



Headteacher
Newport Girls' High School
Candidate information

Welcome

Dear Potential Applicant

May I firstly, on behalf of the Governors of Newport Girls' High School, thank you for giving consideration to applying for the position of Headteacher.

As Governors we are immensely proud of the ethos and achievements of Newport Girls' High School and the part it plays in the wider community.

NGHS is a highly achieving selective girls' grammar school, while this academic achievement is important, we also strongly believe in the 'Harmonious Development of the Whole Personality', to prepare girls and young women for whatever career or path they choose in life.

You will see that NGHS is deemed an 'Outstanding School' by OFSTED. As Governors we have strong links and a healthy, mutually challenging relationship with parents, staff and in particular the school Senior Leadership Team.

We want to make sure that the person appointed will be ready and able to continue the growth and achievements made by the school in the past years. We would strongly encourage you to visit the school and see it in action on a typical day, before you apply. This way you can be confident, as we are, that Newport Girls' high School is a great place to work and Newport is a 'Gem' of a Shropshire market town, that is renowned for its good schools and educational establishments.

There are exciting and challenging times ahead for selective grammar schools and we would like to understand how you will develop and lead Newport Girls' High School into another successful chapter of its history.

We look forward to receiving your application.

Edward Lewis
Chair of Governors





About the school

Newport Girls' High School is a selective girls' grammar school (11 - 18) situated in the busy market town eight miles from the centre of Telford. Newport is also in commuting distance of Stafford, Shrewsbury, Wolverhampton and north Birmingham. The school enjoys a national profile for high standards at both GCSE and A level and is justly proud of its broad and flexible curriculum. Ofsted (2007 and 2010) judged the school to be outstanding overall and commended the quality of leadership and teaching.

This year the pass rate at GCSE was 100% with 76% of passes at the top grades A* - A. At A level the pass rate was 99% and 70% of grades were A* - B.

The High School is a small and caring community in which each child is known and given individual attention. With an intake of 84, the school is heavily oversubscribed. Preference in recruitment is given to applicants from Newport but pupils from elsewhere may also apply. The number of out-of-area candidates has increased in recent years and pupils now travel from Stafford, Shrewsbury and Wolverhampton. The vast majority of our pupils remain with us in the Sixth Form where they are joined by an increasing number of students from elsewhere.

The High School prides itself upon:

- Consistently high standards in all subjects at all levels.
- A broad range of activities with many opportunities for demonstrating responsibility and initiative.
- Highly qualified staff who are dedicated to good practice.
- Confident, polite and positive students with good communication skills.
- A purposeful but relaxed atmosphere.
- Contributing to a supportive local community with many official and unofficial partnerships.
- Students who develop into independent learners, taking responsibility for their own lives.
- Broad and balanced curriculum. We offer 20 subjects at A/AS level.

Current Developments

The leadership of the school has recently gone through a restructuring process which meant that the Headteacher will work closely alongside the Deputy Headteacher and a Lead Practitioner. Middle leadership is then distributed across faculty heads and pastoral heads. The current Headteacher, Mrs Ros Garner, has been in post for six years taking over shortly after the School gained Academy Status in April 2011.

The decision to increase the school's intake by an additional class has required strategic planning as accommodation was limited. However, the School has recently been successful in securing a bid through the Conditional Improvement Fund which will include additional classrooms to meet the increased demand and developments.

The Deputy Headteacher has excellent data analysis skills and currently oversees the curriculum and timetabling and line manages the Faculty Leaders.

The Lead Practitioner is responsible for whole school CPD and the NQT programme.



Reporting to: Governing Body

Responsible for:

- To provide professional leadership and management for Newport Girls' High School, promoting a secure foundation from which to achieve high standards in all areas of the school's work.

Principle dimensions:

- Vision and core purpose
- Meeting our objectives through improving learning and achievement in the classroom
- Leadership and management
- Wider engagement and contribution

Hours: 1.0 FTE

PRINCIPLE DIMENSIONS:

Vision and Core purpose

- Articulate clear values and moral purpose for the leadership of Newport Girls' High School focused on providing a first class education for our students.
- Communicate compellingly the school's vision, and drive the strategic leadership, empowering all students and staff to excel.
- Model positive relationships and attitudes towards our students, and to engage parents, governors and members of the local community in the constant improvement of all that we do.
- Ensure that the education and interests of our students are at the centre of everything we do at Newport Girls' High School.

Meeting our objectives through improving learning and achievement in the classroom

- Lead the improvement and development of Newport Girls' High School on the basis of evidence and knowledge about effective practice, and to promote a strong culture of continuous professional development for our staff.
- Demonstrate political awareness of how the school's context fits within the local and national political agenda.
- Ensure that the school's development as an academy is consistent with our core objectives and seeks further to serve our local community.
- Demand high standards for all students instilling a strong sense of accountability in staff for their impact of their work on students' outcomes.
- Maintain and secure outstanding teaching for all students through an understanding of the features of successful classroom practice and curriculum design.



Leadership and management

- Promote the sharing of best practice between teachers and a culture where continuous improvement is the norm.
- Continue to develop an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other.
- Identify emerging talents at all levels in Newport Girls' High School, supporting opportunities for current and aspiring leaders in a climate where excellence is the standard, leading to good succession planning.
- Hold all staff to account for their professional conduct and practice.
- Ensure all the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, honesty and integrity.
- Provide a safe, calm and well-ordered environment for all students and staff, with a strong focus on safeguarding and the maintenance of exemplary behaviour in school and in the wider community.
- Maintain and develop rigorous and transparent systems for managing the performance of all staff, addressing under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the governing body to deliver its key functions to set school strategy and hold the headteacher to account for student, staff and financial performance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of achievement and the school's sustainability.
- Deliver financial stability and budget growth by exploiting whole school assets.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold others to account for their decision making.

Wider engagement and contribution

- Develop the capacity of Newport Girls' High School to work with other schools and improve the quality of education at system level.
- Develop effective relationships with other services to improve academic and social outcomes for all students.
- Harness the findings of well evidenced research to help contribute to the self-improving and school led system.
- Make Newport Girls' High School a centre of good practice in pedagogy and continuing teacher development.
- Inspire and influence others – within and beyond the school – to believe in the fundamental importance of education in you people's lives and to promote the value of education.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

We expect all staff and volunteers to share our commitment to safeguarding children. We follow safe recruitment practices and all appointments are subject to successful DBS checks.

Specific performance management priorities for each year will be identified in line with the school's strategic objectives and communicated via the SEF and SDP.

Person specification

Criteria		Essential/ Desirable		Assessed by: Application Form/ Letter of application/ Interview		
		E	D	AF	L	I
Education and qualifications						
1	A good honours degree.	✓		✓		
2	Qualified Teacher Status. (QTS)	✓		✓		
3	Relevant higher degree.		✓	✓		
4	NPQH.		✓	✓		
5	Evidence of recent and relevant training and development at headship level and/or in preparation for headship.	✓		✓		
6	Experience of teaching in at least two secondary schools.		✓	✓		
Qualities and Knowledge						
7	Successful and considerable recent strategic leadership experience likely to have been gained as a Headteacher/ Principal or Deputy Headteacher/Vice Principal in a secondary school with a diverse population.	✓		✓	✓	✓
8	In-depth knowledge and understanding of the wider educational agenda including current national policies and educational issues as well as the statutory and legal framework governing the operation of a Secondary School/Academy.		✓		✓	✓
9	Proven track record in leading, monitoring and managing staff and retaining a successful team, succession planning, delegating effectively and implementing and managing change.	✓			✓	✓
10	In depth knowledge and experience of Child Protection, Safer Recruitment and Safeguarding procedures.	✓			✓	✓
11	Knowledge of the potential of ICT to enhance learning, interpret and analyse data and understand school information systems.	✓			✓	✓
12	Have high expectations and personal integrity with the ability to promote and deliver the values, culture, ethos and traditions of the School with a commitment to the provision of extra-curricular activities.	✓			✓	✓
13	Be astute and perceptive with strong analytical skills with the ability to use sound judgement to anticipate and to resolve conflict and issues.	✓			✓	✓
14	Be proactive, innovative and versatile with a high level of drive, energy and enthusiasm necessary to effectively deliver common goals.	✓				✓
15	Be articulate, attentive, respectful, ethical and approachable with excellent interpersonal communication skills both verbally and in writing.	✓			✓	✓
16	Can relate empathetically and professionally to parent/ carers, staff, students, Governors, stakeholders and the wider community including government and regulating bodies.	✓				✓
17	Can promote the success and strengths of the school by being a visible and accountable high profile role model with a professional approach that demands excellence, confidence, trust and respect of the School and wider community including governmental and regulatory bodies.	✓				✓

Criteria	Essential/ Desirable		Assessed by: Application Form/ Letter of application/ Interview		
	E	D	AF	L	I

Pupils and staff

18	Can generate supportable strategic choices in which the School can meet its strategic aims bringing to bear internal and external knowledge and experience of the School, competing Schools, Academies, alliances, MATS, colleges and the education sector in general.	✓			✓
19	Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice.	✓		✓	✓
20	Successful demonstrable experience of positive behaviour management and developing a student focused, inclusive and effective learning environment where high aspirations are fostered so that behaviour and attendance are outstanding.	✓		✓	✓
21	Successful demonstrable experience of credible curriculum development along with an understanding of the issues associated with choice and flexibility needed to meet the personalised agenda from Year 7 through to Sixth Form.	✓		✓	✓
22	Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on student outcomes.	✓		✓	✓
23	Successful demonstrable experience of the implementation of effective assessment procedures (including those of external assessment bodies) and an understanding of assessment for learning needs of students.	✓		✓	✓
24	Evidence of achieving a safe, secure and healthy school environment.	✓		✓	✓
25	An excellent understanding of initiatives to identify and support pupil premium, disadvantaged and SEND students including how to reduce the achievement gap	✓		✓	✓
26	An excellent understanding of initiatives to identify and support high ability students including how to reduce the achievement gap.	✓		✓	✓
27	Demonstrate the importance of a work life balance.	✓		✓	✓
28	A strong leader with evidence of highly developed skills in performance management, recognising high performance and tackling underperformance through to resolution.	✓		✓	✓
29	Successful experience of effective strategic and operational financial and resources management to achieve educational priorities and ensure efficiency and value for money.	✓		✓	✓
30	Proven successful experience of school self-evaluation and accountability and the school development plan process recognising feedback from Ofsted, sector specialists and other stakeholders.	✓		✓	✓
31	Welcome strong governance and actively work collaboratively with the Governing Body and other stakeholders to develop and deliver a school vision which embraces excellence, intellectual rigour, high standards and inclusion evidenced, wherever possible, with fact based high impact outcomes.	✓		✓	✓
32	A commitment to and evidence of promoting diversity and equal opportunities within the curriculum (including the promotion of British Values) and in employment practice.	✓		✓	✓



Criteria		Essential/ Desirable		Assessed by: Application Form/ Letter of application/ Interview		
		E	D	AF	L	I
Systems and Processes						
33	Proven ability to plan strategically with the expertise to deliver and to communicate compellingly the School's vision and drive the strategic leadership, empowering all students and staff to excel.	✓			✓	✓
	Distribute leadership throughout the School, forging teams of colleagues who have clear roles and responsibilities and hold each other to account for their decision making.	✓	✓	✓		
The self-improving school system						
35	An ability to prepare and lead a school through the Ofsted inspection process.	✓			✓	✓
36	Successful experience of securing and raising standards in a secondary school and working with other schools and external agencies locally, nationally and/or internationally.	✓			✓	✓
37	Actively encourage research led development by staff and innovation in teaching practices.	✓			✓	✓
38	Create an outward facing school which works with other schools and organisations in a climate of mutual challenge to champion best practice and secure excellent accountability.	✓			✓	✓

Generic qualifications, knowledge, skills and qualities needed to fulfil this role are set out in the 'National Standards of Excellence for Headteachers' (DfE 00010-2015) to which candidates should refer. The Headteacher Person Specification places the 'National Standards of Excellence for Headteachers' into context. The Selection Panel will assess each candidate against the criteria listed above.