers to refine and develop their craft to the highest standards possible. Middle leaders meet every week in their clusters with their Senior Leadership Lead to discuss our teaching strategy and all meetings are focussed on the continual review and development of classroom practice.

We are part of the Great North Teaching School Alliance which aims to identify and share good practice across a variety of different secondary and primary schools. Because we believe that good literacy and numeracy skills are the critical foundation for academic and vocational success we ensure that every department has a keen focus on ensuring that literacy and numeracy skills are included in schemes of learning and day to day lessons. We also believe that Oracy is a key issue for our pupils and all departments are involved in developing this work across year 7. Work on Philosophy for Children is centred on year 7 in English, our Communication Resource Base and Humanities.

We are a small school and that has the significant advantage that class sizes are small and pupils are well known as individuals within a family approach.

Our curriculum recognises the need to develop an understanding of self and develop wider skills to enable our pupils build up their cultural capital. We do this through a series of days devoted to Personal and Social Health and Citizenship education. We have a particular focus on year 7 to support these skills and we do this through a careers lesson that is built on developing pupils' LORIC (leadership, organisation, resilience, initiative and communication skills).







For some pupils, additional support will be given to help them overcome their learning barriers. Our committed and well led learning support team works with a range of pupils who benefit from in-class support, small group work or mentoring. Some pupils may well be withdrawn from lessons whilst others are supported directly in their class.

Our Communication Resource Base (CRB) is a jewel in the crown of the support we provide for young people. This is an additionally resourced base for young people across the Local Authority who have Language and Communication issues. We have capacity for 25 young people across key stages 3 and 4 and on average there are 5 young people in each year group. Where possible we support these young people within the mainstream curriculum. Our recent inspection saw this work as an area of strength within the school.

### **Wider support and opportunities**

North Tyneside is an amazing place to work in. Relationships between schools, the Local Authority and the post 16 college are excellent. You are not alone in the work you will do as Headteacher here, indeed there is a great deal of support and strong partnership working.

The Local Authority (LA) operates a well-respected and highly effective school improvement service and as a vulnerable school we receive an enhanced support programme. The LA provides a School Development Partner who works with us each term to provide support and challenge and provides reassurance to the governing body that the school is moving in the right direction. The LA also coordinates monthly Headteacher Briefings where all headteachers in the LA come together to understand and work on areas of mutual interest.

Local schools work well in partnership and are keen to help each other whenever they can. Secondary heads meet together each month and this is a real source of support and development. In addition to this, the secondary heads operate a strategic group called the Education Improvement Partnership. This group uses funding provided by the schools and the schools forum to work on the agreed priorities of secondary heads.

The school is a maintained school with North Tyneside Learning Trust (NTLT) as its foundation. It shares this foundation with 44 other schools across North Tyneside. This provides a unique opportunity to work in partnership with other schools and benefit from shared thinking and finance opportunities. It is a minority governance arrangement and the foundation seeks to provide two governors for each school from the world of business. One of the areas we benefit from is the support the Trust provides for our CEIAG work through its World of Work programme.

Schools work well together with the LA to provide real solutions to support the needs of pupils who need alternative provision. We have a shared approach to part time vocational provision to re-engage pupils in key stage four.





We have developed a range of interventions at Key Stages 3 and 4 via the Pupil Referral Unit at Moorbridge. We have also developed an innovative provision LA wide for pupils at risk of exclusion through PALS (Personal Achievement through Learning Support). This provides a successful alternative where mainstream provision is not working.

Our school has real advantages since the building is designed for an intake of 180 pupils giving it a capacity of 900. At present the Pupil Admission Number is 90 meaning there is space throughout the building to use in inventive ways. The space has allowed us to build strong partnerships and site other provision on site. The LA adult learning service is located at the west end of the school and supports a wide range of adult community services. At the east end of the school we house North Tyneside Learning Trust, as well as Villiers Park. Both of these provisions directly support the work we do at Norham.

The number of pupils joining us has risen in Year 7 to 67 in 2018 and looks set to rise further to about 90 for this September. Clear signs that we are heading in the right direction and with you at our helm and the additional support and capacity on offer, the school is set to grow and significantly improve outcomes for young people and the community.

#### **Great place to live and work**

The North East of England offers an enviable quality of life offering great value for money.

#### **Living**

There are some stunning living locations in North East England spanning all price brackets, with rural, coastal and river views being accessible from family town houses and starter apartments in equal measure.

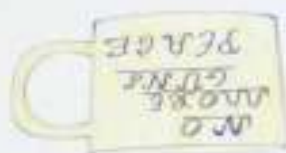
In 2015, house prices in North East England were the lowest in the UK, averaging £21,000 cheaper than Yorkshire and the Humber, and the more general cost of living was one of the lowest.

Yet the North East consistently remains one of the most beautiful, vibrant, exciting and thriving places to live and work.

#### **Travel & Tourism**

Iconic attractions such as the Angel of the North, Durham Cathedral, Hadrian's Wall and Beamish Museum are visited by over 150,000 tourists every year. In 2018, Newcastle Upon Tyne was voted the number 1 location in the world to visit by the Rough Guide.









## **Natural Landscape**

From award winning parks and gardens to serene beaches and the stunning countryside of the North Cheviots and Penines, North East England offers great natural beauty.

## **Entertainment**

North East England has a variety of entertainment on offer, from cinemas and open air concerts to live music, and theatre shows, there's something for everyone. Theatres in the region attract West End shows, whilst the Sage in Gateshead is a world renowned venue for music and learning.

## **Food & Drink**

In our city centres, we have Michelin Star fine dining, family fayre and student feasts; and in our market towns, we have some of the most exquisite home grown produce from our extensive rural areas.

## **Arts & Culture**

Our region has exceptional art galleries such as the Baltic, the Laing Art Gallery and the Customs House; child-friendly museums such as Beamish, Bowes, Discovery and Centre For Life; and stunning days out for the whole family, such as Alnwick Gardens and Castle, and numerous National Trust state-ly homes.

## **Shopping**

Retail therapy has always been an important part of life in North East England and, as such, we boast one of Europe's largest shopping centres, The Metrocentre, Gateshead, which has over 330 stores, a cinema complex and food village. North East England also offers boutique outlets and market towns that are treasure troves for antique dealers.

## **Sports**

North East England has a proud footballing tradition with Newcastle United and Sunderland AFC. We also boast premieriership Newcastle Falcons Rugby team and the Durham County Cricket Club. For people who love the great outdoors, there is surfing along the stunning North East coastline and the coast-to-coast cycle trail to Carlisle.

North East England also hosts the world's largest half marathon, The Great North Run, which attracts more than 55,000 participants each year.





## Headteacher - Job Details

Role Title	- Headteacher of Norham High School
JE Code	- N/A
Typically Reports to	- Chair of Governors
Grade	- L20 to 24 - plus up to £11,500 extra payment for the right candidate
Date of Profile	- 30th April 2019

### Purpose of the role (job statement)

To provide high quality professional leadership and management for the School, promoting a secure foundation from which to achieve the highest standards in all areas of the school's work

The Headteacher will have responsibilities which are both school wide and of considerable weight. This will be in addition to carrying out the professional responsibilities of the headteacher as set out in the 'School Teachers Pay and Conditions Document'

### Vision and core purpose

- to articulate clear values and moral purpose for the leadership of the school, focused on providing a first class education for our students.
- to communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel.
- to model positive relationships and attitudes towards our students, and to engage parents, governors and members of the local community in the constant improvement of all that we do.
- to ensure that the education and interests of our students are at the centre of everything we do at the school.

### Meeting objectives through improving learning and achievement in the classroom

- to lead the improvement and development of the school on the basis of evidence and knowledge of effective practice, and to promote a strong culture of continuous professional development for our staff.
- to demonstrate political astuteness in promoting the interests of our school in the context of our core objectives, translating opportunities arising from local and national policy into the school's context.
- to ensure that the school's development is consistent with our core objectives and seeks further to serve our local community.
- to demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
- to maintain and secure outstanding teaching for all students through an understanding of the features of successful classroom practice and curriculum design.



## Headteacher - Job Details continued

### Leadership and Management

- to promote the sharing of best practice between teachers and develop a culture where less good practice is challenged and improved.
- to create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other.
- to identify emerging talents at all levels in the school, coaching current and aspiring leaders in a climate where excellence is the standard, leading to good succession planning.
- to hold all staff to account for their professional conduct and practice.
- to ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- to provide a safe, calm and well-ordered environment for all students and staff, with a strong focus on safeguarding and the development of exemplary behaviour in school and in the wider society.
- to establish, implement and maintain rigorous and transparent systems for managing the performance of all staff, addressing under-performance, supporting staff to improve and valuing excellent practice.
- to welcome strong governance and actively support the governing body to deliver its functions ever more effectively – in particular its functions to set school strategy and hold the headteacher to account for student, staff and financial performance.
- to exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of achievement and the school's sustainability.
- to distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

### Wider engagement and contribution

- to develop the capacity of the school to work with other schools and improve the quality of education at system level.
- to develop effective relationships with other services to improve academic and social outcomes for all students.
- to harness the findings of well evidenced research to help contribute to the self-improving and school led system.
- to make the school a centre of good practice in initial and continuing teacher education.
- to inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in young people's lives and to promote the value of education.





## Headteacher - Job Details continued

### Other Professional Requirements

- solely responsible for the leadership and management of the school
- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- take account of wider curriculum developments;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- contribute positively and effectively to the keeping children in schools agenda;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, departments and pupils;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take part in marketing and liaison activities such as open evenings, parents' evenings, review days and events with partner schools;
- take responsibility for own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors.

## Person Specification

Area	Criteria Requirement - E = Essential - D= Desirable Assessment by Application =A Interview process = I	R	A
Skill Knowledge Aptitudes	To have high expectations and the ability to think and plan strategically to reflect, promote and deliver the school's vision, ethos, priorities and targets whilst empowering others to take them forward	E	AI
	To be articulate and approachable with excellent interpersonal skills both verbally and in writing	E	A
	To have proven sound decision-making and problem solving skills combined with the ability to lead, influence and manage change	E	AI
	To be astute and perceptive with strong analytical skills and the ability to use sound judgement in order to anticipate and resolve conflict and issues imaginatively	E	I
	To be proactive, innovative and versatile with a high level of drive, energy and enthusiasm, resilience, reliability, integrity and a sense of humour	E	I
	To be able to relate empathetically to parents/carers, staff, students governors/ trustees and the wider community	E	I
	To be able to prioritise, plan and organise effectively	E	I
Qualifications and Training	Qualified Teacher Status	E	A
	NPQH and Higher Education qualification other than initial teacher training	D	A
	A first degree /PGCE or equivalent qualifications	E	A
	Evidence of recent and relevant training and development at headship level and/ or in preparation for headship	E	A
Experience	Successful strategic experience of leading and managing at headship/deputy headship level in a secondary school	E	AI
	Substantial experience of teaching	E	A
	In depth knowledge and understanding of the wider educational agenda including current national policies and educational issues as well as the statutory and legal framework governing the operation of a school/academy	E	I
	Proven track record in leading and managing staff including building a successful team, delegating effectively and implementing and managing change	E	I

## Person Specification

Experience	Successful experience of raising standards for all with measurable outcomes as a result of one's contribution in a school in the pursuit of excellence	E	I
	An outstanding classroom teacher/practitioner with the ability to monitor and evaluate performance continuously in order to improve the quality of teaching and learning and maintain and stretch high standards	E	AI
	Successful experience of positive behaviour management and development of a student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding	E	AI
	Successful experience of curriculum development along with an understanding of the issues associated with choice and flexibility to meet the personalised learning agenda	E	AI
	Proven experience of the implementation of effective assessment procedures and an understanding of assessment for learning needs of all students	E	AI
	Recognition and promotion of the role parents, carers and families play in helping children and young people succeed and thrive	E	AI
	A commitment to a student-centred approach, within an equitable and inclusive school in which the academic and personal welfare of each student is paramount	E	AI
	To be a high profile role model with a professional approach that demands excellence, confidence, trust and respect of the entire school and the wider community	E	AI
	Proven record of providing vision, a sense of purpose and high aspirations for a school with a determined focus on raising student achievement	E	AI
	Experience of and commitment to working with the Governing Body to develop collaboratively a school vision which embraces excellence and high standards	E	AI
	To have substantial experience of building on staff good practice and expertise so that they have the necessary skills and knowledge to raise standards, promote equality, respect diversity and challenge stereotypes to promote the rights	E	I
	To demonstrate the importance of a work life balance	E	AI
	Evidence of highly developed skills in performance management, recognising high performance and tackling underperformance through to resolution	E	AI
	Successful experience of effective strategic financial and resource management to achieve educational priorities and to ensure efficiency and value for money	E	AI
	Evidence of the skills to harness the potential of ICT for the benefit of the school around the delivery of the curriculum and school support systems	E	AI



## Person Specification

Experience	A demonstrable understanding of the processes of safeguarding and safer recruitment and safe guarding procedures	E	A/
	Proven successful experience of school self-evaluation and accountability and the school improvement process	E	A
	Successful experience of securing and raising standards in an inclusive school and working with external agencies locally, nationally and/ or internationally	E	A/
	A commitment and vision to collaboration with neighbouring schools in support of the development of the wider school community	E	A/
Disposition	Confidence and ability to make difficult decisions	E	I
	Excellent leader and manager of people	E	A/
	Adaptability to changing circumstances & ideas	E	I
	A professional presence, resilience and an optimistic vision for the future	E	A/
	Approachable and able to delegate effectively	E	I
	Inspirational with reliability and integrity	E	A/
	A commitment to and evidence of promoting diversity and equal opportunities within the school, curriculum and in employment practice	E	A
Conditions of Service			
Teachers pay and Condition of Service			

Signature of post holder: ..... Date: .....

Signature of headteacher: ..... Date: .....

This school is committed to safeguarding and promoting the welfare of children and young people. Please note this position will require an Enhanced disclosure from the Disclosure & Barring Service.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This document must not be altered once it has been signed but will be reviewed annually.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may 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.





NORHAM  
HIGH SCHOOL

## Application Process

The final date for submission of applications is Monday 24th June at noon. These should be returned to Alison Tait our Business Manager at [alison.tait@ntlp.org.uk](mailto:alison.tait@ntlp.org.uk)

You are more than welcome to visit the school or to ring us to discuss the role ahead of submitting your application. To arrange a visit please do this via Alison Tait at [alison.tait@ntlp.org.uk](mailto:alison.tait@ntlp.org.uk) and if you would like to discuss the role further please ring our Chair of Governors on **07513821380** who would be happy to answer any questions.

The application form is available from our school website, under vacancies. This form can be completed electronically and submitted by e-mail. The application form asks you to detail how you meet the criteria within the person specification. You will also need to submit a statement of no more than 750 words explaining how you are the right person to accept the challenge and take our school forward.

**We will contact shortlisted candidates on Thursday 27th June and the interviews will take place over two days on Wednesday 3rd and Thursday 4th July 2019**

**Thank you for taking the time to consider our school, we look forward to receiving your application.**



# NORHAM HIGH SCHOOL



Ainwick Avenue, North Shields, NE29 7BU  
Tel: 0191 2005062 Email: [norham.high@northtyneside.gov.uk](mailto:norham.high@northtyneside.gov.uk)  
[www.norhamhigh.com](http://www.norhamhigh.com)

**Executive Headteacher - David Baldwin**  
**Head of School - Lucy Roderick**  
**Chair of Governors - David Bavalrd**

**Believe ~ Strive ~ Achieve**