



COLMERS SCHOOL
& SIXTH FORM COLLEGE

HEADTEACHER APPLICANT INFORMATION PACK



Opening Minds & Opening Doors

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LETTER FROM CHAIR OF GOVERNORS

Dear Prospective Candidate,

On behalf of the Governors of Colmers School and Sixth Form College I would like to thank you for making time to explore the exciting possibility that you could become our next Headteacher. This application pack is intended to share with you the arrangements for the recruitment process and provide you with essential information about the school. To follow this up, we encourage you to make a pre-application visit to get a feel for our school and inform your decision as to whether to apply for this post.

Colmers School & Sixth Form College is a large, co-educational 11 – 19, Foundation School serving an area of significant disadvantage in South Birmingham. The school is consistently over-subscribed and remains the local school of first choice for the vast majority of families in the area. In addition to the information in this pack, you will find a wealth of information about us on our school website and social media, which I hope will give you a sense of just what a special place Colmers is.

This opportunity has arisen because our current Headteacher will be retiring at the end of this academic year after six years of dedicated leadership. As a Governing Body, we are looking again to develop a close working partnership with the next Headteacher, who will be someone committed to striving tirelessly to continue our improvement journey. Given the complexities of the education landscape, we think this post requires someone with substantial senior leadership experience, potentially looking for a second Headship.

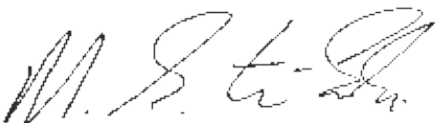
The outcome of our OFSTED inspection in February 2023 was that our school requires improvement: as you will see from their report, OFSTED recognised a wealth of good work across the school. The inspection team validated the quality of leadership and management, reassuring us that leaders have set the right priorities and are taking the necessary steps to improve outcomes. Having rebuilt the curriculum and the pastoral approach over the past 5 years, we are now looking for a leader with the expertise and determination to build on progress made and secure outstanding outcomes.

Governors have a range of skills, including Finance, IT, Legal, Safeguarding and Educational. I am confident that you will find that the Governing Body is dedicated to supporting and challenging school leaders and are committed to supporting the continuing professional development of the successful candidate. Governors feel exceptionally fortunate to work alongside an excellent and professional teaching and associate staff team, which underlies the high regard we all have for the school. We are all ambitious for every student to fulfil their potential.

You will find in this application pack the instructions on how to apply, together with the dates for the various stages of the selection programme and details of how to arrange an informal visit to the school.

Candidates who are shortlisted will receive more information in advance of the interview process. The Governors thank you again for your interest in this significant appointment and look forward to receiving your application.

With best wishes



Mark Eaves-Seeley, Chair of Governors

COLMERS VISION : 2025

Colmers has a reputation as the leading secondary school in South-West Birmingham, a school of first choice locally where the achievements of students, staff and the wider Colmers community bring pride and prosperity to our local area and beyond.

A Colmers education opens the minds of our students and equips each of them with a passport that opens doors to exciting opportunities within and beyond school. We are proud of a curriculum offer that enables all students to enjoy acquiring and using powerful knowledge and gives every student the opportunity to succeed. Our learners develop an enduring love of reading and the ability to articulate their ideas with confidence, both verbally and in writing.

We are known for a cutting edge approach to diversity, equity and inclusion, bucking the trend on outcomes for disadvantaged students and enabling our young people to develop as individuals, collaborators, leaders and life-long learners.

When parents, carers and young people choose this school, they know they will be coming to a school where:

Our students

- Make great progress regardless of their starting point
- Develop as individuals with a strong sense of personal and collective identity
- Enjoy a balance of Colmers traditions and new opportunities

Our staff

- Flourish and enjoy their role in our Colmers team
- Benefit from investing in their professional development at all stages of their careers
- Feel their hard work, commitment and contribution is supported and valued

Our parents and carers

- Are empowered to support their children's learning at home
- Value the support offered during times of difficulty
- Contribute positively to the improvement journey of the school

Our wider partnerships

- Extend pathways beyond school to give our students an advantage in the world of work
- Enhance the support for individuals with additional and complex needs to eliminate disadvantage
- Strengthen our curriculum through collaboration locally, nationally and internationally

Our Governors

- Provide the oversight, support and challenge needed to support our improvement
- Recognise and celebrate our successes
- Engage constructively to help us navigate challenges



KEY INFORMATION

Status	Foundation School
Last Ofsted	February 2023
Ofsted Judgement	Requires Improvement
PAN	240
Type of School	Non-selective co-educational 11-18 comprehensive school
Age Range	11 – 18
Number of Students on Roll	1250
Number of Students in Sixth Form	58
% of SEND Students	20%
% of EAL Students	11%
% FSM Students	46%
% of Pupil Premium Students	53%
School Website	www.colmers.school
The Oaks Collegiate	Colmers benefits from a rich collaboration with local schools within the Oaks Collegiate



INFORMATION ABOUT COLMERS

Background Information

Colmers is an 11-19 co-educational Foundation school with 1250 pupils currently on roll. Ofsted rated the school as Requires Improvement in April 2023: leadership and management, personal development and sixth form were all judged to be good, however we have more to do to secure consistently good impact in terms of the quality of education in our school.

Colmers is an oversubscribed school and is expanding to meet the demand for more school places in the area. Our intake has risen from 225 (current 11) to 240 (current yr7). We consistently receive over 600 Year 7 applications and the vast majority of our intake is drawn from within $\frac{3}{4}$ mile of the school.

Our Headteacher, Emma Leaman, took up post in September 2018.

Some Important Statistics

Although our intake draws in the main from four local housing estates close to what was the Longbridge (Rover) car works, the diversity of our school population is increasing, from over 80% White British students in 2018 to a current figure of 68.5% White British students. Approximately 46% of our pupils receive free school meals and this figure is rising. 242 are on the Special Needs Register including 12 pupils with a Statement of Special Educational Needs or EHCP. 53% of pupils are eligible for Pupil Premium and we have 15 pupils who are in care. More recently, the school has admitted higher numbers of students from overseas, particularly at Key Stage 4, which is a valuable addition to the diversity of our school community.

Buildings & Facilities

The school comprises of three main blocks, East, North & West Buildings. We take a great pride in the external and internal quality of our learning environment, ensuring that our pupils and staff have the best resources and facilities that we can afford. Every classroom has a telephone, staff computer and smartboard. Every Faculty area has its own laptop trolley. There are two gyms, plus a sports hall, playing fields and we have access to an Astro turf.

Management & Staffing

The school is led by the Headteacher assisted by two Deputy Heads, our School Business Manager and seven Assistant Headteachers.

We currently employ ninety teachers, as well as fourteen teaching assistants and forty-two associate staff.

The Colmers Way - Pastoral

Colmers relies on a highly effective pastoral support team, led by the Deputy Head, Pastoral, ably supported by three Assistant Headteachers. Our Inclusion and Intervention teams work closely together, offering a menu of academic and pastoral support and interventions to unlock the talent and potential of students with additional or complex needs.

We operate a traditional Year Team Structure. Each year group is led by a Head of Year, supported by a Senior Pastoral Support Worker: they oversee a team of Form Tutors and co-ordinate pastoral support through a staged approach, as set out in our Colmers Way – Pastoral Manual. Form Tutors are the bedrock of the pastoral system, providing a first point of contact for students, parents and carers.

Our team of HTLAs and TAs specialise in supporting individuals and groups and are complemented by specialist staff including a School Counsellor, Family Support and Early Help Lead and a Director of School Outreach & Alternative Provision.

Personal development is a strength across the school: the combined PSHE and pastoral programmes equip students with the knowledge, skills and understanding they need to succeed beyond school and we proudly achieved the Gold Standard for CEIAG in 2023. Students are supported to build their Colmers Character, centred around our 9 habits of success, both in and beyond the classroom. Staff go above and beyond to deliver a fantastic enrichment programme with a vast range of clubs before and after school. Students also have access to an excellent range of leadership opportunities, such as subject champions, prefects, librarians and Agents for Change.

Colmers Curriculum

Our Deputy Head, Curriculum and Standards, is supported by four Assistant Headteachers to lead the school's approach to the development and delivery of our curriculum. Our subject teams were re-organised into faculties in September 2019: English & MFL; Maths; Humanities; Science; Create; and Perform. The faculty structure has enabled greater collaboration and is designed to empower middle leaders to drive improvement across their faculty teams. Within each faculty, there are a number of leadership roles supported by TLRs to enable development of the curriculum and its implementation.

At Colmers, our curriculum intent is captured in our mantra: "Know more. Do more. Be more".

Our curriculum principles capture what is most important to us as we continuously review and develop our curriculum offer:

- We will ensure that students achieve excellence by experiencing a rich curriculum that is broad and balanced for all.
- Students will acquire powerful knowledge and connect their learning over time so that their learning sticks: the better we understand what we learn, the more likely we are to remember it. Knowledge sticks to knowledge; the more we know, the more we can learn.
- Literacy and numeracy lie at the heart of our teaching to improve the life chances of all our students.
- Students will have their minds opened by engaging with the best that has been said and done in a range of subject disciplines.
- Students will have the opportunity to achieve qualifications that open doors to careers and future happiness in the 21st Century.
- They will learn about themselves, their communities and about Birmingham - its rich history and its diverse and innovative present.

As a community of life-long learners, we aim to inspire a love of reading in all aspects of our curriculum. Reading is one of the most significant ways we can impact future success and we aim to provide all our pupils with every possible chance by exposing them to high quality, appropriately challenging and engaging texts.

We are determined to support each young person on an individual journey during which they will develop their aspirations, character and mindset. We have more work to do to further develop our curriculum and its implementation and are excited about the opportunities this gives us to drive deeper, more meaningful learning by our students that will ultimately result in improved outcomes.

Colmers Sixth Form

Colmers established its Sixth Form in September 2013 with the belief that we could provide our community with A-level provision that was at least as good as other local providers. There was a clear demand for it in our student and parent body.

Students receive 9 hours per fortnight of timetabled lessons for each subject they choose. In addition to this they are expected to complete 10 hours of independent study. We have regular meetings as a teaching team to share good practice and raise standards.

The Sixth Form is led by a Head of Sixth Form and a Deputy Head and form groups are divided into approximately 20 students and assigned a form tutor.

A-Level Courses at Colmers

We deliver an academic A-level curriculum with the addition of a highly successful BTEC L3 Sport option along with non A-level enrichment courses that carry accreditation and UCAS points. Students' A-level grades are achieved entirely by coursework and exams carried out in Year 13. We currently offer up to 12 different A-level subjects subject to take-up. We follow the same assessment calendar as the rest of the school and this includes two sets of mock exams.

University Applications

Colmers Sixth Form is public about its intention to encourage as many students as possible to apply for university, on the basis that this represents the best vehicle for achieving a fulfilling work life in a rapidly changing world. We have successfully maintained destinations of 90%+ of our year 13 cohorts to university, a figure of which we are enormously proud.

Professional Learning

At Colmers, all staff are supported to develop professionally, both through regular, informal collaboration and through more formal CPD opportunities. Since September 2018 we have been part of a local network of schools, The Oaks Collegiate, which affords significant opportunities for collaboration between staff at all levels. In addition, we invest time for all staff, associate and teaching, to identify and work on areas they wish to improve, linked to our performance appraisal cycle. This includes specific focus on programmes for Early Career Teachers, as well as bespoke leadership development for senior, middle and aspiring leaders.

"If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit ..."

– Dylan Williams, Institute of Education,
University of London.

COLMERS: THE CHALLENGES & OPPORTUNITIES

We all know that Headship is both hugely challenging and highly rewarding – and it will be at Colmers. To help you understand the challenges and opportunities, and assess your appetite for the role, we would ask you to consider the following questions:

Can you lead the school to Ofsted Good in 18 months?

- First and foremost, we need a new Headteacher who will secure the Good OFSTED judgement that the school needs when inspectors return, which we expect to happen in 18 months' time
- We think we are well on the way to addressing the recommendations made by OFSTED and know this goal is 100% achievable
- There is a fine balance of bringing everyone on the journey while increasing accountability and improvements, especially working in a challenging context and a teacher recruitment crisis

This is great opportunity to make your mark by ensuring that there is consistency of good practice across the school and that the hard work undertaken day in day out translates into better outcomes for our young people.

Are you committed to changing the life chances of students in an area of significant deprivation?

- At Colmers, we are experiencing the full force of the cost-of-living crisis on top of the impact of the pandemic
- More children and families than ever are struggling, safeguarding challenges are significant and the level of need among our community is exceeding levels we have previously experienced
- Attendance remains challenging but we are beginning to make in-roads and buck the trend despite having our share of the increased number of school-refusers post-pandemic
- Whilst we are taking the majority of our children and families on our improvement journey, we need to take all with us and ensure everyone works towards our vision for the school
- School days at Colmers can be really tough while being incredibly rewarding: trauma-informed practice is helping us. Unerring belief in the potential of every child and endless patience are essential!

Colmers is blessed with an incredible wealth of pastoral and safeguarding expertise; but meeting the level of need within existing and future resources is not going to be easy. We are challenged to successfully raise standards and improve outcomes while meeting the needs of the most disadvantaged students. The new Head will need to embrace working with the most challenging children and families!

Can you get better results at KS4 ?

- We know our outcomes are not good enough. The curriculum has been radically improved and we are seeing improvements in behaviour across the school but there is a way to go
- While there is no lack of commitment, traction on exam results remains elusive

Internal and external expertise tells us we are doing all the right things, but how will you ensure it makes the difference we are looking for?

Do you have a passion for inclusion?

- The SEND system in Birmingham is particularly challenging. We have increased levels of undiagnosed SEND as a result of the backlog in assessment, especially post-pandemic
- There is an expectation that mainstream settings in our City will take more students with complex needs, placing additional strain on resources

Colmers' specialist inclusion expertise is a strength. It remains a challenge to manage the increasing range of SEND needs, especially in the absence of funding for sufficient additional adult support.

Are you flexible enough to build on what is already under way, while challenging things that are not working well enough?

- The last 5 years have been about building a very clear vision, based around the Colmers values. Momentum in delivering The Colmers Way is positive. With OFSTED only 18 months away, now is not the time to dismantle and start again. The job will involve careful assessment of what to keep and what to change
- Colmers is a fascinating mix of long-standing and more recent staff. This job requires someone with the insight and people-management skills to bring out the best in a very diverse team

Getting the balance right with the next stage of the improvement plan will be key to securing the Good OFSTED grade that is in sight. Leadership of change is very nuanced in the current climate and will require skilful navigation. If you are after a job where you can re-build something broken, or re-brand from the outset, Colmers may not be the school for you. At the same time, new energy, expertise and ideas will be necessary to address some areas of school improvement.

Do you have the strategic expertise to consider options for the future status of the school and bring stakeholders with you on that journey?

- Colmers is a stand alone Foundation school. This has some benefits but also carries a level of isolation. As part of the Oaks Collegiate, we benefit from networking with local schools but there is no doubt that it has been particularly difficult navigating the pandemic and beyond as a single entity

There are no concrete plans to academise at this time but the new Head will need to carefully consider all options to secure the best possible future for the school community and find a way to unite everyone in an agreed way forwards.

Are you resilient in the face of national and local recruitment and funding challenges? How will you balance that with a drive for improvement?

- Recruitment has remained relatively buoyant at Colmers but we are beginning to see the impact of the teacher recruitment crisis, with vacancies becoming harder to fill.
- Colmers has always been in a healthy position financially. Student numbers remain strong. However, budget reductions mean we cannot sustain all of the elements of our provision and some careful choices will need to be made to manage reduced income over the coming 2-3 years

The challenges with recruitment and funding will require creativity and rigour. The school remains in a far better position than many but that does not detract from the very real risks that we are all facing as teacher vacancies increase and funding declines

Can you build a sustainable post-16 provision in the context of the range of choices open to our students at 16?

- We love our sixth form and our students achieve fantastic destinations, but numbers remain too low

The sustainability of our sixth form will need to be secured under the direction of the new Headteacher.

HEADTEACHER JOB DESCRIPTION

Responsible to: The Chair of Governors

Leadership scale: Group 7 L33 – L38

Contract type: Full time / Permanent

Responsible for: All students educated at the school and all staff employed to work at the school

It should be noted, that the key priorities and accountabilities included in this Job Description for the role of Headteacher as shown below is not an exhaustive list. This current Job Description, in consultation with the successful applicant, may be changed in the future should the Governors deem it necessary. A review of the Job Description will also form part of the Headteacher 's Annual Performance Management Review.

Core purpose and responsibility

The Headteacher will:

- Provide highly effective, professional leadership for the school.
- Secure its continuing success and improvement, ensuring high quality education for all its students and excellent standards of learning, achievement and pastoral care.
- Sustain the school's ethos and strategic direction within the local community.
- Formulate the aims and objectives of the school, monitor progress towards achieving them and oversee systems and processes so the school can operate effectively.
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement ensuring they are effectively implemented.
- Allocate financial resources efficiently and effectively.
- Manage staff and resources efficiently and effectively.
- Monitor the workload and well-being of self and staff.
- Promote diversity, equity and inclusion.
- Create an outward-facing school to work with other schools and be a role model for all in the school and wider community.
- Lead by example, model best practice regarding professional conduct and personal development.

Legal requirements

The Headteacher is required to carry out all the statutory duties in the School Teachers' Pay and Conditions Document sections 46 and 47, the contractual framework and the professional responsibilities outlined in sections 48 and 49 of the STPCD in accordance with the National Standards for Headteachers. 13

1. SCHOOL CULTURE

- Sustain and continue to develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure a shared strategic direction that creates a culture in which staff and students experience a positive and enriching school life.
- Ensure that the school's vision and values are visible and embedded in the ethos of the school
- Uphold and deliver ambitious education standards to prepare students for the next phase of their education and later life.

- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff expectation.
- Promote and support the well-being of students and staff.
- Ensure individual staff accountabilities are clearly defined, understood and agreed, and are subject to rigorous review and evaluation.

2. LEADERSHIP

- Provide exceptional leadership to all teaching and associate staff through outstanding communication and timely, insightful, decision making.
- Develop highly effective leadership throughout the school.
- Hold SLT and other leaders to account through clearly defined roles and responsibilities, challenging targets and objectives.
- Make use of effective and proportional processes of quality assurance and evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness.
- Identify a Deputy or other suitable person to assume responsibility for the discharge of the Headteacher 's role during any absence from school.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely and appropriately sequenced.
- Carefully monitor and evaluate the effectiveness of school improvement strategies.
- Prepare and lead strategies to maximise success in Ofsted inspections.

3. TEACHING

- Sustain high-quality, expert teaching across subjects and Key Stages 3, 4 and 5, built on evidence-informed understanding of effective teaching and how students learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative and summative assessment.

4. CURRICULUM AND ASSESSMENT

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing faculty and subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all students are supported to achieve standards of literacy and numeracy that will enable them to enjoy maximum success both at school and in later life.
- Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum.

5. BEHAVIOUR

- Establish and sustain high expectations of behaviour for all students, built upon strong positive relationships, rules and routines, which are understood by all staff and students.
- Ensure high standards of behaviour and conduct in accordance with the school's behaviour policy, working effectively in partnership with parents and carers
- Implement fair, consistent and respectful approaches to behaviour management.
- Ensure that adults within the school act as positive role models for students and the wider community

6. ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

- Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities.
- Establish and sustain inclusive culture and practices that enable students to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate.
- Ensure that the school fulfils its statutory duties with regard to the SEND code of practice.

7. PROFESSIONAL LEARNING

- Ensure that all staff have access to high-quality, sustained professional learning opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional learning of staff, ensuring effective planning, delivery and quality assurance which is consistent with the approaches laid out in the standards for teachers' professional learning.
- Ensure that professional learning opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

8. STAFF WELL-BEING

- Prioritise the well-being of staff in order to maximise the education offer for our students
- Oversee a planned approach to well-being that reflects the commitment made to the DFE Staff Well-Being Charter
- Use appropriate means to regularly review and evaluate staff well-being and workload
- Ensure that staff absence management is well-managed for the benefit of staff and students

9. ORGANISATIONAL MANAGEMENT

- Ensure the protection and safety of students and staff through effective approaches to safeguarding as part of the duty of care.
- Ensure that there is a rolling programme of training for staff in the school in Safeguarding and Prevent to meet statutory requirements.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Recruit, retain and develop excellent staff and manage their workload and performance, in order to achieve the vision and goals of the school
- Implement an appropriate performance appraisal framework for all staff.
- Ensure that the environment of the school is maintained to a high standard, in order to develop a sense of pride in the surroundings
- Produce and implement clear evidence-based improvement plans for the development of the school and its facilities.
- Establish and oversee systems, policies and processes that enable the school to operate effectively and efficiently, in line with legal requirements.
- Maintain an organisational structure which reflects the school's values and enables management systems, structures and processes to work effectively,
- Manage and organise the school environment efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure rigorous approaches to identifying, managing and mitigating risk.

10. CONTINUOUS SCHOOL IMPROVEMENT

- Make use of effective and proportional processes of quality assurance and evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, costed, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

11. WORKING IN PARTNERSHIP

- Ensure that the vision and values of the school are embedded in all strategic plans and implemented to widen opportunities and improve educational outcomes for students.
- Work collaboratively with the Governors and staff to ensure that resources are effectively deployed to enhance provision for young people.
- Create and maintain effective partnerships with parents and carers to support and improve pupils' achievement and personal development.
- Build and strengthen the positive image of the school in the wider community.
- Work closely with external partners to promote collaborative professional development, to enhance opportunities for all.
- Commit the school to continue to work successfully with other schools, businesses and organisations within a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve outcomes for all students.
- Liaise with the press and media, as appropriate.

12. GOVERNANCE AND ACCOUNTABILITY

- Understand and welcome the role of effective governance, upholding its obligation to hold the Headteacher to account and accept appropriate challenges in pursuit of achieving sustained school improvement and excellent outcomes for all students.
- Establish and sustain professional, open and collaborative working relationships with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

HEADTEACHER PERSON SPECIFICATION

Elements required to undertake the job are provided under specific headings.

Each element is essential or desirable as indicated by an E or D in the "E/D" column.

CODE:

E/D Essential or Desirable

A Application form

I Interview/presentation

R References

How the evidence will be tested is indicated under the remaining columns.

A	TRAINING & QUALIFICATIONS		A	I	R
1	Qualified Teacher Status	E	✓		
2	Degree (or equivalent)	E	✓		
3	Higher Degree	D	✓		
4	Post Graduate curriculum or management qualification	D	✓		
5	Completion of NPQH	E	✓		
6	Evidence of recent professional development	E	✓		

B	EXPERIENCE OF TEACHING & SCHOOL LEADERSHIP		A	I	R
1	Substantial experience at a senior level in secondary education	E	✓	✓	✓
2	Recent experience at Headteacher or senior leadership team level within a secondary educational setting	E	✓	✓	✓
3	Evidence of different leadership and management roles	E	✓	✓	✓
4	Experience of developing and implementing the school vision and values	E	✓	✓	✓
5	Evidence of responsibility for allocation and monitoring of financial resources	E	✓	✓	✓
6	Evidence of having made a major impact on the development of a school	E	✓	✓	✓
7	Evidence of successful strategies to improve pupil outcomes	E	✓	✓	✓
8	Evidence of responsibility for pupil behaviour and personal development at whole school level	E	✓	✓	✓
9	Evidence of monitoring, evaluating and reviewing performance through a robust performance appraisal system	E	✓	✓	✓
10	Evidence of excellent classroom practice	E	✓	✓	✓

C	PROFESSIONAL KNOWLEDGE & UNDERSTANDING		A	I	R
1	A clearly articulated philosophy of secondary education	E	✓	✓	
2	An appreciation of how to promote the spiritual, moral, social and cultural development of all pupils	E	✓	✓	
3	Evidence of strategies to achieve effective teaching, learning and assessment	E	✓	✓	✓
4	A sound understanding of how to use data to establish benchmarks, evaluate performance and set targets for improvement.	E	✓	✓	
5	Knowledge of local and national policies, priorities and statutory frameworks	E	✓	✓	
6	Knowledge of the role of the Governing Body	E	✓	✓	
7	Knowledge of the associated phases of education	E	✓	✓	
8	An understanding of the Equality Act and other legislation essential for the health, safety and well-being of the school community	E	✓	✓	
9	Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.	E	✓	✓	✓

D	PERSONAL SKILLS & ATTRIBUTES		A	I	R
1	Excellent communication skills both oral and written	E	✓	✓	
2	Commitment to high standards and being a positive role model for pupils and staff	E		✓	✓
3	The ability to analyse and interpret information, in order to make informed decisions and exercise good judgement	E	✓	✓	
4	The ability to deploy a range of leadership skills and approaches to develop productive relationships and high performing team work	E	✓	✓	✓
5	The ability to inspire, challenge and motivate others to create a forward thinking organisation, committed to school improvement	E		✓	
6	Self management to include time management, working under pressure and to deadlines	E		✓	✓
7	Commitment to continuous professional development	E	✓	✓	✓
8	Proven ability to build and maintain effective relationships with parents/ carers, partners and the community that enhance the education of all pupils	E	✓	✓	
9	Stamina, resilience, reliability and integrity	E	✓	✓	✓

HOW TO APPLY

School Visits

You are welcome to join an informal visit to Colmers. This will give you an opportunity to find out more about the context of the school and the challenges ahead.

Please book on to one of the visits by contacting Emma Powell, Human Resources Administrator, on recruitment@colmers.school or 0121 453 1778.

Visits will take place at the following times:

Monday, February 5 th	9 – 10 a.m. and 4 – 5p.m.
Tuesday, February 6 th	9 – 10 a.m.
Wednesday, February 7 th	2 – 3 p.m.

How to Apply

Please note that your application will be photocopied for distribution to the Governors' Selection Panel and External Consultant. Clarity is, therefore, of the essence.

The application process requires you to complete the following two tasks:

1. Complete the application form, ensuring that all boxes are completed.
2. With reference to the person specification, write an accompanying letter addressed to the Chair of Governors. Your letter should demonstrate where, how and why you consider you meet the person specification criteria. You should draw on relevant evidence of how your recent experience has prepared you to lead Colmers School and Sixth Form College.

Your letter should be typed in Arial 12 point and be no more than 2 sides of A4 in length. It should not repeat information included on the application form. Please also note, you are not expected to respond to every aspect mentioned in the person specification.

By completing the application process as requested, you will assist the Selection Panel in shortlisting, so they can clearly determine whether you meet their requirements. Governors are absolutely committed to ensuring this recruitment process is fair and transparent. Please note CVs and other forms are not acceptable.

We are committed to diversity, equity and inclusion and are keen to ensure our leadership team reflects the diversity of our school and local population: candidates from Black, Asian and Minoritised Ethnic backgrounds are encouraged to apply.

Colmers School and Sixth Form College is totally committed to safeguarding children. Successful candidates will undergo an enhanced DBS check and prudent checks will be made of references and employment history.

Your completed Application Form and letter should be returned to Mrs E Powell, Human Resources Administrator, via the email address recruitment@colmers.school no later than **Tuesday, 20th February, 2024** at noon. All applications will be acknowledged on receipt.

Interviews will take place Thursday, 7th and Friday, 8th March, 2024.