



WP

WEST PARK SCHOOL

Headteacher Candidate Information

ACHIEVEMENT | CONFIDENCE | RESPONSIBILITY

WELCOME

Dear prospective applicant

Thank you for showing an interest in the post of Head of West Park School. The post arises following the current head's decision to retire after 21 years of outstanding service. All previous applicants will be reconsidered. You will find the following enclosures:

■ Application form ■ Appointment criteria ■ Information for candidates

West Park School is a large secondary school in the village of Spondon on the edge of Derby. It is the most comprehensive of comprehensive schools. We have children of all abilities from many backgrounds and increasing numbers from ethnic minorities. It is a busy, lively, challenging and demanding school. It is also a happy school and the vast majority of the children enjoy their time here. The last Ofsted report judged that the school was 'good'. Teaching is consistently good and outstanding. Behaviour is outstanding and pupils and parents feel that the staff are supportive and caring. Bullying is dealt with well. Our parents are interested in the welfare of their children and turn up at Parents' Evenings in droves.

It is a school that puts pupils and achievement first, driven by values like fairness, decency, common sense and hard work. This is because staff, pupils and parents truly share those values. Staff are one hundred percent behind anything that enables them to do what they do best: teach well in an environment that supports learning. We are all agreed that what goes on in the classroom has to be the very best that we can offer.

After securing high standards of behaviour and improving the appallingly dilapidated buildings, we have successfully concentrated in recent years, on developing practical and manageable procedures that will lead to individual improvement in pupil achievement.

We employ a sleeves rolled, hands on approach to everything we do. It is not a school managed by paper or by committee. There is consultation but we don't spend hours agonising and once the decision is made we manage and monitor through people; teachers, governors, pupils and parents working together. Senior staff spend a lot of time out around the school with pupils and colleagues; this is the way we prefer it and it is now expected. The school benefits from being actively lead and managed.

I hope you find the enclosed documentation helpful to you in deciding whether to apply. The Governors are seeking to appoint an outstanding Head for September 2018. For the right candidate this post will be an extremely rewarding experience as you lead the school into the next exciting phase of its development.

If you would like further information about the post or to arrange a visit or an informal discussion, please contact our Head, Brian Walker MBE on 01332 662337.

Starting salary within the range L30 (£80,310) to L37 (£95,333), according to experience, with opportunity for progression beyond L37 through Performance Management.

The closing date for applications is 9.00am on Monday 26th February 2018 and interviews are scheduled for 12th and 13th March 2018. Applicants called for interview should arrange for references to be received in advance of the interview date.

I look forward to hearing from you.

Yours sincerely

Neville Taylor
Chair of Governors





‘A CARING SCHOOL
WHERE WE PUT
PUPILS AND THEIR
ACHIEVEMENT FIRST’

ABOUT THE SCHOOL

West Park School is a mixed secondary school located in Spondon, Derby, in the English county of Derbyshire. In 1971 Spondon Park Grammar School merged with Spondon House Secondary Modern School to become Spondon School. In 1988 it became West Park, following the reorganisation of secondary education in Derby. The name comes from the two roads that lead to it.

ABOUT THE ROLE

We are looking for an experienced senior leader, who will understand and promote our unique culture. Through your visible leadership, you will:

- Maintain high standards and expectations.
- Inspire our school community.
- Lead and develop staff.
- Be outward looking and continue to establish links with local schools, exploring our future direction and ensuring that the school is able to take advantage of the new opportunities within the educational landscape.

‘SHARED VISION’, ‘ETHOS’ AND ‘CULTURE’

SHARED VISION

The school we wish to be with the support of family and the wider community

Pupils, parents and staff striving to:

- enjoy the challenge and achievement of learning
- develop the strengths of the individual
- experience academic, social and personal success
- develop consideration and co-operation
- create a stimulating and supportive environment

THE ETHOS

This is set by what we value

ACHIEVEMENT

CONFIDENCE

RESPONSIBILITY

THE CULTURE

What we do to promote what we value

- Use data and information to improve performance
- Have high expectations to improve
- Celebrate achievement
- Value and support pupils and staff
- Enthuse about our work and value what we do
- Provide opportunities to be involved
- Insist on behaviour that supports learning
- Encourage independent learning and self-evaluation
- Actively involve parents in supporting learning
- Have a belief in self-improvement

THE ETHOS	THE CULTURE
This is set by what we value	What we do to promote what we value
1. Provide high quality teaching for all pupils	Teachers setting and maintaining high standards Examples of good practice and key performance indicators: <ul style="list-style-type: none"> ■ Comprehensive departmental schemes of work ■ Detailed individual lesson plans ■ A professional approach to setting and marking homework ■ Regular assessment with feedback on progress ■ Challenging lessons with punctual starts and high expectations ■ Good practice shared
2. Provide high quality learning for all pupils	Pupils experiencing improvement and success Examples of good practice and key performance indicators: <ul style="list-style-type: none"> ■ Pupils know what is expected of them and see the point of what they do ■ Attainment meets or exceeds national standards ■ Achievement is celebrated in display, assembly, certificates and formal school events ■ Pupils are involved in evaluating their own work and setting targets for improvement ■ Opportunities for extra-curricular activities, and informal learning
3. Secure the right to learn and teach without disruption and provide the highest standards in personal care and individual development	A caring and disciplined environment Examples of good practice and key performance indicators: <ul style="list-style-type: none"> ■ Positive relationships between staff, pupils and parents ■ Attendance and punctuality rigorously monitored ■ Disruptive behaviour always challenged with a consistent approach ■ Staff presence around school ■ Low incidence of graffiti and vandalism; decent toilets ■ Good standard of uniform
4. Prepare pupils for an advanced technological society	Extensive use of IT in teaching and learning Examples of good practice and key performance indicators: <ul style="list-style-type: none"> ■ Schemes of work which fully integrate ICT into teaching and learning ■ Teachers confident and competent users of ICT ■ Staff and pupil access to ICT before, during and after school



JOB DESCRIPTION

CORE PURPOSE

The core purpose of this role is to provide professional leadership and management of West Park School, building on foundations by continuing to develop the school and improve outcomes for the pupils.

To achieve success, the Headteacher will:

- Provide vision, inspirational leadership and direction, sustaining and further developing a culture of constant improvement.
- Promote equality, excellence and high expectations of all pupils.
- Continue to raise the educational performance of the school's pupils to a level consistently above national expected benchmarks.
- Lead and manage teaching and learning effectively, evaluating performance and identifying priorities for continuous improvement.
- Sustain and further develop a safe and inspiring learning environment that is engaging and fulfilling for all pupils.
- Further develop robust partnerships with governors, pupils, parents, the local community and other key stakeholders.

KEY AREAS OF RESPONSIBILITY

A. Leadership & strategic development

- Provide strategic leadership that ensures the sustained raising of aspiration, achievement and attainment met through an inclusive, sustainable and innovative education environment.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance.
- Lead strategic change and organisational development in order to fulfil the shared vision for the school.
- Provide leadership in the development of innovative teaching and learning.
- Further develop and maintain the culture of accountability in all staff for pupil performance and attainment.

B. Standards

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality by instilling a strong sense of accountability in staff for the impact of their work and pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and the core features of successful classroom practice and curriculum design,

leading to rich curriculum opportunities and strong pupil engagement.

- Drive and inspire a passion for learning in every member of the school community.
- Ensure that the statutory requirements of the national curriculum and other national curriculum developments are met.
- Embed data and benchmarking systems to monitor progress, raise standards and ensure a continuous and consistent school-wide focus on pupils' achievement and attainment, which engages the support of parents/carers and other stakeholders.
- Ensure that suitably challenging targets are set, including those for pupil attainment, progress and attendance.
- Maintain the strong ethos and structure for managing behaviour, including the management of pastoral care, pupil welfare and effective anti-bullying procedures, to enable pupil well-being and the achievement of potential.

This Job Description has given due consideration to The National Standards of Excellence for Headteachers 2015. The Governing Body will use these standards with the Headteacher to develop strategic targets for the School and set performance management objectives.

Note: This job description is not prescriptive and may be changed, in consultation with the postholder, to meet the changing needs of the school.

C. Leading people

- Support and guide the senior team in their leadership of staff.
- Engage all staff in the process of meeting the highest professional standards, encouraging ownership and involvement.
- Lead the selection, appointment, deployment and management of high-quality staff to ensure that effective learning takes place throughout the school.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities, and hold each other to account for their decision-making.
- Further develop the culture of personal responsibility that recognises both excellence and supports appropriate strategies to deal with underperformance in accordance with policies and procedures.
- Encourage continuous professional learning, regularly review one's own practice and performance, take responsibility for one's own professional development, and participate fully in one's own performance management.
- Promote the school ethos, values and aims, characterised by high aspirations and expectations.

D. Managing the organisation

- Advise the governors on the annual priorities and formulation of the budget to ensure that the school achieves its objectives.
- Manage the financial resources effectively and efficiently to achieve the educational goals, including in-year resource management to reflect educational priorities, effective medium-term financial planning and management, and creative ideas for reducing and sharing costs.
- Continue to promote an ethos in which staff recognise they are responsible for the success of the school and individual accountabilities are clearly defined, understood, agreed and acted upon.
- Ensure that the school's systems, organisation and processes are well

considered and efficient, upholding the principles of transparency and integrity.

- Manage and organise the school's premises to ensure they meet the needs of the curriculum, promote a positive learning environment for all and meet health and safety requirements.
- Ensure that all statutory requirements are met.

E. Accountability

- Work collaboratively and effectively with, and in support of, the Chair, the governing body and its sub-committees, as appropriate, to enable them to fulfil their monitoring, statutory and wider responsibilities.
- Produce regular reports and provide information, support and objective advice to the governors in line with agreed reporting standards on the educational, financial and community aspects of the school.
- Ensure that parents/carers and pupils are well informed about all aspects of the school and, in particular, about attainment, progress and targets for further improvement.
- Ensure that the school has robust processes to fulfil its statutory obligations, including safeguarding, and health and safety.

F. Strengthening community

- Develop and encourage good relations between the school and the local community.
- Create an outward-facing school which works in collaboration with other schools in a spirit of mutual challenge and support.
- Work closely with other schools, the local authority and organisations in the business, public, private and voluntary sectors to meet the needs of the pupils.
- Ensure the school reflects a culturally inclusive ethos which actively values and promotes diversity, unity and community cohesion, and supports pupils to become successful integrated citizens.
- Inspire and influence others – within and beyond school – to believe in the fundamental importance of education in young people's lives and to promote the value of education.



PERSON SPECIFICATION

EDUCATION AND QUALIFICATIONS

Degree and teacher status.

Evidence of recent and relevant CPD.

EXPERIENCE

Substantial track record of successful teaching experience.

Experience of having led, or made a significant contribution to, the success of a mainstream state secondary school through its leadership, pupil outcomes and ethos.

Experience of developing a differentiated and creative curriculum for pupils with a diverse range of needs.

Demonstrable track record of leading sustained whole-school improvement.

Significant experience in the leadership of a subject department. Strong demonstrable evidence of having successfully held to account for improved pupil progress: individual teachers, the team and yourself.

LEADERSHIP / MANAGEMENT

Able to lead, motivate, support and challenge and thereby raise standards and elicit optimum performance from each pupil, member of staff and teacher.

Evidence of an ability to plan strategically, build and communicate a coherent vision in a range of compelling ways.

Proven ability to inspire, lead and participate actively in building and sustaining a learning community and network with others within and beyond the school.

Able to work well with governors, equipping the governing body with the information to enable support and challenge.

Able to build high-performing teams and delegate appropriately with the ability to resolve conflict and find positive solutions.

Strong analytical ability – uses this ability to analyse data, inform planning and devise effective intervention strategies.

Ability to communicate and successfully implement, strategies across all aspects of the school including accountability, learning, curriculum, and administration.

Able to build capacity in colleagues through coaching and mentoring and brokering/delivering high quality CPD.

Able to develop, embed and maintain systems and processes to ensure excellent outcomes are delivered.

Able to use a range of evidence, including performance data, to support, monitor, evaluate and improve all aspects of school life, including challenging poor performance.

Thorough knowledge of the statutory requirements and relevant legislation relating to school leadership and management, including health and safety, child protection and safeguarding.

Solid understanding of the wider education landscape, evolving National Curriculum, Ofsted inspection framework and statutory responsibilities of a Headteacher.

SKILLS

Can manage financial resources, secure financial probity and ensure value for money.

Able to raise performance of all subjects to ensure consistently high standards throughout the school.

Exceptional written and oral communication skills; exceptional organisational and presentation skills.

Experience of working effectively with other groups and wider stakeholders.

ATTRIBUTES, VALUES AND ETHOS

Highly ambitious for every pupil.

Demonstrates a strong personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people and raising standards.

Personal and professional integrity, including modeling values and vision.

Possesses the energy and resilience necessary to lead change and continual improvement.

Able to balance good humour, kindness and compassion with a fierce determination to secure high standards.

Able to make a positive impact on staff, pupils, governors and parents.

Highly developed sense of emotional intelligence.

Committed to cultivating an inclusive culture in which individuality is welcomed, diversity is celebrated and equality and safety are secured.



West Park School

West Road
Spondon
Derby
DE21 7BT

Tel: 01332 662337

Key school facts and statistics

Type of school	Comprehensive (Academy)
Age range	11-16
Location	Spondon, Derby
Denomination	N/A
Co-educational or single sex	Co-ed
Budget – what is the current state of the budget?	In balance
Number of children/pupils	1300
Average class size	30+
Progress 8 score	+0.34
Absence days	5.41%
Number of teaching staff	73
Teacher turnover rate	Very Low
% of newly qualified teachers	4%
Entry level attainment	At National Average
% of children on free school meals	10%
SEN % in the school	13%
% English as additional language	2%
GCSE results	76% Standard Pass incl maths and English