



FERNHILL SCHOOL

Headteacher Application Booklet March 2018

www.fernhill.hants.sch.uk



Dear Prospective Candidate,

On behalf of Fernhill School Governing Body I welcome and thank you for your interest in the role of Headteacher at our school.

This information booklet has been designed to give you an idea of the profile of Fernhill School, its strengths and current challenges and its up-side potential. The information is also provided to give you an indication of how important Fernhill is to the north-east Hampshire community.

As governors we are keen to see carried forward the work of the previous job holder who obtained a promotion to a larger school in September 2017. The School currently has two interim Co-Head teachers in place.

The school enjoys warm support from the local community and is an integral secondary education provider in the area. Fernhill has several feeder schools including Fernhill Junior School on the adjacent site. The Headteacher must have a collaborative approach with other schools and colleges in the area to ensure resources are channelled efficiently and ideas shared for the benefit of all. Many students go onto to further their studies at the local Farnborough Sixth Form College or Farnborough College of Technology.

The School is determined to achieve a better ranking from the next Ofsted review and improved outcomes remain a key focus for the School. The jobholder will need the ability to have a really positive impact on both the students and the supporting teaching team.

With a mixed ability student profile, the Headteacher will need to lead the motivation of the complete range of abilities from students with special needs, through disadvantaged students to the steady performers and the higher achievers.

The focused governing body will provide the necessary support and encouragement. The School provides as wide as possible a curriculum as financial constraints will allow.

The School is particularly keen to carry on and develop extra-curricular activities that add value to the students' time at Fernhill. For example, our high quality annual drama productions have been extremely successful in engaging the whole student community and provide a richer experience for a large number of students who participate in the productions.



Our values are set in our Mission Statement –

Our core purpose:

To provide the best possible school experiences which will give our young people the best possible life chances.

To achieve this we want all students:

- *to be happy and resilient young people who value their education and rarely miss a day of school;*
- *to achieve the best possible outcomes regardless of ability;*
- *to feel a strong sense of pride and respect for their school community;*
- *to value and appreciate the differences and cultures of others and enjoy the richness of life.*

To achieve this we want all teachers to:

- *deliver high quality planning and teaching for all student groups;*
- *be responsible for improving their practice, being reflective and proactive in their professional development;*
- *apply all school policies and procedures consistently;*
- *work in partnership with parents and the wider community.*

The importance of personal development for all who work in the school is a fundamental principal at Fernhill. Whether a Governor, a member of teaching or support staff, pupil or parent, the school aims to provide opportunities for those who wish to develop their skills and learning through CPD, courses, the curriculum or extra-curricular activities with coaching being used as the main vehicle for personal development at all levels.

We look forward to finding out what you have to offer for the students and the school and to discover how you meet the person specification for the role as set out. The successful candidate will be able to make a significant difference. Are you that person?

If you would like to arrange a visit to our school, please contact the Headteacher's PA, Mrs. Cindy Reynolds on 01276 702540 or by email on c.reynolds@fernhill.hants.sch.uk. Available dates are the mornings of Friday 23rd March or Tuesday 27th March. The governors and I look forward to meeting you.

Detailed information about the school can be found on the school website - <http://www.fernhill.hants.sch.uk>

Yours sincerely,

Nigel Hill

Chair of Governors



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ABOUT FERNHILL

For candidates the following information might prove helpful. Further detail is available on the Fernhill School website –

www.fernhill.hants.sch.uk/

SCHOOL ETHOS

Our core purpose: To provide the best possible school experiences which will give our young people the best possible life chances. In achieving this we want all students:

- to be happy and resilient young people who value their education and rarely miss a day of school;
- to achieve the best possible outcomes regardless of ability
- to be inspired by their experiences and motivated to work hard;
- to aspire to have the very best of careers;
- to know what they are good at and learn how to improve their skills;
- to feel a strong sense of pride and respect for their school community;
- to value and appreciate the differences and cultures of others and enjoy the richness of life.

For everyone to succeed in Fernhill's learning community we are relentlessly focused on these non-negotiable expectations:

- high quality teaching is the ultimate key to ensuring all students achieve the best possible outcomes;
- disadvantage will not be a barrier to a student's success;
- all lessons should make maximum use of lesson time, be challenging and engaging for all students;
- teachers ensure students display excellent attitudes to learning. Without exception, everyone will challenge off-task behaviour and passive learning;
- all members of staff are responsible for improving their practice, being reflective and proactive in their professional development;
- students are entitled to high quality feedback from their teacher to help them improve;

- meaningful assessment is key to addressing underachievement and informing targeted interventions;
- working in partnership with parents is fundamental in ensuring students are successful

SITE

The School is situated north of the main town of Farnborough near the M3 and towards the village of Hawley. The school has a decent sized footprint with ample room for student roll growth. The site has a good sized playing field and large modern sports hall which is available after the school day for letting out to external sports clubs and groups to provide a community facility and to generate income. Fernhill Junior School is adjacent.

COMMUNITY/PARENTS

The School is situated in a mixed residential area and tends to draw the majority of its students from the immediate catchment area. There are business/ commercial areas off the main arteries that serve the area.

The School has been successful in engaging parents more fully in the school and in their childrens' progress. The parents are generally extremely loyal to the School often choosing Fernhill consistently for all their children to attend. Parent surveys and feedback indicate that parents value the open and honest atmosphere adopted by all the staff. Representatives from local businesses and the community support the school by providing mock interview practice for students.

STUDENTS

Students' feedback indicate that they enjoy their experience at Fernhill with the open and friendly atmosphere often commented on as very positive for them. The students are from a wide range of backgrounds across the social spectrum. There are a significant number of disadvantaged students on roll that bring additional funding to the School. Students requiring special needs are about average in number for this type of school.

Students are organised into 4 Houses. Form Tutors take responsibility for a tutor group of about 28 students from one particular Year group. The Form Tutors spend time every day with the group and supervise the general well-being, academic progress and development of each individual. All tutor groups follow daily routines to enhance student learning. This includes literacy and numeracy activities and assemblies. Form Tutors will normally be the first point of contact for queries that parents may have. Year group(s) are overseen by a Raising Standards Leader.

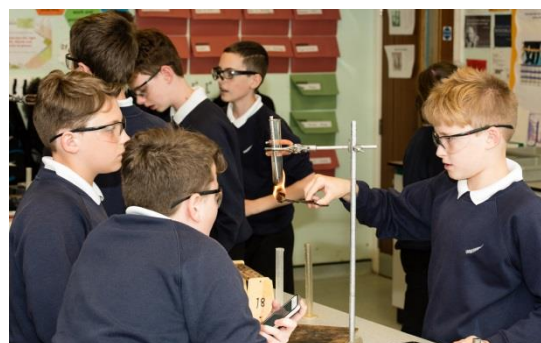


CURRICULUM

A broad curriculum of subjects is provided to all students to cater for both the academic and more vocational oriented students.

The core subjects of English, maths and sciences are a key priority in giving students the main skills for life.

At Key Stage 3 the focus is also on giving students as broad a knowledge of other subjects as possible. Parents and students are heavily involved in choosing the right options for students entering Key Stage 4 with an emphasis on stimulating the students' interest and on maximising GCSE results for each individual. The subjects taken range from Art and Drama to Philosophy and History to Computing, Food Technology, Resistant Materials and Car Mechanics. For full details, please refer to the School's website.



STUDENT RESULTS

Care is needed in comparing annual results due to recent and continuing changes in GCSE measures and exam structures.

KS4 GCSE outcomes	2016	2017
5ACEM (at C + or 4+)	51%	47%
E+M (at C+ or 4+)	53%	49%
E+M (at 5+)		28%
EBACC	31%	17%

3A/A*	11%	12%
Progress 8	-0.26	-0.36
Attainment 8	46.49	40.45

EXTRA-CURRICULAR ACTIVITIES

The School is particularly keen to develop extra-curricular activities that add value to the students' time at Fernhill. Extra-Curricular Activities Clubs, field trips and residential visits form a regular part of the educational experience at Fernhill. The school also works closely with other local schools and Farnborough 6th Form College to offer students opportunities to excel; this includes Model United Nations and Academic competitions throughout the year. Individual teachers also run activities and clubs either at lunchtime or after school. Examples of recent clubs include:

- Creative Arts Art, Dance, Drama and Music.
Of particular benefit to the School community are our high quality annual drama productions which have been extremely successful in engaging the whole student community and provide a richer experience for a large number of students who participate in the productions.
- Sport Athletics, badminton, basketball, cricket, dance, football, gymnastics, netball, rounders, rugby, tennis and trampolining.
- Technology ICT, Design Technology and Science.
- General Homework support, tutor group challenges, Duke of Edinburgh's Award, charity events, Library Club.

QUOTES FROM LAST OFSTED REPORT (June 2016)

Strengths –

There is a clear sense of direction as well as a determination to improve teaching and raise standards

Pupils' spiritual, moral, social and cultural development is a particular strength, with backing from personal, social, health and economic education as well as English, mathematics, history and religious studies

Pupils who have special educational needs or disability are well known and supported

Staff morale is high and the very large majority of those who responded to the online staff survey said they were proud to work in the school and that leaders supported them in managing behaviour

Arrangements to develop and enhance the quality of teaching are rigorous and a bespoke programme of support and challenge is in place to improve weaker teaching

The curriculum is broad and balanced. The promotion of British values is well supported

The strong and supportive relationships that exist between staff and pupils clearly make a positive contribution to learning in most lessons

Areas for improvement –

Leadership and management require improvement because outcomes are not yet good enough and the quality of teaching is too variable.

The quality of teaching, learning and assessment requires improvement as there is too much variability across the school. Teaching has not ensured that all pupils, especially pupils who have special educational needs or disability, disadvantaged pupils, the most able and pupils in key stage 3, make sufficient progress given their starting points

Sometimes teachers do not have high enough expectations of what pupils, especially the most able, are capable of achieving

Staff turnover and weaker subject leadership in the past have meant that teaching within and across subjects is inconsistent and some is typified by low expectations

The behaviour of pupils requires improvement. In most lessons, teaching is successful in creating a positive atmosphere for learning but, in a small number of lessons, behaviour and engagement is less evident

SCHOOL ORGANISATION

Fernhill is a maintained secondary school with a roll number of just below 600. The Governing Body is committed to exploring opportunities to improve young persons' education outcomes and experience in north-east Hampshire and is open to possibilities to improve the prospects for Fernhill School whether under the present Local Authority control or via participation in an academy-type arrangement.

Since September 2017 the School has 2 interim Co-Headteachers, temporarily supported by a part-time consultant Headteacher: these roles will be replaced by this full Headteacher role. There are currently 2 full-time Assistant Headteachers and one part-time Assistant Headteacher, who with the Headteachers form the Senior Leadership Team. There are 7 middle leaders with leadership and management responsibilities - 3 Raising Standards Leaders and 4 Curriculum Area Leaders. The School has 27 class based teachers, of which 21 are full time and 6 part-time and 25 teaching assistants. This structure is currently subject to review and candidates will be expected to have a view on an appropriate structure for this type of school.

In addition, there is an administration team of 9, 4 staff with caretaking duties and 7 canteen and kitchen staff.

Since September 2014 the School has operated a full-time embedded Inclusion Unit - The Phoenix Centre. The inclusion team is an integral part of our ethos. A full-time Family Support worker provides the support for students from challenged family backgrounds. A Reflection Room is used where students can recover their stance towards learning or where they need to work away from the main classroom for a period.

THE GOVERNING BODY

Fernhill's governing body provide support and challenge to ensure that the school continues to achieve the very best school life and outcomes for every student. Governors are allocated to members of the Senior Leadership Team or to subject leaders in order to bring focus to individual aspects of School's operations. Governors are then able to pool their knowledge at regular full governing body and sub-committee meetings.

Our Governing Body constitution comprises one of the Co-Headteachers, 3 Parent Governors, 1 Local Authority Governor, 1 Staff Governor and 5 Co-opted Governors who are selected for their range of skills and expertise.

In addition to the statutory Committees (Pay Review Committee and Headteacher's Performance Review Panel) and the Full Governing Body (which generally meets twice each term), the Governing Body operates with two committees to enable them to carry out their role effectively – Finance & Resources and Curriculum and Standards. There are also ad hoc sub-committee groups who meet to address particular issues such as student discipline. Some Governors have specific additional designations (e.g. safeguarding governor; health & safety Governor) to provide oversight of key issues on behalf of the Governing Body.

LOCAL SCHOOLS AND COLLEGES

There are several local feeder schools –

Fernhill Primary, Guillemont Junior, Manor Junior, Grange Community Junior, Cherrywood Community Primary, Hawley Primary.

One of the Raising Standards Leaders is charged with implementing an efficient transitioning process for students joining from these schools in Year 7.

In north-east Hampshire there are several Secondary Schools serving the Farnborough community with which links have been encouraged in the past and ongoing co-operation would be supported by the Governing Body –

Cove School, Wavell School, Samuel Cody Specialist Sports College, Frogmore School

A number of students go on to further study at the local Farnborough Sixth Form College or Farnborough College of Technology. The links with both these colleges are established.



Summary Job Description With Key Tasks

Job title: Headteacher

The Contract of Employment between the Governing Body and the Headteacher will be the current Contract of Employment for a Headteacher. The job description can be amended at any time, following consultation between the Headteacher and the Governing Body and will be reviewed annually.

Salary scale: Fernhill School is a Group 5 school. Governors have set the Indicative Salary Range at £71,053 to £82,293 (LDR 49 – LDR 61)

General job expectations and accountabilities: The Headteacher is an employee of the Governing Body and is required to carry out his/her professional duties in accordance with the terms and conditions of the current School Teachers' Pay and Conditions Document and relevant employment legislation.

Responsible to: The Governing Body of Fernhill School

Key responsibilities:

Safeguarding: Responsible for ensuring that all school and county child protection policies are adhered to and concerns are raised in accordance with these policies.

Financial Management: Advising the Governing Body on the school's annual budget and the budget revision as appropriate, as well as being responsible for the day-to-day running of the budget. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources in the best interests of pupils' achievements and the school's sustainability.

National Standards of Excellence for Headteachers (2015): Adherence to The National Standards is to be used to shape the Headteacher's own practice and professional development within and beyond the school and inform appraisal. These are set out in four domains and within each domain there are six key characteristics expected of the nation's Headteachers. These domains are:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Within this framework the Governing body expects the Headteacher to:

- Be a lead professional and significant role model within the community
- Embody values and ambitions that drive the achievements of the school
- Be accountable for the education of current and future generations of children
- Exhibit leadership that has a decisive impact on the quality of teaching and pupils' achievements
- Lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff.
- Ensure the complete engagement and motivation of the teaching staff to raising standards across the board.
- Ensure a climate for the consistently good behaviour of pupils linked with high levels of pupil attendance.
- Set standards and expectations for high academic standards within and beyond the school, recognising differences and respecting cultural diversity within contemporary Britain.
- Provide the framework for students to maximise their potential whatever their particular disadvantages.

Key focus areas:

There are a number of key areas which will require the new job holder to bring sharp focus, namely,

- Ensure consistently good teaching lessons in every subject area
- Work with resolute determination with teachers and middle leaders to inspire them to maximise student performance in all areas
- Provide a clear behaviour framework to ensure students have the best atmosphere to study and learn
- Demonstrate an open and collaborative approach to new ideas and systems linked with a clear vision
- Be willing to reach out to other schools and colleges so that best solutions can be found for Fernhill students

Links to application process:

The application statement should refer to the candidate's consideration of these key focus areas and their relevant experiences, achievements and skill against elements of the person specification.



Person Specification

The application statement should refer to the candidate's consideration of these relevant experiences, achievements, and skills and in relation to the five key focus areas described in the job description	Shortlisting evidence sought in application (A), reference (R) or interview (I)
Core professional experiences, qualifications	
Qualified Teacher Status (Essential)	A
Degree or equivalent (Essential)	A
NPQH or evidence of regular, recent and appropriate leadership and management training for the role of headteacher (Desirable)	A, R, I
Knowledge and experience	
Successful experience within secondary school as headteacher / deputy / assistant (Essential)	A, R, I
Clear understanding of what it takes to be a securely good school and experience of developing long term strategic plans to deliver this vision	A, I
Ability to raise teaching standards and ensure practice is consistent across the school	A, I
Evidence of our having a positive impact on the performance of a school	A, R, I
Good understanding of the curriculum in a secondary school and how it can be developed cost effectively to meet the needs of all students	I
Record of leading whole school improvement strategies in raising standards in teaching and learning for all students including disadvantaged and SEN	A, I
Understanding of effective financial and resource management	A, I
Good understanding of employment legislation and record of effective performance management of staff	A, I
Record of developing strong collaborative relationships with parents, governing body, between schools and the community	A, I
A proven track record of the effective implementation of a range of behaviour management strategies	A, I
Record of developing and empowering highly effective middle management teams	A, I
Record of using data and external guidance (eg Ofsted) in the development and delivery of effective school improvement	A, I

strategy	
Commitment to safeguarding and promoting physical and emotional health and wellbeing of young people	A, I
Personal qualities	
Excellent written and verbal communication skills	A, I
Ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals	A, I
Be a positive role model at all times and a highly effective ambassador for the school	A, I
Demonstrate a capacity to be a strong presence in all areas of the school	A, I
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	A, I
Build and maintain quality relationships through interpersonal skills and communication	A, I
Demonstrate personal and professional integrity and vision	A, R, I
Inspire trust and confidence through the school community	A, I
Think analytically and creatively and demonstrate initiative in solving problems	A, I
Ability to recognise high standards of performance and address underperformance	A, I
Demonstrate resilience and optimism	A, I
Ability to listen	I
Ability to promote school within the wider community	A, I
Positive recommendations from all referees including current employer	R



FERNHILL SCHOOL

Location: Neville Duke Road, Farnborough, Hampshire, GU14 9BY
Position: Head Teacher in a maintained secondary school
Contract/Hours: Permanent / Full-time
Salary: Leadership Scale indicative pay range £69,330 – £80,310 (LDR 47-59)
Job start date: September 2018

Closing date for applications: 16 April 2018

Interview Dates: 26 and 27 April

Situated in the north-east of Hampshire bordering closely on Surrey and Berkshire, Farnborough is a growing commercial town centred on the aviation and IT sectors with easy road and rail links to London and the south coast. The school serves an established area that has a mix of social and private housing. Fernhill Primary School is adjacent.

Fernhill School is a well-established and respected community school with 600 students from Years 7 to 11. It has significant potential for growth and development - rated Requires Improvement at the last Ofsted inspection (June 2016). Fernhill is known for its openness and friendliness.

The successful candidate will –

- have a strong personality with proven leadership qualities to motivate and develop the teaching team
- be able to inspire young people to develop their learning potential
- be able to provide a clear strategic vision for the school with the skills, focus and drive necessary to identify and implement the associated school improvement
- be able to think creatively and identify new initiatives to improve school performance
- have an empathy with young people and their educational needs
- have a willingness to engage with other schools and colleges to promote better education for all in the community

If you have what it takes to make a difference, then we would be very pleased to receive your application.

For further details about Fernhill School, please visit the website –

<http://www.fernhill.hants.sch.uk>

Application Procedure: Candidates should complete the application form and return it so that it is received no later than **noon on Monday 16th April 2018**.

Contact e-mail address: eps-recruitment@hants.gov.uk

Informal visits to the School may be made by appointment on the mornings of Friday 23rd March or Tuesday 27th March by contacting Mrs. Cindy Reynolds on 01276 702540 or by e-mail c.reynolds@fernhill.hants.sch.uk.

Safeguarding

Fernhill School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.



Application Procedure

Candidates should complete the application form and return it so that it is received no later than **noon on Monday 16th April 2018**.

Education Recruitment
Education Personnel services
3rd Floor
Hampshire House
84-98 Southampton Road
Eastleigh
SO50 5PA
Telephone 02380 383537/508

E-mail address: eps-recruitment@hants.gov.uk

You should provide a full statement in support of your application, which should not exceed two sides of A4 paper. Please do not restate the factual details already included elsewhere on the application form.

Selection Procedure

The shortlist will be drawn up on and the selection process will take place **on Monday 19th April 2018**. Further details will be sent to those candidates called for interview.

Applicants will be advised within 3 working days after the shortlisting date whether they have been successful or not.

Failure to send your application form to the above address may invalidate your application.

Equality Monitoring

All applications will be required to complete an Equality Monitoring form.

Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the Recruitment Team immediately on the number above.

Please be aware are normal office hours 9:00am -5:00pm (4:30pm Friday). Please send your completed application electronically to eps-recruitment@hants.gov.uk

Safer Recruitment

Fernhill School are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure & Barring checks along with other relevant employment checks.”

Data Protection Act 1998 – You should be aware that the information you have provided will be stored on Hampshire County Council’s secure database and will only be used to process your application. It will not be passed to any other organisation.



Education in Hampshire

Choosing to teach in Hampshire may be the best move you can make. As one of the largest authorities in the country, we can offer an unrivalled diversity in teaching opportunities; from the challenges of the urban and city school through to the rural primary which will provide a vibrant environment for development and promotion.

Hampshire schools are encouraged to operate and develop in a way which serves their local community, reflecting the cultural diversity the county has to offer. We feel this is best achieved through local management, with the Local Authority providing a supporting role wherever needed.

The county of Hampshire has over 170,000 school-age children in approximately 438 primary, 71 secondary and 26 special schools and other provisions. Whilst the majority are community schools, the LA has forged strong partnerships with Diocesan Bodies, and seeks to maintain the provision of places in Church schools. The county has 26 special schools, with an additional 42 units in mainstream schools, providing education and support for children with moderate, severe or complex learning difficulties, physical and sensory disabilities, and emotional and behavioural issues.

Hampshire's 'Early Admission' policy allows children to start school at the beginning of the school year in which they are five years old. At the other end of the age range, Hampshire was one of the first authorities in the country to establish a joint agreement on the 14-19 education of all students with the Local Skills Council.

With the County Office in Winchester, Hampshire Authority has an established network of advisors which provides a responsive and flexible service to the schools in their respective areas. There is also a strong ethos for collaboration and liaison, with regular meetings of Headteachers in phase, cluster and area groupings, aimed at maintaining a policy of communication and cooperation with the LA and between schools.

In Hampshire, we pride ourselves on providing first-class learning opportunities for our teachers both internally and with outside course providers. For new Headteachers, in partnership with governors, the LA operates a structured induction development programme which also helps develop close working relationships with other Headteachers and LA colleagues.

Hampshire's most recent Annual Performance Assessment confirmed that we are an Authority that provides excellent education and has an excellent capacity for further

improvement. We are continually looking for innovative ways of improving standards in our schools, which can only be achieved through a commitment to our staff.

To find out more about Hampshire and what it has to offer, visit our website at www.hants.gov.uk. Hampshire has a lot to offer. We hope you will join us.