

STANBOROUGH SCHOOL



HEADTEACHER RECRUITMENT PACK

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LETTER FROM OUR GOVERNORS

Dear Applicant,

Thank you for your interest in the role of Headteacher. We are delighted that you see Stanborough as a school where you can make an impact. We know that Stanborough will provide an outstanding opportunity as you seek to make the next step in your career.

Stanborough School is an oversubscribed 'Good' School which has been asked to expand due to local demand for places. Following the retirement of our current Headteacher, Peter Brown, we are looking for a new Headteacher to lead the school into an exciting future.

In recruiting a Headteacher we are seeking someone to shape and share our vision and ethos. We recognise that there are many challenges in the education system and that there are further changes ahead. However, this is also an exciting time for the school with our plans for expansion in the near future. By working together, we want to ensure that Stanborough maintains our excellent learning environment for every student and proactively prepares to thrive in an uncertain future.

If you think you have what it takes to drive Stanborough forward then please come and visit us, speak to the current Head and talk with the students.

We will be inviting those applicants short-listed to attend interview days on 16th and 17th May. We will share more details about the interview days in due course.

To arrange a visit to the school or should you have any questions, please contact :
Tim Braybrook, Deputy Headteacher - tbraybrook@stanborough.herts.sch.uk or 07539 442548 or
Neil Hounsom, Chair of Governors - nhounsom@stanborough.herts.sch.uk or 07593 096262.

Thank you for your interest in Stanborough. My colleagues and I look forward to meeting and interviewing motivated candidates interested in taking on this important and exciting new challenge.

Yours faithfully,

Neil Hounsom
Chair of Governors



OUR SCHOOL

Stanborough School has a reputation for academic excellence providing its students the opportunity to study a wide range of subjects, developing their own individual strengths. Our modern teaching facilities include : IT and technology suites, a fully equipped sports hall, dance studio and well-resourced science laboratories. We also offer a large number of extra-curricular clubs and activities helping our students to develop as life-long learners.

We value student voice and our School Council and Prefect System is a vital part of our community that offers valuable feedback to staff. Working with our students we have developed leadership opportunities, ensuring we are fully inclusive and encouraging high aspirations for all.

As part of the Welwyn & Hatfield 14-19 Consortium, together with four other local schools, we are able to offer an extensive range of courses at post 16 level. Our successful Sixth Form provides high levels of personal support, achieving academic excellence and prepares students for the world of work and life at university.

With an exciting development scheduled for 2019, we have plans to extend the school buildings to include a new classroom block together with facilities for music and drama. This development will allow us to expand further from a 7 form entry of 210 students (2017) to an 8 form entry with 240 students (2019). Stanborough is a Specialist Maths and Computing Academy.

Our outstanding enrichment programme and excellent levels of pastoral care help all students achieve both academic excellence and have strong sense of self worth, allowing them to progress successfully at university or in their chosen careers.

Stanborough School is located in Welwyn Garden City, Hertfordshire, approximately 20 miles from London with great rail and road links.



KEY FACTS

Type of school: Secondary Mixed

Age range: 11 - 18 Years

Year school established: 1939

Number of students: 1092

Average class size: 24

Sixth Form: 200



WHAT WE ARE LOOKING FOR

The governing body are looking to appoint an inspirational Headteacher with the skills and vision to build on Stanborough School's current successes and achievements. Following the retirement of our Headteacher who has been in post for the last 15 years, we are looking for a dynamic, enthusiastic and creative person who can continue to lead us into the future. You will need to have proven leadership skills and be passionate about ensuring that each student fulfils their potential.

You will be confident and positive, with strong leadership credentials and the ability to build relationships with a wide variety of internal and external partners. You will constantly be planning ahead, working closely with governors and the SLT to develop a compelling vision for the school that acts as the focus of all activity and drives improvement.

In conjunction with the Business Manager, you will oversee the development of our building project in 2019 enabling our school to expand from 7 to 8 form entry. You will be able to build successful teams and work collaboratively with others to achieve success. As an inclusive school, with a strong student welfare focus, you must be a leader who can actively listen and effectively communicate to a wide range of audiences.

Above all, you will share our four principles :

- * **High Expectations**
- * **Quality Learning**
- * **Mutual Respect**
- * **Success for All**



HIGH
EXPECTATIONS

QUALITY
LEARNING



Stanborough



MUTUAL
RESPECT

SUCCESS
FOR ALL

WE ARE ABLE TO OFFER YOU

At Stanborough, we have committed, high quality staff that enjoy collaborative working. We provide excellent CPD and development opportunities for them and are rewarded by their loyalty and low staff turnover.

The new Headteacher would benefit from a number of local school collaborations including the Welwyn & Hatfield 14 - 19 Consortium, WHASH, the Welwyn & Hatfield School Heads network, and The Handside Schools Partnership, the schools most local to Stanborough that we work closely with. There are many other networks and support services available throughout Hertfordshire including Herts for Learning Ltd.

We are able to offer you:

- Salary range within Leadership Group 7**
- CPD opportunities which inspire and support
- Enthusiastic students who thrive on our extra curricular opportunities and excellent pastoral support
- Dedicated, well qualified teaching and support team
- Collaborative leadership teams
- Open and supportive relationships with Governors
- Parents who support students in their learning
- A school on a sound financial footing
- The opportunity to take the school forward in the next stage of its development.



***Agreed salary will be determined upon the successful candidate's experience.*

KEY RESPONSIBILITIES

MAIN PURPOSE OF ROLE

Overall responsibility for providing leadership for the school to secure its success and continuous improvement, ensuring high quality education for all its students and improved standards of teaching and learning in line with statutory requirements.

This Job description reflects the national standards of excellence for Head Teachers 2015

The appointment is subject to the current conditions of employment of Headteachers, contained in the Schools Teachers' Pay and Conditions document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.

DUTIES AND RESPONSIBILITIES

The National Standards of Excellence for Headteachers are set out in four domains:

- Qualities and knowledge
- Students and staff
- Systems and process
- The self-improving school system



KEY RESPONSIBILITIES

Domain One:

Qualities and knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the students they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel.

Domain Two:

Students and staff

1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

KEY RESPONSIBILITIES

Domain Three:

Systems and process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for student, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Domain Four:

The self-improving school system

1. Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.



PERSON SPECIFICATION

The essential criteria below will form the basis for the short-listing and interview process and candidates are requested to respond accordingly.

Criteria	Essential or Desirable	Determination from		
		Application	Interview	References
Qualifications and Knowledge				
Experience at senior leadership level in a secondary school	E	√		
Qualified teacher status	E	√		
Degree or Equivalent	E	√		
Professional Development				
Record or recent professional development relevant for this post	E	√		
Evidence of recent leadership and management professional development	E	√		
Has successfully undertaken appropriate Child Protection training/ Designated Senior Leader training	E	√		
Has successfully undertaken approved ‘safer recruitment’ training	E	√		

PERSON SPECIFICATION

Whole School Leadership and Management Experience				
Recent successful leadership as a highly successful Head or Deputy Headteacher	E	√	√	√
Have taken an active involvement in school self-evaluation and development planning	E	√	√	
Experience of implementing a strategic plan across the whole school, identifying priorities and evaluating the impact	D	√	√	
Experience of leading change effectively and successfully	D	√	√	
Evidence of excellent communication and dialogue with the parent body	E	√	√	
Knowledge and understanding of strategic financial planning and budgetary management and their contribution to school development and student achievement	D	√	√	
Have had responsibility for whole school policy development and implementation	D	√	√	
Experience of working with all stakeholders, including governors and school improvement partners	E	√	√	
Absolute commitment to safeguarding	E	√	√	√
Evidence of commitment to promoting health and safety and the welfare of students	E	√	√	√

PERSON SPECIFICATION

Absolute commitment to inclusion	E	√	√	√
An ability to understand the needs of students with challenging behaviours	E	√	√	√
Successful track record of developing the performance of staff through effective performance management	E	√		
Leadership Skills				
Ability to articulate a clear vision for the future	E		√	
Proven record of inspiring, enabling and motivating others to succeed	E	√	√	√
Able to delegate and effectively achieve outcomes and provide development opportunities for staff	E	√	√	√
Excellent communication skills, including written and verbal communication skills (which will be assessed at all stages of the process)	E	√	√	
Ability to build effective relationships with staff, parents, governors and other stakeholders including Handside Schools Partnership and Welwyn Hatfield 14-19 Consortium	E	√	√	

PERSON SPECIFICATION

Personal Qualities				
A genuine passion for education, coupled with the ability and enthusiasm, to see every child fulfil their potential	E	√	√	√
Leads by example with integrity and resilience	E	√	√	√
Visible and approachable, empathetic and enjoys engaging with students, staff, parents and the wider community	E		√	√
Demonstrates resilience whilst also showing compassion in dealing with issues	E		√	√
A people person who actively enjoys communication with the different stake holders in the school community (including listening to and inspiring students, staff, parents and the wider community)	E		√	√
Flexible leadership style, beings 'hands on' when required balanced with knowing when to delegate	E	√	√	√
Demonstrate a capacity for sustained hard work with energy and enthusiasm	E		√	√
Able to take a dynamic approach to the changing needs of the school population	E	√	√	√

Completing your application pack

Application Form

Using the standard application form provided (CVs are not accepted) please complete all aspects of the form fully. Include your full work history with no unexplained gaps since leaving school education. Include all the training you have completed, particularly those in recent years which have helped to prepare you for headship.

Person Specification and Personal Statement

When writing your responses it is really important you address each of the requirements in the person specification.

Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement.

Covering letter

You may also wish to include a covering letter of no more than two sides of A4 paper and at a font size of no less than Arial size 11.

References

Please make sure your referees are aware of your application and that they are able to provide a swift turn round. Preferred referees are your last two employers and you should provide their official organisational email address for us to contact. One referee is likely to be your current or most recent Headteacher or Chair of Governors.

IMPORTANT INFORMATION

If you would like to visit our school, meet our staff and students please contact Tim Braybrook, Deputy Headteacher on 07539442548 or tbraybrook@stanborough.herts.sch.uk, alternatively contact Neil Hounsom, Chair of Governors on 07593096262 or nhounsom@stanborough.herts.sch.uk

If you would like to apply for this post, when completing your application form you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

Please note: You will need to ensure that you have downloaded the latest Adobe Acrobat software in order to download the application form.

Applications should be emailed to leadership.recruitment@hertsforlearning.co.uk

Closing date:	9am Monday 30th April
Shortlisting:	Thursday 3rd May
Interviews:	Weds 16th and Thurs 17th May
Start date:	1st September 2018 (or 1st January 2019 for the right candidate)
Leadership Range:	Group 7**



****Agreed salary will be determined upon the successful candidate's experience.**

Stanborough Maths and Computing Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check, including the barred list, as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2016).

