



Griffin Schools Trust with the Governing Body of Lammas

Appointment of Head



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An Introduction to Lammas School and Sixth Form



Recent History and Current Developments

Lammas School opened to students as an 11-16 school in September 2001, with just Year 7 and added one year group of students at a time until full. In September 2008 we became a specialist school in Sport in recognition of our achievements at that time and in September 2015 we opened our Sixth Form, focusing on level 3 courses. The next Head will lead a school that is strong, mature and established.

The school's Governors and staff were involved in extensive discussions and research to inform our decision-making regarding our longer term future. The Governors decided to proceed with an application to convert to academy status and join the Griffin Schools Trust and the transfer is imminent.

We have a strong vision:

Lammas is committed to providing an excellent and inspiring educational experience for all our students so that we are the outstanding local school.

To support this:

- Lammas will raise aspirations, expectations and achievement for all students
- We will ensure students acquire the knowledge, skills and qualifications relevant to adult life and employment
- We will encourage students to think for themselves, to develop enquiring minds and become disciplined learners.
- We will help students to understand the world in which they live and their own responsibilities as members of our community and society.
- We will broaden our students' horizons through a range of academic, creative, sporting and musical activities within and beyond the classroom
- We believe kindness, care, respect and support for others are important and we create an environment with students in which we are all safe, happy and enjoy working together.

This vision and all that we do is underpinned by our clear values known to us as FREDRICE (**F**riendship, **R**espect, **E**xcellence, **D**etermination, **R**esponsibility, **I**nspiration, **C**ourage and **E**quality) and our motto '**Getting Better Never Stops**'. Both of these are borrowed from the Olympics in 2012 that took place very close to our school.

Although there have been times of serious difficulty, particularly in the early days of the school's life, Lammas School and Sixth Form is now a very securely 'good' school following several positive Ofsted inspections under different frameworks. We are confident that our transition to an academy within the GST family will offer students and staff opportunity to broaden their horizons still further and to make their contributions on a wider stage. We have always held firm to our values, sought to look after our vulnerable students and strive to ensure that all students make fabulous progress in our school. All Lammas staff now believe and understand that success for our students is based on their great teaching and hugely positive adult-student relationships.

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The features that characterise our school are:

- The children know we care and want them to achieve and to progress
- We really know our students and use this knowledge to plan to meet their needs
- There is a real willingness to do/provide extra for students – to go the extra mile
- We know the school very well; we are data rich and use this data well to inform our self-evaluation
- We constantly review and if 'it' doesn't work, we change 'it' using evidence-based judgements or get rid of 'it'
- Our talented and committed staff are open, willing to try new things and are outward-looking; they are forward-thinking and innovative
- Transparency; there are no hidden agendas
- Staff collaborate and support one another; staff at any level feel able to seek support if necessary.

The Curriculum

All national curriculum subjects are taught throughout Key Stage 3, with the addition of Drama, a choice of Modern Foreign Language (Spanish or French), additional time for Applied English and Applied Maths. Most Year 7 teaching is in mixed ability groups. Some subjects are blocked in Year 8, allowing flexibility in determining groupings. We deliver Key Stage 3 in 2 years, allowing 3 years for an extended Key Stage 4.

At Key Stage 4, we have developed a range of choices to open up many personalised routes for students to follow. There are some choices of vocational subjects (Business, Music, Health and Social Care) as well as an interesting choice of GCSE and support subjects (History, Geography, Religious Studies, Citizenship, French, Spanish, Drama, Music, Art, ICT, Computer Science, Design Technology, Food Technology, PE, Statistics, Further Maths, Key Skills and Functional Skills). The students select four options to study alongside the core offer of English, Literature, Science, Mathematics and PE, with PSHRE, Citizenship and Enterprise Education as features of our 'Super Learning Days'. Core subjects are often blocked, again to allow for flexibility. Progress is usually excellent, attainment is improving and close to national averages.

There is a wide range of extra-curricular opportunities for students to take part in, from training with highly talented sports teams to poetry slamming, revision sessions to climbing, STEM club to Cookery club. There are also many opportunities for students to seek and accept responsibilities, such as Class Reps on the Team Councils or Pupil Leadership Team, Library monitors, members of Duty Teams, Sports Ambassadors, Peer Mentors, Peer Mediators and Academic Mentors. Our strong links with businesses and universities help ensure our students are well-prepared for the next step in their careers.



Our Community

Our intake is predominantly from local primary schools although many children do come from across Waltham Forest and the neighbouring borough of Hackney. The number of primary schools that our children come from is high. We are a multicultural school with well over 90% of students coming from Minority Ethnic backgrounds. There is currently a gender imbalance in the school, with more boys than girls, due to more single sex education for girls than for boys in the area. Our intake is challenging in terms of attainment and behaviour; we have a higher than average range of students on the SEN register, for both learning and behavioural reasons. Also, we have some students arriving with very limited English and/or experience of learning although, post-Brexit, this is changing. Mobility of the student population is well above average although falling. All this means we have to adapt the way we use staff resources and space.

Our commitment to inclusion is central and absolute. In order to support the very varied needs of our students we employ specialist staff in our Student Support Team, Access to Learning team and EAL team as well as liaising with a wide range of external agencies. The Student Progress Leaders provide pastoral leadership. Overall, care and guidance for our students at all stages in their education are excellent.

The structure of our school day is unusual. We have a 30 minute Tutorial on 4 days a week before morning break, no separate registration times, a relatively short lunch and finish at 3pm on 4 days a week and at 2.30pm on Fridays, allowing scope for a greater range of after-school opportunities. We introduced a condensed Key Stage 3 and extended Key Stage 4 and a vertical pastoral system rather than a year-based one, with 5 mixed-age Teams and mixed-age Tutor Groups identified by the Olympic colours. We believe that our very high levels of progress demonstrate the success of these strategies.

Our new Sixth Form provides a wide range of academic level 3 courses, for our own students as well as others from local schools. This year we are offering 14 A levels and adding 2 level 2 courses and a specialist Basketball Academy. We provide a diverse enrichment programme and strong support structures with a focus on the individual student.

Planning for improvement

The school knows itself very well. In planning our next steps, the Middle and Senior Leadership Team develop a new School Development Plan (SDP) each year, building on an evaluation of the previous SDP, the most recent Ofsted Report and any internal or peer reviews. The school's current priorities are publicised widely with staff and students and become the focus for staff training throughout the year.

In addition to the SDP, each department and pastoral team have their own development plan identifying their agreed priorities for the year.

A great deal of our professional learning time prioritises Teaching and Learning, with a focus on what outstanding teaching looks like, incorporating strategies we have learned from Consistency Management and Co-operative Discipline (CMCD), from our training on "The Lazy Outstanding Teacher" promoting independent learning and from national networks such as PiXL. We have also developed systems to ensure best practice is shared and we learn from each other. Individual staff are supported in improving their practice through coaching, the ITP and OTP and other locally delivered training. We strive to keep staff well-being high on our agendas.



Leadership development is also a priority for us and we provide many opportunities to support aspiring leaders, whether they are new in post or well-established. Some of these opportunities are recognised qualifications (NPQH, NPQSL, NPQML) or training courses, secondments or conferences organised in-house or in collaboration with other schools.

Current challenges and priorities

- ensure that the school and staff strengths make a wide contribution across the Griffin Schools Trust
- work closely and proactively with local primary colleague Heads to build an outstanding collegiate, with Lammas as the expected destination for Willow Brook and Riverley children
- continue to strengthen outcomes for students at KS4, eliminating in-school variation in the quality of teaching and in student outcomes
- further develop the Sixth Form offer, growing it in line with the school's strategic plan
- further extend the breadth of curricular and extra-curricular offer across the full age range whilst facing the difficult financial context.

Ofsted

The most recent Ofsted Inspection was in May 2017. <http://www.lammas.waltham.sch.uk/ofsted-report2/64.html>

This highlighted the achievements of the school in providing a good quality of education to all groups of students. The particular strengths noted were:

- strong progress
- the high expectations that permeate the school
- enthusiastic students
- excellent opportunities for the development of students' spiritual, moral, social and cultural development the promotion of literacy.

School partnerships and collaboration

The school is pleased to work with a number of partners to continue on the journey of school improvement. These including the Griffin Schools Trust, the Waltham Forest 'Secondary Challenge', other secondary schools in our South Area Partnership, the local authority, local primary schools, PiXL, the Fair Access Panel, the Safer Schools Partnership and NELTA.

Shona Ramsay
Head

September 2018 <http://www.lammas.waltham.sch.uk/>



About the Griffin Schools Trust



The Griffin Schools Trust is a Head-led Trust. Founded by former school and system improvers who have led high-performing schools in the UK, Europe and Asia, the Trust works with the Heads and wider communities of its 12 schools in the Midlands and South East to develop a shared mission and values while preserving the individuality of each school.

The constituent schools and the Trust's Board share a conviction that great schools are built on rich extra-curricular programmes and high quality pastoral care as well as an inspiring curriculum, expertly taught. The Trust seeks to build community and communality across its primary and secondary schools, promoting unity rather than uniformity and enabling each school to lead its own journey to success. It is a given that schools work together within and cross phase to enhance their provision, speed their journeys to 'great' and combine to organise and staff great annual traditions such as our Griffin Arts Festival (GAF), Griffin Sports Festival (GSF) and Griffin Science Symposium (GSS). These events celebrate and promote creativity and enquiry in our schools and encourage participation, excellence and endeavour. Pupils travel to national events and meet with other like minded pupils to experience performing on the wider stage.

Unusually in the state sector, the Griffin Schools Trust employs highly qualified directors of sport, performance, art and music.

The GST Family



Bramford
West Midlands
Joined June 2013

Stantonbury Campus
Milton Keynes
Joined September 2016



STANTONBURY
International School



Chivenor
West Midlands
Joined February 2014

Riverley
East London
Joined November 2013



Perry Wood
West Midlands
Joined December 2012

Willow Brook
East London
Joined April 2015



Nicholas Chamberlaine
North Warwickshire
Joined September 2013

Kingfisher
Medway
Joined September 2013



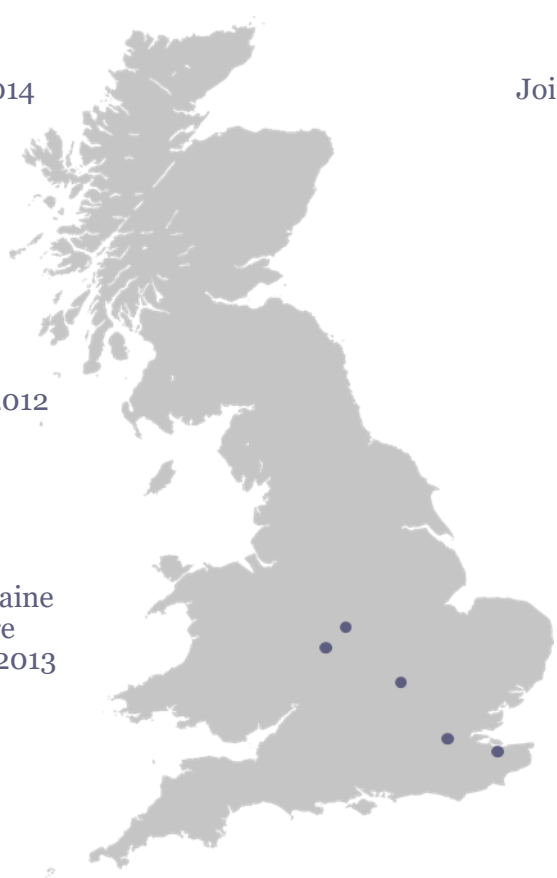
Park Lane
North Warwickshire
Joined November 2013

Saxon Way
Medway
Joined September 2013



Race Leys
North Warwickshire
Joined September 2012

Lordswood
Medway
Joined November 2013



Role Description



The Opportunity

We are seeking to appoint a Head of Lammas School, which works in partnership with two primary schools: Riverley Primary and Willow Brook Primary (Primary and Secondary Heads in our Trust are of equal status). The hub is governed by a single local governing board and shares finance and operations staff. All three schools have their very distinctive identities and work with others across the Trust as well as retaining good local networks.

The Role

The Head will grow leadership capacity at all levels at Lammas School and speed progress through Ofsted Outstanding to GST great.

S/he will also work adventurously with other GST Heads and the HQ team to establish a real legacy for the communities the schools serve.

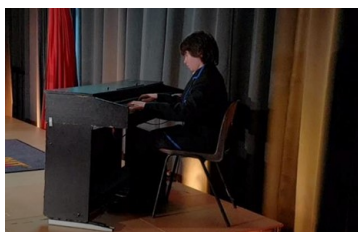
The Person

Inspirational school leaders come in all shapes and sizes and from every kind of personal background. There is no template and no recipe. The only stipulations we make are that you:

- understand that great schools are founded on broad provision and the belief that all children can achieve at least national norms
- have served as a senior leader in a high performing and/or high value added environment
- are highly articulate in speech and in writing
- are very numerate, able to engage with performance data and financial strategy and management
- can demonstrate that you know how to work in teams as well as leading them effectively.

Key challenges for The Head of Lammas

- work with Primary Heads to achieve a strong collegiate by being the natural secondary choice for their pupils
- develop the sixth form offer and increase its uptake from Yr11 at Lammas and other local schools
- sustain and further develop breadth of the curriculum and the extra curricular offer of all pupils
- continue to strengthen KS4 outcomes for all students
- ensure Lammas makes a wider contribution to the Griffin Schools Trust.



How to Apply



Candidates should submit a Curriculum Vitae (including comprehensive details of key achievements and responsibilities) and address the following in no more than 3 sides of A4 in 11 point and note that a generic supporting statement will not be considered. Your application will be treated in strict confidence.

1. Tell us about your experience in contributing to a school's high performance, either as the Head or a Senior Leader. What impact did you have and what lessons did you learn?.
2. From your research into Griffin Schools Trust and Lammas, briefly tell us why you want to work in the Trust.
3. Briefly explain and evidence why you are the right person to lead Lammas's journey to OfSTED Outstanding and Griffin Great and list what your top priorities would be in the first term and the first year.
4. What do you understand by a Head-led Trust and what wider contribution to its operation and development would you hope to have?

Please also include in your application the names, email addresses and direct phone numbers of two or three professional referees, making clear in what capacity they know you. We will contact them before the interviews.

Completed applications should be addressed to Anne Powell CEO and sent to michelle.hall@griffinschoolstrust.org

The deadline for applications is 10am on 24 September 2018.

Visits to the School and the Trust office are welcome. Please arrange these through Michelle Hall.

Candidates will be invited for the first stage interview at Lammas School on 26 September 2018. The final panel will be held at the Trust's offices in South East London 28 September 2018.