



Stephen Perse

Foundation



# Deputy Head Academic (11-18)

*Candidate Brief*

*Deputy Head Academic (11-18)*

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# History of Stephen Perse Foundation

Formerly the Perse Girls School, founded in 1881, the School developed to become the Stephen Perse Foundation (the School) in 2007, and first admitted boys into the Senior School in 2017. The School has grown over recent years, adding a co-educational sixth form to its highly successful Senior School in 2008, and four nurseries and early years settings (three in Cambridge and one at Dame Bradbury's in Saffron Walden) between 2010 and 2021. The School has been fully co-educational in all settings since 2017 and now comprises four nurseries, two junior schools, a senior school and sixth form.

Predominantly a day school, there are currently 65 (mainly sixth form) boarders. As well as its reputation for academic excellence, the School is renowned for an innovative approach to education, and a focus on preparing students for the future.





## Our Mission Statement

At the Stephen Perse Foundation, our mission is to educate and inspire the contributors to tomorrow's world: intelligent young people with the creativity, compassion, confidence and conviction to question, evaluate and improve society.

## Our Vision Statement

To deliver this mission, our vision is to create and sustain an outstanding educational environment that:

- Fosters modern scholarship through exceptional teaching and a dynamic, flexible and rigorous academic curriculum.
- Provides outstanding breadth of opportunity and quality of experience through a rich and varied co-curriculum.
- Nurtures and celebrates individuality, wellbeing, personal development, and contribution to the growth of others, through superb pastoral care, social and emotional education, and learning support.
- Champions and models equality, diversity and inclusivity, and social and environmental responsibility with a global outlook.

## Our Values Statement

With excellence and creativity in teaching and learning at the core of each of our schools and nurseries, we value the positive difference our students can make in the world through:

- Scholarship and the advancement of knowledge and understanding.
- Kindness, courtesy, inclusivity and collaboration.
- Diligence, independence and self-reliance.
- Humility, reflectiveness and the pursuit of self-improvement.
- Character, individuality, wellbeing and confidence.
- Conserving the environment and living sustainably.

## Student Numbers and Finances

The School is popular, with healthy school rolls across all settings, and a total of over 1650 students across our sites. The Senior School is heavily oversubscribed and we have recently developed additional teaching facilities to increase capacity in our sixth form, completed in September 2022. The total number of students across 11-18 is 920.

The financial health of the School is strong and the school finances are well managed. The majority of the School's income is derived from school fees, however the Principal and Governors are looking to diversify this through development fundraising and commercial income and the Commercial Development office has already begun this work in earnest in recent years.

## Buildings

The Senior School and Sixth Form benefit from excellent facilities for a city site, which will benefit from a centrally funded programme of development and refurbishment in the years ahead. The Senior School site lies between Union Road and Coronation Street close to the train station and the city centre. Sixth Form teaching takes place in dedicated historic buildings on Bateman Street and Brookside, a short stroll from the Senior School, next to the Botanic Gardens. The Sixth Form expansion has increased the classroom, social and dining space for Sixth Formers, as well as providing additional outdoor space.

In addition to suitably appointed classrooms, there are well-equipped science labs, design and engineering spaces, music teaching, performance and practice rooms, a visual arts centre, study rooms, two libraries and two dining halls. Concerts and plays take place in the Senior School Hall, which is also used for year group assemblies. Additionally, there is an innovative and well-equipped double height indoor sports hall on site, with a viewing gallery and bleacher seating for larger assemblies. Outside, there is a playground, cricket nets and a roof-top AstroTurf sports pitch; facilities at our nearby sportsground at Latham Road include a full size hockey astro, tennis/netball courts and a grass pitch. The School also benefits from its own nature reserve and access to the river Cam for paddlesports.

## Leadership Structure

The School is a Charitable Trust with a typical governance structure of a large voluntary board with a breadth of professional experience. Many of our Governors work within the Colleges or Faculties of Cambridge University, or in the local Cambridge or wider economy. A number of Governors are current or recent parents. Strategic objectives and budgets are proposed by the Principal and the Operational and Educational Executive and refined through discussion with Governing Body committees, before ratification by the Governing Body.

The School is led and managed by the Principal and the Operational and Educational Executive, which currently

comprises the Principal, Chief Financial and Operations Officer, Executive Director, Chief Compliance Officer, the Heads of Schools and Senior Deputy Head (11-18). Richard Girvan took up post as Principal in 2020. The Head (11-18) and Senior Deputy Head (11-18) oversee the Secondary School.

Each Junior school site (one in Cambridge and one in Saffron Walden) is led day to day by a Head of School and the four nurseries are collectively led and managed by a Head and Deputy Head of Early Years, with on-site nursery managers in each setting.

The 11-18 Senior Leadership Team is chaired by the Head and constituted of Deputy Heads: Academic; Pastoral; Co-curricular; Data, Assessment Calendar and Staffing (DACs); Head of Sixth Form; Head of Boarding; Director of Operations; Director of Development and Communications; and Head of Admissions.

Centralised HR, Finance, Admissions, Estates, Marketing, Facilities, Data, Compliance and IT support departments are centrally located in Cambridge and serve all of the schools of the Foundation. Their work is coordinated through a dedicated Heads of Sections committee, overseen by the Principal.

## Curriculum

The School aims to foster modern scholarship through exceptional teaching and a dynamic, flexible and rigorous academic curriculum. We recognise that we are educating children in preparation for life in an ever-changing, global and digital world. Students gain an exceptional skill set at Stephen Perse; an all-round education that supports ambition, nurtures talent, and encourages creativity and critical thinking, leading to personal achievement and educational growth. Students have access to iPads across the curriculum (The School has 'Apple Distinguished School' status) and digital skills are learnt and applied within lessons in tandem with the acquisition of core academic knowledge and skills. Teaching is delivered by subject specialists, inspiring and enabling students to develop in the creative subjects, languages, mathematics, English, sciences, humanities and physical education. Breadth and choice are central to the curriculum and students generally take nine or ten GCSEs in Year 11. In the Sixth Form, students follow the A level programme; the School ceased to offer the IB (which previously was offered as an alternative to A levels) from September 2023. The Extended Project is also available.

## Sport

Physical activity and an enjoyment of being outdoors are important facets of our education for all our students. As well as the generous provision within curriculum time, there is a good range of sports clubs to choose from and coaching in football, hockey, cricket, netball, rugby, fencing and basketball. There's an emphasis on sportsmanship and fair play, as well as teamwork and we strive for a balance between stretching the best athletes and being inclusive. There are a growing number of house competitions, and the overall House Sports champions are announced at the end of the year. There is an extensive fixture programme across the range of sports with local schools organised by the Director of Sport and a number of teams compete regionally and nationally.



## Performing Arts

The music department is a busy part of the school, with hundreds of students visiting the music rooms each week for individual instrumental and singing lessons, and rehearsals for choir, bands, orchestras and chamber music ensembles. Music is studied by all students in Years 7 and 8 with many students choosing to pursue further study at GCSE, and A level. In all parts of the school, our aim is to provide a musical programme which is stimulating, fun, friendly and open to all, whilst also providing opportunities for the most gifted students to excel. Opportunities exist for music making in a wide variety of styles and on a full range of instruments.

We are committed to fostering a love of drama by providing opportunities to shine both on stage and behind the scenes. Drama is taught as a discrete subject in Years 7 and 8, teaching all students valuable performance and theatre-making skills, as well as inspiring creativity, building confidence and encouraging teamwork. For those who enjoy the subject, we offer Drama GCSE as well as a whole host of enrichment opportunities to get involved with our busy programme of theatre productions. Speech and Drama lessons are also available privately – these are taught in small groups or individually, leading to LAMDA qualifications.



## Visual Arts

Our Visual Arts Centre is an excellent facility, providing opportunities for students to explore and learn different disciplines, including fine art, digital art, textiles, film-making, sculpting pottery and print-making. At Key Stage 3, modules are also offered in textiles and fashion, creative communication through Graphics, Photography and Photoshop, and Art and Music.

Students can choose to pursue different options for GCSE and beyond, each designed to promote high levels of visual literacy, excellent transferable skills in investigation and research, presentation of ideas and complex concepts to an audience, and the opportunity to create their own unique, and often highly accomplished, pieces of work.

## Languages

The English department aims to develop enjoyment of the subject, and a love of reading that stays with students beyond school. The Key Stage 3 syllabus is reviewed and updated annually, and goes far beyond the National Curriculum in building skills of reading, writing, speaking and listening. All students take English Language and Literature at IGCSE and there are very healthy numbers who pursue English Literature at A level. Beyond the classroom, courses include study days on set texts, as well as theatre and museum trips.

Modern and Classical languages feature heavily in the curriculum at Key Stage 3 and beyond. In Years 7 and 8, students study two modern languages from: French, Spanish, German and Mandarin Chinese. All students study a modern language at GCSE, with many choosing to pursue two.

Heritage speakers may additionally sit GCSEs in their native language. Enrichment courses are also offered at Key Stage 4, with students able to try Italian, Mandarin, Japanese and Russian. There are clubs for all languages, trips and exchanges abroad, cultural language related visits to theatres, galleries and museums and local and national language competitions.

The School has a strong and successful Classics department, which has developed and published its own Latin textbooks, *De Romanis 1 & 2*. All students learn Latin in Years 7 and 8. At GCSE, students can choose to continue with Latin as an optional subject; in addition, a two year accelerated course in Classical Greek is available as an option, with students able to choose either or both. Classical Civilisation has run as a GCSE option since 2022.



## Humanities

The Humanities Faculty aims to guide students towards an understanding of what it is to be human, with Key Stage 3 courses in Geography, History, Religious Studies and Philosophy. Students are encouraged to study at least one humanities subject at GCSE.

In the Sixth Form, students can choose from a range of additional humanities and social sciences subject options at A level, including: Business, Economics, Politics, Philosophy, Psychology, Sociology. The PSHE curriculum also includes workshops and seminars for each year group on citizenship, politics, poverty, ethics and ecology.

## Science

The study of science at the School acquaints students with the building blocks and structures of the universe and explains the processes and discoveries that bring change and progress. Biology, Chemistry and Physics are a key part of our core curriculum from Year 7 to 11, with all lessons taught by a subject specialist. In Year 7 and 8 students have a double science lesson each week. In Year 9 this increases to a double and single lesson per week. GCSE is offered as three sciences or double award. Science subjects are hugely popular at A level.

## Design Engineering

Design engineering centres around a well-developed workshop with a huge range of tools and equipment to allow students to tackle the most challenging and advanced projects. As well as a large range of hand tools there are metal and wood lathes, a laser cutter, two 3D printers and CNC mill, sanders, power fret saws, drilling machines, a vacuum former and plastics oven, line benders and a brazing hearth/forge. There are three design studios which are fully equipped with desktop computers and drawing equipment and a quieter space to design and model ideas. Options at GCSE include Design and Technology, and 3D Design, and students may also continue the subject at A level or as part of the EPQ.

## Co-curricular

Expansion and development of the co-curricular programme has been a real focus for the School over recent years, with particular attention paid to the establishment of a comprehensive programme of adventure learning under the recently appointed Head of Outdoor Education. Stephen Perse students enjoy a breadth of opportunities to take part in activities that develop friendships, confidence, team skill and talents as part of a rich and diverse co-curriculum. Options are offered across the faculties, with additional extracurricular activities also available, ranging from climbing to kayaking, gardening, Model United Nations, Young Enterprise, sailing and self defence. Large numbers of students also participate in the Duke of Edinburgh's Award Scheme.



## Pastoral Care and Student Wellbeing

Pastoral Care is overseen by the Deputy Head Pastoral, supported by Heads of Year and Assistant Heads of Year. Frontline pastoral support and oversight is provided by co-tutors, who each have responsibility for around 10-12 students across Years 7-11. In the Sixth Form, the Head of Sixth Form and the Head of Boarding oversee day to day pastoral provision, managing a team of tutors who are responsible for providing pastoral support and university guidance to small groups of around ten students.

An emphasis is placed on ensuring every student is known and that student's personal and academic progress is guided and supported by teachers and tutors alike. Weekly student welfare meetings and year team meetings, ensure pastoral care is carefully coordinated so that no child drops through the gaps. Full time school counsellor provision is available across the school and staff trained in Mental Health First Aid provide wellbeing support and guidance to students and colleagues.



## Learning Support

Our dedicated learning support team offers a range of support, treating every student as an individual to tailor resources and teaching for students with SEND. Provision includes: appropriate adaptations for the school curriculum; access to one-to-one sessions with a member of the department; access to mentoring from older students. Regular whole staff training on SEND issues allows teachers to develop their knowledge and skills and deliver high quality teaching and support in the classroom setting. Access to specialist provision is arranged, where appropriate, including hearing and visual impairment services, physiotherapy, occupational therapy, etc.

## Universities and Careers Guidance

An in-house Careers and Guidance programme includes interesting and insightful presentations from a broad range of visiting speakers on a whole host of subjects and sectors. Additional guidance sessions and careers tools help to focus students on their personal development and to identify, build and acquire key life skills and experiences, as well as inform important decisions to help them plan for their futures.



## Partnerships and Public Service

We encourage a range of community service and charitable activities, both within and outside school. Each term, our student-led charities committee selects a charity and use their organisational and entrepreneurial skills to arrange fundraising events – from cake sales, food bank collections to car washing – in their form groups. We participate annually in the Big Give Christmas Challenge in support of the Foundation's bursary fund.

We have a strong and growing partnership with North Cambridge Academy, providing teaching support and extension in a number of academic subjects and 100% bursary places for students to join our Sixth Form. Other partnerships include the Cambridge Youth Panel, to whom we donated iPads and other tech equipment in support of their work to address digital inequity in the city.

## Deputy Head Academic (11-18) Accountable to: Head (11-18)

### The Opportunity

The Opportunity Commencing in September 2024, the successful applicant will take up the position of Deputy Head Academic (11-18) at the Stephen Perse Cambridge Senior School and Sixth Form, and be responsible for leading and championing the Academic life at the school.

### Role Purpose

To support the Head and Senior Deputy Head (11-18) in the day to day running of the Senior School and Sixth Form as a member of the 11-18 Senior Leadership Team.

To take specific responsibility for the leadership and management of:

- 11-18 Academic Policy and Management.
- 11-18 Curriculum (KS3, KS4, KS5).
- 11-18 Academic Faculty Leaders.
- 11-18 Teaching and Learning (including T&L CPD; ECT and new staff induction; Digital Teaching and Learning and Innovation, appraisal).
- 11-18 Library and Learning Resources (including digital learning resources).

### Professional Responsibilities

This job description is not necessarily comprehensive and the position holder will be required to carry out such other duties as may be reasonably required within the general scope and level of the post.

#### Senior Leadership

- Attend and participate in SLT meetings and any subsidiary committees or working groups, as required.
- Contribute to the wider management of the school, including by taking responsibility for relevant components of the 11-18 school development plan, as required.
- Contribute to crisis or critical incident management, as required.
- Contribute to the professional development of colleagues and the management of their performance, as and where required.
- Contribute to the recruitment of teaching and other staff.
- Contribute to the admissions process for pupils, as required.
- Contribute to the safe and effective running of the school site through duty rotas, as required.

#### Academic Leadership and Management

- Leadership of the Academic life of the Senior School and Sixth Form, including presenting to and communicating with pupils, parents and colleagues, as required.
- Responsible for delivery of the 11-18 academic strategic objectives.
- Chair of Academic Policy Committee and Heads of Departments Meeting and Line Manager to Faculty Leaders and library staff.
- Contribute to staff development through the whole staff academic and T&L INSET programme and the framework for academic staff appraisal.
- Provide appropriate support and challenge to Faculty Leaders in respect of budget submissions.



## Academic Curriculum

- Review, develop and monitor the 11-18 academic curriculum with the aim to create and sustain a sector-leading academic curriculum and supra-curriculum consistent with the values and ethos of the School.
- Ongoing review of the implementation of the curriculum, including ensuring suitable differentiation across the ability range.
- Oversee periodic KS3, KS4 and KS5 curriculum reviews.
- Work with Heads of the Junior Schools to ensure a seamless curriculum transition for pupils within the Foundation from Junior to Senior School, with particular focus on harmonising the Year 5, 6, and 7 curriculum.
- Contribute to the academic curriculum as a teacher, with teaching load to be agreed.

## Pedagogy and Student Progress

- Review academic performance data, including baseline and block tests to track pupil progress, working with the Deputy Head Pastoral to identify trends; oversee components of action plan relating to curriculum strategy/ dept planning.
- Review, devise and implement, as required, academic induction, INSET and CPD for 11-18 teaching staff.
- Agree (at least annually) with Faculty Leaders and Head of Departments, departmental priorities and development plans for educational practice (including support, enrichment and stretch for students).
- Coordinate and conduct lesson observation and work scrutiny to support the development of pedagogical practice.

- Lead periodic review of the School educational digital strategy, including the use of Artificial Intelligence, remote and blended learning, and support the identification and implementation of best practice among faculties, as required.
- Oversee the development and implementation of policy and practice in ensuring effective learning environments, including the presentation and management of classroom and other teaching spaces, displays, and promoting positive behaviour management.

## Library and Learning resources

- Responsible for the 11-18 library strategy, including physical and digital resources, spaces, student access and staffing.
- Promote the effective use of the library and learning resources among students and colleagues.

## Skills, Knowledge and Experience

The Deputy Head Academic will be a skilful and passionate educator and leader, who will quickly win the respect, trust and confidence of staff, students and parents. They will share, and be motivated by the mission, vision and values of the School, and will be excited to work as part of a new and ambitious senior leadership team, bringing their own energy, industry and ideas.

The successful candidate will have the confidence and experience to work autonomously, resolving day to day issues and progressing medium-term objectives with a high degree of professional discretion, while being prepared to work within the School's wider leadership structures, policies and practices, that they will help to shape.

### Leadership

- An energetic and inspirational leader, driven to ensure the School remains an outstanding, innovative and reflective school.
- Instinctively collaborative and consultative, with the ability to be decisive as the situation demands.
- Superb communication skills, with the ability and confidence to present to, and confer with, students, governors, school leaders, teachers and professional support staff.
- Able to question, evaluate and identify improvements to existing practices through the gathering and analysis of evidence; able to articulate the case for the allocation of resources, and plan and execute their implementation.
- Reflective and open-minded; keen to listen and understand; committed to self-improvement.

### Academic

- An outstanding teaching practitioner, able to lead by example in the classroom and inspire, motivate and guide teachers towards exceptional practice across Key Stages 3, 4 and 5.
- Committed to academic breadth, as well as depth, with a passion for education in all its forms and strong general understanding of the curriculum while understanding the importance of strong transition for students from Junior to Senior School.

- Understands how a successful school stretches the most able and how it best supports students with special educational needs and disabilities in all subjects; equally committed to providing for students across the ability range.
- Outward looking, open to innovation, knowledgeable and keen to consider emerging best practice elsewhere in the education sector that will enhance teaching and learning at the School.

### Pastoral Care and Safeguarding

- Strong understanding of relevant statutory guidance and the school's responsibilities for safeguarding and promoting the welfare of children.
- A commitment to promoting and upholding the highest standards of professional conduct among staff and behaviour among students.





### Co-curricular

- A strong track record of commitment to the wider life of a school, with evidence of effective and successful leadership of (particularly academic) co-curricular activities.
- Understands the importance of a rich and varied co-curriculum and programme of co-curricular competitions and activities; committed to being a strong and regular presence at school events.

### Managerial

- Ability to work effectively on committees, including as Chair.
- Experience of presenting to groups of staff, parents and students; at ease when in front of an audience; able to demonstrate effective presentation skills.
- Able to work effectively with direct reports, delegate and monitor completion of tasks.
- Personally accountable and able to hold others to account.
- Able to manage a significant personal workload, to prioritise and progress objectives.
- Financial and Marketing awareness, with an understanding of the value of the different forms of media available for promoting the school and an ability to deliver key messages in a variety of ways.

- Some experience of involvement in admissions processes an advantage; appreciates the importance of maintaining a healthy school roll, with a sound understanding of the broader independent education landscape.

### Qualifications and Experience

- Hold a good honours degree, with any management and leadership qualification an advantage.
- Hold QTS with experience of teaching a range of year groups, to include KS3-5.
- Able to evidence ongoing professional development through an appropriate balance of relevant training and experience.
- Evidence of leadership experience and proven success in leadership roles.

### Personal Attributes

- Collegial, consultative and collaborative.
- Strategic thinker and planner.
- Reflective and flexible.
- Professionalism and integrity.
- Dedication and enthusiasm.
- Energy and resilience.
- Self-motivated with the ability to act on own initiative.
- Approachable and supportive.
- Confidential.

Interested candidates should submit a CV and cover letter, detailing their motivation and suitability for the role, by 9 April, to the Principal [principal@stephenperse.com](mailto:principal@stephenperse.com)

## The Recruitment Process

Dates are indicative and may be subject to change and interviews may be conducted on site or remotely, as the situation demands:

- Deadline for Applications:  
**Tuesday 9 April.**
- Short-listing and invitation to interview:  
Owing to the short timescales for finalising an appointment, candidates will be considered and interviews offered as applications are received.
- Offers and feedback:  
**Thursday 11 April.**

## Employment Terms and Conditions

The salary offered will be highly competitive commensurate with the successful candidate's experience and the responsibilities of the post.

## Data Protection

In line with GDPR, we ask that you do NOT send us any information that can identify children or any of your Sensitive Personal Data (racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, data concerning health or sex life and sexual orientation, genetic and/or biometric data) in your CV and application documentation. Any inclusion of your Sensitive Personal Data in your CV/application documentation will be understood by us as your expressed consent to process this information going forward.

Please also remember to not mention anyone's information or details (e.g. referees) who have not previously agreed to their inclusion.





Stephen Perse

Foundation

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**[stephenperse.com](http://stephenperse.com)**

