



QUEENS' SCHOOL

Dare to be Great

Deputy Headteacher Applicant Pack



Welcome

I am delighted to welcome you to Queens' School. This is a thriving and highly successful oversubscribed school, the largest in Hertfordshire. GCSE results and A Level outcomes are consistently strong. Our Ofsted Inspection in September 2019 confirmed that Queens' continues to provide a high-quality educational experience.

This is an exciting opportunity and one which should be a key stepping stone in your career. Indeed, the current postholder has been promoted to headship following 6 years of outstanding service. The successful candidate will be an excellent classroom practitioner who is able to lead by example, is ambitious, focused and driven but also someone who is innovative and thinks creatively to ensure the best possible outcomes for all our students.

Informal visits are welcome before the closing date by contacting Jo Walker, 01923 224465, to organise a mutually convenient appointment. Responsibilities will be based on the strengths of the successful candidate. Outlines of current curriculum and pastoral deputy roles are outlined below.

If you wish to apply for the post, you are invited to complete and return the application form along with a letter of application demonstrating how you feel you meet the Personal Specification. Your letter should be no longer than two sides of A4 (word processed and using size 12 font). All applications should be submitted electronically to: applications@queens.herts.sch.uk.

Deadline: 12pm, Monday 29 January 2024

Interviews: Week Beginning 5 February 2024

I am very aware that applications take a considerable amount of time, so thank you in advance for your submission.

Jonathan Morrell
Headteacher



Context

Queens' is a and partially-selective (45%), mixed single academy trust in Bushey for children aged 11-18; the largest co-educational in Hertfordshire with almost 1700 students on roll, 350 of whom are in the Sixth Form. We have around 200 teaching and support staff who work hard to ensure our students enjoy the best possible educational experience. We admit 270 students into Year 7 each September, drawn from South West Hertfordshire and North London. We also take around 50 students into Year 12 each year.



Queens' is a good school, confirmed by Ofsted in our last inspection in September 2019. Local Authority reviews have consistently concluded that we have the potential for outstanding. We very much live by our motto, and dare to provide a great working and learning experience.

Our examination results at GCSE and A level are excellent, testament to the dedication and commitment of both our staff and students. The vast majority of our students progress to university, with almost a third to Russell Group. Each year we have a good number of students applying places at either Oxford or Cambridge, for Medicine or Veterinary College.

Our curriculum is broad and balanced from Year 7 with all students studying traditional academic subjects including a full suite of technology disciplines, MFL, creative arts and computer science. No academy subject is delivered for less than one hour per week. At GCSE, students can choose from a wide range of subjects with still more on offer when they get to the Sixth Form. In addition to academic subjects, all students follow a course of Life Long Learning (PSHE).



We have a passionate belief in our bright and articulate young people, seeking to equip them with the skills to succeed in the 21st century not just with excellent results. To this end, over the last few years, we have developed our own approach to learning based around our core values which seek to develop students who are resourceful, resilient and confident learners with the skills to learn effectively both independently

and collaboratively and who leave us ready to face the challenges which lie ahead. We are constantly seeking ways in which to develop wider skills too and there are many opportunities for students to take a leadership role within the school or to participate in extra-curricular activities in a wide range of spheres including the Duke of Edinburgh Award and a Combined Cadet Force (CCF).



Our pastoral care is superb. The social growth of the individual is an important part of Queens' experience and the school aims to produce well-rounded citizens who are ready to take their place in society. Every student is allocated a form tutor who has prime responsibility for their guidance and welfare. There is a strong network to support any student who might be experiencing difficulty with their wellbeing with

a team of specialist staff, including Student Support Managers, a Mental Health Lead, Medical Officer (Matron) and School Counsellors.

The House system provides a sense of identity and belonging within a larger school community. All staff and students are assigned one of four Houses developing strong loyalties and taking inter-House competitions very seriously, most notably House Sport and House Music. There is fierce but friendly competition to earn House points throughout the year in a variety of activities including academia, music, sport and drama.

school benefits from extensive facilities including 12 all-weather sports pitches set in extensive playing fields of over 50 acres. We also benefit from an outdoor classroom. Planning is currently underway for a 3G pitch.



At Queens' we want our staff to continuously develop too. Much of our CPD is 'in-house'; we have a very clear focus on the sharing of good practice within the school where there is already so much expertise. In addition, we encourage staff to visit other schools and to bring back ideas which can be shared with colleagues and which might in some way lead to further improvements here. We work collaboratively with several local

schools and are very pleased to be a member of the Watford Partnership for Teacher Training (WPFTT). This collaboration between schools has also enabled us all to expand our CPD for ECTs and for more experienced staff.

Our Governing Body is hugely supportive of the school. Some of our trustees have worked with us for many years, while others are relatively new to the role. They bring with them a wide range of experience drawn from the fields of business, law, finance and education and they do a superb job of both supporting the senior team and holding us to account.

Our Senior Leadership Team currently consists of the Headteacher, two Deputy Heads, six Assistant Heads and the Business Manager. It contains a healthy mix of different personalities and skills. Roles and responsibilities do change from time to time to allow SLT to develop areas of interest and skills. We firmly believe that our senior leaders should be actively involved in teaching and learning and all continue to teach alongside their whole school responsibilities.



Queens' is a place where staff are proud to work, parents want to send their children and students have a sense of belonging. Altogether, we are a happy and friendly all-inclusive school community where the individual matters.

Our Vision and Values

Queens' provides a safe, caring and challenging environment for learning, committed to the development of every student as an individual. We understand that while students have different gifts and talents we have a strong belief that everyone can be Great.

"Daring to be Great by pursuing our values of Scholarship, Tenacity, Altruism and Respect"

We aim to offer the best academic, cultural and sporting opportunities and instil a sense of moral and social responsibility in our students to live their lives as respectful, caring and responsible citizens.

Scholarship 'Ambitious pursuit of knowledge'

Tenacity 'Determination and Perseverance'

Altruism 'Working collaboratively and selflessly'

Respect 'Having due regard for self, community and environment'



School Priorities

Scholarship: Establish a coherent knowledge-based STAR curriculum

- Transform the Lifelong Learning programme
- Consolidate the all-through STAR curriculum
- Maximise ambition in the Sixth Form
- Improve routines in independent learning for all pupils

Tenacity: Establish a culture of supported challenge for all

- Embed adaptive learning expertise for SEND pupils
- Encourage pupils to embrace challenge and responsibility
- Increase access to curricular enrichment and challenge for disadvantaged children
- Generate further pupil ambition for futures

Altruism: Establish a supportive community

- Promote positive collaboration opportunities
- Increase professional support opportunities
- Instill a shared understanding of community, resources and systems
- Improve recognition of the safety and wellbeing of others

Respect: Establish a culture of high expectations

- Expect and pursue excellent attendance for all pupils
- Champion equalities, diversity and inclusion
- Promote positive behaviour for learning
- Invest sustainably in the physical school environment



Why work at Queens' School?

- Pupils eager for success
- Supportive parents who value education
- Caring colleagues
- Excellent professional development and guidance
- Highly regarded senior team driving forward improvement
- Teaching and learning at the top of the agenda
- Happy school community
- A holistic approach to student development
- Pupils are proud and enjoy learning
- Large range of extra-curricular opportunities: Sports; Arts; CCF; DoE; Debating
- Teachers' pay enhanced through the Fringe Allowance

A Desirable Location

- Large site set in 52 acres of playing fields
- Attractive area on the outskirts of Watford
- Easy access via excellent road links including the M1 and M25.
- Bushey Station is 20 minutes by train from London Euston

Excellent facilities

- Commitment to renovation and rejuvenation of current buildings
- Modern and purpose-built science labs
- Large purpose-built sports centre
- Well resources fitness suite
- 12 all-weather sports pitches
- Outdoor classroom
- Google School
- Catering by the award winning Culinera

Staff Wellbeing

- Staff Wellbeing Committee
- Access to our fitness suite
- Free eye tests
- Annual flu jabs
- Staff social gatherings ranging from weekly Friday night sports to our annual end of year party
- Coaching and mentoring culture

- Generous planning and preparation time
- Well-equipped staff room
- Complimentary refreshments throughout the day (Tea and Coffee)
- Service Awards
- Staff laptop

Developing Your Career

- Partner in the hugely successful WPfTT
- Strong collaborative teaching culture
- Coaching and mentoring culture
- Highly regarded school CPD Programme with a focus on Teaching and Learning Communities (TLC's) to improve pedagogy and practice
- Departmental Professional Learning (DPL) with a subject focus
- Range of personalised professional learning and development programmes to match aspirations:
- Teacher Led Development Work (TLDW)
- Postgraduate studies (Masters and Doctorate)
- National Professional Qualifications (NPQs)
- Associate Middle Leader programme
- Associate Senior Leader Programme



Staff Testimonials

'I have been given a number of CPD opportunities to develop not only my teaching, but my leadership skills which helped me secure the role of Key Stage 3 Coordinator in the Mathematics department'.

'I had been told great things about the school. The staff are extremely supportive and clearly care about the students and the school. This reflects on the atmosphere within classrooms and the students, who are motivated and want to succeed'.

'What drew me to Queens' was the ambition of the leadership team and the desire to raise the levels of student performance and aspiration whilst maintaining the unique character of such a large and multi-faceted school'.

'During the interview process I met numerous students and was bowled over by their enthusiasm for the school, particularly the House competitions, and their desire to balance school improvement with respect for long-standing traditions'.

'The staff have been extremely supportive and welcoming since my first day here, with many going the extra mile to make sure my move to the school has been as smooth as possible'.

'In my short time at Queens', I've witnessed a staff body committed to supporting the progress and wellbeing of all students, and for me, this is the mark of a great school'.

'I am well supported by my SLT line-manager and encouraged to try new ideas in the never-ending search for better teaching and learning within the department'.

'Since joining Queens' I have not looked back. The students are amazing, the staff are really friendly and the SLT are always on hand as and when I need to call on them'.

'My team make coming to work fun and enjoyable every day. It's true what they say 'choose a job you love and you will never have to work a day in your life'.

'The Mathematics department are incredibly supportive and dedicated. Every member of the department works tirelessly to get the best out of every student'.



Job Description

Post title:	Deputy Headteacher
Reporting to:	Headteacher
Purpose:	To provide professional leadership and management of the school.
Main Responsibilities:	<p>Support the Headteacher in providing whole school leadership:</p> <p>Share responsibility for all the policies, decision-making processes, leadership and management of the school; develop an ethos of high expectations of staff and students; take full accountability for key areas including performance standards; ensure compliance to statutory responsibilities; assist in self-evaluation and school improvement.</p>
Grade:	Leadership 18-22

Leadership and Management

- Highly visible, proactive and approachable presence to all stakeholders
- To be a member of the Senior Leadership Team, contributing positively towards the development of the School
- Deputising for the Headteacher when requested to do so.
- Meet regularly with the Headteacher and the Senior Leadership Team on matters of policy and improvement planning
- To advise and assist the governing body as required in the exercising of its functions including attending meetings and making reports
- Keep abreast of national and local developments to inform decision making with the Headteacher and provide recommendations for decisions based on research and evaluation of different options and an analysis of costs and benefits
- Contribute significantly to the development, monitoring and evaluation of the School Development Plan
- Evaluate school performance related to areas of responsibility
- Support and uphold the ethos and values of the school
- Proactively work to improve pupil outcomes
- Encourage the achievement, enjoyment and satisfaction of students and staff in their daily work
- Ensure that they and the staff that they line manage understand and are fully committed to Safeguarding Children and Safer Recruitment

Learning

- Act as a role model, exemplifying a high standard of teaching

- Share responsibility for the learning and personal development of all pupils
- Monitor and evaluate aspects of the school's work, including teaching and learning of specific subject departments
- Plan intervention strategies for underachieving students
- Develop networks with other organisations for research and development.

Staff

- Promote and contribute to the professional development of staff
- Provide assistance for teaching and support staff colleagues, with the aim of securing and professional environment for their work and development.
- Performance manage specific staff
- Manage and assist in the recruitment of staff.

Community

- Celebrate the achievements of both staff and students
- Attend out of hours school events and activities
- Maintain and develop effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's education and development
- Represent the school at external meetings and other events
- Liaise with other educational establishments in order to promote the continuity of learning, progression of achievement and curriculum development
- Liaise with other professional bodies, agencies and services
- Carry out a share of supervisory duties in accordance with published rotas

Enhancing own knowledge, skills and understanding

- To take responsibility for own continuing personal and professional development

Additional duties

- Respectfully comply with any reasonable request from the Headteacher

Special Conditions of Employment

Rehabilitation of Offenders Act 1974

- This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions and reprimands being considered. Any

convictions, cautions or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Headteacher by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with Staff Disciplinary Procedure.

Health and Safety

- The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

Equality and Diversity

- Queens' School is committed to equality and values diversity. As such it is committed to fulfilling its equality duty obligations, and expects all staff and volunteers to share this commitment. The duty requires the school to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people with whom they come into contact with dignity and respect, and are entitled to expect this in return.

Training and Development

- The school has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

This job description may be subject to review and/or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder, and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests

OTHER SPECIFIC DUTIES

- To carry out the duties in the most effective, efficient and economic manner available
- To support the school ethos

- To maintain confidentiality at all times
- To carry out and communicate Queens' School's values in all aspects of work
- To contribute to the safeguarding and promotion of the welfare and personal care of students with regard to Child Protection Procedures

Review and Amendment

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

This post is subject to the enhanced level of disclosure

In order to deliver services effectively, a degree of flexibility is needed and the post holder may be required to perform work not specifically referred to above.

Please Note that:

All teachers must carry out the duties of a schoolteacher as set out in the Schoolteacher's Pay and Conditions Document



Current Curriculum Deputy Responsibilities

- Leading on the articulation of a clear curriculum intent
- Overseeing the development of a high-quality, broad, balanced and rich curriculum across the whole school
- Lead Curriculum Leaders to ensure the planning and delivery of an appropriate, comprehensive high quality and cost-effective curriculum programme which responds to student need and supports the school improvement plan
- Ensuring that the curriculum has a positive impact on school outcomes and provides students with the opportunity to achieve their individual potential
- Keeping up-to-date with national developments in the curriculum, including alternative provision
- Creating a timetable in a timely and cost-effective manner and keeping an up-to-date staffing matrix to support recruitment
- Creating and implementing systems to monitor and quality assure, review and evaluate the curriculum to inform school evaluation and future decision-making.
- Liaising with the SENDCO and Examinations Officer to maintain accreditation with the relevant examination and validating bodies
- Leading the Options process so Year 9 and 11 are fully informed of the courses on offer and are advised correctly
- Leading on and implementing school quality assurance procedure
- School self-evaluation and School development planning
- Leading on and manage teacher appraisal and teachers on formal support plans
- Line manage the Core Faculties
- Working with the Assistant Headteachers to ensure that school and staff development needs are identified and appropriate programmes are designed to meet such needs
- Oversee the school calendar



Current Pastoral Deputy Responsibilities

- Leading on safeguarding, child protection and pupil welfare (behaviour and attendance)
- Act as the schools Designated Safeguarding Lead
- Overseeing the development of a high-quality, pastoral support programme across the whole school
- Lead Pastoral Leaders to ensure the planning and delivery of an appropriate, comprehensive high quality and cost-effective pastoral programme which responds to student need and supports the school improvement plan
- Ensuring that the behaviour and attendance have a positive impact on school outcomes and provides students with the opportunity to achieve their individual potential
- Keeping up-to-date with national developments in the behaviour, attendance and child protection
- Creating and implementing systems to monitor and quality assure, review and evaluate the behaviour, attendance and child protection to inform school evaluation and future decision-making
- Line manage the Pastoral Team
- Oversee trips (EVC) and rotas



Job Personal Specification

		Essential	Desirable
Education/Qualifications and Training	Good first degree or equivalent academic qualification	X	
	Qualified teacher status	X	
	Further relevant professional or academic qualifications		X
	Evidence of and commitment to continuing professional development	X	
Experience	Experienced senior leader	X	
	Substantial teaching experience at KS3, KS4 and KS5	X	
	Proven track record of good/outstanding teaching and excellent outcomes	X	
	Successful whole school leadership and management of change	X	
	Effective deployment of staff		X
	Leading on whole school curriculum initiatives to raise standards	X	
	Successful leadership of whole school initiatives	X	
	Effective whole school practices in the promotion and achievement of raising attainment	X	
	Proven record of tracking and monitoring student progress and implementing effective intervention strategies	X	
	Able to interpret online data and translate this to priorities for improvement	X	
	Dealing with disputes involving staff	X	
	SIMA		X
	Understanding of the accountability of the role	X	
	Thorough subject knowledge and an understanding of National Education issues	X	
	Raising standards and attainment	X	
	Current curriculum development initiatives nationally	X	
	Effective teaching and learning strategies	X	

Knowledge and Understanding	Interpretation of data, tracking student achievement and intervention strategies to secure progress	X	
	Behaviour management strategies	X	
	A rigorous understanding of the current Ofsted framework	X	
	Proven ability of making sound lesson judgements	X	
	School Improvement Planning	X	
	Monitoring, evaluation and review processes	X	
Teaching	Evidence of sustained good/outstanding classroom practice	X	
	Excellent student outcomes	X	
Leadership	Clear vision for raising standards	X	
	Leadership and management e.g. strategic planning, school development planning, monitoring and evaluation, data analysis and target setting, policy development and implementation	X	
	Intelligent use of data to improve the quality of behaviour and attendance, teaching and learning and to raise the standard of achievement and student progress	X	
	Building good relationships across the school community	X	
	Successfully leading a team to improve standards	X	
	Previous senior leadership team experience	X	
Personal Skills and Attributes	Drive, sense of purpose, commitment and perseverance	X	
	Ability to inspire, challenge, motivate and empower teams and individuals to achieve	X	
	Excellent interpersonal skills	X	
	Ability to use information technology to enhance data analysis and make effective use of data and communicate its significance to others	X	
	Demonstrate resilience, optimism and empathy	X	
	Ability to delegate	X	

	Ability to work in a fluid and changing environment	X	
	Excellent communication and presentation skills, oral and written	X	
	Ability to think analytically and creatively and demonstrate initiative in solving problems	X	
	Be aware of own strengths and areas for development. Listen to and reflect upon feedback and act appropriately	X	
	Evidence of successful coaching of colleagues	X	
Checks	Enhanced DBS,	X	
	Clearance for Prohibition Check	X	
	Right to Work in the UK	X	





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