



# Appointment of a Headteacher

QUEEN ELIZABETH'S HIGH SCHOOL

Gainsborough





## Contents

Welcome from the Chair of Governors	Page 3
Welcome from the Headteacher	Page 4
Welcome from the Head Students	Page 5
A pictorial slice of QEHS life	Page 6
Information about the area	Page 7
QEHS Distinctiveness	Page 8
Key Facts	Page 9
Person Specification	Page 10
Job Description	Page 12
Application Process	Page 15





Original Charter

1589

# QUEEN ELIZABETH'S HIGH SCHOOL

Morton Terrace · Gainsborough · Lincs DN21 2ST · Tel (01427) 612354

Website: [www.qehs.lincs.sch.uk](http://www.qehs.lincs.sch.uk) Email: [office@qehs.lincs.sch.uk](mailto:office@qehs.lincs.sch.uk)

HEADTEACHER: Mr David Allsop, BA(Hons) MSc NPQH FCCT

Dear Applicant

Thank you for your interest in taking on the leadership of this wonderful school. As Governors, it is our privilege to be able to support the staff in providing a quality teaching and learning platform to help our students develop and realise their potential.

The vacancy has arisen as, after 11 years of service, our current Headteacher has decided to take on a new challenge. While the Governing Body and I fully understand this decision, we are very sorry indeed to part with such a highly valued, respected and successful Headteacher. We are grateful for his leadership and the care, commitment and inspiration he has devoted to the school community.

The Governing Body will expect to appoint an individual who will buy into our ethos and deliver on our vision for the school, which is reflected in our motto 'Tradition, Achievement, Opportunity'. We need to ensure that resources are well-managed with the aim of delivering the excellent outcomes for which QEHS is well known. We will look to someone who can drive standards yet not lose sight that this is best delivered through a balance of challenge and support to both students and staff alike.

You will lead a team that seeks to position QEHS as both a local and national centre of excellence in teaching and learning. You will drive initiatives that facilitate the regeneration of the physical environment of the school. You will oversee existing initiatives to reconnect with our alumni and further develop our connections with the wider education community and local businesses.

You will look to maintain and develop the extensive enrichment opportunities that exist throughout the school and create an environment in which our students feel nurtured and are able to express their many talents through a range of activities including music, sport, drama, and cultural exchanges.

We look forward to meeting you.

Dr Julian White  
Chair of Governors



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10<sup>th</sup> February 2020

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HEADTEACHER: Mr David Allsop, BA(Hons) MSc NPQH FCCT

Dear Applicant

Thank you for your interest in leading our school in the next phase of its development. Having led the school over the past 11 years I have decided that I need a new challenge and so, with a heavy heart, have decided to step down from headship.

Like all young people, our students are a delight to work with and they have brought joy to each and every working day. It is the students and staff who bring QEHS alive and make it a vibrant, interesting and exciting place to work. The governors and I have been keen to ensure that QEHS is a local grammar school. To that end we prioritise local children in our over-subscription criteria and are committed to ensuring our able cohort of students receive a rich experience comprising a broad and academic curriculum as well as a plethora of opportunities beyond the classroom.

Our House System lies at the heart of both the pastoral support and the student life of the school. The Heads of House lead a team of tutor groups, one from each year group. They are responsible for the pastoral well-being of the students as well as ensuring that their house competes in all house competitions throughout the year. That competition celebrates all aspects of intellectual and sporting endeavour. Competitions as varied as house cricket and house drama ensure that all students can get involved and we have 100% engagement in at least one house event by the end of Year 8.

Our staff are generous with their time and we have a full and active trips program built around the curriculum. The intention is to support it with rich experiences beyond the classroom. Linked to this we have a strong International dimension to our work and I have had the pleasure of visiting our two link schools in China and Tanzania. We also have a developing link with a school in Tasmania in addition to our well-established German exchange program with Bavaria.

We are proud to be the first school in the country to gain Platinum Arts mark in subsequent awarding rounds and this is indicative of the importance we place on a full and rounded education for our students.

QEHS had a Section 8 Ofsted visit in January of 2016 and that visit confirmed that we remained an outstanding school; indeed, the lead inspector expressed a desire for his own children to attend a school such as this.

The leadership team are an excellent, cohesive team who have a shared focus on ensuring our students have the best educational experiences we can offer them. I have enjoyed leading and working with the team over the past 11 years and I am sure that any new Headteacher would have a similar experience. Similarly, the vast majority of the staff are supportive of the ethos of the school and do all that they can to provide our students with the qualifications, experiences and skills they need to be successful beyond school.

The school is over-subscribed in Year 7 with many more parents wanting a place here than we are able to offer. Despite raising the PAN a few years ago to 186 we still have year groups of 190+ due to successful appeals.

Should you have any questions please feel free to arrange to view the school and I will be happy to discuss any of these points with you.

It has been an honour to lead QEHS over the past decade and, should you be successful, I wish you and the school all the best as it continues to flourish.

Yours faithfully

David Allsop



Artsmark  
Platinum Award  
Awarded by Arts  
Council England



SCHOOL  
MEMBER



Lincolnshire  
COUNTY COUNCIL

# A message from our Head Students

On behalf of all students we would like to welcome you to Queen Elizabeth's High School, Gainsborough. Our school values the work of dedicated, perseverant and friendly staff who are always warmly welcomed by the students. As a grammar school we are strongly encouraged to aim for the highest levels of education, whether that be from A Levels, apprenticeships or entering straight into the world of work Post 16 and Post 18. We are also great believers in the non-academic side of education. In particular our school values sports, modern languages and the Arts.

Our dedication to non-academic subjects and activities is demonstrated in our unique House system. The House system is the foundation of our school and provides the community which all students value. Every academic year the six Houses compete in various events for the House Cup. These events offer Year 13 students the opportunity to assume responsibility and demonstrate leadership qualities through organising the House teams for the events. The House system provides a friendly, fun environment for students to enjoy their time at QEHS and is a tradition we believe will continue for many years.

We have varied styles and methods of learning in the classroom. In Lower School (Years 7-11) education is enhanced by trips, external speakers and extensive resources. Not only does this provide the best education possible, it also makes learning genuinely fun for students; something we feel is vital. In Upper School (Years 12-13) learning is based on a flexible system of contact lessons, free periods and design-



nated study sessions. This demonstrates the trust our school places in our sixth formers, for which we are very grateful. We would appreciate a Headteacher who is involved in lessons, extra-curricular activities and generally has a presence within the school community.

The students who attend our school come from a mix of backgrounds, but are all linked by an eagerness to learn. QEHS ensures that all have the same opportunities to achieve and experience the education system to the full. Our school has a zero-tolerance approach to discrimination. We see this value as imperative in our Headteacher. Gainsborough and the surrounding areas are wonderfully diverse and we feel this is something which should be celebrated in our school.

It is of the utmost importance to our students that they feel listened to. The Headteacher needs to actively listen and act upon feedback from students. Our school provides us the opportunity to express our opinions via the School Council, Sixth Form prefects and the Senior Team. All the pupils at QEHS are willing to be involved in roles in school and are constantly trying to improve their time in education. You won't meet a more passionate group of young minds than that of the students at QEHS.

We think that the Headteacher should be more than just a figure-head; they should be an active member of our community and receptive to the student voice.

We wish you the best of luck in your application and we thank you for showing interest in our brilliant school.

Yours sincerely

*Amoris.*

A handwritten signature in black ink, appearing to be 'DAD' or similar, with a stylized flourish.





## Some information about the area

Gainsborough is situated in the north of Lincolnshire on the banks of the River Trent, the County's western boundary. It is within easy reach of the A1 and is Britain's most inland port, with a population of about 20,000. The local council have plans for a significant expansion with around 5000 new houses planned over the coming years. It is hoped that this will attract further investment into the town and the area. Gainsborough's Old Hall, a fifteenth century manor house, is a local tourist attraction. Whilst the town is surrounded by farmland, Gainsborough has a rich history of both light and heavy industry and this continues to today.

Gainsborough is surrounded by a number of delightful villages many of which feed our school. Housing is relatively inexpensive compared to the rest of the UK. There are plans for a cinema to be built in the next year which will further enhance the town centre which has a large shopping complex, known as Marshall's Yard, as well as exciting developments in the market place. West Lindsey District Council was successful in securing funding from the Heritage Lottery Fund to develop the town centre.

Education in Lincolnshire schools is uniform to the end of the primary phase but there is a range of good schools in the secondary sector varying from selective to comprehensive. Most of Lincolnshire is designated as a selective area but the city of Lincoln and some of the surrounding area is served by comprehensive schools.

Gainsborough has a number of small primary schools and a non-selective secondary school called The Gainsborough Academy (TGA). We work with these schools through a group which meets regularly although TGA is part of the Wickersley Educational Trust and so they tend to work with their own trust rather than local schools.





## QEHS DISTINCTIVENESS

Queen Elizabeth's High School, and its predecessors, have been educating the young people of Gainsborough and beyond since 1589 when Queen Elizabeth I granted a Charter to establish the school. It is with a very proud sense of legacy, and an even more compelling sense of ambition for the future, that the Governing Body of QEHS seek to appoint the next Headteacher of this wonderful school.

The work of the school is driven by its mission to inspire each student to achieve their full potential in an atmosphere of respect for others, for the environment and for self. Whilst QEHS is comparatively large with over 1196 students, including 300 in the Sixth Form, its well-established House system creates a sense of belonging for each student. As well as providing a platform for a rich co-curriculum and healthy competition, the House system ensures that students are well known and given strong pastoral support to guide them through the demands of adolescence; they are a school within a school creating a family atmosphere within the Houses.

Compelled by a determination to provide outstanding opportunities for students, the leadership and staff ensure that the curriculum, in its widest sense, creates experiences and opportunities which enable students to develop their talents in the core academic subjects and in Arts and Sport. As a selective school staff work to support students to reach challenging goals. Results at GCSE and A level are impressive, frequently placing QEHS in the top 200 hundred schools in the country. Additionally staff value the holistic approach to educa-

tion which underpins the curriculum at QEHS and which supports student well-being. Excellence in the Arts has been recognised with the award of Platinum Artsmark for the second time, the first school in the Country to achieve this, and in Sport with the school achieving the National School Games Award in 2018 and 2019.

Student leadership is nurtured at QEHS with numerous opportunities in the House system to develop communication, planning and organisational skills as representatives and House captains. Additionally, the School Council and the participation of the Head Students in governor committee and full board meetings ensures that the student voice is clearly heard.

As the governors and the school community look to the future and the appointment of a new Headteacher, we seek a leader who will work with us to present a vigorous, ambitious direction for the coming decade. It is the school's ambition to be a leader in education, both locally and nationally, and thereby increase still further the life chances of young people in Lincolnshire. The new Headteacher will be supported by talented, hard-working and committed staff and governors who will work with you to forge a vision for the future of Queen Elizabeth's High School.

# Key Facts

Type of School	Selective, 11-18 mixed grammar school Local Authority controlled school	
PAN	186	
Oversubscription criteria (Details of the policy can be found on the website)	In order: Children in Care Siblings Children of staff Those living within 9 miles driving distance of the school ('Local children') Pupil Premium Rank the remaining scores	
Awards held	Platinum Arts Mark School (first school to be awarded this twice in a row) International School Duke of Edinburgh Award scheme provider	
Location	Gainsborough, Lincolnshire	
Number of students	1196 including sixth form	
Ofsted	Outstanding provider 2008 Outstanding Maths inspection 2014 Outstanding Section 8 monitoring visit 2016	
Budget	£ 6.2 Million	
Attendance	96%	
Pupil premium	8%	
GCSE results (2019)	Progress 8	+0.05
	Attainment 8	Top Quintile
	EBacc Pillar grade 4+	Top Quintile
A level (2019)	38% of results graded at 7 or above 51% of students gained 3 or more 7-9 grades Over 110 grade 9 were awarded 75% of students gained at least one grade 7-9 Positive Value Added (ALIS) 40% of students gained at least one A or A* grade 25% gained two or more A grades 27% of entries were graded A* or A 1 in 3 gained ABB	
Destinations	Approximately 50% of students are first generation entry to university 0% NEETS at both post 16 and post 18 for the past 5 years	



# Person Specification

Categories	Qualities/Competencies (all essential unless specified as Desirable - D)	Additional Evidence Requirements and where tested
<b>Qualifications and Continuing Education</b>	<p>Well qualified honours graduate</p> <p>Qualified teacher status</p> <p>Evidence of continuing professional development or further study relevant to Headship [ including NPQH (D) and or Masters in Education Leadership (D) ]</p> <p>Completion of Designated Senior Person and Safer Recruitment Training or readiness to undertake such on taking up post</p> <p>Evidence of enhanced DBS</p>	<p>1 and 2. Professional and academic certificates</p> <p>3. Evidence of continuing professional development and /or further study</p> <p>4. As above</p> <p>5. Evidence to be provided at Selection events</p>
<b>Experience</b>	<p>Substantial experience of highly effective teaching in the secondary phase, including 6th form.</p> <p>Experience across more than one school (D)</p> <p>Recent proven ability to lead, motivate and manage effective teams as a Deputy Headteacher or Headteacher</p>	<p>Application form and letter.</p> <p>Selection process and letter</p> <p>Application form and letter</p>
<b>Professional Competences</b>	<p>Knowledge and understanding of current educational issues in the Key Stages of the secondary phase, including post 16 education</p> <p>Expertise in monitoring, assessing and improving classroom performance</p> <p>Effective and persuasive communicator both orally and in writing</p> <p>Ability to marshall, analyse and evaluate evidence and data</p> <p>Expertise in financial planning, budget management and financial forecasting</p>	<p>1.Application form, letter and selection processes</p> <p>2. Letter and selection activity</p> <p>3.Letter and selection processes</p> <p>4.Selection processes</p> <p>5.Letter and selection processes</p>

<b>Leadership and Management</b>	<p>Proven track record for securing successful outcomes for learners through highly effective leadership and management</p> <p>Ability to motivate and inspire</p> <p>Strategic thinker with a vision that can be shared with students, governors, staff, parents, potential funders and wider stakeholders</p> <p>Innovative and with a clear understanding of educational opportunity and how to translate it into practical reality.</p> <p>Understanding of how excellent financial management and effective utilisation of resources benefit learners</p> <p>Promotion of high standards and high expectations</p> <p>Ability to devise effective and efficient systems to embed a culture of continuous improvement through Performance Management</p> <p>Ability to drive transformational change</p> <p>Ability to forge effective positive relationships both within the school and the wider community</p> <p>A vision for how Information Technology can enhance learning and creativity and a capacity to translate that vision into reality.</p> <p>A commitment to selective education</p>	<p>Letter and selection processes, references</p> <p>Reference and selection processes</p> <p>Letter and selection processes, references</p> <p>Letter and selection processes</p> <p>Reference, letter and selection processes</p> <p>Reference and selection activity</p> <p>Selection processes and reference</p> <p>Application form, letter and selection processes, reference</p> <p>Letter, selection processes and reference</p> <p>Letter, selection processes and reference</p> <p>Letter and interview</p>
<b>Professional and Personal Attributes</b>	<p>Energy and optimism</p> <p>Vision and imagination</p> <p>Excellent interpersonal skills with both adults and young people</p> <p>Empathy for the needs of all students at QEHS</p> <p>Resilience and confidence</p> <p>Integrity and loyalty</p> <p>A demonstrable commitment to the wider life of the school</p> <p>A strong personal commitment to inclusion and diversity</p> <p>A strong commitment to personal development for all.</p>	<p>Letter, selection processes and references</p> <p>Letter, selection processes and references</p> <p>Selection processes and references</p> <p>Letter/application form, selection processes and references</p> <p>Selection processes and references</p> <p>Letter, selection processes and references</p> <p>Letter/ application form, selection processes</p> <p>Letter/application form, selection processes and references</p> <p>Letter/application form selection processes and references</p>

# Job Description

## Headteacher

Within the compass of this role, share the aim of improving the quality of Teaching, Learning and Student outcomes. This will be through ensuring that there is a clear whole-school strategy for school improvement and implementation of policies. It will also be through ensuring that staff have the space, time and freedom to pay sufficient attention to all aspects of their teaching.

The Headteacher has ultimate responsibility and accountability for all aspects of the school's work.

This role description reflects the National Standards of Excellence for Headteachers (2015). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including Headteachers.

### PURPOSE

To lead and direct Queen Elizabeth's High School (QEHS) with vision, determination, courage and wisdom; building upon the strengths of the school; sustaining a safe and nurturing environment; motivating and inspiring pupils, staff and all members of the school community to achieve their full potential.

### LEGAL REQUIREMENTS

The Headteacher is required to carry out all the statutory duties in the School Teachers' Pay and Conditions Document para 46.1 and 47.1 and 47.2, the contractual framework and the professional responsibilities outlined in sections 48 and 49 of the STP within the scheme of delegation set by the Healthy Learning Trust Board. As a public servant the Headteacher must adhere to the Nolan 7 Principles of Public Life:

**Selflessness Integrity Objectivity Accountability Openness Honesty Leadership**

### PRINCIPAL DOMAINS

A : Qualities and Knowledge

B : Pupils and Staff

C : Systems and Process

D : The Self-improving School System

#### A Qualities and Knowledge

**Underpinning their work, the Headteacher must understand and carry out duties in accordance with the Principles of Public Life as follows:**

**Selflessness:** Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

**Integrity:** Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

**Objectivity:** In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

**Accountability:** Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

**Openness:** Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

**Honesty:** Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

**Leadership:** Holders of public office should promote and support these principles by leadership and example.

Hold and articulate clear values and moral purpose, focussed on providing a world-class education for the students you serve.

Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students and staff, and towards parents/carers, governors and members of the local community in line with our Pivotal Approach.

Exhibit leadership with visibility, integrity, creativity, resilience, and clarity, drawing on personal scholarship, expertise and skills and that of professional colleagues and the wider school community.

Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally and pursue continuous professional development.

Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.

Communicate compellingly the school's vision and drive strategic leadership, empowering all students and staff to excel.

## **B Pupils and Staff**

Require ambitious standards for all students at QEHS, overcoming disadvantage, advancing equality and by instilling a strong sense of accountability in our staff to recognise the impact of their work to promote the best possible student outcomes.

Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and student well-being.

Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.

Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

Hold all staff to account for their professional conduct and practice.

## **C Systems and process**

Ensure that systems, organisation and processes are well considered and efficient, upholding the principles of transparency, integrity and probity.

Provide a safe, calm and well-ordered environment for all students and staff, focussed on safeguarding students and developing exemplary behaviour at QEHS and in the wider society.

Continue to implement rigorous, fair and transparent systems for managing the performance of all staff, promptly addressing any under-performance, supporting staff to improve and valuing excellent practice.

Welcome strong governance, including attending governing body meetings, actively and transparently supporting the governing body to deliver its functions effectively - in particular to set school strategy and hold the Headteacher to account for student, staff and financial performance.

Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the sustainability of QEHS.

Delegate leadership throughout QEHS, forging teams of colleagues who have distinct roles and responsibilities and who hold each other to account for their decision-making.

## **D The Self-improving School System**

Further develop QEHS as an outward-facing organisation which works effectively with other schools and education providers - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.

Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.

Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame a self-regulating and self-improving school.

Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

Inspire and influence others - within and beyond school - to believe in the fundamental importance of safeguarding; promoting equality and diversity; developing self and others and safer recruitment.

The above represents key priorities and accountabilities for the role of Headteacher and is not an exhaustive list.

**ACCOUNTABILITY:** The Headteacher is accountable to the Governing Body



## Application Process

In addition to completing an application form you are requested to submit a letter in support of your application. Applicants must complete all sections of the application form in full.

Your letter should be specific to Queen Elizabeth's High School. Explain clearly how you meet the requirements of the Person Specification. In particular please focus on how, through your effective, empowering leadership, you will work with the governors and staff to create a vision for the future of Queen Elizabeth's High School.

Your letter should not exceed 900 words. Please address it to Dr Julian White and send it, with your completed application form, to Mrs D Brown, School & Operations Manager at [staffdeb@qehs.lincs.sch.uk](mailto:staffdeb@qehs.lincs.sch.uk). In addition your completed application form and letter should be copied to Kate Abbott of ASCL [katemabbott1@aol.com](mailto:katemabbott1@aol.com) who is supporting the governors in this recruitment process.

The deadline for applications is **midday on Monday 2<sup>nd</sup> March 2020**.

References will be taken up shortly after shortlisting and prior to interview using the contact details you supply on your application form.

Shortlisting will take place on or around 10<sup>th</sup> March 2020 and candidates will be contacted shortly afterwards. The selection process and interviews will take place between **24<sup>th</sup> and 26<sup>th</sup> March 2020**.

**REASONABLE RELOCATION EXPENSES MAY BE CONSIDERED, IF NECESSARY, FOR THE SUCCESSFUL CANDIDATE.**

Further information about Queen Elizabeth's High School can be found on the school website [www.qehs.lincs.sch.uk](http://www.qehs.lincs.sch.uk)

In addition candidates are encouraged to take an informal opportunity to visit the school prior to applying. Please contact Mrs D Brown at the school by telephone to arrange your visit.

*Mrs Kate Abbott will be providing professional support to the Appointments Panel throughout the selection and appointment process. Please copy her into any correspondence with the school.*

**QEHS is committed to safer recruitment**



## QUEEN ELIZABETH'S HIGH SCHOOL

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