



ADCOTE SCHOOL

Candidate Brief for Deputy Headteacher



Welcome

It is my pleasure to welcome you to Adcote School, a 6-19 Independent School in the Heart of Shropshire. As an all-girls school, we specialise in nurturing the female leaders of the future, using our substantial knowledge to inspire and challenge them. Adcote has an impressive track record of success; we develop happy, well rounded, confident girls, who excel in maths and science and achieve in both the sports arena and the classroom. Our rigorous assessment and intervention programmes ensure that all students reach their full potential, making us one of the top independent schools in the UK for adding value to academic potential; translating student performance into top grades.

Adcote is a journey through childhood. We have developed through our CLEAR learning programme an innovative, ground breaking education which puts the girls at the centre of everything we do. We offer our girls the chance to thrive; to be free from stereotypes and shine in all areas. Our curriculum is tailored to the needs of the girls and recognises and encourages changes in technological advances. We incorporate technology to support our educational vision and balance between traditional and contemporary skills. It is our aim to give our girls the very best opportunities and experiences on offer. I am particularly passionate about the wider learning experience of our girls. We are more than just a school... we mould lifelong memories and friendships and empower and develop all of our girls so they can go on to be, whatever it is they choose, with no limitations. We pride ourselves on knowing every girl individually and putting our girls first. We are an intentionally inclusive school – our students talk to us about any issues they may face and we nurture and develop young women's voices. We encourage them to learn to fail in a safe environment and grow stronger as a result, building grit and determination to succeed. It is a privilege to serve such wonderful girls and watch them blossom into incredibly confident young ladies.

At Adcote, we celebrate the unique characteristics of each individual and enable our girls to flourish in a friendly, safe and supportive environment. We relentlessly challenge and inspire each other to maximise and meet our potential. We cultivate lifelong learners and then celebrate academic and sporting success, but Adcote is so much more... we develop the whole child. We emphasise the importance of creating a caring environment, in which our girls can be happy and engaged in the learning process; where their physical, social and emotional wellbeing is invariably and unquestionably supported, whether that be as a day student or a member of our boarding family. There is high value placed on learning through enquiry which engages, energises and enthuses our girls to participate actively in their learning process and provides our girls with the most challenging and rewarding experiences available. We discover the brilliance of every child and build on this through our core CLEAR values.

Our girls' leave with outstanding results; a love of learning, confidence, a wide unwavering friendship group and a firm CLEAR value system that prepares them to embrace the challenges life throws at them in their future endeavours. Our Adcote graduates have an excellent record of academic success and study at the world's most renowned universities, in a wide range of faculties and specialisations. Over 80% of our Sixth Form access their first-choice universities, including Oxford and Cambridge. We allow our students an enviable breadth of choices for their post 16 and post 18 future studies and ensure global opportunities for their future professions.

I look forward to meeting you and warmly invite you to see for yourself the amazing learning taking place at Adcote School.

Victoria Taylor
Headteacher BA(Hons), MA, NPQH, NPQEL

Adcote School is a non-selective independent Boarding and Day School for Girls aged 6 to 18 that delivers strong academic results through highly personalised learning and pastoral care within a small, friendly school setting. The school aims to provide a supportive yet demanding learning environment and is renowned for building confidence through its nurturing environment.

Adcote was founded in 1907 by Amy Gough, moving to its current location in 1927. The school is housed in a Grade 1 listed building surrounded by 30 acres of Parkland. The school is located 6 miles north of the historic town of Shrewsbury, which has good road and rail links with Birmingham, Manchester and London. We welcome students from across Shropshire, with a small number coming from further afield. The school also has a number of international students, with 16 nationalities represented in school at the moment. Thus, the school has a vibrant and inclusive atmosphere. At present, there are 225 students on roll. The main points of entry are Years 2, 7 and 12, although girls can enter the school at other times throughout the year. 70% of students are day pupils with the remaining 30% being either full or weekly boarders.



Adcote has a family feeling, offering an education which is tailored to meet individual needs. We foster a sense of self belief and encourage all girls to be confident. Staff know the girls' well and this enables all talents and abilities to be recognised, encouraged and developed. Our girls feel secure and well supported in their learning.

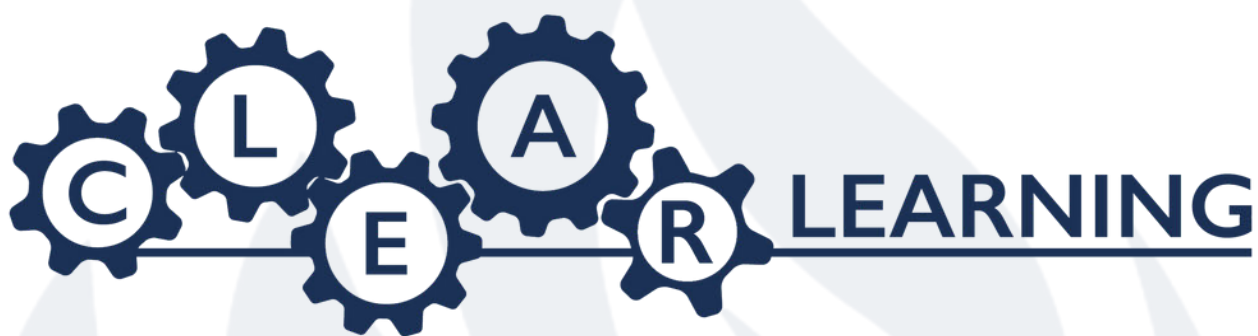
Examination outcomes are strong at both GCSE and A level. Value added statistics against national benchmarking data are impressive and in 2023 100% of our students were accepted by their university of choice. In 2023 we achieved 84% A* - A at A Level in at least one subject.

Our facilities include an air-conditioned sports hall where most sports are taught, tennis courts and beautiful large grass areas. We have two Boarding Houses: Norman, which takes boarders aged 7-15 and is housed in the main building, and Aston, a purpose built Year 11 and Sixth Form centre which has twin bedded, ensuite rooms.



We have a character-building programme called CLEAR Learning. The aim of the programme is to build five key traits in all our students, namely confidence, leadership, engagement, achievement and resilience.

The CLEAR Learning programme is central to our ethos and curriculum, its delivery being underpinned by termly whole school Challenge Days. It has been popular with both students and parents and has been a leading contributory factor to the school's recent growth in numbers.



PREP SCHOOL

Our Prep School provides the perfect foundation to nurture and develop young girls. Our emphasis on traditional values, means that our children are educated in a safe and homely environment where a passion for learning is born. Our younger students follow age appropriate activities to secure the core values of the CLEAR Learning programme and their progress in the key areas of confidence, leadership, engagement, achievement and resilience are explicitly reported in their written reports and at their parents' evenings so that parents have a clear understanding of how their daughters are developing as young people, not just how they are performing in their lessons.

Students who are most able are fully stretched, heard and academically challenged. Their love of learning and their curiosity are encouraged. Those children who need extra help will receive it in a kind and supportive manner, in an atmosphere of care and respect. From a young age, our girls are encouraged to overcome their fears and to "have a go". Our approach means that we have a strong reputation for uncovering hidden talents.

Our Prep School caters for girls from Year 2 to Year 6. The school is very much part of the main school, so our younger students have all the advantages of seeing truly positive role models in our older girls.



SENIOR SCHOOL

Our Senior School caters for students from Year 9 to Year 11 and takes girls through their critical GCSE years. The ethos of consideration and personal attention is carried on from our Prep School into our Senior School. As we know all our students really well, we can offer individual, tailored support regarding their learning and provide knowledgeable advice on career choices including guidance on A level subjects. Throughout their academic journey, we monitor our students closely, tracking their grades against their data, making sure that they are all fulfilling their potential, intervening when extra support is needed.

Small classes mean that our dedicated teachers are able to address girls' needs and friendly relationships mean that girls are not afraid to ask for advice if they need it. Additionally, the Senior School brings new opportunities for the girls to develop their skills and become the person they want to be. Combined Cadet Forces, Duke of Edinburgh, LAMDA, debating and Wayfarers all ensure that girls have the confidence and vision to succeed, as well as the organisational skills and resilience they will need to plan for success.

Our exemplary pastoral care, with sympathetic and understanding specialists, means that girls flourish and our strong Personal, Social and Health Education programme supports them as they make their way into adulthood. With growing maturity, we are able to make sure that they have a broad and sensitive understanding of the world they are entering once they leave the security of school. They develop a healthy sense of perspective that helps them in making crucial judgements. We encourage them to play a full and constructive role in society and they have a strong sense of civic duty. Thus, our students leave us as well-rounded, capable and well-qualified young women.



SIXTH FORM

The Sixth Form at Adcote provides the bridge between school and the outside world, whether that's university or employment. It is a time for girls to develop their interests and challenge themselves as young adults as they approach the next important stage of their lives.

Success at A level naturally forms a central focus of students' time in the Sixth Form.

The majority of our students choose to follow three linear A levels. A small number of girls will take four subjects at A level. We offer a broad and challenging array of different A level options, together with a small number of BTEC courses.

Our small size tutorial classes not only offer a taste of the teaching style at university but also mean that as in other areas of the school, personal attention is high. This becomes increasingly important as girls make their plans for their futures.

Almost all of our girls choose to go onto university but the application route can be tricky to navigate. However, our girls receive individualised UCAS & Careers support, including Oxbridge and USA Universities guidance and preparation. Our Personal Statement workshops are followed by one to one advice and support from experienced practitioners so that applications made by students are the very strongest they can be.

Sixth Form at Adcote brings other opportunities too:

Girls will also be offered the chance to complete the Extended Project Qualification, this offers girls the opportunity to complete studies on a topic that is of particular interest to them and, is popular with universities as it can give them a valuable insight into the student's interest.

Our Sixth Formers play an important part in making our school the warm and inclusive school that it is. They are valued and cared for. This promotes excellent emotional well-being in them and this, together with their academic excellence, means that Adcote Graduates leave us as well educated and balanced young women who have all that they need to be happy in their futures.



There is a vibrant extra-curricular programme across the entire school which enriches all students' educational experience and enables them to try out new things, develop their talent, leadership skills, teamwork and resilience.

Adcote School is proud of its reputation of excellence in Art, Music and Drama, subjects which have truly thrived over the past years, and we are incredibly proud of the girls' achievements in all areas of performance.

We pride ourselves on producing polished and professional in-house performances and we always have fantastic responses from our audiences. Musical productions over the last few years such as "Grease " "Sister Act" and "Billy Elliot" have been ambitious and impressive.

Almost half the girls in school have individual instrumental or singing lessons and the girls enjoy string groups, a rock band, orchestra and informal concerts.

Adcote offers a wide range of activities including horse riding, music, dance, debating, stem club and many more. Many activities are connected to the CLEAR Learning programme and our staff deliver these activities with skill, passion and a knack for developing core skills. When girls reach 6th Form they have the opportunity to learn how to drive - truly building skills for life.

Sport

For a small school, Adcote punches well above its weight in competitions and has a strong reputation for success at both a local and national level.

Gymnastics has an outstanding reputation at Adcote and is at the forefront of the school's sporting achievements, being national winners at the ISA gymnastics competition. Additionally, the school excels in athletics with success gained at regional and national events. We also have pupils who have displayed extreme talent and succeeded in national championships, meaning that they have been good enough to train with professional teams.

In addition to our competitive sport, we also cover a range of sports in PE lessons and activities, with a focus on learning skills but also allowing the girls to engage in sport for fun: dance, badminton, basketball, hockey, netball and volleyball are a few of the activities that are available.



Adcote is a full termly boarding school, with a happy mixture of British girls and International students. Our 'home from home' boarding houses welcome girls from age 7-18 and we offer full and weekly boarding in a safe, caring, friendly and disciplined environment in a school where privacy and independence are respected, and where the girls can enjoy companionship, fun and a lively programme of boarding activities.

The Head of Boarding and her team provide the care, comfort and support which are so important for the girls' wellbeing and success, nurturing and guiding the youngest boarder through to the maturity of the Sixth Form student. Many of the staff at Adcote have been boarders themselves so have a real understanding of boarding and can empathise with the girls.

At Adcote, the boarding team aims to create a homely environment where girls can relax. They will find constant help and support from them, and fellow boarders are invaluable in helping girls to succeed. True friendships and support systems are forged that often remain strong for the rest of their lives. We have a strong sense of both family and traditional values in the boarding house.

By encouraging self-discipline and a sense of responsibility, we seek to promote good self-esteem and assurance. In the Sixth Form, girls enjoy supervised independent living, encouraging them to mature and enabling them to move on at the end of Year 13 with confidence.

Depending on availability, girls are welcome to stay in the boarding house for occasional nights. Ad-hoc boarding arrangements respond to the occasional need for overnight stays, such as involvement in a school drama production, a birthday celebration, or for when parents need to be away from home for a particular reason.

We are accredited for the Forces Continuity of Education Allowance and are members of the Boarding Schools Association (BSA), Independent Schools Council (ISC), Independent Schools Association (ISA) and Girls' Schools Association (GSA).



Are you a passionate, experienced, qualified and enthusiastic Assistant Headteacher or existing Deputy Headteacher, who places students at the heart of everything you do? Adcote School is a 6 – 19 school and part of the IQ Education Group. We invite applications from qualified teachers who share our vision for delivering World Class education.

This is an outstanding opportunity for the right candidate to take a pivotal role in driving the future of our School. The successful candidate will have enjoyed a range of experiences to date that will have prepared them for this role. They will be an outstanding teacher and leader, who can demonstrate a track record of raising standards and importantly, being child centered and able to inspire young people to be the best that they can be. The successful candidate will have the highest expectations for both the young people, staff and our wider community, underpinned by our school ethos and mission and aligned with our values.

If you want to work in a School where you can make a real difference to young people, whilst working within a partnership of Schools, committed to cooperation and collaboration to unlock talent and fulfill potential, then this post is just right for you. In return you will be supported and encouraged to develop further and enjoy a long and rewarding career working at Adcote School.

We are looking for someone who:

- has vision, energy and enthusiasm for teaching and learning
- is proactive, innovative and focused on student outcomes
- is an inspirational, ambitious teacher with excellent communication and interpersonal skills
- has a proven track record of delivering and shaping high quality outcomes for young people
- is an advocate of partnership working and community engagement
- is a highly effective classroom practitioner with excellent student outcomes and high expectations of all learners and professionals
- has an appreciation for and commitment to broadening the experiences of young people

In return we can offer:

- the opportunity to work in an excellent School with a talented and committed team of staff
- a dynamic and thriving student body who deserve the best
- the support and shared purpose of SLT and IQE
- a competitive salary
- excellent career opportunities and access to a comprehensive programme of professional learning and development
- national networking opportunities
- a commitment to your own professional development

To provide professional leadership for adults and children on a day to day basis in partnership with the Headteacher, ensuring that the vision and values of the School are consistently applied.

- Contribute to the development of provision. Have oversight of curriculum standards and progress. Take lead responsibility for the Quality of Education that ensures that every child receives an excellent education and achieves high standards as set by the Headteacher.
 - Be accountable for leading, managing and developing the provision of Teaching and Learning across the School.
 - Maintain and/or raise standards of student attainment and achievement across the School and all key stages and to monitor and support student progress to achieve high standards of progression and achievement.
 - Be accountable for student progress and development within the School.
 - Contribute effectively as a member of the leadership team to the development, consistent implementation and evaluation of all policies and strategies.
 - Ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for all students.
 - Develop and enhance the teaching and learning practices of all staff.
 - Effectively manage and deploy teaching/support staff, financial and physical resources to support aims and aspirations of the School.
 - Monitor and support the overall progress and development of students as a member of the Senior Leadership Team.
- To provide professional leadership for children on a day to day basis in partnership with the Senior Leaders and the Headteacher, ensuring that the vision and values of the School are consistently applied.

Core Responsibilities:

All teachers must fulfil the DfE Teacher Standards at all times. The post holder will model good practice in all aspects of classroom practice. The post holder will model good practice in all aspects of classroom practice.

- Assist the Headteacher in the effective day to day management of the School, demonstrating high expectations of all.
- In the absence of the Headteacher, undertake any professional duties of the Headteacher.
- Support the work of the Advisory Board, including attendance at meetings.
- Support the Headteacher in the development of staff and student policies and procedures.
- Support the Headteacher to:
 - develop the School's vision and values.
 - provide the strategic direction to support the development of an outstanding School.
 - lead and manage staff well whilst deploying staff and resources efficiently and effectively.
 - ensure students enjoy a high quality curriculum and outstanding teaching and learning experiences.
 - Raise levels of attainment to secure outstanding progress for all learners.
 - Enhance skills through rigorous, effective self-evaluation and appropriate professional development.
 - Undertake any other tasks as reasonably required by the Headteacher.

Leadership: Vision and Values

- Assist the Headteacher in translating the vision of the School into agreed objectives and operational plans.
- Take lead responsibility for policy development and implementation in agreed specified areas.
- Lead by example, providing inspiration and motivation, and embody for the students, staff, parents and wider community the vision, purpose and leadership of the School.
- Be committed to safeguarding and to promoting the welfare of all young people.
- Ensure equal opportunities for all.
- Assist the Headteacher to develop a culture and environment in which young people thrive and to drive innovation.
- Drive up educational standards, promote life-long learning and continually improve outcomes for all.
- Lead and contribute to an ethos in the School where wellbeing and respect are at the heart of everything we do and each student is valued and nurtured to develop personally and educationally.
- Ensure the effective operation of School self-evaluation systems as appropriate, and produce reports as required.
- Identify and take appropriate action arising from evaluation, setting deadlines and reviewing progress on actions taken.

Strategic direction and development

Within the context of the Schools aims and policies, senior leaders are accountable for the development, implementation and review of policies, plans, targets and practices. These are defined in a summary of responsibilities. Members of the Leadership Team are expected to have the knowledge, skills and expertise to provide the guidance and direction to support teams forward.

Leading and managing staff and others

Leaders are accountable for providing all those involved in developing the quality of education with support, challenge, information and development necessary to sustain motivation and secure improvement.

- Develop and maintain a culture of high expectations for self and others.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- Adhere to all School policies and procedures ensuring that these are regularly communicated to staff and students so that they are clear about their responsibilities.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Take responsibility for the day-to-day line management of designated staff.
- Support the Headteacher in the recruitment, deployment, motivation, development and performance management of staff, making the most effective use of their skills, expertise and experience to ensure that all staff have a clear understanding of their roles and responsibilities.
- Encourage all staff to be continually active in their personal and continuous professional development.
- Lead groups of staff in developmental activities and evaluate outcomes.
- Support and develop public service, international and social enterprise activities.
- Ensure parents and guardians are kept well informed about the curriculum, its targets, student attainment and their part in the process of improvement.

VISION & PURPOSE:

- Contribute to the development and provision of the highest quality of education and student outcomes.
- Make sure that young people of all abilities fulfil their potential.
- Engage all young people in interesting and engaging learning.
- Promote a positive ethos across the school based on the vision and ethos.
- To share and support the School's responsibility to provide and monitor opportunities for personal and academic growth.

COMMON DUTIES:

Careful planning and preparation for each individual lesson, according to agreed lesson plan format, including ensuring that equipment and resources needed for lessons are available in the classroom. Ensuring that classwork and homework/prep tasks given to students are properly differentiated. Keeping a record of student attendance for each lesson.

The setting and recording of classwork and homework/prep completed by each class and each individual in each class as appropriate, in accordance to the Schemes of Work and in line with the curriculum area and school policy.

Carrying out and recording of assessment of and for Learning, in line with school Policy and Practice. Familiarisation with all prior performance, ability profile and target information available on individual students, teaching groups and cohorts.

Ensuring that standards of classroom management and student behaviour allow maximum effective teaching and learning.

Familiarisation and adherence to school policy and practice on Rewards and Sanctions.

Familiarity and adherence to the School's policy on SEND and ensuring the effective/efficient deployment of classroom support when provided.

Familiarisation with the detailed information on any SEND student within a teaching group and adherence to any guidance contained within an individual student education plan.

Keeping a separate record of progress of any SEND student within a teaching group and contributing to SEND review procedures.

Familiarity with and adherence to the School policy on Health and Safety, the appropriate codes of practice issued by external bodies and risk assessments for particular activities within the Scheme of Work.

Responsibility for maintaining, to a high standard, the appearance of furniture and fittings in a classroom.

PASTORAL:

Support the pastoral system and assist the Assistant Headteacher responsible when required.

To promote the general progress and well-being of individual students.

To evaluate and monitor the progress of students and keep up-to-date student records as may be required.

To contribute to the preparation of action plans and progress files and other reports.

To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.

To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.

To participate in after-hours activities with students, including being actively involved in Boarding outside of School hours as required.

To contribute to PSHE and CEIAG Education and other enrichment experiences according to School policy.

To ensure the Behaviour Management systems are implemented consistently in the subject area so that effective learning can take place.

To make referrals for student support through the appropriate personnel for the subject area and attend meetings where required.

To monitor student attendance and punctuality together with students' progress and performance in relation to targets set for each individual, ensuring follow-up procedures are adhered to and that appropriate action is taken where necessary.

To attend all events associated with the school after hours and at weekends, including the PTA (Friends of Adcote) events.

The school day runs from 8.15am – 5.35pm Monday – Thursday and 8.15am – 4.35pm Friday. Some weekend/evening work (events) will be required.

PERFORMANCE MANAGEMENT:

Participating in the School's arrangements for performance management, professional development and the School's arrangement for quality assurance and internal verification.

Qualifications

Good degree – 2:1 or above - Essential

Masters of higher qualification - Desirable

Teaching qualification in relevant subject - Essential

NPQSL - Desirable

NPQH - Desirable

NPQEL - Desirable

Knowledge & Experience

It is essential that the post holder has/is/will:

- Be a capable, energetic and motivating leader who engages people naturally and can operate within a sophisticated network of partnerships and stakeholders.
- A well-developed philosophy of high aspirations and expectations for every student such that they will receive a good education and achieve high standards.
- An ability to articulate a clear vision of how high standards are secured through effective provision that impacts on learning outcomes.
- Significant and successful leadership and management experience as a Vice/Deputy/Assistant Headteacher.
- Outstanding knowledge and understanding of national education priorities, policies and programmes and how these impact on the curriculum and learning experiences of students.
- Successful experience of School self-evaluation and its use in strategic planning.
- Proven track record of managing change that has had a demonstrable impact on teaching, learning and standards.
- Positive experience of developing individualised learning programmes in students and staff using the full range of resources to support it.
- An ability to form effective working relationships with a wide range of partners and stakeholders in and out of the School.
- A track record as an effective and efficient subject teacher of students of all abilities and can demonstrate significant impact on progress and learning outcomes.

A strong and secure KS3 and KS4 Curriculum knowledge - Essential

A strong and secure KS2 and KS5 Curriculum knowledge - Desirable

An understanding of International processes and procedures CAS/UKVI - Desirable

An understanding of the strategies available for improving the learning and achievement of all students - Essential

A solid understanding of curriculum developments - Essential

Recent and relevant teaching experience - Essential

Experience of assessment at Key Stage 3 and 4 - Essential

Experience of assessment at Key Stage 5 - Desirable

Teaching and Learning

Student-centered educational philosophy - Essential

Ability to lead by example and inspire high quality teaching and learning - Essential

Ability to inspire, demonstrate and support the highest of expectations for all students - Essential

Commitment to making a positive difference for every student - Essential

Able to use a range of teaching and learning strategies - Essential

Confidence in the use of standard computer packages (word processing, email and spreadsheets) and how these can be used to enhance student learning - Essential

An understanding for how assessment for learning can improve student performance - Essential

Developing self and working with others

Ability to set appropriate and challenging targets

Commitment to own self development

Commitment to working collaboratively with other schools and stakeholders

Helping to manage the organisation

Ability to use strong and effective management systems underpinned by clear communication

Ability to produce and implement appropriate student improvement plans

The ability to access, analyse and interpret a range of data to raise standards

Commitment to developing strong links and partnerships with staff, parents, students, the wider community and other Schools

Strengthening community

Proactive approach to ensuring excellent communication with parents and guardians

Personal qualities and attributes

Passionate about education with a clear commitment to quality - Essential

A commitment to inclusion and "Achievement for All" - Essential

A highly effective communicator able to communicate both orally and in writing to students and their parents - Essential

Communicate high expectations to all students - Essential

Firm and fair management style with interpersonal awareness and concern for impact - Essential

Can lead by example with high professional standards - Essential

Has a sense of humour, a calm manner and retains an optimistic approach - Essential

Able to work independently and collaboratively as a member of a team - Essential

Strong ICT skills including working skills with interactive software - Desirable

Creative in problem solving together with willingness to take on and try new approaches and ideas - Essential

Safeguarding

Commitment to safeguarding and promoting the welfare of children and young people - Essential

Ability to relate to students in a pleasant and sympathetic manner and to recognise potential child safeguarding issues - Essential

Excellent understanding of statutory safeguarding requirements - Essential

Additional Factors

It is essential that the post holder is/has/can:

- Excellent written and verbal communication skills.
- Adaptable to changing circumstances and new ideas.
- Approachable and enjoys being highly visible to children and parents.
- Adaptable, enthusiastic and reliable with personal impact and presence.
- Self-motivated with a high level of organisational skills and the ability to prioritise workload effectively.
- Inquisitive and able to think creatively, solve problems and make decisions based on sound judgement.
- Passionate about delivering high quality education to children and their families.
- Values diversity and the unique place and contribution every individual makes to the learning community.
- Demonstrate professionalism, loyalty and integrity.
- A willingness to undertake appropriate training.

Appointment Procedure:

Closing Date:

9am Wednesday 1st May 2024

Shortlist:

Thursday 2nd May 2024

Interview:

Tuesday 7th May 2024

Start date:

2nd September 2024

If you would like an informal conversation about this opportunity and / or to arrange a visit, please contact Lucy Capener on schoolsecretary@adcoteschool.co.uk . An application form for this post is available on the School website: [Job Vacancies | Day & Boarding School Shropshire | Adcote School For Girls \(Teaching Staff\)](#). It would be helpful if the letter in support of your application is no more than 2 sides of A4. Completed application forms should be returned to schoolsecretary@adcoteschool.co.uk by 9am on Wednesday 1st May 2024.

Adcote School is committed to the safeguarding and welfare of children and young people and expects all its employees to share this commitment. Applicants should note that, in accordance with Keeping Children Safe in Education (2023), it is the applicant's responsibility to have made any necessary registrations relevant at the time of making this application which is required for people working or volunteering with children. Accordingly, any offer of employment made will be conditional upon the results of enhanced checks from the Disclosure & Barring Service ("the DBS") and Employer Access Online (regarding teacher prohibition/disqualification from working with children and young people). Furthermore, since 1st September 2022 Keeping Children Safe in Education requires us to conduct online searches.

All applications will be acknowledged by email. If you do not receive an acknowledgement that your application has been received within three working days, please contact the school by telephone (01939 260202).



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@adcoteschool

www.adcoteschool.co.uk