



BEECHWOOD SCHOOL
CANDIDATE INFORMATION PACK
HEADTEACHER

ABOUT BEECHWOOD SCHOOL

Thank you for your interest in the post of Headteacher at Beechwood School. We firmly believe that visionary and motivational leadership is fundamental to the success of any educational institution, and our commitment revolves around fostering a culture of high expectations and continuous improvement.

Nestled within 23 acres of picturesque parkland in the heart of Royal Tunbridge Wells, Beechwood stands as a distinguished co-educational independent day and boarding school for students aged 3 to 18. Our historic campus revolves around a stately Victorian Mansion, reminiscent of Osborne House, the Isle of Wight residence of Queen Victoria, built in 1855.

Comprising a Pre-School, Preparatory and Senior School, Beechwood is a vibrant and purposeful community where a love of learning and excellence is cultivated. Our students, the focal point of our endeavors, experience a nurturing environment where their enthusiasm and passions are fostered by a dedicated team of teachers. This encouragement extends beyond the classroom, inspiring students to excel both inside and outside the classroom.

The international day and boarding community at Beechwood offers comprehensive educational experience, enriched by 23 acres of idyllic surroundings. Our curriculum, inclusive of 23 A Level subjects, spans a range from traditional subjects to creative disciplines such as Photography, Art, Textiles, Design and Technology, Drama, Music, Psychology, giving opportunity for students to delve into subjects that truly ignite their interests.

A testament to our commitment to holistic education is our Elite Football Programme. Tailored for passionate and talented footballers from Years 3 to 13, this programme offers specialised training, top-tier coaching, and opportunities for regional and national competition. More than honing athletic skills, it fosters teamwork and resilience, shaping our students into well rounded individuals.

Our Mission Statement underscores our commitment to being a vibrant, caring school deeply rooted in our values. We strive to enable every student to discover their strengths, nurturing talents within a supportive community. Emphasising spiritual and personal development, along with a sense of social responsibility, we create an educational environment that encourages creativity, flexibility, and independence of thought. Our ultimate goal is to equip our students with the values, skills, and habits of mind essential for shaping their futures in a global context.

TUNBRIDGE WELLS

Tunbridge Wells, located in the picturesque county of Kent, serves as an ideal setting for professionals seeking a vibrant and enriching lifestyle. As a candidate for our Headteacher position, it is essential to understand why Tunbridge Wells is not just a place to work, but where you can live in a thriving society.

Tunbridge Wells is renowned for its welcoming community atmosphere, blending historic charm with modern amenities, and a strong sense of public engagement. Residents enjoy a harmonious blend of urban conveniences and the tranquillity of natural surroundings, fostering a balanced and fulfilling lifestyle.

From the historic Pantiles and its vibrant shops and cafes, to beautiful parks, gardens and nearby countryside, the town provides ample avenues for relaxation and exploration. The diverse range of leisure options ensures there is always something for everyone, fostering a sense of work-life balance.

Conveniently positioned in the Southeast of England, Tunbridge Wells provides excellent transportation links, offering seamless access to London and other key destinations. This connectivity enhances the convenience of living in Tunbridge Wells, allowing residents to explore the surrounding areas easily.

Choosing Tunbridge Wells as your home is not just a geographical decision but a commitment to a vibrant and enriching lifestyle. As you consider taking on the role of Headteacher in this wonderful town, envision yourself contributing to a community that values education, embraces diversity, and offers a fulfilling quality of life. Tunbridge Wells is more than a location; its a place to build a rewarding and meaningful professional and personal journey.



JOB DESCRIPTION

SUMMARY OF THE ROLE

The Headteacher has overall responsibility for providing leadership of the school to secure its success and continuous improvement. This leadership extends to the commitment of delivering high-quality education for all students. The overarching goal is to cultivate a well-led, unified community within the school, characterised by an outstanding provision for every child, both academically and pastorally.

OVERALL PURPOSE OF THE ROLE

To provide professional, business and strategic leadership for the school in order to secure:

- Its on-going success and future development.
- High quality, rigorous education for all its students.
- Consistently outstanding standards of achievement.
- A vision that drives the school towards a bright future.

MAIN DUTIES AND RESPONSIBILITIES

Strategic Leadership and Development of the School

Work with the Chair of Governors and staff to develop and implement the strategic vision and Development Plan for the school, ensuring that it is clear and has the commitment of all school stakeholders.

The plan will include:

- How staff and students will achieve consistently excellent standards and make significant progress.
- How teacher effectiveness can be increased.
- How the school will continually develop.
- Identification of key performance targets including marketing and financial aspects.
- Determining when regular school self-evaluations take place.
- The implementation of quality assurance measures.
- Monitoring progress against the Development Plan and reporting to the Governing Body on the progress against the plan.
- Leading people and managing resources efficiently and effectively to meet the school's Development Plan objectives within the financial resources available to the school.

The Headteacher will:

- Provide inspiring and purposeful leadership for the staff and students.
- Ensure that management, finances, organisation and administration of the school supports its vision and aims.
- Monitor and evaluate the performance of the school and respond and report to the Governing Body as required.

Leading, Teaching and Learning

- Create and maintain an environment and a code of conduct to promote and secure outstanding teaching, effective learning, high standards of achievement, good behaviour, discipline and attendance to ensure that all staff and students are challenged and encouraged to achieve their full potential.
- Continue to maintain an effective partnership with parents and the wider community to support and improve students' achievement and personal development.
- Promote extra-curricular activities in accordance with the educational aims of the school.

Managing the School

- Ensure that the environment of the school is maintained to a high standard so as to develop a sense of pride in the surroundings.
- Develop a culture of personal responsibility and accountability for all students and staff.
- Maintain effective relationships with parents, guardians and carers to ensure the school continually meets their changing expectations and meets their needs, sustaining their commitment to the school.
- Select students for admission via a fair and effective admissions process.
- Promote and monitor the Continuing Professional Development of staff, including the induction of newly qualified teachers.
- Implement and sustain effective systems for the management of staff performance, incorporating performance review and target setting.



Safeguarding Children & Safer Recruitment

- Ensure the efficient and rigorous promotion of safeguarding of children in all areas of school life.
- Ensure that all posts are subject to best practice in Safer Recruitment and that both existing and new staff have regular child protection training and awareness.
- Ensure the highest standards of pastoral care are provided for all students and to ensure that staff are effective in the promotion of these values.

Strengthening Communication and Community

- Ensure effective communication mechanisms are in place between students, their parents, staff, the Governing Body and any other key stakeholders.
- Ensure that the school's ethos, values and aims are effectively communicated to students, prospective and current parents, staff, former students and the wider community.
- Promote a culture that will take account of and actively support the diversity of the school's community.
- Collaborate with other organisations to ensure the intellectual, spiritual, social, moral and physical wellbeing of all students.
- Work with the local community to share expertise and maximise the use of resources for the benefit of the students. This will include curriculum enrichment activities and the promotion and development of a range of community-based learning experiences.



HEADTEACHER PERSON SPECIFICATION

		Essential	Desirable
Qualifications	A well qualified teacher with QTS.	✓	
	Evidence of continuing professional development.		✓
	Two or more years of leadership experience.		✓
Experience	Successful teaching experience with a track record of achieving high standards.	✓	
	An understanding of the independent education sector.	✓	
	In leadership of whole-school initiatives.	✓	
	Management of successful additional revenue streams.		✓
	Successfully managing staff and parent relationships.		✓
	Familiarity with domestic and international boarding processes.		✓
Skills	First-class organisational and administrative skills, with the ability to remain calm under pressure.	✓	
	Excellent presentation skills.	✓	
	Strong analytical and problem-solving skills, combined with a proactive approach to change.	✓	
	Able to see through complex strategies from conception to conclusion.	✓	
	Able to maintain a high work rate and to juggle a range of tasks and issues at the same time.	✓	
Knowledge	A clear understanding of educational legislation, in particular regarding current safeguarding policies.	✓	
	Dealing with children from 3 to 18 years old.	✓	
	Unique aspects of boarding school life, understanding the needs and challenges of boarding students.		✓
Personal Competencies and Qualities	Personal integrity, honesty, energy, stamina and enthusiasm.	✓	
	Commitment to personal development and lifelong learning.	✓	
	Understand the leadership responsibility of running a school.	✓	

WHAT IS IT LIKE TO WORK AT BEECHWOOD?

OUR COMMITMENT TO YOU

- Accommodation
- Competitive salary
- Bursary for dependent children
- Supportive SLT and colleagues
- A hard-working and friendly staff team with a shared desire to be the best they can be
- A strong sense of community and close links with neighbouring schools
- A supportive Governing Body
- Wellness Programme
- Staff Referral Programme
- Life Assurance



ABOUT ALPHA SCHOOLS

As a member of the Alpha Schools family, Beechwood finds itself amongst excellent company and you will be working within one of the UK's largest operators of independent schools.

Founded in 2003, Alpha Schools has successfully grown to be one of the largest operators of independent schools in the UK.

Unusually, we like to keep a low group profile as we believe that each school should retain its own distinct character and history, rather than simply becoming part of a corporate homogeny. For this reason, you'll find little online about Alpha Schools.

THE BEST START FOR A BRIGHT FUTURE

Fundamentally, we feel that schools should be co-educational with a blend of the highest academic and pastoral expectations. In a nutshell, they should have a family-orientated ethos, which helps each child and student enjoy reaching their potential.

We have schools with four-month-old babies and we have schools with eighteen-year-old young adults. This means we keenly understand what is vital at each stage of learning and how best to encourage all in our care to flourish whilst realising the joy and power of education.

The group has grown progressively over the last ten years as has our reputation in the education sector. We are led by educationalists and our founder and owner is a former Headmaster. You will be part of a larger community of individually-minded schools, affording opportunities for collaboration, inspiration and challenge from your fellow senior leaders.

SAFEGUARDING

BEECHWOOD SCHOOL STUDENTS ARE ALLOWED TIME TO FOLLOW THEIR OWN PASSIONS WITHIN AN ENVIRONMENT THAT CREATES OPPORTUNITIES BOTH IN THE HERE AND NOW, BUT ALSO FOR THE FUTURE.

Beechwood School is committed to safeguarding and promoting the welfare of children and expects all its staff, including those employed by contractors, and volunteers to share this commitment. All schools will safeguard and promote the welfare of all their students, in compliance with the Department of Education's Guidance "Keeping Children Safe in Education (Department for Education September 2021)."

At the heart of Beechwood values is the recognition that promoting the welfare of children is everyone's responsibility and we all have a role to play in safeguarding children.

At Beechwood School, working together to safeguard children is best summarised as:

- Understanding that safeguarding systems should be child-centred.
- Our duty to protect children and young people from maltreatment.
- Our duty to prevent the impairment of children and young people's health or development.
- Ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care.
- Undertaking the role to enable those children and young people to enter adulthood successfully.

Beechwood School is committed to safeguarding and promoting the welfare of children. Applicants for all jobs will undergo appropriate child-protection screening including checks with past employers and the Disclosure and Barring Service (DBS) check to enhanced level with barred list (costs are covered by the school). If shortlisted, candidates are required to complete a criminal self-declaration form. This role is exempt from the Rehabilitation of Offenders Act 1974 and the Amendments to the Exceptions Order 1975, 2013 and 2020.



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