Head of the Junior School
Candidate Information Brochure
To start September 2019
The School

For 175 years Rossall School has been successfully enabling young people to become the best possible version of themselves. Rossall is now looking for an ambitious and intellectually creative leader to oversee the next phase in the Junior School’s development. This is a tremendously exciting brief for the right candidate. The School is determined to be a beacon of excellence (for preparatory education) within the North West and beyond.

It is a well-worn cliché that successful schools are special places but Rossall is truly unique in terms of its clarity of purpose and solicitude for the holistic development of each and every boy and girl as he or she progresses up through the School. The School is distinguished by a level of pastoral care that ensures a positive and affirmative focus upon each individual pupil.

The Junior School is an integral part of the Rossall site and enjoys the use of many Senior School facilities. There are currently about 170 pupils from Nursery to Year 6 with single form entry in Key Stage 1 and two forms per year in Key Stage 2. Class sizes are small; 20 is an absolute maximum but most are much smaller than this. The School provides a unique educational experience underpinned by a strong commitment to academic excellence and co-curricular participation.

Pupils in the Junior School follow the International Baccalaureate Primary Years Programme (known as the PYP). Some literacy and maths skills are taught separately but everything else is learned through hands-on, pupil-led projects. They study six projects a year, two per term, and at the start of each project the pupils decide what they want to find out and how they want to do it. They are encouraged to follow their own interests and respond to their natural curiosity, doing their own research and working at a level appropriate for their stage of development. The PYP encourages pupils to work independently but also to develop good teamwork and communication skills. Few schools offer the PYP and, although it is popular with parents and pupils at Rossall, now is an opportune time to review the curriculum in order to ensure an increasingly academically rigorous offering.

Rossall is a famously successful sporting school and PE is taken very seriously. There is a wide range of popular after school clubs and full wraparound care is available. Music, art and drama are also strong with plenty of extra-curricular opportunities available. Many pupils take LAMDA exams in speech and drama and children learn a variety of musical instruments.

The overwhelming feel at Rossall is one of warmth and kindness. Pastoral care is first class; staff are friendly and approachable and know their pupils very well. The boys and girls seem proud of their school and loyal and kind to each other. There are plenty of cross-year friendships.
Rossall is a school steeped in history, founded in 1844 by Rev. St Vincent Beechey as a sister school to Marlborough College. Its establishment was ‘to provide, at a moderate cost, for the sons of Clergymen and others, a classical, mathematical and general education of the highest class’. Sir Peter Hesketh Fleetwood agreed to lease his ancestral home of Rossall Hall to the school on a 21-year lease with the option to purchase for £7,000 in the first ten years. The Northern Church of England Boarding School, renamed Rossall College under the reign of its first Headmaster Dr John Woolly, opened on 22 August 1844 with 70 boys enrolled.

Rossall was part of a flurry of expansion in education during the early Victorian period and the School was granted a Royal Charter on 21 October 1890. Rossall was widely considered to be in the top 30 public schools in the UK and by the end of Victoria’s reign its academic results were among the best in the country and enjoyed a reputation as ‘Eton of the North’.

The School became fully co-educational in 1977. In 1991, the nursery was added and in 1995 the international study centre was opened, offering tuition for EAL and an introduction to a British education.

The Junior School buildings are close to those of the Senior School; they are part of a grand red brick campus with playing fields stretching right down to the sandy beach. Juniors are in a separate block away from the Nursery and Infants. There is no shortage of technology, but the Juniors are mainly taught in cosy classrooms in period buildings. There is a strong family feel to the School and this extends to the classroom. Pupils have strong relationships with each other and with their class teachers.

Beyond the usual extensive sports facilities you would expect, there is also a 25-metre indoor swimming pool, a nature conservation area, a theatre and astronomy centre. Children in the Nursery have a lovely garden, including their own woodland area where Forest School sessions are held. The grand, historic chapel is also a significant part of school life, even for the youngest pupils. It is an Anglican chapel, but the chaplaincy aims to meet the needs of pupils of all faiths and of none.

The pupils all eat together in the senior dining hall. Infants are served ‘like a family’ at the table. In the Junior School they select their food at the servery.
Pastoral Care

Pastoral care in the Juniors is largely provided by class teachers, with whom pupils are closely bonded. There is one junior boarding house, providing accommodation for boys and girls aged between 7 and 13. The boarding house is homely and customized with pictures and decorations. Boarders have days out every Sunday and day pupils can have sleepovers in the boarding house (flexi-boarding) any night of the week or weekend.

Parents

There are many reasons why parents choose particular schools for their children but the message at Rossall is very clear. Parents love the warmth and kindness and the way that pupils are known by the staff. Of course they expect high academic standards and good facilities, but the overwhelming message is that Rossall parents want their children to be happy and valued. There is good communication between school and home, although the School is always looking to improve in this area. Parents appreciate the openness of the staff and speak very fondly of the School. Situated at the top of the Fylde peninsula, the School attracts day and boarding pupils from North West Lancashire as well as some overseas boarders. This area is not without its economic challenges and many parents make huge sacrifices to enable their children to enjoy a Rossall education.

School Leadership

The School is lucky to have an engaged and interested Governing Body. They are keen to support the Senior Leadership Team and provide help and guidance along the way. The School is embarking upon a significant development plan which includes the refurbishment and possible expansion of the Junior School. Rossall is in a sound financial position and is well looked after in this regard by an excellent bursar and supportive team. Fees range from £2,680 per term (day pupil) to £6,870 per term (full boarder).
Job Description

The appointment of Jeremy Quartermain as Headmaster has heralded a sustained focus upon the academic life of the School and this appointment will enable this focus to include the Junior School.

The Head of the Junior School will be granted considerable autonomy and will be accountable for the maintenance of high academic standards and for inspiring pupils to reach their full potential. The Head of the Junior School is a member of the Senior Executive and attends School Governors (Council Meetings) as required.

The Head will provide inspirational leadership with regard to strategic and day-to-day management, teaching and learning, pastoral care, social development of pupils and the well-being and performance of staff in the Junior School. In order to achieve this, the Head would be expected to lead the School in the following main broad areas:

- Implementing the School’s vision, as it pertains to educational strategy, school development plan and curriculum policy in the Junior School.
- Improving the academic standards with particular regard to value-added achievement. This includes preparing pupils for the entrance exams at 11+.
- High-quality ‘people management’ at all levels including pupils, parents, staff and Governors. The Governors aim for an academically purposeful, caring and creative community, led by example, with an open, inclusive and transparent style of leadership.
- Upholding the School’s reputation and promoting the significant advantages of a Rossall School education.

Strategic & General:

- The strategic direction of the School and its policies, in collaboration with the Governing Body, the Senior Leadership Team and in consultation with all staff.
- To lead the staff and Governors in writing and implementing a school development plan with short, medium and long-term goals and intermediate annual targets.
- To produce an annual report on the School’s achievements and success in delivering the development plan.
- The strategic leadership and management of the whole School, ages 2-11.
- The academic life of the School, the maintenance of the highest standards of teaching and learning and the provision of a rich and balanced curriculum for pupils at every age; this includes the moral, social and cultural development of each pupil, providing a breadth of extra-curricular activities which develops skills, talents and interests.
- The pastoral life of the School and the safety and well-being of each pupil, including close contact with the Child Protection Liaison Officers.
- Any other aspect of school leadership and management, as required by the Senior Head, for the effective organisation and well-being of the School.
Governance

- To consult with the Chair of Governors as often as may be necessary (in the reasonable opinion of the Chair of Governors).
- To ensure compliant policies and procedures for approval by Governors and encourage practical and effective working practices for their enactment within the School environment.
- To report at the termly Governors’ Board meetings and regular sub-committee meetings, presenting regular and specific reports as required.
- To have a sound understanding of the financial/business management of the School in order to support and work closely with the Bursar and Governors.
- To ensure compliance with all regulatory and legal requirements pertaining to the safety and well-being of pupils, employment of staff and the School’s charitable status.

Staff

- To recruit high-quality, committed teachers who are enthusiastic and committed to working with the School’s ethos and who are thoroughly vetted and checked as safe to work with children.
- To lead and manage the staff by example, and an active presence about the whole School and through meetings, lesson observations, appraisal and professional development.
- To give advice, encouragement, support and constructive feedback to teachers and support staff.
- To chair regular Junior School Leadership Team meetings to lead and manage all aspects of school life and to monitor and implement the school development plan.
- To encourage and value an inclusive and consultative approach in leading and managing all staff.
- To deal with disciplinary/competency procedures, as necessary.

Bursar & Financial Management

- To work closely with the Bursar to ensure sound financial practices and planned efficient use of resources; an awareness and contribution to aspects of business, staffing, financial and property management.
- To have a sound appreciation of health and safety management and risk mitigation.

Teaching, Learning & Assessment

- To maintain and develop as appropriate the policies and procedures for monitoring teaching and learning, assessment and the curriculum.
- To ensure that pupils, staff, parents and Governors are prepared for regular inspections, particularly with regard to the quality of teaching, learning and assessment.
- To support, encourage and motivate staff, empowering them to become critically self-reflective practitioners committed to improving their professional practice.
- To work with senior colleagues on the Senior Leadership Team to ensure coordination of academic matters across the whole School.
- To quickly gain an understanding of the somewhat unique context of the PYP and be adaptable enough to evaluate and introduce change where necessary.
Pupils

• To encourage pupils to have high and realistic ambitions and support them in the efforts to achieve them.
• To safeguard and protect and promote the welfare and rights of each pupil at all times while in the care of the School or on activities sponsored by the School.
• To encourage, motivate, monitor and support pupils in all aspects of their life at Rossall, namely: academic, pastoral, personal and social well-being, happiness, health, extra-curricular life and out of school activities and trips.
• To manage pupil behaviour and deal with disciplinary issues, including, if required, the suspension and expulsion of pupils.
• To attend and support a wide variety of sports fixtures, tournaments, concerts, plays and out of school events for pupils.
• To ensure the highest quality of pastoral care, maintaining a positive, tolerant and confidence-building environment in which pupils are helped to discover and develop their talents and aptitudes.
• To maintain or develop a suitable curriculum that provides equally for pupils of high academic achievement as for pupils who have learning difficulties and disabilities, or who are less academic.
• To encourage every pupil to develop self-respect, respect for others and respect for property and for the wider community and the environment.
• To encourage the cultural and social development of each pupil according to aptitude by means of attendance at, participation in or awareness of art, drama and music, sports and games, and other activities including educational visits.
• To encourage excellent relationships between pupils and between staff and pupils, providing a culture of tolerance and kindness that is free from bullying and every kind of unfair discrimination or fear.
• To run a full programme of co-curricular activities and games, and opportunities for participation in appropriate school trips, visits and tours.
• To ensure that awards, bursaries, prizes, responsibilities and privileges are decided fairly and in accordance with clearly understood rules and criteria where practicable, and always without favouritism and within budgets set by the Governors.
• To ensure that pupils’ academic progress is monitored by means of regular supervision, grades and reports and that appropriate and timely feedback is given regularly to pupils and their parents.
• To maintain an appropriate balance between all areas of school life and activity, including those that do not lead to formal examinations.

Parents

• To be approachable and readily available, interact with and be appreciative of parent queries and concerns at all times; a ‘visible’ presence around school and, whenever possible, meet parents informally.
• To report regularly to parents and involve them early if there is a difficulty in relation to their child.
• To interact with the Parent body, meet with Parents groups regularly and support all their events.
IAPS & other Preparatory/Junior Schools

- To be a member of IAPS and attend its meetings and annual conference.
- To attend other relevant Heads’ meetings both to represent the School and benefit from professional development.
- To develop strong relationships with local independent preparatory school Heads, state junior school Heads and Heads of free schools.

Continuing Professional Development

- To lead by example in continuing professional development (CPD) and constantly seeking to improve professional practice through relevant courses and training.
- To provide opportunities and encouragement for Governor and staff training and professional development, with a clear policy on CPD.

Marketing & Public Relations

- To oversee the management of the marketing and promotion of the School including the production of publicity literature, advertising, the public relations profile and management of the website.
- To establish positive relationships with prospective parents.
- To foster relationships with senior schools.
- To update as appropriate and implement a clear policy on marketing and public relations.
- To promote the School in all aspects of the local community.
- The promotion of the School’s image and profile locally and nationally, and maintaining good relations with parents, former parents and former pupils.
- To be well-known and very highly regarded across Lancashire and nearby areas and within IAPS, HMC and GSA.

Inspection

- To prepare for inspections with due attention to Regulatory Requirements, systems for monitoring teaching, learning and assessment together with school development planning and school review.
- To ensure that the School has and maintains a system for regularly reviewing and updating its self-evaluation and school development plan with regard to school improvement and inspection.
- To carry out regular self-evaluation surveys with pupils, parents, staff and Governors.
- To collect, and assess on a regular basis, materials and evidence of pupil achievements, teachers’ performance and school performance.

General

- To perform any additional duties which may be required by the Governors from time to time and which are suitable to be carried out by the Head.
The School is looking to appoint an outstanding leader; a team player with a gift for inspiring, leading, motivating and supporting staff, pupils or parents; someone who will ‘challenge and cherish’ everyone.

He or she will have vision, proven experience of successful leadership and management and outstanding strategic and communication skills. The person appointed will provide inspirational leadership and confidence in managing change whilst maintaining the much-valued inclusive and family-friendly ethos at Rossall.

The successful candidate will have a well-developed understanding of what a first-rate education at primary level looks like in the context of current thinking across the sector. They will have had experience of helping to deliver an academically rigorous and creative education within a broad, holistic approach with a highly valued pastoral care system and a very wide extra-curricular programme.

Essential to the post is the ability to demonstrate empathy, understanding and high emotional intelligence in working closely with pupils, parents, staff and Governors, and to be approachable, encouraging and visible.

The successful candidate will be:

- A graduate and a qualified first-rate teacher with a proven leadership record.
- Someone who has had several years’ experience as a Head, or as an outstanding Deputy Head or senior leader in a successful school.
- A team player who appreciates the importance of their role within the context of the whole school.
- An authentic leader with a clear vision and the skills to communicate it and bring it to life.
- A leader who implements ideas, delivers plans and meets targets.
- Inspirational, innovative, forward-thinking and an exciting leader to work with.
- Passionate about developing people and future leaders.
- A ‘people-person’ with strong interpersonal skills, emotional intelligence and self-awareness, capable of building close working relationships with all members of the School community.
- A leader with demonstrable interest in the well-being and professional development of all staff and a commitment to enable them to improve professional practice and performance.
- A person of integrity.
- An experienced educationalist, with a clear understanding of current educational developments and challenges for all ages in a preparatory school.
- A teacher with a passion for the intellectual, pastoral, extra-curricular, personal and social development and well-being of each pupil.
- A skilled marketeer, capable of identifying the School’s strengths and making it the first choice for pupils who will benefit from the education it offers.
- A dynamic and engaging leader who will be capable of building strong personal relationships with local feeder school Heads.
- A leader with a ‘visible’ presence about the School.
They are also likely to possess most of the following:

**Professional Skills**

- Ability to articulate how they will provide an education that is well above and beyond any experience pupils might have if they went elsewhere.
- Outstanding communication skills (spoken, written and digital), including confident public speaking.
- Excellent listening skills and ability to handle difficult situations sensitively, sympathetically and diplomatically.
- Caring and understanding, but very clear, firm and decisive in resolving clashes or conflicts.
- Thorough understanding of Safeguarding and Child Protection issues.
- Excellent knowledge and understanding of relevant educational issues, innovations and developments.

**Leadership & Management**

- Leads by example, sets high professional standards and inspires high expectations.
- An inclusive, collaborative and consensual style of leadership and management which encourages and enables everyone to contribute to and feel part of the School’s success.
- Confident and decisive, firm when required, and willing to make difficult decisions.
- Exceptional planning and organisational skills.
- Ability to think strategically and see the big picture, but also has an eye for detail in planning and day-to-day organisation.

**Personal Qualities**

- Emotionally intelligent.
- Negotiation skills.
- Warmth, a sense of humour.
- Flexibility, tact.
- Commitment and dedication.
- Resilience, confidence, strength.
- Energy, high levels of productivity.
- Ability to work under pressure for sustained periods.
- The initiative to work on his or her own, but the sensitivity to work as part of a team, recognising and valuing the strengths and contribution of others.
- An approachable manner though firm and fair, resolute when appropriate.
Terms & Conditions

A formal contract, detailing terms and conditions, will be drawn up on appointment. The main provisions are likely to include:

• A competitive remuneration package with a salary commensurate with the seniority of the post and the experience of the successful candidate.
• A four-bedroom family house adjacent to the School and within the School grounds.
• A discount on fees for the Head’s children as pupils at the School.
• Pension provision.
• Appointment subject to two terms’ employer/employee notice.
• The appointment is subject to satisfactory references, clearance from the DBS, proof of identity and qualifications and a medical report.

Application Process

Interested candidates are invited to contact RSAcademics to arrange a confidential discussion with one of the consultants handling this appointment. They are:

Louisa Barham  louisabarham@rsacademics.co.uk / 07770 928537
Alan Laurent   alanlaurent@rsacademics.co.uk / 07740 190284

An application form can be downloaded from www.rsacademics.co.uk
Candidates should complete their application form electronically and email it to RSAcademics Ltd, together with a short covering letter addressed to the Headmaster, Mr Jeremy Quartermain, which explains their reasons for applying.

Please email these two documents, in PDF format, to Jonathan Barnes at RSAcademics at: applications@rsacademics.co.uk

Jonathan can also be reached by calling our Head Office on +44 (0) 1858 467449.

The deadline for receipt of applications is 10.00am, Tuesday 26th February 2019.

The process is as follows:

• All applications will be acknowledged by email. If you have not received acknowledgement that your application has been received within two working days of sending it, please contact RSAcademics’ Head Office by telephone.
• Selected candidates will have preliminary interviews in central London with Alan Laurent on Wednesday 6th and Thursday 7th March.
• Longlist interviews with the School’s selection panel will take place at the School on Monday 18th and Tuesday 19th March.
• Final interviews will take place at the School on Wednesday 27th and Thursday 28th March.
Founded in 2002 by Russell Speirs, RSAcademics specialises in schools, in the UK and internationally, advising on marketing strategy and research, leadership consultancy and the search and selection of Heads and senior staff. Comprising a team of the best schools' marketing professionals and respected former school leaders, RSAcademics provides a high-quality service to schools with rigour, experience and warmth. Please visit www.rsacademics.co.uk for more information.

Rossall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment is subject to satisfactory pre-employment checks in accordance with the relevant statutory guidance, including an enhanced DBS check, satisfactory references, proof of identity and qualifications, and a satisfactory medical report.