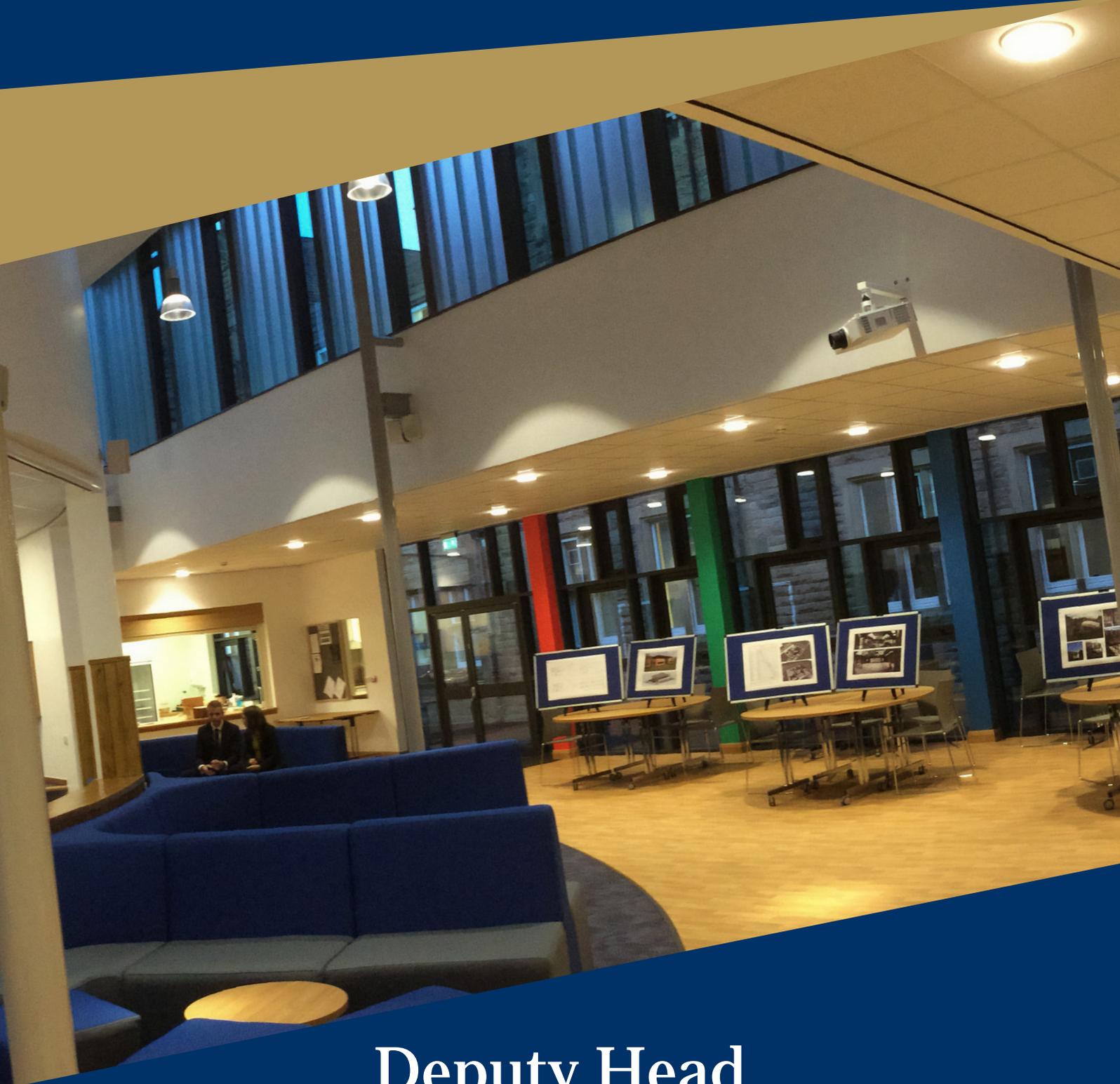




BARNARD CASTLE SCHOOL



Deputy Head (i/c Sixth Form)

INFORMATION FOR APPLICANTS

Welcome from the Headmaster

Dear Candidate,

Many thanks for taking the time to download this document. More details regarding this post are listed below; in particular the specific requirements, as well as details regarding the direction and vision we have for our Sixth Form, and the high profile nature of this position within the School.

We always look to do things differently at Barney, and we want to attract inspirational individuals who want to join, contribute and help lead a school we believe is going places. We are confident yet humble, serious but fun and ultimately ambitious: we want Barnard Castle School to be the best school in the North. To achieve this we need a thriving Sixth Form, and an inspirational leader who embodies everything we want our young leaders in our Sixth Form to be.

I hope what follows entices you to apply. Barney is an exciting and hugely rewarding place to be, and I look forward to hearing from you.

Yours faithfully,



**Tony Jackson
Headmaster**



The history of Barnard Castle School

Barnard Castle School has its roots in the medieval past and its eyes set firmly on the future. The school traces its origins back to the nearby Hospital of St John, which was an educational and religious community established by John de Balliol in 1229. He was also the founder of Balliol College in Oxford and his passion for learning remains central to our philosophy today. In 1883 with a gift from Benjamin Flounders, a Victorian philanthropist, and the proceeds of St John's Hospital, the present main School building was constructed. Tony Jackson, the school's tenth Headmaster, was appointed in September 2017 as "Barney" embarks on an exciting new era.

The School

'When you are steeped in little things, you shall safely attempt great things'

This motto perfectly sums up what Barnard Castle School - or 'Barney' as it is affectionately known - aims to do in preparing its pupils for life beyond its doors. Through creating an inspirational, compassionate and unpretentious environment, Barney aims to develop young adults with character. Our staff believe that our pupils should be confident, resilient, intellectually curious, tolerant and driven, with an undercurrent of humility, and are prepared to live, embrace and lead in an ever-changing world.

'Parvis imbutus tentabis grandia tutus'.

The school has a genuine warmth amongst its 675 pupils and 180 staff, which fosters a strong sense of community and endeavour. It is highly unusual to find a school where pupils from Year 9 and Year 11 sit on a table at lunch together sharing a conversation, discussing their latest sports fixture or drama rehearsal. However, this attitude is ingrained in a Barnardian from very early on. The co-educational and cross-year group atmosphere starts in the journey from the Preparatory School (ages 4-11) right through to the state-of-the-art bespoke Sixth Form Centre in the Senior School (ages 11-18). A Barney pupil is quick to make someone else feel at ease, whether that is through simple encouragement or a warm smile.

Whilst we are extremely proud of what our pupils achieve academically, we also recognise the importance of preparing the next generations for an evolving and increasingly competitive global marketplace. To do this we focus on developing the individual character of every child, and during their journey with us, we aim to cultivate vital life skills through building relationships amongst the pupil body and teachers alike. Each pupil has a dedicated Tutor who meets with them a couple of times a week to discuss anything from pastoral issues to academic progress.

We want our pupils to develop a prepared mind for life beyond school. This requires confidence, resilience and compassion, all built up over a period of time, and in a variety of ways, both within and beyond the classroom. It also requires that most important quality: humility. At our core is an unpretentious and humble outlook, and it is this combination of confidence and humility that allows our pupils to light up a room.

We want teachers who believe in our purpose as educators and are proactive in immersing themselves in school life during term time. We would like them to role model the qualities we hope to instil in our pupils throughout their journey from the Prep School through to the end of the Sixth Form. Teachers are expected to take part in the extensive extra-curricular "Mind, Body and Soul" programme that runs between 4pm and 5pm and can choose to offer an activity that they are passionate about. We believe in fostering lasting relationships, and contact time with pupils outside the classroom is what makes the Barney difference.

The school is situated in its own extensive grounds on the outskirts of an historic market town, recently noted as being the safest in England, in an area of outstanding natural beauty. It is well-resourced and enjoys an enviable reputation for its pupils' achievements on a broad variety of fronts. It is also in proximity to and enjoys close relationships with departments in the universities of Durham, York and Newcastle.

Continuous improvement and investment have produced a number of new buildings, including the MacFarlane Building which houses Physics and ICT, the Atha Fitness Centre, an extension to our Prep School including a new science lab and the new purpose built Sixth Form Centre.

Our Vision:

- To be viewed as the leading independent co-educational day and boarding school in the North of England.
- To foster the concept that 'Barney is for Life', imbuing a real sense that to be a Barnardian is something special and life lasting.
- To make an impact: in Barnard Castle, County Durham and the wider world.
- To place the school in an even stronger position for future generations to enjoy all the benefits of a Barney education.

Our Purpose:

Through creating an inspirational, compassionate and unpretentious environment, we aim to develop young adults with character.

They are happy, confident, resilient, intellectually curious, tolerant and driven, with an undercurrent of humility, who are ready and prepared to face, embrace and lead in an ever changing world.

For this environment to be fostered, we must aim to maintain and build upon the following five key features which are central to our school's DNA:



Our key features

A Community

Community is our strength. Our pupils, teachers and support staff are all integral to instilling our key principles (“The Barney Way”) and once you enter the school, you are a Barnardian for life. The integration of young and old, through the house system, is unique and underpins all that we do. Most importantly, we care for other’s happiness and speak up if we see injustice or prejudice. Ultimately, our staff and pupils feel part of something bigger than themselves, not just during their time at school, but for the rest of their lives. We also actively seek to engage with parents and the local community to ensure this sense of community is not limited to just those within the physical boundaries of our school.

Character Developers

We have always provided an education that extends beyond the exam room, and this is more important now than it has ever been, with the rise of globalism and Artificial Intelligence. Our young men and women need to possess strong characters and be armed with a set of values and characteristics that will see them flourish in this uncertain future. This must be central to our school’s offering.

Fully co-educational Boarding and Day School

We embrace the co-educational environment, and work hard to ensure our students are treated fairly regardless of gender, and that opportunities are available to all. As part of that structure, we are committed to retaining a strong boarding community as part of the wider school community, for the endless benefits this brings to the school, from cultural literacy as a result of our international students, to the structure of the timetable which sees time given to deliver our school’s broad and varied curriculum.

A Broad Entry

Life is not all about interacting in a selected environment. It is about integrating with those with varying abilities and talents, and celebrating achievements of potential reached as opposed to the highest grades. As long as we believe individuals can access our curriculum, and show the character traits we strongly believe in, we will support them on their journey.

Traditional yet Contemporary

Barney has a long and proud history, and has developed many important traditions within its Victorian buildings which has resulted in producing generations of strong yet humble characters. It is important not to lose sight of these, whilst at the same time ensuring we remain relevant and forward thinking as we delve further into the Twenty-First Century.



In ensuring we have clarity on what the school is about, and with a desire to see these features remain at the heart of all we do and offer for generations to come, we have the following Strategic Aims which are linked to our key features:

Our School Strategic Aims:

1. Wellbeing

We aim to be recognised as the leading school for outstanding pastoral care in the North of England, ensuring the safeguarding and protection of each individual associated with Barney, from pupil to employee and educating everyone in understanding positive mental health.

2. Character

We aim to develop confidence, humility, resilience, tolerance, determination, a strong spiritual and moral compass, altruism and soft/life skills in each of our pupils.

3. Curiosity

We aim to develop young adults who are intellectually curious, possess an appetite for learning, have an independent attitude towards their intellectual development, a thirst for knowledge and are culturally literate; culminating in academic results which maximise potential.

4. Journey

We aim to use our ‘whole school’ to see genuine development from the age of entry until departure and beyond, in all aspects of life.

5. Interaction

We aim to promote the school in the wider community, raising awareness regionally, nationally and internationally and be the ‘School of Choice’ in the area; for pupil, parent and teacher.



Underpinning these strategic aims which focus on our provision to current Barnardians are a series of operational aims which look at ensuring the effective running of the school. These are as follows:

Our School Operational Aims:

1. Efficiency

We aim to ensure the smooth day to day financing and running of the school/business, with the overall objective of ensuring the school operates within prudent financial parameters.

2. Infrastructure

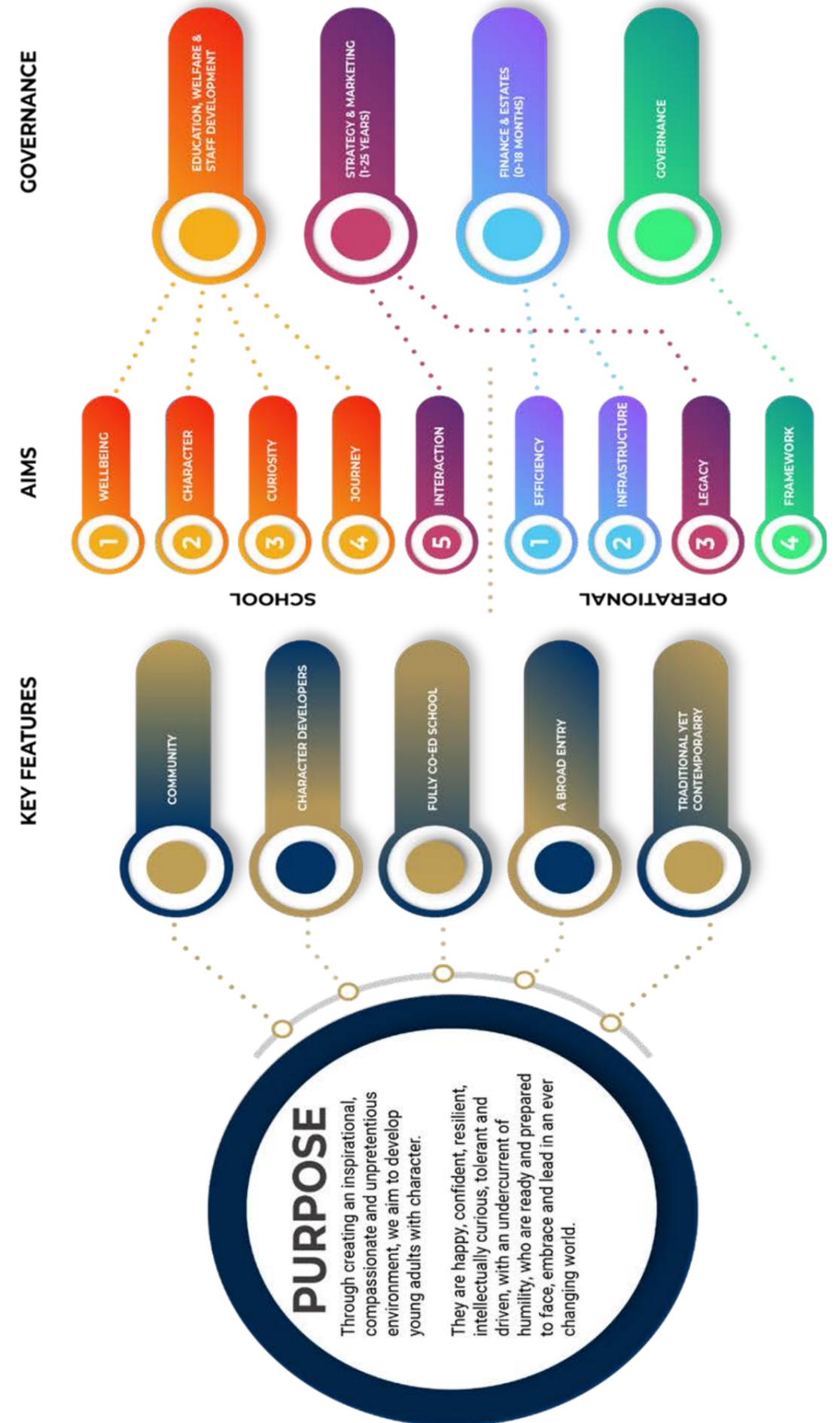
We aim to ensure the upkeep, safety and appropriateness of the facilities which support the running of the school/business. To ensure those individuals working at the school are performing strongly, and to attract high quality individuals to the school.

3. Legacy

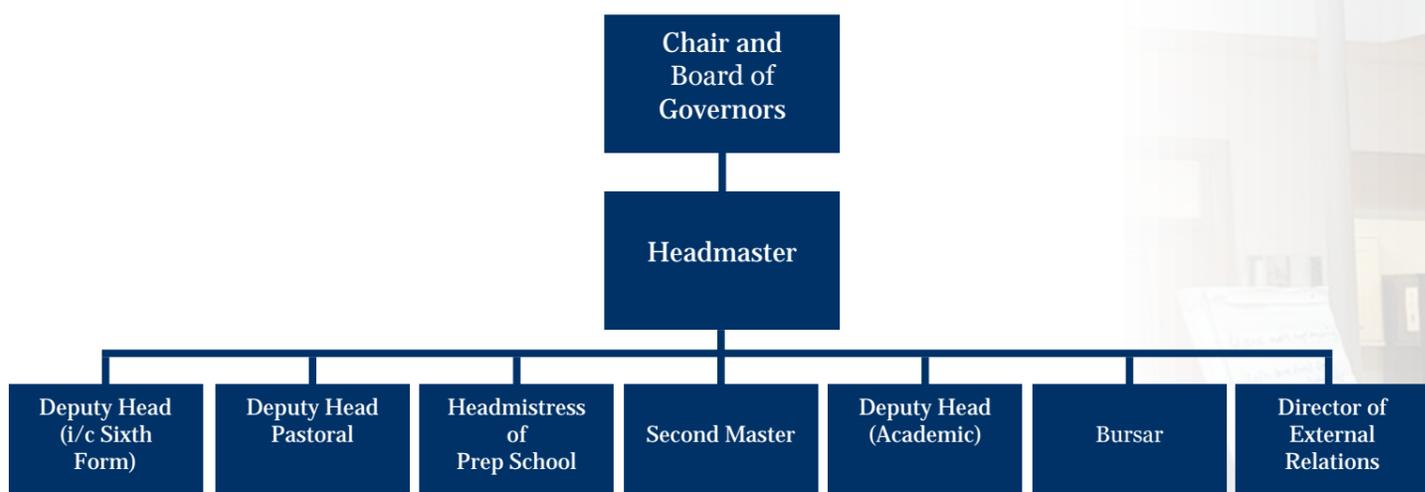
We aim to establish and maintain a strong alumni network; to plan and prepare for the next generations of Barnardians, looking at future capital projects as well as scholarship and bursary funding which will see the school go from strength to strength.

4. Framework

We aim to ensure that the school is compliant and to mitigate risk.



The Senior Management Team (SMT):



The day to day leadership and running of the School is devolved by the Governing Body to the Headmaster and his Senior Management Team. The Deputy Head (i/c Sixth Form) will be an integral part of this team.

Effective, easy and constant communication and collaboration between members of the SMT is highly valued and regarded as essential to the effective achievement of the aims of each member and to the success of the School.

The Barnard Castle School SMT consists of seven senior colleagues in addition to the Headmaster:

- Bursar: manages all matters pertaining to finance, buildings, grounds and support staff;
- Second Master: undertakes the lion's share of the daily running of the School and deputises directly for the Headmaster;
- Head of Prep: manages the Prep School, which contains 200 boys and girls aged 4-11;
- Deputy Head (i/c Sixth Form): manages all aspects of an attractive and highly successful Sixth Form programme for approximately 150 Sixth Form students. The incumbent is moving to become Senior Deputy at Whitgift School, London in September 2020.
- Deputy Head Pastoral (DSL): leads all aspects of pastoral care, boarding, behaviour and child protection.
- Deputy Head Academic: leads all aspects of the academic programme. The incumbent is moving to become Headmaster of Concord College, Shrewsbury in September 2021.
- Director of External Relations: manages all outward facing promotion of the School.

The Position

Following the appointment of the current SMT member in post to Senior Deputy Headmaster at Whitgift School in London, the Headmaster seeks to appoint an outstanding applicant as Deputy Head (i/c Sixth Form). The successful candidate will be responsible for the continuing development of a thriving, successful and distinctive Sixth Form experience. He or she will also be a member of the School's Senior Management Team and thus will be an integral part of the team who drives the exciting strategic and development plan (including a whole-school curriculum review – Project Umbrella) as Barney moves towards its aim of becoming the best school in the North of England.

The role has changed significantly over the past three years and the Headmaster would like to appoint a bold, ambitious, and driven individual to continue to guide the Sixth Form as a “school within a school”. In recognition of this, the job title for this role has changed in recent years from “Head of Sixth Form” to “Deputy Head” and the Headmaster would like to encourage candidates who see themselves moving on to their own Headship in due course. There are significant pastoral, academic and marketing elements to the role. This includes responsibility for developing the use of the School's outstanding Sixth Form Centre, and managing staff in charge of Careers, Higher Education and EPQ, as well as Housemaster/mistresses and Heads of Department. It involves strategic, as well as operational responsibility, alongside significant project management.

While many of the position's requirements are outlined in this document, consideration will be given to the particular strengths of the successful applicant. This is an exciting opportunity for a candidate with exceptional middle management experience or the necessary drive and determination to succeed in the role. The successful candidate will teach a reduced timetable in any subject, will be a key member of the Senior Management Team and will move towards school leadership in their own right in the medium term.

The Sixth Form

The Barney Sixth Form provides a comprehensive framework and outstanding facilities that allow senior students to develop as young people through an outward-facing programme. Students from a broad range of abilities take advantage of the many opportunities and experiences available to them within a carefully designed support structure. This allows them to explore their potential and to play their part in the Sixth Form community and the wider School, developing in ways they had not previously considered possible.

Sixth Formers develop a professional approach towards their learning. Personalised programmes recognise that each young person's journey towards independence is different, while the shared experience of the Sixth Form has a positive effect on study habits, time-management and self-discipline. Each student is part of a Tutor group and forms a strong relationship with their Tutor, who helps them navigate their Sixth Form journey, both academically and pastorally. Located at the heart of the school, the outstanding Sixth Form Centre provides an inspirational hub for students' study and social lives.

Our recommended Sixth Form curriculum offering is three A-Levels plus an EPQ. We have a broad intake and a range of programmes; some students take two A-Levels plus and EPQ (or the equivalent BTEC), and we have others who have historically taken four or even five A-Levels. We offer A-Level courses and BTEC Sport; these are taught in small groups with plenty of individual attention from experienced subject specialists. The Extended Project Qualification provides exciting challenge, and strong links with universities enable meaningful and impressive research to be produced by candidates. Recent projects have included: a research project on carbon quantum dots, a dissertation on the link between Astrology and Dutch Renaissance art, and a 130-page novella set in 1929.



The Sixth Form lecture and tutorial programme provide vital study and research skills through character building (VESPA Mindset) and exposure to speakers who both widen horizons and inspire self-reflection. The Sixth Form Common Room structure provides opportunities to develop genuine leadership skills and experience. Among the wealth of co-curricular activities, exclusive Sixth Form favourites include Lectern Club, a black-tie public speaking forum, “formals” which vary in format from barn dances to masquerades and a superb confidence and social skills course. Sixth Formers also have the opportunity to speak in front of their peers and present a short five minute “Thought for the Day” (known as a “Pentatalk”) at the Sixth Form Assembly on a Friday.

The Position

Overall expectations

Providing the strategic vision, planning and delivery mechanism to further develop the whole school, and the Sixth Form, both academically and pastorally.

To promote a sense of identity, industry, pride and altruism among the School and Sixth Form. To prepare the Sixth Form, through a coherent whole school journey, to make an informed and valuable contribution to society after leaving Barney either at university, on a apprenticeship or in the work place.

Expectation as a Member of the Senior Management Team

- To support the Headmaster and deputise for him as required; this includes leading whole-school assemblies and chapel services.
- To drive the strategic planning of the school; help deliver the development plan and provide direction for the whole-school curriculum review.
- To prepare for the ISI inspection in January 2021.
- To attend and contribute to Governors' Meetings.
- To foster meaningful relationships with all stakeholders: students, parents, governors, and alumni.
- To attend international recruitments fairs and promote the school on a global scale, as well as in the North of England.
- To play a full and active part in the life of the school, including the boarding community, when appropriate.
- To provide an excellent role model for all members of staff and for pupils in all aspects of school life, and to lead and support colleagues in maintaining high standards of conduct at all times.
- To ensure, through appropriate rewards and recognition, that we promote a positive culture throughout the school.
- To contribute to the effective marketing of the school.
- To ensure that students play a significant role in school improvement and that student voice is heard.
- To ensure that our practices promote positive behaviour which supports learning and the ethos of the School.
- To attend all Head of Department and Housemaster/Housemistress meetings and provide quality advice.
- To contribute to the INSET programme so that it addresses the principal needs of the School and the staff.
- To ensure that the School maintains good links with the community in the immediate vicinity and beyond, and both delivers and derives a tangible benefit from this.
- To maintain productive links with the Prep School to the benefit of both schools and their pupils
- To set high standards of communication with pupils, staff and parents
- To maintain a high-profile presence around the campus.

Key Responsibilities as Deputy Head (i/c Sixth Form)

- To be a role model to all pupils, Sixth Formers and all staff.
- To lead the Sixth Form as a "school within a school" and manage all aspects of the Sixth Form as if they were a Headmaster in their own right, whilst understanding their accountability to the Head.
- To promote the Barney Sixth Form as an aspiration for internal and external applicants.
- To lead all aspects of the Sixth Form admissions and recruitment process, including working closely with and managing the Registrar (Head of Admissions) and building strong links with schools around the county.
- To speak (and write) fluently and coherently at Sixth Form and whole-school functions.

- To manage the Head of Careers, Head of Higher Education and Head of EPQ and promoting the development of these important roles.
- To take overall responsibility for the School's UCAS applications.
- To lead and manage the School's Oxbridge programme, including advice on early applications (medicine and veterinary medicine) and mock Oxbridge interviews.
- To chair and managing a Sixth Form Staff meeting including the Registrar, Director of External Relations, Marketing Manager, HE Advisor, Careers Advisor and Events Co-ordinator. Ensuring actions are carried out and multiple events throughout the year are planned thoroughly and effectively.
- To work with the Deputy Head (Academic), Deputy Head (Pastoral) Housemasters, Housemistresses, Examinations Officer, HE Advisor and Heads of Department in the academic and pastoral development of Sixth Form students.
- To give leadership and direction to 16 Sixth Form Tutors.
- To manage and developing all aspects of the Sixth Form Centre.
- To work with the Deputy Head (Academic) and develop a successful, coherent programme to prepare the most academically capable candidates for entry to leading universities, as well as students to pass their A-Levels.
- To promote among the Sixth Form an industrious and exemplary work ethic which both sets an example to the rest of the School and raises attainment in the Sixth Form.
- To promote the role and value of Sixth Form students' involvement with other year groups formally and informally.
- To liaise closely with Housemasters/Housemistresses and Year 11 Tutors to ensure a high rate of retention into the Sixth Form.
- To organise an Induction Programme for the successful transition of Year 11 into the Sixth Form.
- To manage the selection, training and development of Monitors and other Sixth Form students who have positions of responsibility.
- To hold regular meetings with student groups, e.g. the Heads of Houses, the Monitors, Deputies & Head of School.
- To co-ordinate the support for students on external results days.
- To co-ordinate the organisation by the Sixth Form of social events.
- To oversee Sixth Form Assessments and Reports and write individual end of term reports for all Sixth Formers.



In order to meet the high standards expected of a leading professional in our School, the Headmaster is seeking to employ a person with the following qualities, experience, skills and abilities.

Desired qualities:

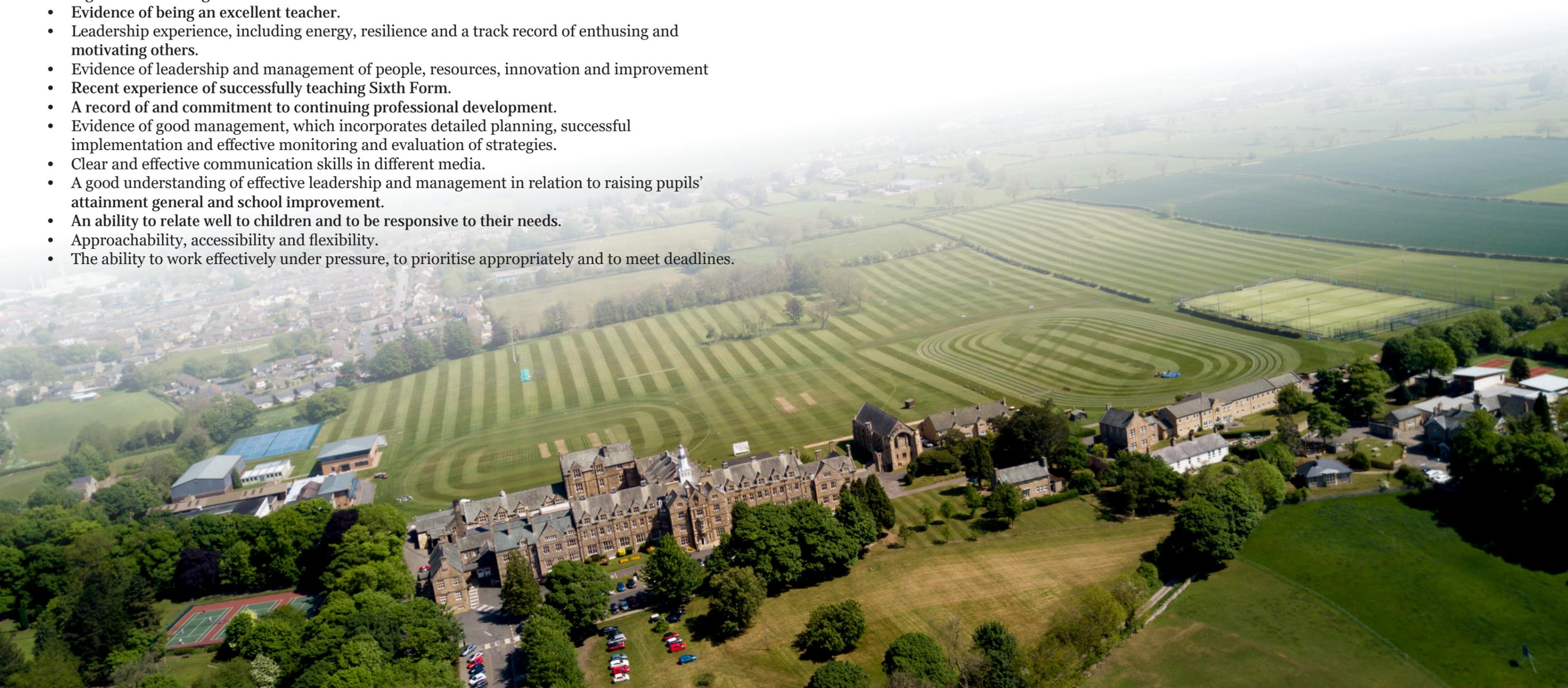
- Bold, willing to take calculated risks and driven.
- Positive and cheerful even at busy times or in tricky circumstances.
- Committed and dedicated.
- Energetic and flexible.
- Able to prioritise and see the bigger picture.
- Bright, articulate and fluent both verbally and on paper.
- Enthusiastic for change yet aware of the need to carry colleagues with him/her.
- Focussed on getting things done.
- Perceptive and sensitive to the subtleties and complexities of life in a thriving community.
- Able to relate to pupils, parents, staff, Governors and visitors alike.
- A person of integrity and strength of character.
- A colleague who combines relevant experience with plenty of potential to fill.

Essential Criteria:

- A good honours degree.
- Evidence of being an excellent teacher.
- Leadership experience, including energy, resilience and a track record of enthusing and motivating others.
- Evidence of leadership and management of people, resources, innovation and improvement
- Recent experience of successfully teaching Sixth Form.
- A record of and commitment to continuing professional development.
- Evidence of good management, which incorporates detailed planning, successful implementation and effective monitoring and evaluation of strategies.
- Clear and effective communication skills in different media.
- A good understanding of effective leadership and management in relation to raising pupils' attainment general and school improvement.
- An ability to relate well to children and to be responsive to their needs.
- Approachability, accessibility and flexibility.
- The ability to work effectively under pressure, to prioritise appropriately and to meet deadlines.

Desirable Criteria

- A higher degree or experience of educational research.
- The ability to develop and maintain effective relationships with all members of the school community and outside agencies.
- Experience of marketing or establishing relationships with feeder schools or other stakeholder groups.
- Knowledge of the requirements and operation of ISI.
- Experience of supporting, training and helping to coordinate the professional development of colleagues.
- Experience of EPQ.
- Experience of UCAS admissions process.
- Good analytical skills: the ability to synthesise complex information, summarise, draw appropriate conclusions and make decisions.
- The ability to contribute to major sports, art, drama, music or CCF training.



The school is committed to safeguarding and promoting the welfare of children. All adults in the School community are expected to follow its child protection procedures.

Recruitment Process

For any further details please contact David Cresswell on djc@barneyschool.org.uk

Applications

If you feel that you can meet the above requirements then please submit a letter of application along with the Barnard Castle School application form to the Headmaster. Only applications containing the requested information will be considered.

Applications should be sent to:

Mr A C Jackson
Headmaster
Barnard Castle School
Barnard Castle
County Durham
DL12 8UN

Phone: 01833 696081
Fax: 01833 638985
E-mail: hr@barneyschool.org.uk

Deadline: 9.00am Monday 13th January 2020

Interviews: w/c Monday 20th January 2020

Applicants should read carefully the application procedure – guidance for applicants, Policy on the Recruitment of Ex-offenders and the Disclosure policy and the Safer Recruitment policy.

Barnard Castle School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 and all applicants will undergo child protection screening, including checks with past employers and an enhanced DBS and Barred list check with Disclosure and Barring Service.

Barnard Castle School is an equal opportunities employer.





Contact

Mr A C Jackson
Headmaster

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DL12 8UN

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