



RED HOUSE
SCHOOL

APPOINTMENT OF DEPUTY HEAD &
HEAD OF THE SENIOR SCHOOL



CANDIDATE INFORMATION



WELCOME

Thank you for your interest in being the next Deputy Head & Head of the Senior School at Red House School. Red House is a special place and deserves to be supported by a passionate and talented educationalist with a vision for its future and a respectful eye on its past. Red House is a school where each individual is valued and where care and concern for others is central to our approach. The warm, friendly environment allows pupils to achieve their potential and prepares them for life beyond Red House. Our commitment to pupils and parents is embodied in our aims:

- To provide a high-quality education, within a civilised environment based on Christian values
- To provide a happy, stimulating and well-disciplined environment in which children succeed
- To encourage each child to reach their potential in all areas of school life
- To develop pupils' confidence to use their talents, skills and knowledge effectively in a rapidly changing society
- To develop a positive partnership between staff, parents, pupils and the wider community

HISTORY

Red House was established in 1929 by a group of parents wishing to provide their children with an excellent education. Parents continue to be involved in the governance of the School and currently 10 out of 14 members of Board of Governors have children in the School.

THE APPOINTMENT

Red House invites applications from well-qualified and experienced individuals with the vision, energy and commitment to assist in the further development of the School.



LOCATION

We can be found on the picturesque village green in Norton, near Stockton-on-Tees. We are in a beautiful setting yet only minutes away from the A19 and A66, providing easy access to a large part of the North. The Junior School (Nursery to Year 5) can be found in the Old Vicarage and its adjacent buildings, whilst the Senior School (Years 6-11) is on the other side of the Green, in the original 'red house'.

ACADEMIC RESULTS

Red House is academically selective. However, we still have pupils of varying ability, and we pride ourselves on the level of individual support we give. Recent results at GCSE have been as follows:

	2024	2023	2022	2021	2020
% Candidates with 5 grade 4+	100	100	100	100	100
Average number of subjects per candidate	9.2	9	9.2	8.9	9
Average number grade 4 or above per candidate	9.1	8.9	9.2	8.9	9
% Grade 8 & 9	39.9	28.7	35.2	44.4	37.9
% Grade 7 - 9	57.1	47	65	63.5	65
% Grade 6 - 9	77	74.1	82.6	82.2	84
% Grade 4 and above	99.2	99.2	99.7	99.7	100



INSPECTION REPORT

As one of the first schools inspected against the new 23/24 ISI framework, Head, Dr Rebecca Ashcroft and the Red House team with the support of Chair of Governors, Miss Victoria Duncan and the Red House Board of Governors came through the inspection with aplomb and a reaffirmation of the school's real strengths:

- High standards of Teaching and Learning
- An ethos which successfully encourages mutual respect for different groups of children
- Pupils' good mental health and wellbeing are a clear priority for the school
- A safe and happy environment, within which pupils can fulfill their potential
- An innovative and inclusive learning environment
- A wellbeing focused approach to education, where pupils' good mental health and wellbeing are a clear priority for the school
- High quality Early Years provision
- Considered and strategic leadership, governance and management
- Pupils feel safe at school, know how to stay safe online and have numerous trusted adults they can turn to if they have any concerns
- A broad and varied extra-curricular programme

We met all of the ISI standards and we are fully compliant in the following five areas:

- Leadership and Management and Governance
- Quality of Education, Training and Recreation
- Pupils' Physical and Mental Health and Emotional Wellbeing
- Pupils' Social and Economic Education and Contribution to Society
- Safeguarding



THE SENIOR SCHOOL

The Deputy Head assists the Head in the leadership and management of the school, taking full responsibility for the school in their absence. The Deputy Head oversees the efficient day to day running of the Senior School and the organisation of school events, assists in the strategic development of the school and carries out teaching duties in line with the school's schemes of work. The Deputy Head is supported by two Assistant Heads. There are approximately 240 pupils in Years 6-11.

Pupils transition from the Junior School to our Senior School in Year 6. The pupils are based in two classrooms on the ground floor which allows them to adapt to their new surroundings in the safety of their own designated area.

Pupils in Year 6 are predominantly taught by two primary trained teachers, although there is input from specialist teachers in Art, Music, Design, French & PE. This hybrid model is a gentle introduction into life on the Senior School site and leads to a seamless transition into Year 7.

Approximately 20 pupils move up from Year 6 into Year 7 and they are usually joined by about 20 pupils from a range of local primary schools. Years 7-11 is based on a model of three classes in each year.

Pupils study a broad curriculum in Years 7 to 9, including a second modern foreign language (all pupils study French). Pupils begin their GCSE courses in Year 9 in some subjects (English, Maths and Science) and they choose their options at the end of Year 9; they choose four options. Therefore, pupils usually complete 9 or 10 GCSEs, dependent upon whether they select the separate sciences or the trilogy course. Further Maths is also offered to our best mathematicians.

The School has an excellent SENCo who liaises with teaching staff on both sides of the School. Reasonable adjustments can be made to timetables for pupils with specific needs. Other layers of intervention are used to support the learning of all the pupils.

The School runs a Breakfast Club from 7.30am and Tea & Prep until 6pm. Younger children in the Senior School can also attend Holiday Club during the school holidays.



THE JUNIOR SCHOOL

Mr Simon Haywood is Head of the Junior School and the Assistant Head is Mrs Victoria Smith, who is also the Key Stage 2 Coordinator. The other members of the Junior School Leadership Team are Mr Ian Barnbrook-McKay (Head of EYFS) and Mrs Nicola Cooper (Key Stage 1 Coordinator).

There are approximately 110 children in the Junior School. We usually have one form in Key Stage 1 and Key Stage 2; the final year of Key Stage 2 is spent on the Senior School campus.

Children can attend the Nursery on a part-time basis, although we encourage pupils to attend on a full-time basis during their final term. Only full-time places are available in Reception.

The Junior School is open from 7.30am until 6pm, providing wrap around care for the children. We also run a Holiday Club which means we are open 50 weeks of the year. This is organised by the Head of the Junior School, although it is overseen by its own team of staff.

FACILITIES

The School has been on the Senior School site since the 1930s. The purchase of the Old Vicarage allowed for the expansion of the School and the Nursery, Reception and Year 1 classrooms were added at the turn of this century.

Our Senior School buildings house modern classrooms, science laboratories, a learning hub, a library and computer suite. Our Design and Technology suite is equipped with up-to-date technology, including a 3D printer, laser cutter and design software. The Junior School also has a Zen Den, an outdoor classroom and a computer suite.

Our all-weather Astroturf pitch, sports fields and sports hall allow us to offer a wide range of sports, including hockey, football, rugby, netball, tennis, cricket and rounders. We are also proud of our partnership with Norton Sports Complex and have use of their excellent facilities nearby.

Our Music School features a recording studio, rehearsal space and practice rooms.



PASTORAL CARE & WELLBEING

Red House firmly believes pupils will only learn effectively when they are in a happy place. The wellbeing of the children is a significant focus for the School and we are currently working towards the Gold award from the Carnegie Centre of Excellence for Mental Health in Schools, having received the Bronze award in July 2021.

In the Junior School, pastoral care is managed initially by the class teacher and in the Senior School, by the form tutor. Issues of significant concern are escalated to the Leadership Team and the Senior Management Team.

CO-CURRICULAR

Red House is a busy school and the children have the opportunity to take part in an extensive programme of clubs, providing them with an array of new experiences and allowing them to discover new interests and talents. Recent clubs have included sign language, performing arts, art & photography, chess, Zen Den, Minecraft, STEM, film, cooking, craft, choir, orchestra, table tennis, badminton, netball, hockey, rugby and football.

Pupils are encouraged to take part in the Duke of Edinburgh Award Scheme where they can develop their ability to work in a team, solve problems and make decisions. Pupils also develop their outdoor skills such as orienteering, map reading and navigation. All of these skills, learnt throughout the year, are put into practice in their final expedition.

We strongly believe residential visits play an important part in a child's education. A selection of recent residential visits includes: skiing in France; outward bound in the Lake District; London Theatre weekend; sports tour in Holland; and language trips to France, Germany and Spain.

Sport plays a significant part in a Red House education. The School competes against other independent schools and local state schools. We have seen considerable success and, to use a sporting analogy, we certainly 'punch above our weight'.



LEADERSHIP AND GOVERNANCE

The School Senior Management Team currently consists of:

- Head - Dr Rebecca Ashcroft
- Deputy Head (Head of the Senior School) and Designated Safeguarding Lead - Mrs Claire Thompson
- Head of the Junior School - Mr Simon Haywood
- Head of Finance & Compliance - Mr Craig Staniford
- Assistant Head (Operations) - Mr Nick Gresswell
- Assistant Head (Academic) - Ms Lara Roberts
- Director of Wellbeing & Pastoral Care and Designated Safeguarding Lead - Mrs Samantha Lindsay-Symington

There are 14 members of Board of Governors, of which 10 currently have children in the School; the Chair is Miss Victoria Duncan.



JOB DESCRIPTION

The Deputy Head & Head of the Senior School will report to the Head and, through her, to the Board of Governors.

SPECIFIC RESPONSIBILITIES

The Deputy Head & Head of the Senior School assists the Head in the leadership and management of the School, taking full responsibility for the school in her absence. The Deputy Head & Head of the Senior School oversees the efficient day to day running of the Senior School, is the whole-school Pastoral Lead and Joint Designated Safeguarding Lead (DSL), assists in the strategic development of the School, and carries out teaching duties in line with the School's schemes of work.

Strategic Direction and Development

- Assist the Head in shaping a vision and direction for the school, setting out very high expectations and with a clear focus on pupil achievement and welfare.
- Play a significant role in setting aims and objectives for the School and in formulating the School's Strategic Development Plan (SDP) along with the Head, the Board of Governors and other senior staff.
- Take responsibility for developing and monitoring policy and practice in agreement with the Head.

- Take responsibility for the annual update of the following policies: Child Protection (Safeguarding), Behaviour Management, RSE, PSHE, Anti-Bullying, etc.
- Assist the Head in ensuring that policies are kept under review and make recommendations for change to ensure that they continue to meet the School's developing needs and meet the compliance and educational quality requirements of the ISI framework.
- Inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline.
- Be an exemplar of all School policies and to actively promote the aims of the School.
- Be an excellent role model for all members of staff and for pupils in all aspects of School life.
- Provide effective leadership and management to a team/teams of staff, as agreed with the Head.
- Assist the Head in school self-review and evaluation and in the effective planning and management of school resources to secure improvements.
- Actively promote equality of opportunity by assisting the Head in ensuring the School's curriculum provides the best possible education for all its pupils, taking into account ethnicity, gender, SEND, pupils learning English as an Additional Language (EAL), and others with emotional needs that may affect learning.



- Assist the Head in the following aspects of the day-to day administration and organisation of the School, as agreed with the Head, including taking responsibility for:
 - Relationships and Sex Education (RSE) Lead.
 - Personal, Social, Health and Economic Education (PSHE) Lead.
 - The Prefect system.
 - The Carbon Neutral Group (CNG).
 - Liaison with the PTA.
 - Managing the School Counsellor.
- Take a significant role in the implementation of the School's Performance Management policy, to secure school improvement and individual professional development.
- Participate in recruitment and selection, as agreed with the Head.
- Act as the joint whole school DSL.
- Deputise for the Head in the event of absence or unavailability, by carrying out leadership and management tasks in accordance with School policy and practice.

Pastoral Lead

- As the joint whole-school DSL to:
 - Work as a senior member of staff within the School's SMT.
 - Take lead responsibility for all safeguarding and child protection matters arising at the School and providing advice and support to all staff in dealing with any child protection concerns that arise.

- Lead and manage a team of Deputy Designated Safeguarding Leads (DDSLs), to provide regular supervision and management oversight of open cases and reported cause for concern referrals by staff through the sharing of information.
- Lead and organise the weekly Safeguarding meetings with members of SMT and Heads of Year.
- Be given the time, funding, training, resources, status and authority within the School to carry out the duties of the post including committing resources, and where appropriate, training, advising, supporting and directing other staff to act to safeguard and promote the welfare of children.
- Promote and safeguard the welfare of all children.
- Be available for staff to discuss any safeguarding concerns.
- Identify training needs to ensure appropriate safeguarding training is in place for all staff and training records are maintained.
- Ensure that record keeping is timely, accurate, comprehensive and securely stored.
- As the RSE/PSHE Lead to:
 - Develop and lead a creative and inspirational RSE/PSHE programme for Year 6 to Year 11 pupils and organise its delivery, including creating schemes of work, in line with government guidelines and recommendations.



- Liaise regularly with pupils and staff to continually review and evaluate the RSE/PSHE programme to ensure that it remains current, up-to-date and relevant to our pupils.
- Advise, support and work with the staff teaching RSE/PSHE.
- Oversee the allocation of staff for all RSE/PSHE lessons.
- Be responsible for monitoring the performance and functioning of RSE/PSHE.
- Attend academic, curriculum and pastoral meetings as required.
- Organise a programme of appropriate outside speakers including evening talks for parents, where appropriate.
- Ensure that all RSE/PSHE work is in line with the School's Strategic Development Plan (SDP).
- Report to the Board of Governors on RSE/PSHE developments, as required.
- Keep abreast of current issues in RSE/PSHE and make programme changes as necessary.
- Be a member of the PSHE Association.
- Choose appropriate library books and other resources.
- Supervision of the School Counsellor.

Professional and Personal Development of Teaching Staff

- In association with the Head of the Junior School, have responsibility for the induction, mentoring and professional and personal development of the teaching staff.
- Manage the whole school budget for training and professional

development for all staff – teachers and non-teaching staff – and keep records of all training undertaken and give an annual breakdown of expenditure and courses or other development attended/achieved by staff.

- In association with the Head of the Junior School:
 - Evaluate, formulate and implement policy and procedures for the personal and professional development of teaching staff.
 - Provide professional support for all colleagues.
 - Coordinate a programme of professional support for all colleagues.
 - Identify whole school training needs and those of individuals.
- Within the Senior School:
 - Manage the induction of new staff.
 - Supervise and support new staff and their Key Stage Coordinators or HoDs throughout the first year.
 - Act as Induction Tutor/Mentor for ECTs in accordance with the ISCTip programme.
 - Support/advise Key Stage Coordinators, HoDs and new colleagues.
 - Act as tutor for other avenues of training, e.g. GTP.
 - Distribute all training information and find specific courses for colleagues.
 - Sort applications for training and development, decide if appropriate, e.g. relevant to School's SDP or Departmental Improvement plan, regulatory requirements, etc. and then authorise.



- Assist in the short listing and selection of all teaching staff applications.
- Take part in annual academic reviews of each department, with the Assistant Head (Academic).
- Address individual issues of staff effectiveness.
- Arrange, coordinate and manage suitable programmes or placements for visitors, e.g. overseas, prospective teachers, PGCE students, etc.

Teaching and Learning

- Carry out teaching duties, as agreed with the Head, providing a model of excellence for colleagues. This may include, as required:
 - Taking full responsibility for teaching of allocated classes.
 - Providing cover for absent colleagues or those released for professional development.
 - Providing in-class support for colleagues through demonstration lessons.
 - Teaching booster or 'catch up' groups as necessary.
- Undertake a significant role in maintaining a high standard of pupils' behaviour and discipline, within the framework of the School policy and supporting other staff as necessary.
- Liaise effectively with parents to ensure good relationships between school and home in order to improve teaching, learning and behaviour.
- Keep abreast of educational developments, read widely and summarise for the Head and other staff newly published educational documents

- and papers which have significance for secondary education.
- Attend meetings of the Board of Governor's Education Committee.

Marketing and Events

- Be a positive presence at parent-facing events, making our parents feel welcome and known, and leading from the front at key events, such as, Open Mornings and Prize Giving.
- Contribute to the positive promotion and marketing of the school in the local and wider community, including engagement with the national and local press where appropriate.
- Lead and contribute to the Senior School assemblies programme.

GENERAL RESPONSIBILITIES

All School staff are expected to:

- Work towards and support the School vision and current School objectives outlined in the SDP.
- Contribute to the School's programme of co-curricular activities and educational trips.
- Support and contribute to the School's responsibility for safeguarding pupils.
- Work within the School's Health and Safety policy to ensure a safe working environment for staff, pupils and visitors.
- Support and contribute to the School's drive towards sustainability and environmental education.



- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive courteous relations with pupils, parents and colleagues.
- Engage actively in the School's performance management process - assisting in the performance review of colleagues through lesson observation and the setting of teaching objectives.
- Adhere to all School policies and the Staff Code of Conduct.
- Attend meetings and contribute to the wider community of the School in ways which may be required by the Head and the Board of Governors e.g. weekly briefing, SMT, Safeguarding, etc.
- Share pastoral concerns on a need to know basis with other members of staff via CPOMS.
- Liaise with parents where necessary.
- Support members of staff in maintaining firm but fair discipline, where necessary liaising with Form Tutor/Heads of Year, before contacting parents.
- To lead by example, e.g. actively promoting mindfulness/positive mental health around School.
- Undertake other reasonable duties related to the job purpose required from time to time.

NOTES

All job descriptions for members of staff are viewed in relation to the delivery of the School's Strategic Development Plan.

Other tasks may be considered necessary by the Head in view of the changing needs/policies of the school. Some tasks may be modified, delegated or deleted as we may reasonably require in the future.



THE PERSON SPECIFICATION

The Deputy Head & Head of the Senior School is a senior leadership role that requires a dynamic, visionary, and empathetic individual, who is committed to the academic and personal growth of pupils while also managing the pastoral, organisation and strategic needs of the school.

EDUCATION QUALIFICATIONS AND ACHIEVEMENTS

Essential

- A Degree with Honours.
- Qualified Teaching Status.
- Further professional development in leadership or education, including evidence of continued professional learning.
- Extensive experience in teaching, with a proven track record of outstanding classroom practice.

Desirable

- Additional leadership qualifications, such as NPQH or similar.

KNOWLEDGE AND EXPERIENCE

Essential

- Demonstrated leadership experience, including roles such as Head of Department, Head of Year, Assistant Head, or Deputy Head.
- Experience of leading whole-school or departmental strategic initiatives and a proven experience of leading change in an educational setting.

- Proven ability to manage and support staff, fostering a collaborative and positive team culture.
- Experience in pastoral care and pupil welfare, including managing behaviour and safeguarding protocols. Knowledge of safeguarding policies and procedures.
- Knowledge, understanding and use of positive behaviour for learning strategies.
- Up to date knowledge of the ISI framework.

Desirable

- Familiarity with the independent school sector.
- Knowledge and awareness of local, national and global educational trends and issues.
- Advanced knowledge and experience in pastoral care, advanced knowledge of mental health and wellbeing programs, particularly those focused on adolescents.
- Experience in implementing or leading mental health initiatives, including training staff, promoting student resilience, and integrating wellbeing strategies into the broader school ethos, would be a strong asset.
- Knowledge and understanding of inclusion and its contribution to success for all.
- Detailed knowledge of safeguarding policy and procedures.
- Experience of being a Designated Safeguarding Lead (DSL) or Deputy DSL.



SKILLS AND ABILITIES

Essential

- Ability to inspire, motivate, and lead others to deliver high standards in both academic and pastoral aspects of the school.
- Capacity to think strategically and plan for the long-term success of the Senior School.
- Clear vision of educational best practices and how to implement them within the context of the school.
- Excellent communication skills, with the ability to engage effectively with pupils, staff, parents, Board of Governors, and external stakeholders.
- Ability to represent the school and its values with confidence, particularly in public forums and at key events.
- High level of interpersonal skills and the ability to build strong relationships across the school community.
- A deep commitment to pupil wellbeing and personal development, ensuring that all pupils feel safe, valued, and supported.
- Ability to lead and manage pastoral teams and initiatives that support the holistic development of pupils.
- Experience in leading behaviour management strategies and ensuring consistency across the school.
- Strong organisational skills, with the ability to manage multiple priorities and meet deadlines.
- Ability to delegate effectively and use resources efficiently to achieve

the school's objectives.

- A sound decision-maker, with the ability to analyse situations, consider a range of perspectives, and implement practical solutions.
- Ability to remain calm under pressure and make informed decisions in challenging circumstances.
- Strong understanding of assessment systems and the use of data to monitor and improve pupil outcomes.
- Experience in setting targets, monitoring progress, and evaluating success to continuously raise academic standards.

Desirable

- Experience in managing complex scheduling, ensuring the effective use of staff time and school resources.
- Successful teaching and leadership roles in at least two secondary schools.
- A passion for environmental stewardship and sustainability education and experience in embedding environmental education into the curriculum and/or leading initiatives, such as, Eco School Award certification, sustainability projects, or eco-friendly school clubs.
- Experience with grant writing, organising fundraising campaigns, or cultivating relationships with donors, alumni, and external partners would be an asset.
- Confidence using ISAMS and CPOMS.
- Budget management skills and efficient resource management.
- Managing a range of staffing and personnel management issues.



PERSONAL ATTRIBUTES AND QUALITIES

Essential

- High level of personal integrity and ethical standards, with a commitment to fairness, inclusivity, and respect for diversity.
- A strong role model for pupils and staff alike, demonstrating professionalism in all areas of school life.
- Ability to cope with the demands and pressures of a senior leadership role and remain focused on the long-term vision of the school.
- Flexibility and adaptability in the face of changing circumstances and educational trends.
- Passion for promoting an inclusive environment where all pupils, regardless of background or ability, can succeed and thrive.
- Collaborative and approachable leadership style that fosters teamwork and ensures all staff feel valued and supported.
- Ability to maintain a balance between being approachable and assertive when making tough decisions.
- An innovative mindset, with the ability to embrace new teaching practices, technologies, and ways of working to improve educational delivery.
- Commitment to continuous personal and professional development, staying abreast of developments in the educational sector.

Desirable

- Think outside of the box.
- Convince others of the moral imperative that we educators have in securing the futures of all young people in our care.



TERMS AND CONDITIONS

- The appointment is a full-time, permanent position
- The standard School contract will be offered
- The offer of this post is subject to successfully completing a medical declaration and an enhanced Disclosure and Barring Service check
- The Deputy Head is expected to be on call during certain periods of the school holidays and can expect to be in school before and after the beginning and end of each term

SALARY

- Salary will be agreed by negotiation

OTHER BENEFITS

- Red House participates in the Teachers' Pension Scheme
- Fee remission is offered for children of the successful candidate who pass the School's entrance assessment
- The Deputy Head has use of a laptop
- A delicious, cooked lunch is provided each day free of charge
- Parking is available on site

- Whilst accommodation is not provided, Teesside is a very affordable place in which to live. Norton is also readily accessible via road to much of the North

EQUAL OPPORTUNITIES

Red House is an equal opportunities employer and does not discriminate against applicants on any grounds.

SAFEGUARDING

Red House School is committed to safeguarding. Shortlisted candidates will be required to provide details of all unspent convictions and those that would not be filtered, prior to the date of the interview. Successful applicants will be required to undertake an enhanced disclosure by the DBS.



HOW TO APPLY

Interested candidates, who fulfil the personnel specification, are invited to contact the current Head initially for an informal, confidential discussion. They should do so by emailing Mrs Claire Bellerby: claire.bellerby@redhouseschool.co.uk.

THE APPLICATION

Applications will consist of:

- A completed application form (applications will not be considered without this), including details of three referees.
- A letter of application addressed to the current Head, Dr Rebecca Ashcroft (no more than 2 sides of A4 in font 10)

Both should be sent as pdf files and nothing else should be submitted at this stage.

Applications should be sent to claire.bellerby@redhouseschool.co.uk by 9am on Friday 6 December 2024.

THE PROCESS

- All applications will be acknowledged by email. If your application is not acknowledged, please call Claire Bellerby on 01642 553370
- Interviews will be held at School on Tuesday 10 December and Wednesday 11 December 2024. As part of the interview process applicants will be asked to:
 - teach a lesson
 - take a small group assembly/discussion on a topic of their choice
 - carry out an 'in tray' exercise
 - undertake an interview with the Head and members of Board of GovernorsIt is hoped this variety of tasks will allow candidates to show their versatility, whilst experiencing life at Red House
- The School reserves the right to amend the process at any stage. This includes making an appointment before the end of the process