



# Deputy Headship at Central Foundation Girls' School







## Contents

1. Letter from the Headteacher
2. Advertisement
3. Job Description
4. Selection Criteria
5. Application Process
6. Brief History of CFGS
7. Ethos and Values
8. Staffing Profile
9. Curriculum Offer
10. Continuing Professional Development
11. Governing Body
12. Building Facilities
13. School Key Indicators



Dear Candidate,

Thank you for expressing an interest in the post of Deputy Headteacher, at Central Foundation Girls' School. This is an exciting time to be joining the school and this post offers a real opportunity to be part of the school's transformational and challenge agenda, as we take the final steps to outstanding in all areas of the school.

We are a successful, oversubscribed, Voluntary Aided girls' school in the East End of London, supported by the Central Foundation Trust. Whilst our demographics confirm we serve some of the most deprived students in the country, our outcomes demonstrate that this is never used as an excuse or a reason not to succeed. Our students are successful in many areas, both inside and outside of the curriculum and we believe in creating opportunities for every girl to raise her aspirations and achieve her full potential.

Raising standards through teaching and learning is at the heart of all that we do. This is driven by outstanding leadership as recognised by Ofsted, which rated us as 'good', however with clear outstanding features in our most recent inspection (October 2016).

The Senior Leadership Team currently is comprised of Headteacher, 3 Deputy Headteachers, 5 Assistant Headteachers and a Director of Finance and Administration. Deputy Headteachers are encouraged and expected to be fully involved in both strategic planning and the day-to-day running of the school — including taking

direct responsibility for managing one of our buildings and being lead person for taking forward one or more projects, identified as essential to our continued improvement.

Whilst SLT roles and responsibilities are reviewed and rotated on a regular basis, the expectation is the person appointed will initially take on the role of strategic leader for Teaching and Learning. Beyond that, the full remit of the role will be discussed with the successful candidate and will comprise of at least three other key areas of strategic responsibility. The person appointed will unquestionably need to be -

- ◇ An energetic and innovative leader with a passion to transform lives through education
- ◇ A strategic leader driven to achieve success for all our students, through consistently reviewing and improving practice, closing gaps and removing barriers to success
- ◇ A leader who is strongly self-motivated and able to complete and deliver projects with tangible outcomes.
- ◇ Absolutely committed to collaborative working within the senior team and to developing and supporting colleagues to improve their own practice
- ◇ A professional who leads with integrity, serves with compassion and drives standards up with relentless enthusiasm.

I look forward to receiving your application.

**Ms E. Holland**  
**Headteacher**







Central Foundation Girls' School  
Voluntary Aided, 11 - 19 Girls, c1500 on roll

Advertisement

# Deputy Headteacher

## Teaching & Learning

### Group 8, Points 22-27

We are seeking to appoint an inspirational and highly skilled leader to our dynamic senior leadership team. The successful candidate will have a proven record of strategic leadership with demonstrable impact in a senior post, alongside the ability to implement and embed best practice and professional standards in all aspects of the role. They will also be an outstanding practitioner who has a passion for teaching and learning and the tenacity and integrity to lead and inspire staff to achieve the best for all our students through quality teaching.

If appointed, you will be joining a strong and dedicated senior team, working with talented teachers and support staff, who are fully committed fully to delivering the best outcomes for our students. Our vision, values and ethos are rooted in a belief that education can transform our students' lives, by opening doors of opportunity for them. We aim to both challenge and support our girls to push the boundaries of their achievements, to contribute to the wider life of the school and its community, and to be role models in all that they do.

If you share our vision and believe that you can rise to the challenge of leading sustained improvement and excellence in a school where high expectations underpin all that we do, we would be delighted to receive your application. An application pack is available to download from the school's website [www.central.towerhamlets.sch.uk](http://www.central.towerhamlets.sch.uk)

Interviews are scheduled to take place on Thursday 11<sup>th</sup> May and Friday 12<sup>th</sup> May 2017.

Completed application forms with a supporting statement must be returned to the school's Recruitment Consultant, Ms J. Woodhead at: [jwoodhead2.211@lgflmail.org](mailto:jwoodhead2.211@lgflmail.org) by Tuesday 2<sup>nd</sup> May at 9.00am

Candidates wishing to visit the school prior to application should contact the Headteacher's PA, Ms E. Adigbli direct at [eadigbli@central.towerhamlets.sch.uk](mailto:eadigbli@central.towerhamlets.sch.uk)

CFGS is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Successful applicants will be requested to undertake an Enhanced Disclosure and Barring Service check.





# Deputy Headteacher Role and Job Description

## Main Purpose of the Job

- Provide strong strategic and operational leadership in support of the Headteacher, in order to successfully deliver the CFGS vision, ethos, aims and development objectives.
- Be a driving force in supporting the school, to be outstanding in every area.
- To lead on the identified strategic areas of responsibility, providing vision, leadership and evidence of sustained impact in each area.
- To actively support and enhance the culture of high expectations and achievement among staff and students, through highly effective leadership, management and strategic planning.

## Main Responsibilities

- Contribute actively to the strategic and operational success of the school, through full participation in the school's Senior Leadership Team.
- To be directly accountable for the strategic leadership of teaching and learning across the school including
  - a. To lead on raising the standards of pedagogy across the curriculum and all key stages eliminating variability.
  - b. To lead on sustaining a practical and robust system of lesson observation supported by effective strategies for supporting and developing classroom practice.
  - c. Oversight and strategic leadership of the Lead Practitioner provision including research based developmental work
  - d. Oversight and development of work reviews across all key stages, reporting on outcomes and identifying whole school issues for action
  - e. To support staff through regular updates in research around pedagogy,
  - f. To ensure effective annual reporting of strategic outcomes in all aspects of teaching and Learning
- Lead and manage the successful development of more than one major strand of the school's continuous improvement programme, as directed by the Headteacher — responsibilities in the first instance to include Teaching and Learning and up to 2 of the following roles:

Key Stage 5 outcomes	Professional Development Programme	Oversight of Curriculum development
Key Stage 3 outcomes	Student leadership initiatives	School Self review
Strategic leadership of the HOFs forum		
- Take lead responsibility for ensuring the successful completion/delivery of time-limited or rolling projects, as directed by the Headteacher.
- Hold other staff, particularly responsibility holders, fully to account for their own and their team's performance against agreed performance targets and the standards of all learners across their area. Deputy Headteachers line manage at least two faculties and 1 Head of Year, as well as post holders for whole school initiatives.



- Work collaboratively with all stakeholders – including governors, LA officers and external consultants as appropriate - to secure delivery of the school's Strategic Plan (SP) objectives.
- Support the school's drive to secure excellent teaching as the norm by:
  - \* Modelling best practice through own teaching
  - \* Providing high-quality mentoring and other support, as appropriate
  - \* Role modelling the attitudes and behaviour the school expects of all its staff.
  - \* Being the Responsible Person on site in a named building of the school, including taking a proactive role as a notable presence on corridors.
- Contribute actively to the maintenance of a consistently orderly and learning-orientated atmosphere in school, including :
  - \* Consistently modelling to students the attitudes and behaviour the school expects of them
  - \* Responding promptly and appropriately to any calls for assistance, in connection with inappropriate behaviour by students, parents/carers or members of the public
  - \* Carrying out Emergency Support duties as required
  - \* Supervising students at break / lunchtime and on entry and exit from the premises, as required
  - \* Carrying out Cover as required
  - \* Maintaining oversight of the work of any assigned Assistant Headteachers, Support Staff or other staff.
- Provide regular reports as required by the Headteacher and Governors.
- Participate fully in the work of the senior team, working collaboratively and supportively with all senior colleagues.
- Be responsible for managing a budget or budgets, as determined by the Headteacher.
- Review and monitor any SLAs relating to area(s) of responsibility.
- Participate as appropriate in the school's agreed Performance Management Programme.
- Provide ongoing CPD to staff as required, to support the development of an ethos of continuous school improvement and best value.
- Demonstrate a commitment to own continuing professional development, through participation in appropriate training, including :
  - \* Working closely with the Headteacher in order to gain, as full a working understanding as possible of all aspects of his/her role.
  - \* Providing ongoing opportunities for involvement of any assigned Assistant Headteachers, in order to ensure full readiness on their part to step up to deputise for the Deputy Headteacher in one or more aspects of his/her role, should need to do so arise.
- Deputise for the Headteacher, as required.
- Ensure that all members of all teams and individuals managed are fully aware of and comply with all relevant school policies – particularly any matters relating to confidentiality, Safeguarding, Health & Safety or Equal Opportunities.
- Undertake any additional duties or responsibilities, commensurate with the scope and grade of the post, as reasonably directed by the Headteacher.



## Person Specification

### Qualifications

Educated to at least Degree level or equivalent

QTS

### Experience

Proven experience of successful leadership and management in a relevant school environment, at Deputy Headteacher / Assistant Headteacher level.

Proven experience of successful leadership of raising attainment strategies and impact in addressing underachievement .

Proven experience of sustained excellent performance as a classroom teacher.

Proven experience of ongoing commitment to own continuing professional development.

### Skills and Understanding

Exceptional organisational, communication and interpersonal skills.

Leadership and management skills appropriate to the requirements of the post.

Excellent command of standard software packages commonly used in school administration.

Excellent level of technical competence in all areas relevant to the post.

Knowledge and understanding of relevant national and local legislation and guidance.

Understanding of and commitment to Central Foundation Girls' Schools' vision and the challenges and opportunities facing the school.

Understanding of the need for and commitment to the importance of flexible working across the whole staff team.

Understanding of the need for and commitment to maintaining excellent attendance and punctuality.

### Qualities

A positive attitude to work and life.

Absolute honesty and integrity.

A calm and clear-thinking approach to problem-solving.

Able to adapt quickly to changing circumstances and take speedy appropriate action when circumstances require it.

Able to innovate and lead on new initiatives, leading to clearly demonstrable outcomes.

Confident in handling information of an exceptionally confidential nature.

Exceptionally hard-working, resilient and professional but with an appreciation of the need to maintain work-life balance.

Commitment to own continuing professional development and to supporting the continuing professional development of others.



# Application Process

Please note, all applicants must complete the Application Form, downloadable from the school website -

<http://www.central.towerhamlets.sch.uk/Current-Vacancies>

Completed applications should be emailed direct to Jan Woodhead our recruitment consultant by absolute latest 9.00am on Tuesday 2nd May 2017 using the following address: [jwoodhead2.211@lgflmail.org](mailto:jwoodhead2.211@lgflmail.org)

Candidates wishing to visit the school prior to application should contact the Headteacher's PA, Ms. E. Adigbli at the following address [eadigbli@central.towerhamlets.sch.uk](mailto:eadigbli@central.towerhamlets.sch.uk)

Once all preliminary discussions have taken place, up to 8 candidates will be invited to attend for formal interviews on Thursday 11th and Friday 12th May, 2017.

At the end of Day 1 of the formal process (11th May 2017), there is likely to be a further short-listing with a maximum of four candidates progressing to a final interview day on Day 2 on 12th May 2017.





# School History

Central Foundation Girls’ School is one of the oldest schools in London and has its roots in the City of London. The original school was founded in 1726 to provide education for the children of Huguenot refugees who had settled in the East End of London. In 1891, the school split into separate boys and girls schools both serving the children of East End of London.

CFGS moved to Bow in East London from its site in Spital Square, Bishopsgate in 1975. It changed from being a city selective girls’ school to become a comprehensive girls’ school after it amalgamated with a local girls’ modern school in Bow. It is an all ability school, which serves the East London Community within Tower Hamlets, Newham and Hackney.

Today Central Foundation is a large, oversubscribed, inclusive and successful girls’ school based in Bow, East London. We cater for 1500 girls aged 11-19, providing a dynamic and constantly improving learning environment against a background of high social deprivation, a diverse school population with greater than average learning and language needs.

CFGS is a Voluntary Aided Comprehensive School and its charitable foundation is the Central Foundation Schools of London Trust. It is linked with the Central Foundation Boys’ School in Islington.

The school also works in partnership for the benefit of students with a variety of business partners and mentoring groups. The school is part of several groups including a primary secondary partnership and an independent state school partnership.

The school currently is a partner school in a Schools Direct Teacher Training initiative ‘City Excellence’. The school is a Leading Edge school (SSAT) and affiliated to the Mulberry Teaching School alliance.

The energy and determination of the teaching and support staff, who strive to provide the students with the opportunities to succeed and to become well-educated and confident young women, is a major factor in the school’s achievement to date. It continues to develop, both as a community in its own right and as part of local, national and international learning communities.



# The School Day

The school currently runs a two week timetable. Week A and Week B.

			Tuesday Week B	
8:40 – 8:45	REGISTRATION		REGISTRATION	
8:45 - 9:00	FORM TUTOR TIME / ASSEMBLY		8:45 – 9:30	PSHEE
9:00 - 10:40	PERIOD 1 + 2	P1 9.00 – 9.50am	9:30 - 10:15am	
		P2 9.50 – 10.40am	10:15 – 11:00am	
10:40 - 11:00	BREAK	10:40 – 11.00am	11:00 - 11:20am	
11:00 - 12:40	PERIOD 3 + 4	P3 11.00 – 11.50am	11.20 – 12:05pm	
		P4 11.50 – 12.40pm	12:05 – 12:50pm	
12:40 - 13:30	LUNCH	12:40 – 1.30pm	12:50 – 1:40pm	
13:30 - 15:10	PERIOD 5 + 6	P5 1.30 – 2.20pm	1:40 – 2:25pm	
		P6 2.20 – 3.10pm	2:25 – 3:10pm	

Each Tuesday of Week B lessons are reduced by 5 minutes per session to facilitate a PSHEE period for all students Years 7—13.



# Ethos and Values

We are keenly aware that tradition alone is not enough. While we are rightly proud of our heritage, we must always keep pace with the modern, changing world. Our aim of 'Educating Tomorrow's Women' is central to the way we perceive our role.

The key words of our vision statement underpin our ethos. The education we provide at Central Foundation Girls' School **transforms** our student lives; opening doors of opportunity. We expect our students to be active participants on this journey. '**Challenge**' is a key part of life at Central, coupled with good support our students are challenged to push the boundaries of their achievements; challenged to contribute; challenged to excel. We expect our students to be role models in all that they do.

Every student at Central Foundation is unique, so **valuing** and celebrating our diversity is central to the school ethos. Our vision statement and ethos means that all our girls are **empowered** to be the best they can be in every area of their lives.

We want our students to learn how to find out what's going on in the world, how to have a say and how to make a difference.

To provide real experiences of that, we are working to help the school council become more effective. Groups of trained Leading Ambassadors research aspects of school life and inform the school staff of their findings and concerns. Student leadership opportunities exist across the curriculum from Year 7 through to the Head Girl and Student Ambassadors in the Sixth Form.

We expect all our students to show respect for the environment and for other people. We expect them to develop courtesy as well as their ability to care for others and to take every opportunity to participate in making the world a better place.

The school is deeply committed to the provision of equal opportunities and inclusion for all students and staff in every aspect of school life.

The school constantly works to ensure that all members of our school community feel valued, respected, and understood. We live out our duty to oppose all forms of prejudice and discrimination so that our community is safe and supportive an proactive environment where respect, integrity and character rare championed.

## Our Vision

### At Central Foundation Girls' School we...

Transform lives through our high expectations and high standards for all.

Challenge and support each other to excel through our passion for learning.

Value all members of our community and celebrate success.

Empower ourselves to be a positive, creative, innovative and inspirational community





# Staffing Profile

The school currently employs 119 members of teaching staff and 92 members of support staff.

**Senior Team** The senior team is comprised of the Headteacher, three Deputy Headteachers, five Assistant Headteachers and the Director of Finance and Administration. Additionally, each year the school offers the opportunity for a middle leader to be co opted into the SLT, to gain senior team experience and to complete a one year project with defined outcomes.

**Curriculum Leaders** Heads of Faculty lead curriculum areas and are responsible for heads of department and other post holders. There are 10 Faculties: English, Maths, Science, Humanities, Modern Foreign Languages, Art Design & Technology, Computing & Business, Performing Arts, PE and Social Sciences. The SEN and EAL departments support all faculties.

**Pastoral Structure** Each Year group is headed by a Head of Year and has the support of a member of the senior team. HOYs move with their Year group throughout the school. A team of tutors works with each HOY and, where

possible, 2 tutors are assigned to each form group to support active mentoring.

The Sixth Form is headed by the Head of Sixth and works with a Deputy Head of Sixth Form. The Sixth Form team are supported by a full time administrator.

**Support Staff** The school has an extensive array of support staff in student support, administration, IT, technical support and premises. Student support includes:

Children with additional needs are supported through the access and inclusion team which include 16 Teaching Assistants, this team is headed by a HLTA.

Vulnerable students are supported through a full time Key Worker for Vulnerable students, Home School Liaison and support; the school has several parent outreach staff, these include a Parent Outreach worker, lead for troubled families, a worker for underachieving Somali students, a worker for underachieving White British students.

Underachieving students are also supported through a Key Stage 3 Academic mentor, two Key Stage 4 Academic Mentors and a Sixth Form Academic Mentor.





# Curriculum Offer

Our curriculum offer at all key stages is constantly under review. We believe that our students must receive a broad and balanced curriculum which enables them to experience a range of subject areas whilst developing the appropriate skills that are required to achieve exam success. Student progress is vital and all curriculum initiatives are reviewed to ensure that skills are being enhanced and that experiences enrich and add value.

## **Key Stage 3**      The main features of the offer are :

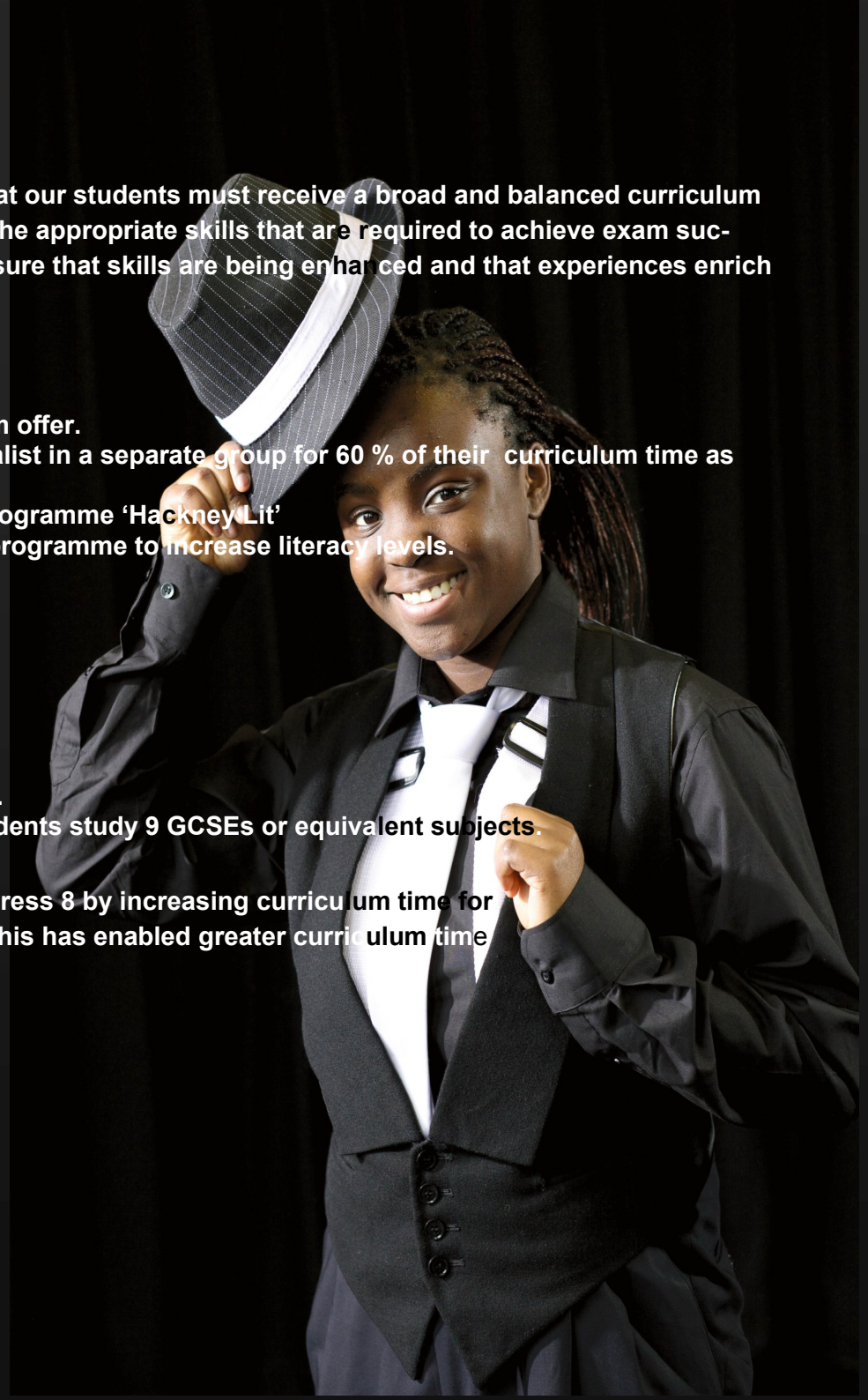
- Classes are taught as mixed ability groups in Year 7 on a standard curriculum offer.
- Small numbers of weak ability students work with a primary/secondary specialist in a separate group for 60 % of their curriculum time as part of transition to mainstream.
- Students with reading ages below 9 on entry follow a Literacy intervention programme 'Hackney Lit'
- All students in Year 7 and 8 use 'Accelerated Reader' as part of a structured programme to increase literacy levels.
- Year 9 is a 'preparation for GCSEs' year.
- Students select one DT subject and one PA subject to major in across Year 9.
- Triple Science is introduced from the start of Year 9.

## **Key Stage 4**      The main features of the offer are :

- Core offer of English Language and literature Maths, Double Science, RE, PE.
- Students are offered the Ebacc route, however this is not compulsory. All students study 9 GCSEs or equivalent subjects.
- BTEC pathway which includes, Health and Social care, Business.
- The school has adapted its curriculum offer to support Attainment 8 and Progress 8 by increasing curriculum time for English and Maths and by reducing the average number of GCSEs sat to 9. This has enabled greater curriculum time for all.

## **Key Stage 5**      The main features of the offer are :

- Wide range of subjects offered at AS and A2
- BTEC level 2 and 3 offered in Health & Social Care and Business
- Bespoke programmes for students under taking re-sits in English and Maths
- Some bespoke programmes at level 2 for identified students.



# Continuing Professional Development

We are committed to the continuous professional development and growth of all our staff and provide an extensive list of professional development opportunities on an annual basis, both in house development opportunities to externally accredited opportunities at all levels. As a school we encourage sharing of good practice within our own setting, but also encourage staff to learn from others through school visits and ,where expertise already exists, we are available to support other schools.



The school also supports its middle leaders and members of SLT to achieve National qualifications related to their role and offers a limited number of bursaries to support colleagues to acquire Masters qualifications.

## The Governing Body

The Governing body is committed to supporting the school to achieve outstanding. The Governing body is comprised of the Chair and 9 Foundation Governors, including representatives from the Central Foundation Trust, 3 elected parent Governors are in post along with 2 staff Governors and one LA Governor. The Full Governing Body meets on 4 occasions each year, with other work delegated to the 4 committees. Deputy Headteachers attend all full Governing Body meetings and are also expected to be lead SLT for one of the committees.

## Schools Facilities

The school has undergone extensive building works and provides high quality learning spaces across all our buildings.

The Sixth Form is based in a bespoke block adjacent to the main school with its own café space and roof terrace.





## Key Indicators

	2012	2013	2014	2015	2016
<b>Number on Roll</b>	1,408	1,460	1,496	1500	1501
<b>% Attendance</b>	94.3	95.5	96.5	96.6	96.6
<b>% FSM. PP from 2012</b>	78	78.1	76.0	71.7	69.3
<b>% Pupils without English as a first language</b>	60.6	58.3	61.7	57.9	54.4
<b>% SEN</b>	9.2	6.0	4.7	12.7	6.8
<b>Main Ethnic Groups % of school population</b>	Bangladeshi 79.9 African 6.2 British 3.2	Bangladeshi 81.3 African 6.1 British 3.0	Bangladeshi 83.6 African 5.9 British 2.7	Bangladeshi 84.8 African 5.4 British 2.2	Bangladeshi 84.9 African 5.3 British 1.7

# Key Performance Indicators

Key Stage 4	2012	2013	2014	2015
5 A*-C EM	68	67	66	62
5 A*-C	94	92	81	83
3 A* - A 5 A* - A (2015)	25	26	30	26
3 levels Prog English	67	79	83	84
3 levels Prog Maths	83	76	72	75
Capped Points Score. Best 8	373	361	341	340
Value Added Score	1029.0	1026.3	1046.5	1047.5

Key Stage 5	2012	2013	2014	2015	2016
No of A level students	57	66	69	91	73
% achieving 3 A levels A*-E	53	78	68	57	60
% achieving 2 A levels A*-E	60	94	83	80	78
% Achieving 1 A level A*-E	63	100	100	100	100
Av Points score per student	700	770.1	751	701.0	106.5
Av points score per A level entry	210.6	221.8	213	204.4	30.3
No of vocational Students	106	49	64	78	59
Av point score per Voc student	648	659.7	769	771.4	133
Av point score per Voc entry	217	224.4	243	249.0	41.6

Performance Measures KS4	2016
Grade C+ in EM	63%
Progress 8	0.41
Attainment 8	53.8
Achieving Ebacc	25%

