

Oldershaw School Candidate Pack

Vice Principal Curriculum, Progress & Attainment



Executive Headteacher: Mr S Fisher
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Introduction from Steve Fisher - Executive Headteacher

Thank you for the interest you have shown in the position of Vice Principal at The Oldershaw School. This post has been made available due to the reorganisation of the Leadership Team as the school continues to strengthen best practice around teaching, learning and pastoral care.

I hope the information in this pack will be helpful and convey to you exactly what we are looking for; an inspirational, experienced leader to build on existing strengths, to develop and deliver a creative and ambitious educational vision for the school.

The Oldershaw School is an 11-19 co-educational comprehensive in Wallasey, situated in the borough of Wirral. Oldershaw School has a proud history of over 100 years of success, with a belief in the very highest standards and expectations, providing a rich and challenging education for each pupil.

The school was graded Good in all areas by Ofsted in March 2022 and has high expectations for all its staff and students. We offer a, 'broad and well-designed curriculum'; 'teachers have strong subject knowledge and students with additional needs receive precise support'. The KS5 curriculum ensures students learn what they need to be successful in their current and next stage and develop deep knowledge about their subjects beyond the remit of the formal examinations. The school's CPD programme is designed to provide progression opportunities for all.

We are a popular, over-subscribed school with almost 940 students and over 150 teaching and support staff. The Sixth Form recruits students that we retain from our own Year 11 cohort who value the continuity of education with a school and teaching staff they know well.

All achievements are celebrated, and high standards are achieved because of the commitment, dedication, and talent of our staff. We believe that education is a partnership between home and the school that aims to fulfil the ambitions and aspirations of our young people.

The appointed Vice Principal will be an exceptional strategic thinker with senior leadership experience, highly effective management skills as well as a team player with strong intellectual abilities. A charismatic, visible leader, they will inspire exemplary staff, and engage students, parents and other external stakeholders in an exciting vision to ensure Oldershaw School delivers the highest quality of education.

We hope that you will enjoy reading about The Oldershaw School and if you feel that you can deliver what we are looking we welcome your application.

Steve Fisher
Executive Headteacher

Ethos and Values

We have worked with our stakeholders to develop our Vision, Mission, and Core Values. Staff ensure that they are firmly established and at the heart of everything we do.

VISION: Excellence Together

This is our goal, working with one another, staff, and pupils, to achieve the best possible outcomes

MISSION: Nurturing happiness and academic success

This is what staff are here to do. To take care of the wellbeing of our pupils, educationally and pastorally

CORE VALUES: Pride, Kindness, Resilience

Our values underpin how staff and pupils operate and how we get things done. We are tough and tenacious educators and learners. We are proud of our successes and always act with kindness and respect towards one another.

Our ethos is evident around our school and in everything that we do. Come and visit us, and see how we live our vision, mission, and core values and how they permeate into every area of Oldershaw School.

Additional Information Links

- 2021/22 Financial Accounts <https://www.oldershaw.wirral.sch.uk/about-us/financial-accounts/>
- Latest Ofsted Report <https://www.oldershaw.wirral.sch.uk/about-us/ofsted-report/>

Why this is an exciting opportunity for an aspiring Vice Principal

This is an exciting opportunity for an ambitious, outstanding, and reflective practitioner who has a passion for improving the life chances of young people and their families. We are looking for a talented leader with a track record of delivering success through inspiring young people to overcome their particular challenges and engage with education in positive ways.

We are seeking to appoint a highly effective leader to join us as Vice Principal at Oldershaw School from September 2023. The successful candidate will play a pivotal role in accelerating the development of the school to an outstanding provider of education. Developing and implementing school improvement strategies, maximising the potential and impact of core subject provision, and ensuring pupil premium interventions are targeted on improving academic performance.

This is a terrific opportunity for an aspiring leader looking for a role in which they can demonstrate real impact on the lives of young people and is ideal preparation for future Headship. Leading middle leaders, you will develop evidence-based improvement strategies, focused on quality first teaching that is led by the effective use of performance data.

In addition to the support of the Executive Headteacher and Chief Finance & Operations Officer, you will benefit from working with an experienced Head of School and a Trust board who are engaged and knowledgeable.

This role will be a key part of a new Senior Leadership Team structure and one which is designed to provide an effective management forum for developing best practice in all aspects of school performance.

We are proud of our pupils and proud of our school. We have a significant proportion of disadvantaged students whose talents, ambitions, and aspirations we are determined to realise. This role will maximise their potential, and ensure they fully participate in the wider curriculum offered to all.

You will benefit from leadership support, professional development, and the finance necessary to deliver on school improvement. If you thrive on challenge, are ambitious and want to make a meaningful difference to the life chances of our students, this truly is the job for you.

Leadership Team

- Executive Headteacher
- Head of School
- Chief Finance and Operations Officer
- Vice Principal Curriculum Progress and Attainment
- Vice Principal Teacher Training and Development
- Vice Principal Inclusion
- Vice Principal Pastoral
- Head of Sixth Form

Trust Board Structure

- Members
- Trust Board
- Curriculum and Standards Committee
- Finance Audit and Risk Committee

School Performance Data and Challenges

We converted to academy status in July 2011. The school fully embraces the area's diversity, is valued by parents and carers, the wider community, and Wirral Local Authority as an effective and inclusive school. In 2020, Oldershaw celebrated 100 years of service to our community, sharing a rich history and heritage with Wallasey and a strong sense of local identity.

The school serves a community that faces very high levels of socio-economic deprivation: the IDACI places the catchment area in the highest category of deprived pupils nationally. In October 2022, 53% of students were eligible for free school meals and 57% were eligible for pupil premium.

Wallasey is now served by four large secondary schools, two single-sex schools, a Roman Catholic school and one co-educational school - Oldershaw. The school's intake typically has more boys than girls, with girls currently representing 34% of the cohort. It is significant to note that the Local Authority retains a grammar school system, and prior attainment banding of the school's intake

illustrates the impact of this system. Attainment on entry for some is well below age-related expectations, with some pupils having complex and varied starting points.

The inclusive ethos and nature of the school, its reputation for excellent pastoral care and good quality of education underpins high levels of community confidence. This is reflected in increased recruitment with over 350 applications for 168 places annually and there are a significant number of families appealing to secure a place in the school.

The school is proud of its reputation for inclusion and excellent support for children with special educational needs; parental confidence in the school's SEND provision is reflected in its population. The proportion of pupils with SEND, including those with EHCPs & PFAs, is significantly higher than the national average (6.6% EHCP and 25% SEND support compared with national averages of 4% and 12.6% respectively). The school has an established and successful resourced provision for children with moderate learning difficulties, commissioned by the Local Authority. The MLD Base (20 students) provides an entirely bespoke primary-based curriculum, guided by EHCP outcomes, whilst offering rich opportunities for inclusion in a mainstream school environment.

Key performance indicators: -

Ofsted – In May 2022, Ofsted once again graded the school as **Good** in all categories.

The school's outcomes at KS4 & KS5 are in need of improvement and the school leadership is committed to addressing this as a priority.

Post 16 results enabled all those who wanted to go to university to access a place as did those seeking apprenticeships and further training.

The national grade 4+ GCSE grades is 72%, Wirral 71%, Wallasey schools 59% with a range 39% to 72%, and Oldershaw 58%. Across the Wirral the 4+ grades dipped by 4.1% compared to 2019; at Oldershaw there was an increase of 4.7%.

The grade 4+ for disadvantaged children across the Wirral dropped by 3.5% whilst Oldershaw increased by 6.9%; this is significant given that disadvantaged make up almost 60% of the cohort.

Whilst attendance is below the National Average, the school's strategies continue to narrow the gap and the attendance last year was less than 3% below National. The strategies employed to support attendance particularly with our disadvantaged learners were acknowledged as good practice in the recent Ofsted inspection.

The school remains committed to providing all pupils with an educational experience which meets their academic, pastoral, social and employability needs, and we have developed a curriculum offer to reflect these aims.

At the heart of our curriculum lies a respect for the subjects we teach and for the insight that each provides into the world around us. We teach, assess and feed back to students to ensure they can be active participants in their learning process. Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide sufficient opportunity for guided and independent practice.

The broad and balanced curriculum is subject to continual review, underpinned by the following principles:

- To enable pupils to achieve the highest academic standards
- To develop links between academic and pastoral strands to realise the full potential of each individual
- To be available to all pupils and to promote equity and equality of opportunity to eradicate prejudice based on sex, race, disability, or any other protected characteristics
- To include elements of choice where possible, to allow pupils to negotiate their own courses, appropriate to their maturity, abilities, and interests
- To deliver a broad and balanced curriculum at an appropriate level, with coherent progression to the next step – A Levels, further training, apprenticeship, or direct employment

The school's support for pupils with SEND is enhanced by the provision of Nurture Groups and the Enhanced Curriculum groups in Years 10 – 13. The Nurture and Enhanced Curriculum groups allow pupils with significant additional needs to be educated in small, appropriately resourced groups. They follow a broad and balanced curriculum, which is fully differentiated and tailored to their academic, pastoral and progression needs. SEND provision is consolidated through a wide range of individual and group interventions, targeted to achieve maximum impact. Furthermore, the school utilises a range of support options, both internally and externally, for those children at risk of permanent exclusion.

In our Sixth Form, the curriculum is inclusive and determined by pupil choice as well as analysis of local and national labour market information. We offer a growing range of A Level courses and BTEC qualifications that provide bespoke progression pathways to university, apprenticeships, and employment. Pupils' aspirations are supported by structured EPQ lessons, whilst progression is driven by a multi-layered partnership of key stakeholders in the newly developed BEST+ programme. On-site vocational education is available in the form of sports coaching and childcare. Cultural capital in the sixth form is enhanced by workshops, guest speakers and residential visits.

Pupils' aspirations and cultural capital are enhanced through opportunities to travel locally, nationally, and internationally. The school was formally part of the ERASMUS scheme, providing opportunities to visit Denmark, Germany, Italy, and France. More recently, we are part of the Turing Scheme which saw sixth form students visit Italy. Subject-led visits have included trips to Berlin and Paris as well as visits to theatres, art galleries, Yorkshire Sculpture Park, independent cinemas, and museums.

The Future

We are on a journey of continuous improvement to establish firm foundations for future progress and improved outcomes and opportunities for all pupils.

We are committed to development of our CPD programme. Alongside quality assurance practices this will lead to further improvements in teaching, learning and pupil outcomes. Our bespoke programme of teacher improvement ensures CPD pathways appropriate to role, ambitions, and experience. It is underpinned by rigorous quality assurance, external support and challenge from SLEs and school improvement partners, which will continue to address identified areas for improvement.

Improving basic skills is a high priority. Recognising this, the curriculum has been adapted to include a bespoke Key Skills programme to address these needs in Years 7 & 8. The Accelerated Reader programme and English Mastery is a real success, ensuring every child reads every day in a challenging and supportive environment. Numeracy skills are supported through the implementation of the Mathematics Mastery Secondary Programme, which will be further consolidated by the introduction of additional Functional Skills qualifications.

Financial Stability and School Improvement Investment

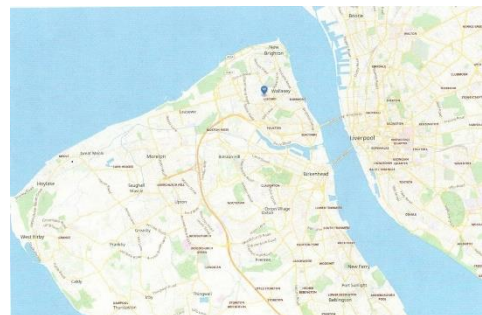
Oldershaw School is financially very stable and currently boasts a healthy cash reserve, supported by long term budget planning that sees the school generate small operating surpluses annually. The school's leadership are currently embarking on a programme of significant investment to improve the learning environment and education infrastructure, strategies that will impact on raising student attainment.

Benefits of Working for Us

- Generous Pensions Scheme – Teachers and Merseyside LGPS
- Health Assured Employee Assistance Scheme – cover for employees and their families
- Occupational Health Support
- Staff Wellbeing Committee – The Trust prioritises the well-being of staff
- CPD - Access to high quality and bespoke CPD offer across the trust
- Cycle to Work Scheme
- Free flu vaccinations
- Free parking
- In house catering - who serve excellent food for staff and students

Living on the Wirral

Situated between Liverpool and North Wales, overlooking the River Dee, Welsh hills and River Mersey, the beautiful Wirral Peninsula is fantastic for walking, outdoor activities, countryside hotels and cosy pubs. Travelling to Wirral is easy, with fast train and bus connections - or take the Mersey Ferry, which stops off at Woodside and Seacombe ferry terminals.



Wirral's 25 miles of dramatic coastline provides a fantastic backdrop to a great day out. Whether you are looking for high-adrenaline water sports or a walk along the coast to spot the rare wildlife, Wirral has it all. Try heading out to Hilbre Island from West Kirby to explore the islands and see seals. Or walk or cycle the Wirral Way, stopping at Thurstaston Country Park or Parkgate for a drink or ice-cream. Wirral Circular Trail is perfect if you want to enjoy the beautiful scenery and fresh air.

Wirral is home to some of the finest restaurants and food producers in the North West. Savour gourmet treats at the Michelin-starred Fraiche restaurant, visit a gastropub for a relaxed meal, or head to one of the farm shops or farmers' markets to meet Wirral food heroes and taste local produce.

Explore the historic Port Sunlight Village, built by Lord Lever for his factory workers. You can learn more about the village's history at the fascinating Port Sunlight Museum. Also, in Port Sunlight, the Lady Lever Art Gallery hosts a personal collection of fine and decorative art treasures.



Birkenhead Priory is the oldest standing building on Merseyside, encapsulating so much of the town's history within a small, enclosed site. For a more recent piece of history, visit the Wirral Tramway & Transport Museum - a celebration of Birkenhead's place in the history of public transport.

The rejuvenated New Brighton seaside resort has been restored to its former glory, with water sports on the Marine Lake, beach walks and attractions like the Light Cinema, Floral Pavilion Theatre and Championship Adventure Golf. Hoylake and West Kirby are also great coastal towns to visit in Wirral.



Recruitment Process

Submit a completed school application form and a covering letter / supporting statement no more than 3 sides of A4. Please do not submit CVs.

Closing Date: 19th April 2023 at 4pm

Interviews: 3rd May 2023

Candidate visits to the school are actively encouraged prior to application. To arrange a visit to the school please contact Vikki Buckley, PA to the Executive Headteacher using the details below:

Vikki Buckley, PA to the Executive Headteacher

buckleyvi@oldershaw.wirral.sch.uk

0151 638 2800

For HR related queries please contact Amanda Jackson, HR & Compliance Manager

jacksonam@oldershaw.wirral.sch.uk

0151 638 2800



Job Description

POST:	Vice Principal Curriculum, Progress & Attainment
REPORTING TO:	Head of School
GRADE:	L14 - L17
KEY RELATIONSHIPS:	Senior Leadership Team; Vice Principals, Faculty Heads and relevant teaching and support staff; students; partner professionals; parents; local community.

JOB PURPOSE:

- Working in partnership with the Executive Principal, Head of School and Senior leadership Team (SLT) to provide professional leadership and management of the school and of your areas of specific responsibility
- Carry out professional duties of a Vice Principal Teacher in accordance with the current DfE's School Teachers' Pay and Conditions document
- Carry out wider responsibilities, in consultation with the Executive Principal, relating to: strategic direction and development, teaching and learning, leading and managing staff and efficient and effective deployment of staff and resources

OVERALL RESPONSIBILITY FOR

- a) Line management of Head of Faculty for Culture
- b) Raising attainment and progress across the school
- c) Progress and attainment intervention and support strategies across the school
- d) Support of curriculum development
- e) Coordination of E-Bacc & non-E-Bacc group meetings
- f) Organisation of the extended tutorial support/additional study and Intervention sessions across the school
- g) Organisation of the year group annual assessments and student performance data evaluations
- h) Management of the year 9 options information process including the organisation of Options Evening
- i) Gifted and talented/more able students' strategy
- j) Organisation of the annual achievement evening
- k) Assessment, recording and reporting
- l) Target setting and monitoring of progress
- m) Trustees' key performance indicators (KPI's)
- n) All examinations both internal and external
- o) BTEC and vocational qualifications - Centre Verifier/quality assurance

The Vice Principal will:

- Line manage colleagues to lead and manage the school towards achieving good and outstanding outcomes for the students, their families, staff and the local community

- Provide information, objective advice and support to SLT to secure effective teaching and learning and improved standards of achievement.
- Ensure that communication flow through the school is effective and in line with our vision, ethos and values
- Carry out teaching duties across the school to support middle leaders, subject leaders and drive change in the school
- Ensure that parents and pupils are well informed about their achievement and attainment and are able to understand their next steps and actions required for improvement
- Foster meaningful relationships across the school, our local community and work effectively with other schools, settings and organisations

RESPONSIBILITIES

A. Strategic Direction and Development

- Be a strategic, supportive, challenging and pro-active member of SLT
- Ensure a consistent and continuous focus on student achievement using information to track and monitor the progress in every student's learning
- Effectively manage an agenda of significant and necessary change to raise standards in all areas of school life and support the transformation of the local community
- Be a role model in creating an environment within the school where pupils and staff develop and maintain positive attitudes towards each other, teaching and learning, the environment and the community
- Lead and manage specified areas of improvement and development
- Make a significant contribution to the strategic development of all areas of the school whether or not holding a direct responsibility for the strategic feature (strategic responsibilities will be reviewed regularly and in support of professional development needs)
- Develop and maintain school policies and practices which promote high achievement and inclusion through effective teaching and learning across the school
- Use a range of information to monitor, evaluate and analyse pupil performance leading to implementing effective support for all pupils
- Contribute to the school monitoring schedule, self-evaluation and the cycle of related documentation
- Communicate effectively with all stakeholders including parents, partner primary and secondary schools, business and community partners and the wider community, as appropriate to designated strategic responsibilities
- Promote and safeguard the welfare of all the children in the school

B. Teaching and Learning

- Secure and sustain effective teaching and learning through structured monitoring, evaluation and review processes including liaison with Inspectors, Advisors and Consultants
- Contribute to the leadership and development of all areas of the curriculum ensuring the needs of all pupils are met; work in conjunction with subject leaders, to ensure that there is continuity and progression of learning
- Monitor, alongside school teams, the quality of teaching and students' learning through the analysis of a range of information including: performance information, lesson observations and drop-ins
- Deliver a class-based teaching commitment within the school
- Promote and support innovative and emergent technologies to enhance pedagogy
- Ensure assessing, reporting and recording procedures are followed
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C. Leading and Managing Staff

- Line manage a range of colleagues across the school; securing improvement through Performance Management.
- Take an active role in the Performance Management processes across the school
- Contribute to the leadership and management of teachers and associated staff members, working collaboratively to raise pupil achievement and attainment across the school
- Provide effective support, guidance, challenge and information for all staff within designated areas of responsibility and where directed by the Executive Principal
- Provide, present and promote Continuous Professional Development (CPD) opportunities to ensure the professional effectiveness of teaching and associated staff members
- Maintain clear expectations, high standards of professionalism and collaboration to meet the school improvement priorities
- Take responsibility, as a member of SLT, for the recruitment of staff and support processes that will enable the school to retain staff and, where appropriate, play a leadership and management role in management and succession processes
- Support the development of the school within the community; strengthening partnerships with other schools and services thus enhancing community cohesion
- Promote and model good relationships with parents, which are based on partnerships to support and improve pupils' achievement, involving parents as true partners in the education of their children
- Provide structured support and assessment for Early Career Teachers and other appropriate and related Graduate Training programmes in your area of responsibility to enable them to meet the relevant professional teacher standards

D. Efficient and Effective Deployment of Staff and Resources

- Sustain an effective, stimulating and inclusive learning environment for teaching and learning
- Deploy accommodation to effectively meet the teaching and learning/pupil needs across the school
- Ensure a safe working and learning environment through application of appropriate risk assessment and adherence to current Health & Safety regulations
- Use appropriate resources, in consultation with the Executive Principal and CFOO through the line management of colleagues, for effective, efficient and safe teaching and learning across the school

E. Other Duties

- The post holder will be subject to performance objectives agreed and these objectives will be reviewed annually
- The post holder is expected to carry out such other duties as may reasonably be assigned by the Executive Principal
- The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed

Safeguarding Children

Oldershaw School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks and safeguarding training.

Senior members of staff are required to undertake Safer Recruitment in Education training.

The person undertaking this role is expected to work within the policies, ethos and aims of the school and to carry out such other duties as may reasonably be assigned by the Executive Principal. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

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Person Specification

Vice Principal Curriculum, Progress & Attainment

Qualifications

- Educated to degree level (essential)
- Relevant post-graduate management qualification or equivalent (desirable)
- Evidence of relevant and recent Leadership/Management professional development activity (desirable)
- Teaching (essential)

Knowledge and Experience

- A proven track record of leading large curriculum teams or areas to successful outcomes (essential)
- A proven record of managing the use of student performance data to inform school improvement strategies
- Detailed knowledge of current educational developments, policy, and the associated impact (essential)
- A successful track record of curriculum development, innovation, and delivery to a high standard (essential)
- Proven experience and knowledge around the delivery of high-quality teaching, learning and assessment (essential)
- In-depth knowledge and understanding of OFSTED inspection arrangements, awareness and experience of regulatory and inspection frameworks, accreditation, and validation processes (essential)
- Experience of working with or reporting to a Board (desirable)
- Experience of successfully collaborating with a team of people (essential)
- Experience of working within an accountable and transparent culture (desirable)
- Experience of managing staff successfully in a challenging context (essential)
- Experience of successfully managing a budget ensuring good value for money and high levels of efficiency (desirable)
- Evidence to demonstrate an ability to develop successful partnerships with a wide range of external stakeholders including local authorities, employers, businesses, academic institutions, professional organisations, and government agencies (essential)

Skills and Abilities (essential)

- Strategic vision and the ability to articulate and implement strategy
- Excellent written and oral communication skills
- Exceptional team building skills and experience of operating a strong performance management system

- Effective leadership skills: Able to encourage and motivate staff and other stakeholders in the achievement of goals
- Strongly analytical, with the ability to make sound well considered decisions and judgements
- The ability to take advantage of opportunities and challenges to provide maximum advantage for the school
- The ability to initiate and develop innovative but workable strategies to maximise school performance

Personal Qualities (essential)

- A personal commitment to the school's values
- Empathy with the needs and aspirations of students
- A passionate and relentless commitment to continually raise the standards of achievement
- High standards of personal and professional integrity
- A personal commitment to the principles of equality and diversity
- Emotionally resilient, with the ability to maintain a sense of perspective and humour