



St Dunstan's
College

Deputy Head Academic Recruitment Information

Employment Status	Full Time, Permanent
Required From	September 2020
Job Location	College Leadership Team
Application Closing Date	Thursday 16 January
Interviews	W/C Monday 27 January



WELCOME TO ST DUNSTAN'S COLLEGE

Welcome to St Dunstan's!

We are very proud of this community and believe we offer something genuinely different and exciting for the families and staff who join us. Our Lewisham setting allows us the privilege of working in a diverse and vibrant school that, combined with our co-educational ethos and smaller size, engenders a culture that genuinely cherishes individuality and celebrates open-minded thinking.

Underpinned by a liberal, Christian heritage, we deliberately embellish the values embodied by St Dunstan, using the life of that great polymath to guide our own educational narrative. We are a dynamic institution, encouraging creativity and innovation in all we do. We want all our pupils to embrace the richness of the broad and cutting-edge education we offer here and our staff to be excited by what we are able to provide for the children under our care.

As a Nursery to Year 13 College, we pride ourselves on genuinely knowing our children and families, and we hope that everybody who joins us will feel an important part of this exciting community.

Mr N Hewlett
Headmaster

ST DUNSTAN'S COLLEGE

The history of St Dunstan's College can be traced back to 1408, making it one of the oldest schools in the country. It still retains strong links with the City of London, from where it originated. For the last 130 years the College has been located in Catford, within the Borough of Lewisham, in South East London. The location of the College is a key element in defining its identity and the College is proud of its reflection of the diverse and vibrant community in which it is located. The Headmaster is a member of HMC (The Headmasters' and Headmistresses' Conference) and the Head of the Junior School a member of IAPS (The Independent Association of Prep School Heads). The College Leadership Team, chaired by the Headmaster, consists of the Bursar, the Head of Junior School and the Deputy Heads of Senior School. Admission to the College is competitive at all entry points.

St Dunstan's has a truly coeducational ethos, following the admission of girls in 1994, for over 940 pupils aged from 3 to 18 years. The Pre-preparatory Department was established in 1995 and a Nursery followed in 2008. Both now form part of a flourishing Junior School which sits within the College site and, by extension, is an essential component of College identity. Most Junior School children transfer on to the Senior School as a natural transition. Parents like to commit to the whole-College 'family' and a large proportion of parents have more than one child at the College. The social life of the College is therefore an important feature of its ethos and our 'Friends of St Dunstan's' is as important in name as it is in what it achieves.

The College has enjoyed considerable development and refurbishment over recent years, with an investment of several million pounds and a significant programme of capital works planned for the next few years. The relatively recent acquisition of 30 acres of playing fields, just 500 metres away from the College buildings, has provided an exciting opportunity for development across both sites.

The size of the College is small compared to many of its competitors, offering all pupils cohesive community that celebrates individual talents, strengths and approaches to learning and development within a friendly, inclusive and nurturing environment. The diversity of the College is furthered by the inclusion of international students from a whole range of different countries around the world. The College has a particularly special link with Hangzhou, China. The ethos of the College is welcoming, without pretence, and draws upon the liberal Christian values of its foundation. Relationships between all members of the community are based upon mutual respect and this is well embedded. St Dunstan's is a happy place in which to learn and teach, where great careers are launched and genuine friendships are forged.



THE ROLE

This vacancy arises following the appointment of the current incumbent to an HMC Headship. This will be the second HMC Headship that has come from the College Leadership Team at St Dunstan's in two years.

After a period of significant change and improvement at the College, we are seeking to appoint a Deputy Head Academic who can build on the outstanding work of the outgoing post holder, continuing to develop a culture of excellent learning and teaching throughout the College within the framework of a broad, ambitious and forward-thinking curricular offering. The College believes in a wide-ranging curriculum that allows young people choices to explore options and to develop an assuredness in their individual identity. It is expected that the curriculum supports ambitious thinking but through multiple trajectories. We want all young people to be supported by a framework that enables them to develop our College values of courage, confidence, compassion, creativity and curiosity.

The successful applicant will need to be excited by the prospect of working in a fast-paced, ambitious environment, hallmarked by the highest of expectations in everything we undertake. They will feel at ease in a diverse south London setting and with the particular requirements that come from leading a school in such a location.

The College is about to embark on one of the most ambitious redevelopments since its Foundation in 1888 and the successful applicant will be an important part of the executive team who support this and all elements of the College's operational development. They will be able to work within a diverse team with insight, commitment, good humour and intellectual pace.

Thanks to the excellent work undertaken in recent years and the unparalleled growth in demand for places at the school, the next few years will see some excellent public examination results. The successful applicant will be able to capitalise on this success without being dictated by it and will understand and articulate the place for quantifiable achievement within the bigger picture of character development and educating young people who are equipped to shape the future



JOB DESCRIPTION

Responsible to: The Headmaster

Line Management:

The Deputy Head Academic is responsible for line managing the Academic Leadership Team (ALT), which currently comprises two Assistant Heads with responsibility for Inclusion and Enrichment and Curriculum, and a Director of Studies. In addition, the post holder will line manage an Assistant Head with responsibility for the co-curriculum, and two Heads of Department (Currently the Head of Mathematics and the Head of English).

There are multiple additional responsibility lines that lead partly to the Deputy Head Academic, but in particular, the following College-wide additional post-holders will report directly to the Deputy Head Academic for this part of their role:

- College-wide EAL
- Educational Visits Co-ordinator (EVC)

Strategic and Operational responsibilities:

The Deputy Head Academic is a key part of the Executive Team (known as the College Leadership Team, or CLT) responsible for both the strategic priorities and the day-to-day running of the College. This team is chaired by the Headmaster and constitutes, in addition, the Head of the Junior School, the Deputy Head Pastoral (and Designated Safeguarding Lead) and the Bursar and Clerk to the Governing Body. The CLT is responsible for reviewing the College's overarching vision and values, for setting out its mid-term strategic objectives and ensuring the effective annual development planning that stems from this. It is also the CLT that report directly to the Governing Body, and its various sub-committees, enacting the strategy of the Foundation and receiving appropriate professional challenge from the Board.



As a part of the CLT, the Deputy Head Academic will stand-in for the Headmaster in his absence and has College-wide responsibility for the following areas:

- Policies relating to Curriculum, Co-Curriculum, Inclusion and Enrichment, Assessment and Examinations.
- Strategic oversight of Learning & Teaching and ensuring consistency in the quality and impact of classroom craft.
- The College Curriculum, including the Core / Examined, Additional and Co-Curricular strands that make for the broad and unique educational experience at St Dunstan's.
- Use of academic data, tracking, reporting, response and transition
- Being up to date in pedagogical thinking and being able to inform academic strategy by being so.
- Oversight of the Continued Professional Learning (CPL) and INSET programme
- Chairing the Inspection and Compliance strategy group
- Digital Fluency across the St Dunstan's classroom
- College-wide events, including but not limited to Remembrance Day, College Carol Service, Lent Term Concert, Commemoration Day, Prize Giving and the St Dunstan's Festival.
- College calendar planning
- Trips and Visits strategy and compliance
- College EAL Provision
- College Timetabling

In addition to these College-wide responsibilities, the Deputy Head Academic is also responsible for the day-to-day leadership of the Senior School, by working closely with the Headmaster and Deputy Head Pastoral. This role is undertaken primarily by the line-management of the Assistant Head Co-curricular and Academic Leadership Team, all of whom constitute part of the Senior School Leadership Team (or SSLT). Through the line management of this team, the Deputy Head Academic is responsible for ensuring the enactment of the Senior School development plan and the effective operational oversight of all elements of senior school life. In addition, the Deputy Head Academic is responsible for:

- Senior School teacher modelling and recruitment
- Senior School Public Examination (including Analysis and Response)
- Coordination of Heads of Department

Meetings, Working groups and Events

The Deputy Head Academic is a fundamental part of College-wide and Senior School strategy and development planning. They will be chairing various working groups, relating to the annual priorities and, in addition, will maintain regular meetings with their team members. The Deputy Head Academic chairs the Inspection and Compliance Working Group.

The Deputy Head Academic co-chairs the Heads of Department team with the Headmaster and also sits on the SSLT. They are expected to attend all full Board meetings (including the Summer residential), sub-committee meetings as needed and host governors as part of their routine visits programme.

The Deputy Head Academic must be a visible presence at school events and as part of the CLT will have a list of evening and weekend events each term for which they are responsible.

The Deputy Head Academic is an essential part of the marketing of the College and it is expected that he / she will be able to market the College effectively, speaking with ease to diverse stakeholders of the benefits of a St Dunstan's education.

PERSON SPECIFICATIONS

The following Experience and Skills are Essential/Desirable

	Essential	Desirable
A track record in successfully leading people	X	
Demonstrable evidence of forging a vision and delivering on it	X	
Evidence of outstanding teaching	X	
A track record of improving student achievement.	X	
Experience of motivating and coaching other teachers to improve their practice.	X	
A passion for forward-thinking educational practice	X	
Middle Leadership experience	X	
Relevant examiner experience.		X

1. PERSONAL AND PROFESSIONAL ATTRIBUTES

1.1	I am courteous to colleagues, parents and young people
1.2	I am consistent in manner and attitude
1.3	I am discreet and professionally sensitive
1.4	I demonstrate professional stamina
1.5	I am resilient and recover quickly from professional setbacks
1.6	I am keen to explore new ideas
1.7	I am flexible in my work ethic
1.8	I come up with new and creative ideas
1.9	I take decisions carefully and after sound consideration
1.1	I am patient with people
1.11	I am honest and demonstrate professional integrity
1.12	I am aware of my own strengths and weaknesses
1.13	I meet deadlines and respond promptly to emails
1.14	I am able to maintain perspective and to make sound and balanced judgements

2. ORGANISATIONAL VALUES

2.1	I am compassionate in my dealings with pupils and staff and can empathise with the challenges life presents, whilst not allowing emotions to drive my engagement and response to situations
2.2	I am curious about my subject, myself and others, wanting to improve my own knowledge and demonstrate self-awareness, a desire for improvement and a motivation to want to develop and help others
2.3	I am courageous enough to take informed risks in my work and to think differently, bringing creative ideas to the table. I embrace taking myself out of my comfort zone, looking at change positively and with a growth mindset
2.4	I am creative in my thinking and am driven by finding creative solutions to problems. I am a proactive shaper of our environment rather than a recipient or victim of it.
2.5	I am confident enough to articulate my views and feelings, as well as to try new things and put myself forward for activities that might be of benefit for the organisation

3. EXECUTIVE EXPECTATIONS – PERSONAL QUALITIES

3.1	I demonstrate a high level of interpersonal skills and emotional intelligence
3.2	I am knowledgeable about the staff and pupils, and am well aware of current school matters
3.3	I am able to embody, articulate and respect College values, vision and heritage
3.4	I am a calm, authoritative figure in crisis situations, able to maintain a balanced perspective under pressure.
3.5	I am empathetic and flexible enough to adapt my expectations in the accommodation and support of people's particular needs and challenges.
3.6	I am able to manage the pressure on myself and others objectively, with perspective and good humour
3.7	I value diversity in views and styles, appreciating individuality and respecting varied contributions within the overarching vision for the organisation.
3.8	I manage differences in stakeholder opinion effectively, bringing disagreement to an effective conclusion
3.9	I am able to offer challenge and informed debate in strategic and operational meetings
3.10	I am open minded to change, new ideas and shifts in strategy
3.11	I am a first rate administrator who demonstrates outstanding levels of professional practice as a model to other employees
3.12	I am aware of my own strengths and areas for development, understanding the impact my own behaviour can have on others
3.13	I am able to manage my time so that I strike a balance between work and home life that is healthy both for me and others.



4. EXECUTIVE EXPECTATIONS – VISION AND STRATEGY

4.1	I am able to generate, embody and enact a vision and clear strategic plan for the whole College that meets the needs of education, charity and business.
4.2	I am able to motivate and energise staff and pupils, bringing the community together through the articulation of a compelling vision for success
4.3	I am able to demonstrate strategic financial skills to build a strong and sustainable school and ensure its continuing success, striking an appropriate balance between educational ambition and fiscal reality
4.4	I am able to recognise and anticipate shifts in the market-place, government, economics and political environment and develop positive responses to these changes

5. EXECUTIVE EXPECTATIONS – MARKETING AND COMMUNICATIONS

5.1	I am able to market the College effectively and to a wide range of internal and external stakeholders
5.2	I make significant contributions to raising the profile of the College in the community, establishing valuable links and networks with external organisations
5.3	I exemplify significant professional credibility across a range of stakeholders
5.4	I communicate effectively within the executive team and allow my voice, and the voices of others, to be heard

6. EXECUTIVE EXPECTATIONS – RECRUITING AND DEVELOPING PEOPLE

6.1	I am able to develop effective distributed leadership, and am unafraid to delegate responsibilities to others better placed to accomplish a specific task
6.2	I am able to recruit, retain and develop an excellent team, supporting and enabling them to achieve and develop within the framework of the College's vision.
6.3	I am able to separate and understand the needs of individuals in the context of the needs of the organisation
6.4	I demonstrate commitment to providing excellent pastoral care for the development of all pupils and staff, mindful of the welfare needs of all members of the College community
6.5	I am committed to developing and improving my own leadership as well as that of others.
6.6	I demonstrate high-level coaching skills, setting challenging objectives for staff and supporting them to achieve them

7. EXECUTIVE EXPECTATIONS - IMPROVEMENT AND INNOVATION

7.1	I am able to lead change and develop a 'change' culture of reflection, evaluation and improvement, establishing a culture that is not risk averse, but encourages creative thinking, open-mindedness, high levels of performance and raising the bar.
7.2	I am able to tackle underperformance or negativity, having the sensitivity and emotional intelligence to handle it positively but with clarity, consistency and rigour.
7.3	I am alert and proactive in my understanding and management of operational pace.
7.4	I am decisive, tenacious and creative in pursuing the highest of expectations in all aspects of College operation
7.5	I am a visible presence around the College and at College events and activities
7.6	My leadership has a demonstrable positive impact on pupils, staff and the wider community
7.7	I am able to listen carefully and objectively before reaching conclusions and taking action.

8. EXECUTIVE EXPECTATIONS - TEACHING, LEARNING AND ACHIEVEMENT

8.1	I actively pursue excellence in teaching and learning, devising and establishing processes for ensuring that improvements in pupil learning are constantly monitored and maintained.
8.2	I champion inclusivity, ensuring that the College provides effectively for all stakeholders and needs.
8.3	I model an enthusiasm for learning and am able to initiate a love of learning in others

THE PACKAGE

Salary: Not less than £75K per annum

Pension: Teachers' Pension Scheme (TPA)

Benefits: Tuition fee remission (which is means tested and capped) and no registration fee*
Health Cash Plan*
Free lunch and beverages during term time
Staff Accommodation (subject to availability)
Free off road parking
Reduced health club membership
Salary Sacrifice Schemes
Season Ticket Loan
Free winter and summer social events
Annual flu immunisation
Use of College leisure facilities including gym, tennis courts and pool*
Private Health Care Insurance (50% paid by employer)

(* Conditions apply)