

a folio education trust school



COOMBE  
WOOD  
SCHOOL

# Headteacher for Coombe Wood School

Candidate Information Pack





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[www.cws-croydon.co.uk](http://www.cws-croydon.co.uk)

30 Melville Avenue, South Croydon, CR2 7HY

Coombe Wood School (CWS) will be entering its fifth academic year in September 2022 following its opening in 2018, when it welcomed its first students and staff into the on-site temporary accommodation located in the shadow of an emerging building site. The determination and enthusiasm of both CWS and Folio staff to ensure an engaged and vibrant body of students was a testament to the passion and the vision of all involved. Working now within the walls of a £35 million state of the art new school building the high standards set in the first years of opening have created a lasting legacy as the most popular comprehensive co-educational state school in Croydon. This pack is designed to introduce applicants to the ethos, values and high expectations that our students now live out every day.

We hope you will find this inspiring and if your educational beliefs are aligned with our vision, your application will be welcomed.



## Folio Education Trust - Welcome from the Chief Executive Officer



Dear Candidate,

Thank you for your interest in becoming the next Headteacher at what is truly an inspirational school that is now entering its next exciting growth stage. Growing and developing continually every day, Coombe Wood School (CWS) has ensured it has positioned itself as the most popular school in Croydon and one which now looks forward to securing outstanding progress data at Key Stage 4 and Key Stage 5 over the next two years. The school has been under the respected, sterling leadership of Barry Laker, who has worked tirelessly to embed sound educational practices, build a loyal and dedicated team of quality staff and instil the core values in every thread of school life. You could be part of this ongoing journey and shape the future aspirations of children living in the South Croydon area.

Underpinned by a unique ethos around the importance of Health Related Fitness, participation and its specific core values, CWS forms an essential part of Folio Education Trust. Working with and learning from other schools in the Trust such as the Ofsted-graded Outstanding Wallington County Grammar School, CWS hopes to develop stronger collaborative links that will enhance the professional development of all staff giving them the support and challenge required to offer young people the most amazing learning experience.

The state-of-the-art building coupled with outstanding teaching and learning are a perfect recipe for success and we hope that having researched who we are and what we do, you would like to be part of this exciting journey. Education is not easy and it can often test us as adults who every day seek better ways to support young people and future leaders of tomorrow. I can guarantee you that working at Coombe Wood School will provide you with every ounce of inspiration and aspiration that you require to reach your own personal best.

Yours faithfully,

**Jonathan Wilden**  
**Chief Executive Officer**



# Applied Headteacher Competencies

Published in 2020, the new Headteacher Competency Framework is central to the way in which a Folio Education Trust Headteacher must continually develop. Below are some of those competencies identified through the reality of running a Folio Education Trust School. This has been used to inform the job description and will be used to inform your performance management.

## Ethics and Professional Conduct

Demonstrated through; verbal and written communications with governors, staff, families and in interactions with students and colleagues as a role model.

## School Culture & Ethos

Students experience a positive and enriching school life while benefitting from an ambitious culture of staff professionalism and aspirational academic progress targets.

## The Importance of Teaching

Have an accurate view of the quality of education leading a programme of targeted support and professional knowledge sharing within the School.

## Curriculum and Assessment

A clear curriculum intent is implemented effectively and regular assessment informs targeted intervention, effective communication with stakeholders and raises standards of all students with the most vulnerable making faster progress than their more able peers.

## Behaviour

Students learn to self-regulate and so disruption within the school is low-level while staff all 'sweat the small stuff'. All staff join together in supporting all children to behave well.

## SEND

Teachers actively plan strategies to support all children and are held to account for the children they teach who have SEND. The SEND department has the leadership and funding support to ensure an effective structure for the SENCO to deliver on their statutory obligations.

## Professional Development

The School's CPD programme is collaborative and outward-facing, supporting schools across the Trust.

## Organisational Management

The School is able through accurate Self Evaluation to present the evidence of impact required to ensure continuous school improvement. All staff are supported through aspirational and dynamic appraisal systems.



## Safeguarding

Safeguarding will run like a golden thread throughout school life.

## Continuous School Improvement

The School has an outward facing, collaborative and sharing approach to school improvement identifying and making best use of the resources and professionals available to them.

## Working in Partnership

The School works effectively with all local schools in Croydon and beyond and the Headteachers works hard to be present in the decision making of Croydon LA and the RSC. The Headteacher attends all local meetings of Croydon Schools and uses networking effectively and maintaining standards that are never lowered but kept high for the well-being of CWS students and families.

## Governance and Accountability

Lead Governors on the LGB are used effectively to help evaluate the School. The Headteacher takes on board support and challenge and sees effective accountability as a team sport whether this be through Folio Executive Team or from the governance framework of the School and the Trust.

Governance update: currently one of our trustees is acting as interim Chair while the local governors build their experience and capacity.

The previous and anticipated future growth of the School is outlined below:

Coombe Wood School - Pupil Admission Number (PAN) Growth Model								
Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
2018	180							180
2019	180	180						360
2020	180	180	180					540
2021	180	180	180	180		70		790
2022	180	180	180	180	180	80	70	1050
2023	180	180	180	180	180	240	80	1220
2024	180	180	180	180	180	240	240	1380
2025	180	180	180	180	180	240	240	1380



## Mission Statement



We will display and develop the human values of teamwork, respect, enjoyment, discipline and sportsmanship in our daily lives, as we journey together towards discovering and reaching our true personal best.

### TEAMWORK    RESPECT    ENJOYMENT    DISCIPLINE SPORTSMANSHIP

**Teamwork** - children working with their friends, parents and teachers to solve a challenging problem. Collaboration will lead to better outcomes.

**Respect** - treating others as you would wish to be treated. Supporting one another when a mistake is made. It is ok to get things wrong, as long as you learn from your mistakes and offer respect to those who try their best.

**Enjoyment** - life moves too fast not to enjoy school. We will encourage all students to take every opportunity and participate to the best of their ability.

**Discipline** - structure liberates and so a set of clear expectations for parents, staff and children will ensure our community is organised, positive and collaborative. We sweat the small stuff.

**Sportsmanship** - by showing empathy we can intensify our celebration of people's achievements. We can also offer the necessary support to ensure we all reach our personal best together.



## School Context



South Croydon is a combination of mixed housing with leafy suburbs. To meet the local rising demand, CWS opened in the heart of South Croydon in September 2018 to 180 Year 7 students. By adding a new Year 7 cohort every year and opening a Sixth Form in September 2021, it will be catering for Years 7-13 by September 2022.

Our year groups are also full to bursting! Following a hugely successful opening period, CWS has received in excess of 1,600 applications for 180 Year 7 places in the last four years. Our two feeder primary schools; Park Hill Junior School and St. Peter's Primary School which form an essential part of our Trust take up their full allocation of feeder spaces (90+) every year and we have a growing number of children of staff attending the school.

The School is located on a beautiful expansive green field site opposite Lloyd Park in South Croydon, 150 metres from Lloyd Park Croydon Tramlink stop. Beyond the £35 million new-build on our 10-hectare site, we still have extensive green space at our disposal with outdoor learning opportunities including an amphitheatre, chickens and bee keeping facilities already in place to enrich our students' life skills and experiences. Further details on this are in the facilities section.

Coombe Wood School students walk into lessons alive, engaged, resilient, respectful, empathetic and confident young learners because of positive and personalised Health Related Fitness experiences throughout the school day. They derive from a range of geographic locations and socio-economic backgrounds with a number requiring the specialist support of our Transition Group which enables them to better access the secondary curriculum. Having worked hard to establish clear expectations, our students are a pleasure to work with.



## Student Experience – Learning



### Key Stage 3 and Key Stage 4 curriculum features

The focus on learning and teaching at CWS is relentless. Whether it be teachers planning exciting lessons, students engaging and working to their very best, parents sending their children to school in stunning uniform after a good night's sleep or indeed the support staff at CWS making sure everything run smoothly. It is fair to say that many people invest time every day in making our classrooms special places of learning. Our job is to make sure they stay special, every lesson, every day. That is why the leadership group visit every lesson every day and staff benefit from regular learning and teaching development sessions, looking for new ways to improve their teaching styles and techniques.

As part of Folio Education Trust we have adopted many of the curriculum and assessment practices put in place by our partner secondary school, Wallington County Grammar School, to further enhance the outstanding provision we offer to our students.

We do not just have happy students, we have students who are going places and who, as our mission statement says, are given every opportunity to discover and reach their true personal best.

CWS focuses upon three main academic strands which overlap to provide students with a well-rounded education full of opportunity and memorable experiences.

**Strand 1:** Academic Studies

**Strand 2:** Health Related Fitness and Sport.

**Strand 3:** Creative and the Performing Arts.



Year 7 provides the necessary support mechanisms to ensure that all students transition from Key Stage 2 to Key Stage 3 with minimal disruption. Student progress during Key Stage 3 is monitored carefully to ensure all students acquire and develop the core skills necessary to make informed choices regarding which strand they are best suited to for GCSE. By the time students are settled into Year 9 they should feel confident in their own ability, be able to choose the right GCSEs that are on offer. Every subject area is able to articulate its curriculum narrative and make sure the intent is clear for why we deliver a broad range of subjects.

## **CWS Sixth Form**

Not all CWS Year 11 students will progress through to Key Stage 5. The Sixth Form pastoral care team will ensure that students are able to make informed choices which will include other Sixth Form Colleges in the area. Our intention is that students do not stay at Coombe Wood School for reasons such as familiarity, following the decisions of friends, etc. but will make decisions based upon aspirational career progression. For those children who choose to leave, they will always be part of the Coombe Wood Alumni. For those students who choose to stay, their academic performance at GCSE will be of the highest level matching that of local selective provision. Their progress will be monitored by the School and the relevant targeted intervention applied. We will encourage the expectation that former students will continue to engage with Coombe Wood School to share pathway experiences with younger students. We expect the majority of Coombe Wood Sixth Form students to move into university study in the UK or to access the US College system with the support of the Trust.

At A level as well as at GCSE, CWS will draw and share expertise from its partner secondary school within Folio Education Trust, Wallington County Grammar School (WCGS), to establish a curriculum offering that is academically strong and challenging where appropriate.

The belief at CWS is in academic excellence for all students, whatever their starting points. We ensure that skilled teaching and excellent pastoral care combine to create outstanding provision for our students. In ensuring progress levels well above national averages and adding value to all students, we will achieve excellent outcomes.

## **Lessons at CWS**

Students at CWS have five, one-hour lessons per day. Lessons at CWS should contain the following six strategies, this is what we believe makes an excellent lesson and are known as the 'Big Six':

1. The big picture and measurable lesson objectives
2. Positive behaviour and an environment for learning
3. Differentiation
4. Assessment for Learning
5. Outstanding visible progress by all
6. Engagement and enjoyment



Lessons are expected to be clearly planned. The saying 'structure liberates' is very true for teaching and consistency conveys and reinforces expectations for all our students. We are looking for a sensible balance between common structure to bring a shape and focus to lessons whilst at the same time never wanting to curb or limit creativity in delivery.

## Pastoral Care – The House system at CWS

We have six houses named after people and places linked to Croydon history. Students and staff are assigned to houses and the arrival of more year groups will create a vertical system bringing the age groups together and fostering healthy competition in creative and performing arts, sports and academic challenges.

## Health Related Fitness



**Coombe Wood School is not a 'sports college'**. We are a school that has a relentless focus on Health Related Fitness through our core values – TEAMWORK, RESPECT, ENJOYMENT, DISCIPLINE and SPORTSMANSHIP. We are striving to become the healthiest school in the UK.

Every student follows an individual HRF plan, which motivates them to make remarkable HRF progress. This happens in an individual and private way, from the student who has never played sport or even thought about HRF before, to our elite student athletes (some but not all of whom may have gained a place via our sporting aptitude assessment,) who are already competing at a high standard of sport outside of school – and



everyone in between. With the latest MyZone fitness tracking technology in place, our less confident HRF students can visibly see themselves getting fitter and feeling more confident which will inspire them to want to compete in a chosen sport. Games lessons and after school clubs, all delivered by our professional coaching partners, give them the platform to begin to do this, as do our sporting house competitions.

We are committed to investing in MyZone technology to provide HRF monitoring belts for every student and to support them by rewarding effort. HRF is not competitive between students; the only competition is each student pushing themselves along. The systems and technology we have in place enable students to see and take inspiration from the progress they are making on a daily basis. We celebrate the HRF progress students make but equally they are not allowed to be passive in this area. Our HRF programme is a real and positive step towards better student well-being, self-esteem, confidence and concentration. Of particular note is the most recent 'MOVEMBER Year 10 MyZone Challenge' which has encouraged all Year 10 students to earn 1,300 MyZone Effort Points (MEPs) which is equal to the recommended monthly level of exercise as recognised by the World Health Organisation (WHO).

The Trust's Director of Sporting Operations (DoSO) links together the curriculum and commercial implementation. Through an agreed Community Use Agreement (CUA) with Croydon Council, the Trust ensures that not only the children from the school benefit from the facilities but also those other young people in the local area.

Our chosen sports and facilities focus upon those recognised by the Local Authority as being in deficit in the local area. We therefore seek to excel in Girls Football, Basketball, Netball and Gymnastics. Our sporting partners include:



**LUOL DENG**  
FOUNDATION





## Facilities



Over £35 million has been invested in a purpose built, state-of-the-art school funded by the ESFA, which includes enhanced sports facilities such as a competition venue within the sports hall for Basketball and Netball, a full-size 3G artificial floodlit football surface, a fixed gymnastic venue and extensive music and performing arts facilities.

In addition to the sporting facilities, Coombe Wood School aims to be a centre for the Creative and Performing Arts developing close links with other providers and performance venues in the local area. We anticipate that our superb facilities, including music and drama studios, dance/fitness rooms, will encourage our students to participate in their chosen activity in the evenings and at weekends, as well as creating a hub for extra-curricular activities.

The Trust manages the lettings of the school site itself and this is proving to be a valuable source of income while at the same time ensuring the School stands as a beacon for community participation.



## Appraisal, CPD and staff well-being

Staff wellbeing and Continuing Professional Development are priorities at Coombe Wood School. Staff are encouraged through Folio's agreed principles within the appraisal system to take ownership of how they structure their professional growth and develop their key areas of interest. In particular, as the School grows there will be ample potential for role development and staff may wish to explore this through their CPD time.

To ensure that internal CPD opportunities are beneficial to staff, a comprehensive CPD programme is run for all staff that includes the unusual feature of nine INSET days in our academic calendar. We offer access to online CPD platforms and bespoke CPD sessions for staff. Staff can also request external CPD across a range of areas.

Additionally, our approach to staff wellbeing has been thought through on a number of levels. The physical and mental wellbeing of all of our staff is important to us. Strategy groups meet regularly in school to discuss staff well-being initiatives, from which our current offering has emerged and will continue to evolve:

- Practical class sizes max 24 / core class sizes max 32.
- Marking policy requires half termly actionable next step teacher feedback for students.
- Homework policy is to set when necessary - there is no HW timetable.
- Cover Supervisor employed and some staff deliberately under-timetabled to allow a secondary cover rota to be developed, with Leadership Group used as third line of cover. This means staff only ever used for cover as a fourth option in very extreme circumstances.
- Clear system of HOD / HOY support structures re behaviour management and in addition Leadership Group tour visits every lesson every day not as an observation but to ensure staff are ok.
- All staff offered MyZone fitness technology for free upon joining the school - MyZone fitness groups are growing amongst staff.
- All staff offered use of 'CWS Movement Room' for workouts before / after school.
- Head of Sport offers Friday after school HIIT sessions for staff.
- 9 INSET days throughout the academic year.
- CPD standing agenda item in SDP and significant budget towards this annually. Staff appraisal systems prompt staff to regularly consider what CPD they need to further progress.



## What the staff are saying:

'First impressions can mean the difference between a yes and a no. The bright new building is impressive, but this is second to the staff who are absolutely committed to each other and the children. Organisation is key in a growing school and the Leadership team do this in a way to ensure the smooth running of CWS.' [TEACHER]

'There's a real team feeling at CWS. Everyone supports each other with a singular goal of helping our students reach their full potential.' [TEACHER]

'The School's well-being program isn't just skin deep, they show a real empathy towards you as a person and you feel part of the team from day one. There are plenty of opportunities for CPD and they support you throughout. Couldn't imagine working anywhere else!' [OFFICE STAFF]

'An incredibly warm and welcoming environment, staff and students alike are very friendly. The departments are well resourced and allow you to focus a great deal of time into teaching students. It is a real pleasure to work here.' [TEACHER]

'Coombe Wood is an excellent place to work with great CPD and support for progressing your career. The staff here are very supportive and friendly, where there is a positive 'Can do' spirit. The students are polite, well behaved and engage well in their learning.' [TEACHER]

'Having only worked at Coombe Wood School for three weeks, I have found this to be a supportive and welcoming school community to join. This school fosters positive working relationships with students in a whole school approach allowing for all staff to nurture students in a safe, focused and enjoyable environment. This is a team I love being a part of.' [TEACHER]

'I am so happy to be part of this wonderful dedicated team of educators because the leadership encourages personal development and gives support to help you thrive. You're given opportunities to 'spread your wings and fly' - joining CWS would be the best move you could make as it is a good mix of young minds as well as those with plenty of experience, creating a firm foundation. If you're looking for a diverse team to work with, look no further, CWS has it all.' [LIBRARY MANAGER]

'Here at CWS creativity and taking risks with new ideas is encouraged and you have the support and opportunities to try new approaches that will inspire our Coombe Wood students. All staff, regardless of role, are friendly, helpful and supportive which makes the CWS one of the best schools that I have had the privilege to work at.' [OFFICE STAFF]

'I'd be very happy for my child to be educated here. As a support member of staff, I can honestly say that the teachers, lessons and facilities are simply amazing" [EXAMS STAFF]

'I started my Coombe Wood journey in 2018 and I have never looked back' [CATERING TEAM]



# Headteacher Job Description

<b>Job Title:</b>	Headteacher
<b>Post:</b>	Permanent, full-time
<b>Salary Range:</b>	Leadership Scale - L30-L36 Outer London
<b>Reports to:</b>	Chief Executive Officer

## Purpose:

To provide professional, effective and inspirational leadership and management of the School which ensures continued success and improvement. To develop and sustain the caring ethos and practice to which all staff are committed. To achieve excellent standards in all areas of the School's provision and outcomes, for all students. To create a learning environment which embodies and disseminates the vision of the School and the strategic goals shared across Folio Education Trust.

The Headteacher will work alongside the Chief Executive Officer, inspiring staff to achieve the highest possible standards in teaching and develop well-rounded and ambitious Students. They will be the first point of contact for all staff, Students, parents and carers dealing with the daily routines of school life to ensure all members of the community are safe, happy and able to reach their personal best.

## Description of the role:

The Headteacher will:

- Work in collaboration with the Local Governing Body, utilising the skillset and expertise of committed governors to further improve the School, demonstrating a personal commitment to receiving support and challenge.
- Accurately evaluate the School using evidence of impact to demonstrate how it meets the expectation of an outstanding school.
- Set and review the School's priorities and development objectives in consultation with the Chief Executive Officer.
- Demonstrate exemplary leadership as a role model for others.
- Develop, motivate and deploy teaching and non-teaching staff to secure that every child reaches their personal best.
- Identify, drive and achieve appropriate progress measures for all Students and staff through targeted intervention and performance management structures which liberate people to achieve their personal best.
- Create an accountable, safe and positive learning environment in which the core values of the school can be used to celebrate the actions of others.
- Take brave decisions which keep all children safe in a geographical area which presents many urban challenges.

All Headteachers are expected to comply with the current Headteacher's standards which can be found using this link:

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>



## Responsibilities of the role:

To carry out the duties of the Headteacher in consultation, where appropriate, with the Chief Executive Officer, the Local Governing Body for Coombe Wood School, the staff, the Students and the parents and carers who form the Coombe Wood School community. Specific duties and responsibilities are set out below; the Headteacher will report to the Trust Board through the Chief Executive Officer. These are linked to the relevant sections of the latest Ofsted evaluation framework and the Headteacher competency framework as outlined as part of the National Professional Qualification for Headship (NPQH).

As and when the Ofsted inspection document and the Headteacher competency framework is updated the responsibilities of the role may change.

## Quality of Teaching, Learning and Assessment:

A key objective is to ensure that evidence of impact identifies that the effectiveness of teaching, learning and assessment across the School is outstanding. The Headteacher will ensure:

- The School has a clear curriculum narrative in all subject areas and at all Key Stages paying attention to the Key Stage 2 curriculum at the School's feeder schools.
- The curriculum intent for the School is implemented with great effect to deliver outstanding curriculum impact.
- Teacher Professional Standards are being met by all teaching staff. Those not meeting the required standard are receiving targeted intervention support programmes.
- Teachers have high expectations of what all Students can achieve.
- Teachers demonstrate outstanding subject knowledge that is well communicated to all Students.
- Assessment data is used to plan lessons and provide additional support for all Students to make at least good progress and achieve well.
- As a result of constructive and targeted oral and written feedback all Students understand how to improve.
- Through well communicated reports, parents and carers understand how well their child is doing and what they need to do to improve.
- All Students are making good progress in English, Mathematics and the skills necessary to function as an economically active member of British Society.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school.

## Outcomes for Students:

A key objective is to ensure that evidence of impact identifies that the outcomes for Students and curriculum impact measures across the school are outstanding.

Students must be exceptionally well prepared for the next stage of their education (Key Stage 4 and Key Stage 5), comparing well against national progress measures. Of particular note are disadvantaged Students who must make more rapid and sustained progress than others. At this early stage, all students are given opportunities to start to discover future career plans so that they are confident in making the correct GCSE, BTEC and A Level option choices at the end of Year 9 and at the end of Year 11.



- Students in each Year Group make substantial and sustained progress across the curriculum, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of disadvantaged Students and Students with special educational needs and/or disabilities matches or improves upon the progress of others with the same starting points.
- Students are able to articulate their knowledge and understanding in an age appropriate way. They can hold thoughtful conversations with each other and adults.
- Students read widely and often across subjects to a high standard with fluency and comprehension appropriate to their age.
- The attainment of almost all groups of Students is broadly in line with national averages.

### **Personal Development, Behaviour and Welfare:**

A key objective is to ensure that evidence of impact identifies that the personal development, behaviour and welfare of Students and staff across the school is outstanding.

This includes Students' spiritual, moral, social and cultural development which must equip them to become thoughtful, caring and active citizens in school and in wider society.

- Students are confident and self-assured learners. They are proud of their achievements and of their school.
- Students are provided with opportunities to discuss and debate issues in a considered way showing respect for others.
- Careers guidance helps Students prepare for their GCSE, BTECs and A Levels options and life after Coombe Wood School.
- Students rarely miss a day at school. No groups of Students are disadvantaged by low attendance.
- Students' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Students self-disciplined and incidences of low-level disruption are extremely rare.
- Students work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and Students deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- Students are safe and feel safe at all times. They trust the school to take rapid and appropriate action to resolve any concerns they have.
- Students understand the importance of staying fit and healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being.
- Students have an excellent understanding of how to stay safe online and of the inappropriate use of technology which includes social networking.



## Leadership and Management:

A key objective is to ensure that evidence of impact identifies that leadership and management across the school is outstanding. This includes the responsibility for 'Keeping Children Safe in Education (KCSIE) and making sure Coombe Wood is a safe haven for all staff and students to avoid the distractions of the urban landscape.

- Leaders and those responsible for the governance of the school have created a culture that enables Students and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of Students and staff. Relationship between staff and Students are exemplary.
- Leaders and those responsible for the governance of the school focus on consistently improving outcomes for all Students which includes those who are disadvantaged. They are uncompromising in their ambition.
- Progress of Students across the curriculum is at least good including English and Mathematics.
- The model of governance systematically challenges senior leaders so that the effective deployment of staff and resources.
- Leaders and those responsible for the governance of the school have a deep, accurate understanding of the school's effectiveness informed by the views of Students, parents and staff.
- Leaders and those responsible for the governance of the school use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement.
- A broad and balanced curriculum inspires Students to learn.
- Equality of opportunity and diversity is promoted exceptionally well within the school. The whole culture and ethos of the school prevents any form of direct or indirect discriminatory behaviour.
- Safeguarding runs like a golden thread through every aspect of school life and there is a culture of vigilance where Students' welfare is promoted. Students are listened to and feel safe. Staff are trained to identify when a pupil may be at risk and work with external partners to support them. Exceptional work is carried out to protect Students from radicalisation and extremism. Where Students are vulnerable to these issues, leaders respond swiftly.

# Headteacher – Person Specification



Area	Essential	Preferred
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good Honours Degree,</li> <li>• PGCE, QTS</li> </ul>	<ul style="list-style-type: none"> <li>• Higher degree or evidence of further study</li> <li>• A commitment to obtain further Masters Level qualifications</li> <li>• NPQH</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of relevant Continuing Professional Development (CPD) at Senior Leadership Level</li> <li>• Evidence of delivering training as part of the School's internal CPD Programme.</li> <li>• Experience of developing colleagues to raise standards within the School as part of the School Development Programme (SDP)</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with other institutions to raise standards and share outstanding practice.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Extensive teaching up to Advanced Level</li> <li>• Senior Leadership experience as an Assistant Headteacher or above, or alternative post within a secondary school setting</li> <li>• Responsibility for planning and leading change within an aspect of school life</li> <li>• Effective monitoring and evaluation of performance within an aspect of school life</li> <li>• Experience in raising pupil attainment in an aspect of school life</li> <li>• Experience of staff and financial management</li> <li>• Recruitment of senior staff</li> <li>• Experience of developing Teaching &amp; Learning through the line management of Subject Areas</li> <li>• Experience of developing Behaviour &amp; Safety through the line management of Pastoral Areas</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching in all Key Stages</li> <li>• Marketing and handling the media</li> <li>• Experience of curriculum development and design.</li> <li>• Experience of creating and implementing whole school data systems that improve standards.</li> <li>• Experience of researching and initiating whole school initiatives which have an impact on an aspect of school life (Action Research)</li> <li>• Experience of engaging with parents to solve and support pastoral issues</li> </ul>



<p><b>Knowledge and Skills</b></p>	<ul style="list-style-type: none"> <li>• High expectations of staff and Students</li> <li>• The ability to teach outstanding lessons</li> <li>• The ability to communicate how to teach outstanding lessons</li> <li>• The ability to coach colleagues to improve standards of Teaching &amp; Learning</li> <li>• Thorough knowledge of Safeguarding and Child Protection procedures and promotion of Pupil Welfare</li> <li>• The ability to coach colleagues to improve standards of Pastoral Care</li> <li>• The ability to coach colleagues to improve their understanding of academic tracking and targeted intervention</li> <li>• The ability to develop and articulate a clear vision and to motivate both learners and colleagues</li> <li>• Strong interpersonal &amp; communication skills</li> <li>• Highly effective time management, organisational and administrative skills</li> <li>• Ability to generate, organise, analyse data for specific purposes</li> <li>• Up-to-date knowledge of the best pedagogic practice and an understanding of strategies to improve Teaching &amp; Learning</li> <li>• Up-to-date knowledge of the best pedagogic practice and an understanding of strategies to improve Pastoral Care</li> <li>• To lead and manage high performing teams</li> <li>• Knowledge of whole school self-evaluation processes (SEF)</li> <li>• Knowledge of whole school development planning (SDP)</li> <li>• Evidence of creating policy through consultation and review</li> <li>• A proven record of distributing tasks and responsibilities where accountability is clearly defined, understood and agreed</li> <li>• Knowledge and experience of the Ofsted inspection process</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarity with or understanding of curriculum development initiatives for Students aged 11-18</li> <li>• Advanced ICT skills and an imagination about the future impact of ICT on learning</li> <li>• Evidence of conducting extended research to inform: Curriculum Development / Quality of Teaching / Behaviour &amp; Safety / Leadership &amp; Management</li> <li>• Skills in developing a brand recognised for quality delivery and real innovative improvements to young people's development as successful citizens</li> <li>• How to recruit governors and develop their skills</li> </ul>
<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• Level 5 leadership characteristics</li> <li>• The ability to lead and command respect from staff and students</li> <li>• A drive for continuous improvement</li> <li>• High standards embracing honesty, integrity, loyalty and trustworthiness</li> <li>• Strong intellect, energy and a positive approach to opportunities and challenges</li> <li>• Capacity to think incisively and strategically</li> <li>• The capacity to inspire confidence in stakeholders and work collaboratively</li> <li>• Ability to be flexible and to manage change</li> <li>• Ability to show good judgement under pressure</li> <li>• Good team player</li> <li>• Willing to contribute to the wider life of the school through co-curricular activities</li> </ul>	



## Application procedure

Please complete the Trust's application form - available for download at [www.cws-croydon.co.uk/career-opportunities](http://www.cws-croydon.co.uk/career-opportunities) and return this with (or including) your supporting statement [careers@cws.foliotrust.uk](mailto:careers@cws.foliotrust.uk)

All applications will be received; please follow up with a phone call if you do not received an acknowledgement.

***PLEASE ENSURE YOUR NAME IS PART OF THE TITLE OF ANY DOCUMENTS YOU SUBMIT. The title of the downloaded application form should be changed and saved to reflect this.***

In compliance with Safer Recruitment Guidelines CVs will not be accepted.

Closing date: As advertised

Interviews: As advertised

Longlisted candidates will be contacted with details of the interview process.

### **Safer Recruitment**

Folio Education Trust is an equal opportunities employer and welcomes applications from all sections of the community. We are committed to protecting our students and staff and therefore have a rigorous recruitment process which includes assessing candidates' suitability to work with children. All staff will be required to hold an enhanced DBS Disclosure.

A copy of our Child Protection policy is available here: <https://www.cws-croydon.co.uk/about/policies>

### **Equal Opportunities**

At Coombe Wood School, we believe that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in the school have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief.

The Candidate Privacy Notice can be viewed on the website at [www.cws-croydon.co.uk/career-opportunities](http://www.cws-croydon.co.uk/career-opportunities)

**Coombe Wood School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**



### *What do we believe as an organisation?*

We believe in the power of collaboration and the importance of developing schools who instil ambition and the desire in every staff member and every young person to discover and achieve their personal best, overcoming any challenge they may face. The Trust is committed to the pursuit of excellence, with young people at the heart of everything we do and personal wellbeing prioritised at every stage. We believe in ourselves. We believe in each other.

### *Our Mission and Purpose - why do we exist?*

To provide inspiring and safe places to learn, where young people are respected, their talents nurtured and where they are able to thrive. Folio Schools offer young people the best chance to lead happy, healthy lives and to be responsible, active citizens.

In Folio Schools;

Young people are healthy and happy.

Young people feel safe.

Young people have good relationships.

Young people become active and involved in school life and the wider world.

### *Our Vision and Goals - where will we be by 2025?*

By 2025, we aim to establish a wider family of collaborative Primary and Secondary Schools supporting over 5,000 young people and 500 staff all working towards the following outcomes;

- Goal #1 - We will deliver outstanding educational standards across all Folio Schools ensuring we have the capacity to create a sustainable and collaborative model of school improvement which continually evaluates, develops and celebrates success.
- Goal #2 - We will recognise the rights of all young people ensuring that daily school life gives children the best chance to lead happy, healthy lives and the opportunity to become responsible, active citizens.
- Goal #3 - We will be an employer of choice, providing good people management, transformational leadership and opportunities for all staff to fulfil their potential. We will recognise the importance of investing in staff and focussing upon people's well-being.
- Goal #4 - We will provide a shared services model for all Folio Schools which listens, understands and anticipates the needs of the people that are being served. Through a process of identifying and mitigating risks we will deliver excellent value for money and efficient resource management.



**We Believe in  
ourselves  
We Believe in  
each other**