



# MURRAY PARK SCHOOL

*Acting Headteacher: Miss R. Somes*  
MURRAY ROAD, MICKLEOVER, DERBY, DE3 9LL  
TEL: (01332) 515921 FAX: (01332) 519146  
Adult Education Office: (01332) 515922  
[www.murraypark.derby.sch.uk](http://www.murraypark.derby.sch.uk)

**Title: Headteacher**

**Salary Leadership Spine (L28-L34) - £76,466-£88,571**

Murray Park School is a forward-looking and innovative school and governors are seeking to appoint a highly skilled individual to build on our existing strengths and successes. In particular, we are looking to appoint someone with a clear vision for the school, is focussed on raising standards and will strive continually to improve the quality of teaching and learning.

We are looking to appoint an inspirational candidate who can offer:

- A commitment to our ethos of inclusion
- Experience of raising standards of achievement
- A proven track record of successful leadership and management at both middle and senior leadership level
- Knowledge of what constitutes good teaching and learning

## **How to Apply**

An application pack can be downloaded from the school website at <http://murraypark.derby.sch.uk/home/vacancies> or apply via TES Online. If applying via the school website please ensure you use the application form for Senior Leadership Post. All applications should include a completed application form together with a separate supporting letter stating your motivation for applying and the detail of how you meet the required criteria as outlined in the person specification.

## **Key Dates:**

Closing date for applications: **Noon on Wednesday 24<sup>th</sup> Jan 2018**

Interviews will take place: **Monday 5<sup>th</sup> Feb and Tuesday 6<sup>th</sup> Feb 2018**

Start Date **The proposed start date is April 2018 but this is negotiable for the right candidate.**

You are welcome to tour our school ahead of application or interview. Please contact our HR Department on 01332 540006 or email [recruitment@murraypark.derby.sch.uk](mailto:recruitment@murraypark.derby.sch.uk) to arrange. School visits will only be available Friday 12<sup>th</sup> and Friday 19<sup>th</sup> January 2018. If you require any reasonable adjustments for any part of the recruitment process please contact the school.

## **General School information**

Murray Park is an 11-16 school on the western fringes of Derby. It is a mixed Foundation Status School that serves the communities of Mackworth and Mickleover. The school was established in 1976, became Grant Maintained 1993/94 and in 2000 moved to Foundation Status. The school has approximately 870 students on roll.

Address: Murray Road  
Mickleover  
Derby  
DE3 9LL

Telephone: 01332 540006 (direct)

Email: [recruitment@murraypark.derby.sch.uk](mailto:recruitment@murraypark.derby.sch.uk)

Murray Park School is committed to safeguarding and promoting the welfare of children and appointment to this post is subject to an enhanced criminal record and background check and 2 satisfactory references.



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4<sup>th</sup> December 2017

Dear prospective applicant

## **Headteacher – Murray Park School**

Thank you for showing interest in the post of Headteacher of our school. Hopefully you will find this letter and the other information in the application pack useful in deciding whether to apply for the position.

Murray Park is at a crossroads in its development. Although judged to be 'good' at its last Ofsted inspection in 2014, Key Stage 4 results later that year, and in both 2015 and 2016, were disappointing. The school's provisional Progress 8 score for 2017 is -0.16, although with a positive upper confidence interval. Governors are keen to see outcomes for students improve significantly in the years ahead.

The school is about to undergo a major building project, involving 15 classrooms and administration facilities that will cater for an additional 500 students over the next few years. This expansion is the result of rising pupil numbers in local primary schools and significant new housing development in and around Mickleover.

Murray Park is currently maintained by Derby City Council and the relationship between the school and the LA is positive. However, governors are in the process of determining whether the school should join a MAT. Initial discussions have taken place with the Derby Diocese Academies Trust (DDAT) and these discussions may well progress in 2018.

Governors are therefore seeking to appoint a leader with the skills to raise educational standards, manage the anticipated rapid expansion of the school, and to work collaboratively with other schools locally.

Should you wish to visit the school prior to the application deadline of 24 January 2018, I would be pleased to show you around the school and discuss further the opportunities and challenges it offers. I will be available on either Friday 12 or Friday 19 January to meet you. Please contact Mrs Heather Lowes or Mrs Jo Houlihan, HR Department on 01332 540006 (email [hr@murraypark.derby.sch.uk](mailto:hr@murraypark.derby.sch.uk)) to arrange a convenient time to visit.

Interviews are scheduled for 5 and 6 February and applicants invited to interview should arrange for references to be received in advance of the interview date.

Thank you again for showing interest in leading our school.

Yours sincerely

Dr Paul Davies

Chair of Governors

# MURRAY PARK SCHOOL

## General Information

Murray Park is a dynamic and forward-looking 11-16 mixed comprehensive school on the western fringes of the city of Derby. It is a Foundation Status school, but has a close working relationship with the local authority.

There are approximately 870 students on roll with a standard admission number of 220. The school serves the catchment areas of Mackworth and Mickleover, however we also welcome students from many areas across the city of Derby.

Our students reflect the full academic ability range and there is a huge breadth to the socio-economic status of our families. In addition to our daytime learning, we also have a thriving Adult Education programme.



## Facilities

The school has some excellent facilities with extensive grounds and playing fields. The accommodation has been added to over a number of years and is generally well equipped. In recent years we have made a significant investment in ICT. All teaching staff are provided with a laptop and we have 40 interactive whiteboards; 6 fully equipped and networked ICT rooms; A Learning Support Suite; A MAC ICT suite and 5 sets of netbooks in English, Maths, Science, World Studies and MfL

All our curriculum areas are suited with specialist facilities including a CAD/CAM room, Performing Arts Centre (Cedar Park) and a relatively new Science facility. Our Hub, supervised by a very caring and supportive team is designed to support some of our most vulnerable students throughout their lessons and during their unstructured time.

The school had a successful Ofsted inspection in June 2014 which highlighted a number of very positive features. These suggested that the school was

*'A nurturing environment where students are known as individuals and support is carefully tailored to their needs', 'That parents consider that their children make good progress' and that 'Students, including minority ethnic students, disabled students and those who have special educational needs, say they feel safe'.*

The school has had success with recent initiatives and the staff have the passion and ambition to implement the educational changes that are occurring nationally, to ensure the school delivers a good education for all students.

## School Ethos and Culture

We have high expectations of students and we encourage all students to work to achieve their target grades. We have a school dress code that all students are expected to wear. We strongly promote positive relationships, respect, tolerance and self-discipline.

Relationships and behaviour in the school are generally good and we have few permanent exclusions. We are committed to inclusion and we work with individuals that exhibit more challenging behaviour.

The school has strong policies through which it aims to ensure every student achieves the highest academic standards. We strive to provide a motivating and enriching learning environment where students develop responsibility; self-esteem and achieve their potential. There is a strong commitment in the school to continue to raise academic results further

## Teaching and Learning

Murray Park considers the professional development of staff to be an essential element of the work of the school and is committed to the development of teaching and learning for all staff at all stages in their careers. Teachers starting their first post are supported through an induction programme, including on-site mentoring, group sessions and support through the LA "Package" and the University of Nottingham as well as regular lesson observations and constructive feedback sessions.

We have also previously introduced our RQT (Recently Qualified Teacher) scheme where staff in their early years of teaching work with staff on UPS to support the further development of good practice across the school, through action research and the embedding of skills. Most recently we have established the good to outstanding programme where staff are supported in their action research to develop their ideas and share good practice by our teaching and learning team

Our Assistant Headteacher with responsibility for teaching and learning as well as our teaching and learning coaches support staff individually and also through our dynamic CPD programme which runs most weeks throughout the school year. (All staff are expected to take up their entitlement of CPD throughout the year).

Specific programmes are also offered to "Aspirant Heads of Department" and existing "Middle Leaders". A number of teachers that have taken part in these programmes have now achieved internal or external promotions. Subject specific training and development is also offered through departments, linked to priorities identified in the School Improvement Plan. Individual objectives for professional development are also an important aspect of the school policy for Performance Management.

## Pupil Care and Guidance

We believe that caring, supportive relationships help to inspire the confidence necessary for good academic and personal development. Consequently, emphasis is placed on establishing successful relationships between pupils, parents, staff and other members of the community. Our aim will always be to give the kind of sympathetic, individual attention that best promotes the welfare and progress of each pupil. We operate a horizontal year group system, which accommodates students from years 7 - 11. All teachers are expected to be form tutors and participate in pastoral support activities.

## Senior Leadership Team

The current senior leadership team consists of four staff:

Rebecca Some	Acting Headteacher
Patricia Bowler	Deputy Headteacher
Hazel Boyce	Assistant Headteacher
Robin Whyman	Assistant Headteacher

## School Day

The school operates a 25 period week. Lessons are one hour in length. Three periods are taught in the morning and two in the afternoon. Registration starts at 8.40 a.m. and students finish school at 3.00 p.m. Staff must be on site by 8.30 a.m. We have a regular briefing for staff on Mondays and Wednesdays with additional meetings normally taking place on Tuesday Evenings.

<b>JOB DESCRIPTION – MURRAY PARK SCHOOL</b>	
Job Title	Headteacher
Salary	Leadership Spine L28-34
Reports to	Governing Board

To provide effective leadership to colleagues and students in order to improve outcomes for students.

Working with the Governing Board, to develop and support all staff and manage the day-to-day operation of the school, the Headteacher will ensure that all students benefit from the highest quality education and are enabled to achieve their potential.

### **Key responsibilities:**

#### **Leading the future**

1. Raise the aspirations of students, staff and parents/carers.
2. To enthusiastically lead the school, setting high professional standards and ensuring that the school's vision is understood and embraced by staff, students, parents/carers and the wider community.
3. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
4. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
5. Welcome strong governance and actively support the Governing Board to deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher and other professional leaders to account for student, staff and financial performance.
6. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's improvement.
7. Develop leadership throughout the school, creating teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision-making.

#### **Raising standards in teaching and learning**

8. Ensure a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress in every student's learning.
9. Ensure that effective learning is at the centre of strategic planning and resource management.
10. Promote a culture of reflective learning, where all pupils can become engaged in their own learning and achieve success.
11. Ensure that there is curriculum choice and flexibility to meet the learning needs of students.
12. Implement strategies that promote the highest standards of behaviour and attendance.
13. Ensure that the school has an effective assessment framework.
14. Hold and articulate clear values and moral purpose, focused on providing a world-class education for students.
15. Create an ethos within which all staff are challenged and supported to develop their own skills and subject knowledge, and to support each other.

16. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
17. Hold all staff to account for their professional conduct and practice.

**Building partnerships and strengthening community**

18. Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
19. Develop community links including engaging with our local primary schools.
20. Ensure learning experiences for students are linked into and integrated with the wider community, making use of local business links.
21. Treat people fairly, equitably and with dignity and respect, to create and maintain a positive school culture.

**The Self-Improving School System**

22. Develop an outward-facing school that works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
23. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.

**Other Responsibilities**

24. To be fully aware of and understand the duties and responsibilities arising from the Children’s Act 2004 and *Keeping Children Safe in Education* in relation to child protection and safeguarding children and young people as this applies to the role of Headteacher.
25. To ensure that the Governing Board is aware and kept fully informed of any concerns that may arise in relation to safeguarding and/or child protection.
26. To undertake such other duties as are commensurate with the post and which may reasonably be required by the Governing Board.

This Job Description will be reviewed annually or as changing circumstances require.

Signed – Headteacher \_\_\_\_\_ Date \_\_\_\_\_

Signed – Chair of Governors \_\_\_\_\_ Date \_\_\_\_\_

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**PERSON SPECIFICATION – MURRAY PARK SCHOOL**

Job Title	Headteacher
Salary	Leadership Spine L28-34
Reports to	Governing Board

	Essential	Desirable	How Assessed
<b>Qualifications:</b>			
Degree	▪		Application form
NPQH		▪	
Qualified Teacher Status	▪		
<b>Experience:</b>			
At least two years' experience as a deputy headteacher in a secondary school	▪		Application form, interview and references
In depth knowledge of the curriculum over at least 2 Key Stages	▪		
<b>Professional Development:</b>			
A record of continuous professional development that includes training in leadership and management	▪		Application form, interview and references
Experience of supporting, training and helping to co-ordinate the professional development of colleagues	▪		Interview and references
<b>Leadership and Management:</b>			
To have a vision of the overall aims and direction of a successful school and be able to communicate these in order to inspire and motivate others	▪		Interview and references
To provide evidence of good management, which incorporates detailed planning, successful implementation and effective monitoring and evaluation of strategies	▪		
To have a good knowledge and understanding of what constitutes an effective school and have the necessary skills of leadership and management to help create such a school	▪		
Have the ability to access and analyse relevant data and to use this information to set priorities and determine school action	▪		
Knowledge of the statutory requirements and other relevant legislation relating to school leadership and management	▪		

	Essential	Desirable	How Assessed
<b>Safeguarding:</b>			
Knowledge of the statutory requirements and other relevant legislation relating to child protection procedures and safeguarding.	▪		Application form and interview
Suitability for work with children and young people; Current, enhanced DBS clearance	▪		
<b>Learning and Teaching:</b>			
Have a good understanding of what contributes to successful learning and the ability to promote the most effective teaching strategies to bring this about	▪		Interview and references
To have a good understanding of how assessment strategies are used to inform learning in order to help students make progress	▪		Interview and references
A clear understanding of what constitutes a broad and balanced curriculum that meets statutory requirements and which is sufficiently well differentiated and resourced to meet the needs of all students	▪		
The ability to help create and maintain a school site that ensures the health and safety of staff and students and which presents a stimulating and attractive learning environment for them		▪	
<b>Knowledge and Understanding:</b>			
Statutory education frameworks, including governance	▪		Interview and references
Leading change, creativity and innovation	▪		
Strategies for communication, both within and beyond school	▪		
Models of learning and teaching	▪		
Models of behaviour and attendance management	▪		
Strategies for ensuring inclusion, diversity and access	▪		
Curriculum design and management	▪		
Strategies to promote individual, team and organisational development	▪		
The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance	▪		

	Essential	Desirable	How Assessed
The wider curriculum, beyond school and the opportunities it provides for pupils and the school community	▪		Interview and references
Strategies which encourage parents and carers to support their children's learning	▪		
Ways to build, communicate and implement a shared vision		▪	
Strategic planning processes	▪		
School self evaluation processes	▪		
Building and sustaining a learning community		▪	
The impact of change and organisations and individuals		▪	
Strategic financial planning, budgetary management and principles of best value		▪	
Legal issues relating to managing a school, including equal opportunities, race relations, disability, human rights and employment legislation	▪		
An ability to assist in the management of a school budget effectively matching resources to school needs and priorities		▪	
<b>Personal Qualities:</b>			
Self Awareness: <ul style="list-style-type: none"> <li>• Emotional self awareness</li> <li>• Accurate self assessment</li> <li>• Self confidence</li> </ul>	▪		Interview and references
Social Awareness: <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Organisational awareness</li> </ul>	▪		
Self Management: <ul style="list-style-type: none"> <li>• Emotional self control</li> <li>• Transparency</li> <li>• Adaptability</li> <li>• Initiative</li> <li>• Optimism</li> </ul>	▪		

	Essential	Desirable	How Assessed
Relationship Management: <ul style="list-style-type: none"> <li>• Develop others</li> <li>• Be a positive role model</li> <li>• Change catalyst</li> <li>• Influence</li> <li>• Conflict management</li> <li>• Team work and collaboration</li> </ul>	•		
<b>Additional Skills and abilities:</b>			
The ability to relate positively with students, colleagues, parents, governors and others who contribute to the work of the school	•		Interview and references
The communication skills needed to provide clear and accurate information and well informed advice	•		
The ability to organise and manage work effectively i.e. being able to prioritise and organise tasks, make decisions, support and delegate where appropriate	•		
To have high expectations of students' learning, attainment and behaviour and of one's own professional abilities and those of colleagues	•		
Understanding of Multi Academy Trusts and willingness to develop this aspect of the school.		✓	

Requirements from confidential references:	Essential
Written reference(s) only	•
Confirmation of professional and personal knowledge, skills and abilities	•
Positive recommendation from current employer	•

## Equality and Diversity Monitoring Form

Murray Park School wants to meet the aims and commitments set out in its equality policy. This includes not discriminating under the Equality Act 2010, and building an accurate picture of the make-up of the workforce in encouraging equality and diversity. Murray Park School needs your help and co-operation to enable it to do this, but filling in this form is voluntary.

The information you provide will stay confidential, and be stored securely by our Human Resources Department. If you wish to complete the form please send this separately from your application form to HR Department, Murray Park School, Murray Road, Mickleover, Derby DE3 9LL. This form will not be used during the recruitment process.

**Gender** Man  Woman  Non-binary  Prefer not to say

If you prefer to use your own term, please specify here .....

**Are you married or in a civil partnership?** Yes  No  Prefer not to say

**Age** 16-24  25-29  30-34  35-39  40-44  45-49  50-54   
55-59  60-64  65+  Prefer not to say

### What is your ethnicity?

Ethnic origin is not about nationality, place of birth or citizenship. It is about the group to which you perceive you belong. Please tick the appropriate box

#### **White**

English  Welsh  Scottish  Northern Irish  Irish

British  Gypsy or Irish Traveller  Prefer not to say

Any other white background, please write in:

#### **Mixed/multiple ethnic groups**

White and Black Caribbean  White and Black African  White and Asian  Prefer not to say

Any other mixed background, please write in:

#### **Asian/Asian British**

Indian  Pakistani  Bangladeshi  Chinese  Prefer not to say

Any other Asian background, please write in:

#### **Black/ African/ Caribbean/ Black British**

African  Caribbean  Prefer not to say

Any other Black/African/Caribbean background, please write in:

#### **Other ethnic group**

Arab  Prefer not to say  Any other ethnic group, please write in:

### Do you consider yourself to have a disability or health condition?

Yes  No  Prefer not to say

What is the effect or impact of your disability or health condition on your ability to give your best at work? Please write in here:

The information in this form is for monitoring purposes only. If you believe you need a 'reasonable adjustment', then please discuss this with your manager, or the manager running the recruitment process if you are a job applicant.

**What is your sexual orientation?**

Heterosexual       Gay woman/lesbian       Gay man       Bisexual   
Prefer not to say       If you prefer to use your own term, please specify here .....

**What is your religion or belief?**

No religion or belief       Buddhist       Christian       Hindu       Jewish   
Muslim       Sikh       Prefer not to say       If other religion or belief, please write in:

**What is your current working pattern?**

Full-time       Part-time       Prefer not to say

**What is your flexible working arrangement?**

None       Flexi-time       Staggered hours       Term-time hours   
Annualised hours       Job-share       Flexible shifts       Compressed hours   
Homeworking       Prefer not to say       If other, please write in:

**Do you have caring responsibilities? If yes, please tick all that apply**

None       Primary carer of a child/children (under 18)   
Primary carer of disabled child/children   
Primary carer of disabled adult (18 and over)       Primary carer of older person   
Secondary carer (another person carries out the main caring role)   
Prefer not to say