



BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

Bishop Heber High School,
Chester Road,
Malpas,
Cheshire, SY14 8JD

DEPUTY HEADTEACHER (i/c Personal Development + Culture)

Scale: L20 - L24 (£82,654 - £ 91,157)

We require from September 2026, a motivated, committed and dynamic Deputy Headteacher and leader to join this thriving 11-18 Foundation School. The new Deputy Headteacher will have the opportunity to make a significant impact on school strategic direction and outcomes, joining a team of ambitious leaders and becoming an integral part of the Senior Leadership Team.

The closing date is 9 a.m. on Friday, 1st May 2026

Bishop Heber High School is a very successful, popular and oversubscribed School situated in rural South Cheshire with over 1,300 students from Cheshire, Shropshire and North Wales.

The successful candidate will:

- be an outstanding teacher with proven leadership skills
- have a clear vision which inspires colleagues and students
- challenge expectations to raise standards of achievement and progress for all students
- have a track record of successfully leading continuous school improvement

The new Deputy Headteacher will work closely with the Headteacher and join a Senior Leadership Team of eight. You will have responsibility for a wide range of areas, both academic and pastoral across the School. The specific responsibilities will be negotiated to meet your skills, expertise and interests that are likely to include responsibilities for:

- Personal Development - fostering an inclusive and forward looking curriculum to improve outcomes and progress for all our students
- Innovation in school culture, climate and attitudes to learning
- Performance Reviews, school improvement and self-evaluation
- Safeguarding Lead (DSL)
- The school's pastoral structure
- Planning strategically for inclusive learning and teaching across the school

We are totally committed to safeguarding the welfare of young people and expect all staff to share this commitment. If successful, you will be expected to undertake a Disclosure and Barring Service (DBS) check.



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Deputy Headteacher – (Personal Development and Culture)

Range: L20 – L24 (£82,654 - £ 91,157)

April 2026

Dear Applicant,

Thank you for expressing an interest in the post of **Deputy Headteacher** at Bishop Heber High School. We enclose details of the post and an application form. Please note that your completed application form and covering letter may be submitted by post or preferably electronically via email to the School's Personnel Manager jclegg@heber.org.uk.

THE SCHOOL

Bishop Heber High School (the 'Heber') has 1,300 students, including 250 in the Sixth Form, and serves three villages and surrounding hamlets in this beautiful area of south-west Cheshire. The School is located a 20-minute car journey from Nantwich, Wrexham and Chester. It has easy access to the Wirral as well as North Shropshire. The School enjoys an excellent reputation in the locality and a large number of families choose Bishop Heber from outside the catchment area. In fact, there are over 450 students on roll who come from other parts of Cheshire, Shropshire and North Wales. In 2015 the School underwent a £5 million redevelopment of the site and there are strong community links through the School's Library and sports facilities, including a Community Fitness Suite, Astro turf pitch and outdoor Netball courts.

We are a Foundation School and formerly an International Specialist Languages College which underpins an exciting international dimension both in the School and through its curriculum.

In the main findings of the most recent Ofsted Inspection Report (November 2022), it was stated that...

At Bishop Heber High School, pupils and students in the sixth form are proud to belong to the school. There is a strong sense of community. Pupils and students are welcoming and supportive of each other, living out the mantra that states all will be happy at Heber. Leaders and teachers have high expectations for all pupils and students to succeed, both academically and personally.

The school's impressive results were reflected in Ofsted's observations that: ***Teachers have strong subject knowledge. They use their expertise to deliver the curriculum well... Pupils and students achieve well.***

OUR VISION AND ETHOS

Our vision is a School in which **Respect, Opportunity** and **Achievement** can flourish. We recognise the differences, values and beliefs of each individual yet acknowledge our responsibility to treat everyone with **respect** and courtesy, so we all feel happy and safe in our School. Bishop Heber forms the heart of the wider community, providing all its members with a central resource to enhance the quality of **opportunity**; a world-renowned, international, innovative place to learn and grow into active global citizens. Bishop Heber enjoys a positive, well-ordered and stimulating environment. We promote and celebrate **achievement** in academic study, sport, performance, creative art and community work. Bishop Heber provides high-quality and exciting teaching with support and challenge appropriate to the needs of every individual and encourages learning as a lifelong activity.

THE SCHOOL MOTTO IS... *Pret d'accomplir – Ready to Accomplish*



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THE POST

The post has arisen as a result of an SLT restructure associated with the phased retirement of Deputy Headteacher (Quality of Education) Mike Ridley Thomas, an outstanding colleague who has made an invaluable contribution to the leadership team and school community over the past 20 years. At Heber, we are a large and oversubscribed foundation school with 86 qualified teachers (75 full-time equivalent) and 85 support staff: teaching assistants, technicians, administration, finance, catering, cleaning and site maintenance. The staff at Heber is both experienced and talented, both of which are apparent in the way that they fulfil their professional responsibilities and many of the staff have worked at the 'Heber' for some time.

I believe that this post will be a tremendous opportunity for any aspirant Headteacher. The diversity of the role and the whole school strategic leadership experience is an excellent platform to take both personal and professional development to the next level.

LEADERSHIP STRATEGY (cross reference the Draft SLT Structure 2026/27)

In September 2026 the Senior Leadership Team (SLT) will consist of nine* Leaders:

Headteacher:	David Curry	(appointed 2003)
Deputy Headteacher (i/c Curriculum and Achievement):	Ursula Mort	(appointed 2020/2026)
Deputy Headteacher (i/c Personal Development and Culture):	tba	(to be appointed 2026)
Assistant Headteacher (Student Achievement – L+T/CPD):	Rebecca Abbotson	(appointed 2019/2022)
Assistant Headteacher (Student Achievement – RSL KS3):	Cathy Barnett	(appointed 2026)
Assistant Headteacher (Student Achievement – Standards):	Andrew Cummings	(appointed 2023)
Assistant Headteacher (Director of Sixth Form – RSL KS5):	Jonathan Garnham	(appointed 2022)
Business Manager:	Maura Nesbitt	(appointed 2010)
*2026/7 Leadership responsibility (i/c Timetable + Options)	Mike Ridley Thomas	(appointed 2026)

So much for the parts; the challenge now is to make the whole greater than the sum of the parts. Teamwork is very good and will be crucial in the future. You will join a team that works enthusiastically with staff, governors, parents, students, partners and agencies. We will also need to be fully committed about working with one another within the team. With such an experienced team, there is the ability to support and adjust the exact division of labour so that we can match roles and responsibilities to any candidate's strengths. Firstly, the successful candidate will be an outstanding teacher; whilst the subject specialism is not relevant to this post, the successful candidate must be able to demonstrate that they have a forensic eye and tenacity to ensure that all students get the best possible outcomes.

This new Deputy Headteacher post has two key strands namely: Personal Development and Culture - two areas which hold the key to the school's continued success. An integral part of this role is leading the whole school strategy for inclusion. Rest assured you do not have to have a SEND background. We have an outstanding SENDCo who leads the IRP day to day as well as an Inclusion Leader (Deputy DSL) and you will also be supported by a strong SLT and Year Leader / pastoral structure. Staff at the Heber work tirelessly so that our most vulnerable receive the additional support required to make the most of their potential. However, due to our geographical isolation and rural deprivation, we have to be both innovative and creative in the strategies we put in place to support our most vulnerable students. The most recent work we have done and the success we have achieved in closing the disadvantaged gap is an excellent platform to build on to ensure that disadvantaged students at Heber continue to make as much progress as their non-disadvantaged peers. This role, is quite simply, perfect for someone who knows what it takes to make the difference, never compromises on the high standards we set ourselves and can use the exceptional resources we have here at the School (namely staff) to make that happen – is that you?



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PERFORMANCE AND REPUTATION

Bishop Heber High School enjoys an extraordinary reputation in this sparsely populated and attractive area of Cheshire. This has been built, over the years, through the dedication and commitment of an outstanding leadership team. You would be joining a team that works above and beyond to ensure that our community is served by a first-class comprehensive school.

In 2025 the GCSE and A-level exam results reflected again the high standards at Heber and showed a continued upward trend over time. Although, expectations are high for the next few years, we seek to not only maintain but improve our outstanding outcomes (P8 (0.9 in 2023 | 0.72 in 2024) and L3VA (0.01 in 2025)). The leadership of Key Stage 3 will fundamentally underpin and support that challenge within the context of the new or reformed KS3 and GCSE progress measures.

Two papers give some details about School performance. The School's Strategic Development Plan (2025-2028 Summary) and our most recent examination results together enable some analysis of the reason behind good and improving standards and very good often outstanding progress in Key Stage 3, GCSE & A-level. Current priorities are clearly outlined in the School's SDP (SSDP 2025-26 Summary).

This is an excellent opportunity for an outstanding colleague to play a central and leading role in shaping the future of this successful, progressive and ambitious School. If you want to know more about the School, there is more information on our website www.bishopheber.cheshire.sch.uk

SELECTION: If having read this information, you like the sound of the School and the post; we would like to hear from you. We are looking for a colleague who has held a leadership and development responsibility at senior leadership level. We can guarantee you high quality support in your new role, committed and effective colleagues, well-motivated and imaginative students and a supportive community. In return, we will expect enthusiasm, industry, a passion for working with children and young adults as well as for your subject, and a vocational ambition. We wish to appoint an inspirational teacher and leader, who will continue to develop the ethos of fully inclusive education at Heber and who has aspirations to develop their own career beyond this post.

Application is by **Letter** and **Application Form** only. Your letter of Application must be **no longer than three sides** of A-4 (size 12 Arial font) and should **explain in at least ½ a side each of the points below:**

- Why you are applying for this post
- How you believe your experience to date has prepared you for the post
- The skills and qualities you would bring to the role of Deputy Headteacher at Heber
- Your ideas for leading and further enhancing our success culture within our school and community

The closing date is **9 a.m. on Friday, 1st May 2026** and we fully anticipate that interviews will take place during the week commencing **Monday, 4th May 2026**. If you have not received a reply to your application by Tuesday, 5th May please assume that, regrettably, on this occasion, you have been unsuccessful.

The Chair of Governors and I very much look forward to hearing from you.

SCHOOL INFORMATION

- School Prospectus 2025-2026*
- Examination Results 2023 - 2025*
- SSDP Summary 2025-26
- The Heber Way 2025-26
- Draft SLT Structure 2026-27
- OfSTED Report 2022*



The above documents marked with asterisks (*) can be found at:
www.bishopheber.cheshire.sch.uk

Mr D. A. Curry
Headteacher



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Job Specification

POST:	Deputy Headteacher (i/c Personal Development + Culture)
POST HOLDER:	To be appointed
RESPONSIBLE TO:	The Headteacher
SALARY:	L20 – L24 (£82,654 - £ 91,157)
TIME ALLOWANCE:	10 periods per fortnight (out of 50 ppf) or 8 ppf of timetabled lessons plus 2 ppf of PSHCE (e.g. assemblies)

JOB PURPOSE:

- Development of inclusive learning and teaching strategies to raise attainment and levels of student achievement, especially in Key Stage 3.
- Plan strategically (Behaviour and Belonging Framework) for an inclusive and strong behaviour for learning culture (attendance + behaviour)
- Personal Development - fostering an inclusive curriculum that:
 - Meets the needs of all students
 - Improves outcomes and progress for all our students
- Staff Development:
 - Support whole school attendance and behaviour (culture) for learning strategies
 - Support whole school reading and assessment for learning strategies
 - Support an inclusive and forward-looking staff development programme that supports improved outcomes and progress for all our students
- Performance Reviews, school improvement and self-evaluation
- To support the efficient and effective day-to-day running of the School
- To support the work of the Headteacher and Governors
- To deputise for the Headteacher in his absence.

OVERVIEW: This is a key strategic and leadership role within a team that has a shared vision and purpose. You will take specific responsibility for some management tasks (CORE). But all members of the Senior Leadership Team share a portfolio of common tasks (GENERIC). There are some tasks that do not fit naturally into the Core roles, and these will be allocated by negotiation (ADDITIONAL).

This is the way in which the team will be established and will work for the first two years. We expect there will be flexibility to rotate roles or significantly change them to meet the needs of the School, ensure a healthy mix of experience and new ideas and to create opportunities for professional development.

CORE ROLE: The core role of our DHT should be to lead:

Learning and Teaching – Enhance the school’s culture and climate for learning especially for our SEND, disadvantaged and most vulnerable students (e.g. young carers). Make a significant contribution to raising achievement for all students in the school, as measured in value added (VA) terms (e.g. P8 / L3VA) and lead Pastoral Board (Year Leader Meeting).

School Improvement through Self Evaluation – Strategic planning within SLT. To assist the Headteacher with School Self Evaluation (SEF). Leading Inclusion, personal development, behaviour and attendance (culture) utilising the school’s management information systems (CPOMs / Arbor*).



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Student Support, Care and Guidance – As the school's DSL (Designated Safeguarding Lead) ensuring students' welfare is supported and engage with other agencies whenever possible or practical. Work with all staff to ensure that high expectations of behaviour and achievement are set for students.

GENERIC ROLE: In common with all members of the Senior Leadership Team (SLT), the Deputy Headteacher will be expected to teach, monitor and support the work of named/linked Year Team/s and Subject Areas, to undertake performance reviews of up to five leaders/teachers and to sit on one of the Governing Body Committees. The teaching subject is not critical to the appointment, but the quality is! The teaching contact will be about 8 hours per fortnight. We will share out the Subject Areas for the purpose of monitoring and support once the new Leadership Team has been established. The performance reviews are likely to be with key Middle Leaders. All members of the SLT share responsibility for the daily administration and good management of the School, ranging from staff duties/patrols to line management of Year Teams and dealing with significant pastoral issues.

The Governor Committee will most likely be Resources Environment and Personnel (REP) Committee.

ADDITIONAL ROLE: The new Deputy Headteacher will also be expected to take responsibility for one or more additional functions. Declared experience, expertise or enthusiasm for any of the identified areas in SLT Structure would be a great strength: See the SLT Draft Structure 2026/27 for scope of additional responsibilities within the team. Subject oversight/responsibilities will be confirmed once the SLT is reformed.

GENERAL TEACHING: To undertake all responsibilities listed in paragraphs 50.0 to 52.1 in the Conditions of Employment in the School Teachers Pay and Conditions Document 2019.

*CPOMs / Arbor - We do not expect the candidate to be an expert in this named MIS. Full training and support for Arbor will be provided. It is a very intuitive system for users and has massive potential that we've yet to tap into fully.

If you have any questions or to seek further clarity, please contact me dcurry@heber.org.uk

Mr D A Curry
Headteacher

PERSON SPECIFICATION

DEPUTY HEADTEACHER APPOINTMENT

APRIL 2026

Criteria	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> ▪ QTS teaching qualification. ▪ Good honours degree (Graduate). ▪ Evidence of appropriate ongoing CPD. 	<ul style="list-style-type: none"> ▪ Higher qualification in education +/or management (postgraduate). ▪ NPQSL +/or NPQH 	<ul style="list-style-type: none"> ▪ Application Form. ▪ Letter of application.
Experience	<ul style="list-style-type: none"> ▪ Experience in at least two comprehensive schools. ▪ Outstanding classroom teacher. ▪ At least three years proven successful senior leadership experience. ▪ Proven track record of managing continuous school improvement in raising standards. ▪ Awareness of the latest Ofsted framework & the SEF process. ▪ Experience of using whole school data to raise standards 	<ul style="list-style-type: none"> ▪ Post 16+ experience. ▪ Curriculum and pastoral experience at leadership level. ▪ Experience of working with Governors. ▪ Experience of meeting the challenge to achieve 'value for money'. ▪ Experience of closing disadvantaged + SEND gaps (attendance/outcomes) 	<ul style="list-style-type: none"> ▪ Application Form. ▪ Letter of application. ▪ Selection process. ▪ References.
Leadership skills	<ul style="list-style-type: none"> ▪ Clear vision and ability to deliver a strategy or SSDP priorities. ▪ Commitment to the development of the school's culture and ethos (attitudes and behaviour). ▪ Commitment to develop inclusive teaching styles to meet the needs of all learners. ▪ Commitment to build and manage high performance teams (inc. Performance Reviews). ▪ Coaching and capacity-building. ▪ Commitment to fostering a partnership between governors, staff, parents and students and the wider community. 	<ul style="list-style-type: none"> ▪ High profile (presence) in school and wider community. ▪ Knowledge of TiP +/or CWaC OWoW. ▪ Awareness of how e-learning or assistive technologies can support learning. ▪ Understanding of how to successfully implement change 	<ul style="list-style-type: none"> ▪ Letter of application. ▪ Selection process. ▪ References.
Management and decision-making skills	<ul style="list-style-type: none"> ▪ Ability to think strategically and creatively. ▪ Ability to set clear and challenging targets. ▪ Ability to make and take decisions. ▪ Accountability and outcome focused. ▪ Delegation of responsibility with accountability. 	<ul style="list-style-type: none"> ▪ Ability to use data and MIS (e.g. Arbor / SMID) to inform decision-making and review and monitor progress and impact on learning for students (e.g. CPOMs). 	<ul style="list-style-type: none"> ▪ Letter of application. ▪ Selection process. ▪ References.
Communication skills	<ul style="list-style-type: none"> ▪ High level of communication and interpersonal skills. ▪ Co-operative, corporate style of working. ▪ Effective user of ICT. 	<ul style="list-style-type: none"> ▪ Understand the relationship between consultation and decision-making. 	<ul style="list-style-type: none"> ▪ Letter of application. ▪ Selection process. ▪ References.
Self -management skills	<ul style="list-style-type: none"> ▪ Ability to prioritise. ▪ Ability to work under pressure. ▪ Resilience and energy. 	<ul style="list-style-type: none"> ▪ Ability to ask for support when needed. 	<ul style="list-style-type: none"> ▪ Letter of application. ▪ Selection process. ▪ References.
Personal qualities and attributes	<ul style="list-style-type: none"> ▪ Excellent attendance / punctuality record. ▪ Adaptable / Integrity / assertive – sensitive. ▪ Clear vision of what outstanding L&T looks like ▪ Vision, ambition and high professional standards to raise achievement, attainment and aspirations for all. 	<ul style="list-style-type: none"> ▪ Humour. ▪ Awareness of and interest in the latest Interest in educational research. ▪ Aspiring to Headship. 	<ul style="list-style-type: none"> ▪ Letter of application. ▪ Selection process. ▪ References.

SENIOR LEADERSHIP TEAM (SLT) STRUCTURE 2026-2027

SENIOR LEADERSHIP TEAM (SLT) STRUCTURE 2026-2027							
Business Manager	AHT (DoS - Sixth Form)	AHT (Student Achievement - L+T / CPD)	SENIOR DEPUTY HEAD (C+A)	HEADTEACHER	DEPUTY HEADTEACHER (PD+C)	AHT (Standards B+A)	AHT (Student Achievement - RSL KS3)
Maura Nesbitt (MNe)	Jonathan Garnham (JGa)	Rebecca Abbotson (RAB)	Ursula Mort (DHT)	David Curry (DCu)	VACANCY	Andrew Cummings (ACu)	Cathy Barnett (CBa)
Strategic Direction, Vision and Values - Policy Formation							
Learning and Teaching / Standards							
Day to Day Management Attendance (admin) Examinations (admin) Statistical Returns MIS* / Arbor* Transport Critical Incidents	Student Achievement Post 16+ (RSL KSS) Timetable UCAS Oxbridge ICT Network / Website Options Enrichment KSS WEx / Careers	Student Achievement The Heber Way Strategy Lead CPD Workload Staff Wellbeing Feedback*	Curriculum + Achievement (SEF) RSL KS4 + 5 Curriculum* Examinations L2 / BTEC QA Assessment + Recording (A, R + R) KS4 5 Options* AP RTTs WRL Critical Incidents	School Improvement / Leadership Self-Evaluation (SEF)* SSDP / SIA Ofsted Staffing (R+R) DfE / LA Remodelling Critical Incidents*	Personal Development + Inclusion (SEF) RSL KS3* Behaviour* Attendance DSL (Designated Safeguard Lead) Disadvantaged (Pupil Premium) WRL / WEx / Careers Critical Incidents	Student Achievement Attitudes to Learning (habits) Ready to Learn Attendance* PSHCE* Enrichment (OoHL Activity Week)* Homework / feedback	Student Achievement RSL KS3 KS 2/3 transition More Able + Talented (MAT)* PSHCE Enrichment KS3
Assemblies, Duties and Contracts							
Budget* Support Staff Management Premises / Site (PDP)*/DFC Contracts EVC (Evolve)* Duties (inc lunch supervision)	Sixth Form Year Leaders Mtg. L3 Examinations Sixth Form Prefects Sixth Form Target Setting L3VA	Subject / Year Leaders Mtg. Reading Strategy Library*	Deputising for Headteacher Subject Leaders Mtg.* Examinations* Admissions* (in-year) DfE / SMiD - / CATs Calandar Group EVC (Evolve)*	Budget Personnel Contracts* Admissions Trust Fund	Deputising for Headteacher Year Leaders Mtg.* Pupil Premium* (Disadvantaged) Inclusion (IRP) / CPOMs School Council / Charities Student Voice	Attendance + Behaviour (Arbor) Year / Subject Leaders Mtg. EWO Homework* TT (9-11) Cover Manager (supply)** Calendar Group	Secondary Ready Programme Subject / Year Leaders Mtg. Admissions Homework TT (7/8)
Discipline, Attitudes to Learning, PSHCE & Safeguarding							
Adult Protection Officer FSM / Bursary Fund* Senior Information Risk Owner (SIRO)	Sixth Form* EMA / Bursary Fund Futures Mtg. 11 + 13	Year 10 Catch-up Reading SACRE	Year 11 + Sixth Form Child Protection (DDSL) Assembly*	Whole School Adult / Child Protection (DDSL) Exclusions	Year 9 Child Protection (DSL)* Assembly (inc Harvest)	Year 11 Role of the Tutor (DDSL)	Year 7 + 8 Transition
Appointments / Contracts							
Book Fund* Trust Fund* Library					SEND		
Performance Management							
Personnel CPD / P. Mgt - Support Staff Health + Safety (inc Transport)	Learning and Teaching L3VA (LAT) Digital Transformation (inc. AI)	Learning and Teaching ECF / RQT / ITT / School Direct SARs (Scrutiny of work)	Learning and Teaching Data Analysis SARs*	Personnel Career Stage Progression SARs (RAPs / SEFs)	Learning and Teaching Performance Review Cycle	Learning and Teaching SARs (Scrutiny of work)	Learning and Teaching
Outreach and image forming							
Community Use / Buses* FoH (PTA) S&G Leisure Facilities (inc AWP) Catering / Cleaning	Website / Media / Publicity 16+ Funding (EFA)	Media / Publicity / Newsletter Cheshire TSH (ITT)* Staff Induction	ATC / CCF BREIP Buses	Media & Publicity BREIP* ATC (President)	Outside Agencies (IRP) Teaching School Hub (TSH) DofE tbc	Homework (work scrutiny) Parents' Evenings (PEv) / Feedback STEPS (inc. Home-School Agreement) Detentions	Media BREIP / Transition Student Feedback (Questionnaires) Parent Forums
Gov Body Resources, Environment & Personnel (REP)	Student Progress & Achievement (SPA)	Student Progress & Achievement (SPA)	Student Progress & Achievement (SPA)	Resources, Environment & Personnel (REP)	Resources, Environment & Personnel (REP)	Student Progress & Achievement (SPA)	Student Progress & Achievement (SPA)

* = SLT Lead member within shared responsibility

** Two-year cycle

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GOVERNOR APPROVED - School Strategic Development Plan (SSDP) 2025-2028

Pret D'accomplir - Ready to Accomplish

We have an awful lot of 'stuff' going on in schools that is getting in the way of our core business: teaching and learning. It's time to take a hard look at this 'stuff' and decide whether all of it is really necessary... Getting back to essentials is not easy, it takes real discipline. But it is worth it. ***'The main thing is to keep the main thing the main thing.'***

Mary Myatt 2021

The Leadership of Bishop Heber High School is committed to school improvement through self-evaluation and has identified through rigorous self-evaluation with stakeholders the areas where there is capacity for improvement using the four sections of the last ASCL Ofsted School Evaluation Form (SEF) as a tool (see below).

SCHOOL'S CONTEXT

1. Inclusion
2. Curriculum and teaching
3. Achievement
4. Attendance and behaviour ('culture')
5. Personal development and wellbeing
6. Post 16 provision
7. Leadership and governance

Safeguarding will be exempt from the five-point grading scale. Instead, schools can expect to receive a 'met' or 'not met' grade for this area.

Ofsted's new **Education inspection framework (EIF)** (click here) will use a five-point scale to grade different areas of a provider's work - this information will be published in an inspection report card. From November 2025, there will no longer be an overall effectiveness grade for any provider inspected under the framework. Inspections and grading process focus on two things: key strengths, from which other providers can learn intelligently, and priorities for improvement.

The School Strategic Development Plan 2025-2028 and Subject Area RAPs will have the three strategic intentions (SI's) to improve the outcomes for students at Bishop Heber High School.

Exceptional
Strong standard
Expected standard
Needs attention
Urgent improvement

<p>Exceptional (highest quality provision): an evaluation area can be graded 'exceptional' when all the strong standards have been met and if it meets all the additional standards in the 'exceptional' section of the toolkit.</p>
<p>Strong standard: an evaluation area can be graded 'strong standard' when all the expected standards and all the strong standards have been met.</p>
<p>Expected standard: an evaluation area can be graded 'expected standard' when all the standards are met – this includes meeting the legal requirements and the expectations set out in statutory guidance, as well as the professional standards required of the particular type of provision, where these apply.</p>
<p>Needs attention: an evaluation area can be graded 'needs attention' when the 'expected standard' has not been met because some aspects of provision are inconsistent, limited in scope or impact and/or not fully meeting the legal requirements.</p>
<p>Urgent improvement (lowest quality provision): an evaluation area can be graded 'urgent improvement' when it needs urgent action to provide a suitable standard of education and/or care for children and learners. (see note 5)</p>

Strategic Intent 1 (Excellence)	<i>Maintain a high expectation and success culture with a relevant curriculum to meet the needs of the individual student, utilising the most up to date strategies and technologies to achieve improving standards, inclusion and excellence in learning</i>
Strategic Intent 2 (Leadership)	<i>Build up Leadership at all levels, with highly skilled improvement driven staff committed throughout to self-evaluation and review in a School having an excellent capacity for sustained improvement.</i>
Strategic Intent 3 (Culture & Community)	<i>Link home and School through the sustained development of a strong learning culture and community to achieve responsible, well-behaved, healthy, self-motivated students whose progress is closely tracked, who are partners together with parents and teachers in their own learning.</i>

SLT (LG = Leadership Team)
QFT – Quality First Teaching

Mtg. = Meeting, Mgt. = Management,
Arbor = Attendance + Behaviour Mgt. System

AfL = Assessment for Learning, 1-2-1 = One to One Mtg. RAP = Raising Achievement Plan THW = The Heber Way
YL = Year Leader SL = Subject Leader TIP – Trauma Informed Practice Blue = Ofsted Green = own AFIs

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GOVERNOR APPROVED - School Strategic Development Plan (SSDP) 2025-2028

Pret D'accomplir - 'Ready to Accomplish'

School Strategic Development Plan (SSDP) PRIORITIES FOR 2025-26 (specifically...).

Strategic Intention 1 – create a high expectation and success culture... to achieve improving standards, inclusion and excellence in learning

- ☑ Exceptionally high standards in the curriculum and teaching is sustained... and securely develops the knowledge and skills needed to be successful.
 - ☑ Maintain an ambitious, responsive and inclusive curriculum for all students to ensure outstanding outcomes for all students (A8 ≥ 5.8 / Aps ≥ 40+ / B+)
 - ☑ Teaching is adaptive informed by high quality feedback (inc. whiteboards) that supports student progress over time
 - ☑ Inclusion: Continue to close the gap by raising the standards achieved for identified areas (e.g. A*/A, 7+ Upper Ability | 5+ 'strive for five' | Reading | SEND Disadvantaged) to match that of their non- SEND / non-disadvantaged peers) through targeted high-quality CEGs, teaching and interventions
- ☑ The attendance and behaviour of students give them the greatest possible opportunity to achieve positive outcomes (e.g. P8 ≥ +0.7 and L3VA ≥ +0.2)
 - ☑ Challenging the pockets of underachievement inc. poor behaviour and attendance so all students are in lessons and learning to improve students' outcomes
 - ☑ The Heber Way sets high expectations and fosters a culture of RESPECT - Ground Rules reinforce Ready to learn (CORE 4) and permeates all lessons/activities
 - ☑ ALL students' needs are met in lessons through adaptive teaching and trauma informed practice building of resilience in all students (especially EBSN)

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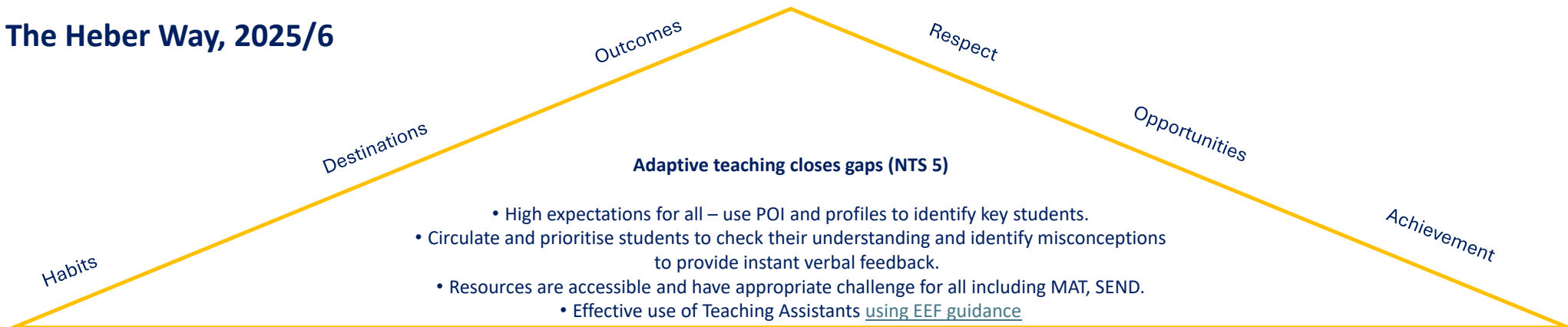
Strategic Intention 2 - Build up Leadership at all levels...

- ☑ Exceptionally high standards of leadership and governance provide a positive impact on all its students - accountable at all levels.
 - ☑ The Heber Way is rigorously quality assured so that progress over time for all subjects is exceptional from Year 7 to Sixth Form (meet or exceed Target Grades)
 - ☑ Maintain recruitment of students into Year 7 and Sixth Form and improve retention of students in Year 9-10 and Year 12-13 to support staffing + curriculum offer
 - ☑ Performance Reviews link explicitly to The Heber Way and Teachers' Standards so outstanding staff subject knowledge leads to progress for all students
- ☑ CPD – Accountability (evidence-informed CPD linking clearly the teacher's PR and Subject Area RAP) – IMPACT – positively on staff wellbeing and outcomes
 - ☑ Welcome scrutiny from all sources (SIP/SARs) to develop + share expertise throughout all phases & identified priorities to improve quality of education further
 - ☑ Embed a culture of self-improvement at all levels (all staff & students) through forensic analysis followed by using well-chosen evidence-based practices WalkThrus) linked to our identified priorities in The Heber Way (esp. culture, assessment and reading)

Strategic Intention 3 – Link home and school through a sustained development of a strong learning culture and community...

- ☑ The Personal Development and wellbeing of every student really do matter because 'happy, healthy and safe' students will thrive and achieve positive outcomes
 - ☑ Improve communication to ensure the links between Heber and home as well as employers (MAT / careers / apprenticeships) inc. on/offline safety
 - ☑ Extend and enrich the learning experience with homework routines that prioritises, reinforces, and/or extends learning and learners to become more independent inc. improved engagement in revision and use of online platforms (e.g. Seneca | GCSE Pod | use of AI) and understand importance of meeting deadlines
- ☑ The Form Tutor enhances the personal development, wellbeing, attendance and behaviour (culture) of all their tutees
 - ☑ Engage and build deeper relationships with students and families (especially vulnerable and/or disadvantaged), leading to improvement in their outcomes (e.g. attendance / destinations / progress and well-being, learning habits and no reading-age gaps in all key stages)
 - ☑ The Personal Development curriculum is embedded across the whole curriculum. It is inclusive, age appropriate and promotes Heber Values, ensuring students respect themselves, others and embrace differences and diversity, ultimately students are exceptionally well prepared for current and later learning, and for future success.

The Heber Way, 2025/6



Curriculum (NTS 3+4)

Ambitious | Inclusive | Responsive

- Expert teacher knowledge informs curriculum and lesson planning.
- ‘Do Now’ activity at the start of every lesson to revisit and review learning.
- **Oracy:** Check for understanding (p.96), ‘Say it again, say it better’ (p.98). Metacognitive talk (p.82).
- Knowledge organisers are used for quizzing.
- Establish homework routines to develop learning habits and support student progress.

Assessment and Feedback (NTS 6)

- Effective questioning assesses knowledge, misconceptions and progress: no hands up, think-pair-share, mini whiteboards.
- **Feedback that moves forward (p.104)**
- Written feedback has a clear target that the students action. S= Strength, T = Target. **Feedback as actions (p.106)**. Allocate time for students to improve their work in **green pen**.
- **Rehearsal and performance (p.118)**
- Use data to inform planning and interventions.

Academic Reading and writing (NTS 3 + 8)

- **Plan for reading (p.60)** by choosing appropriate texts for students’ reading abilities.
- **Deliberate vocab development (p.72)**. Pre-teach vocabulary for reading comprehension (tier 2 and 3)
- **Independent learning and pre-reading (p.148)** for homework to develop a love of reading and wider knowledge.
- Plan extended writing with scaffolding.

Culture- no compromise on high standards (NTS 1,2 +7)

- **Establish positive relationships (p.36)** by being kind, trauma-informed and assertive (POIs).
- Rehearse routines: Own the doorframe by meeting and greeting students and circulate the classroom. Ensure silence for teacher talk and to promote positive independent learning. No opt-out. Role model the behaviour you want to see.
- **Choices and consequences (p.46)** to promote excellent behaviour (B&B framework). Positive affirmation, use merits to award excellence, resilience and consistency.
- **Establish your expectations (p.38)** through routines and habits. **RESPECT:** Ready: arrive for school and lessons prepared to learn-on time, in the correct uniform and with the right equipment. **Environment:** Keep the school environment safe, clean and pleasant. **Sensible:** Be sensible and think before we act. **Polite:** keep unkind words to ourselves and behave considerately. **Equality** accept and celebrate difference. **Cooperation:** follow instructions first time. **Treat** others with respect, as we would want them to treat each of us.