

# IDSALL SCHOOL



**Headteacher  
Applicant Pack 2019**



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# February 2019

Letter from the Chairs of Governors

Dear Applicant,

Thank you for your interest in applying for the role as Headteacher at Idsall School, Shifnal. Established in 1950 as a co-educational Secondary School, we became an Academy in 2014 with now 1,316 pupils on the roll. Prior to this, we were designated a Specialist Sports College which is still present today in contributing to our ethos and values. We have an independent and active sports centre on the school site for all our community that operates every evening.

As a local community school with established close links with similar schools in the area, we offer a varied curriculum, including a sixth form in which students last year achieved outstanding A level results.

We have a reputation for a high-quality level of teaching along with courtesy and respect pervading throughout the school. Our OFSTED report in 2017 commented on the positive ethos that is held throughout and this is reflected in the 96% attendance of pupils to school, indicating they value their education here.

The 15 governors/trustees are a strong team containing individuals with education, finance, business and entrepreneurial backgrounds who wish to continue a close, challenging and critical friend relationship with the new appointee. This relationship has been critical to the successful implementation of the School Improvement Plan. The governors/trustees are looking to appoint a Headteacher who is going to work with them to further the future vision for Idsall which is currently under review. We believe that our school has the real potential to be an outstanding provider and to this end, we are looking to the Headteacher to continue to help us in bringing dynamism and clear thinking into how we can work with our curriculum, community and physical resources to help raise the aspiration of our students, recruit and retain our best staff as well as explore how we might lead a form of collaboration with other providers in order to meet future needs of our students and our staff.

The new Headteacher will lead the senior leadership team, and a strong team of educational professionals, to deliver learning of the highest quality and be able to demonstrate the ambition and focus to make sure the school succeeds for all pupils. Thus, we are looking for an individual who has a sound philosophy, is hardworking, ambitious and is highly skilled at both managing and leading others.

Our motto is E Glandibus Quercus (from little acorn large oaks grow) and is our goal for all.

If the prospect of this challenge meets your ambition then we look forward to hearing how this is to be achieved with you as Headteacher, for all our students along with our community. The schedule for the appointment of the Headteacher is as follows:



*E Glandibus Quercus*

**Tuesday 26th, Wednesday 27th February and Friday 1st March.**

Visiting days and tours of school by prospective applicants.

**Thursday 7th March, 1200 noon.**

Closing date for applications.

**Friday 8th March.**

Shortlisting of applicants.

**Wednesday 27th and Thursday 28th March.**

Interviews.

If, having read through this brief outline of our school, you would wish to apply to us, please complete the application form, together with a supporting statement. This should be no more than two sides of A4 (minimum point size 10). We ask that this statement does two things:

- 1.** Indicate how your experience to date has prepared you for the post of Headteacher at Idsall School as defined in the accompanying Personnel Specification.
- 2.** Indicate concisely how you might consider raising the aspirations of both staff and students as well as recruiting and rewarding high quality teachers. The deadline for the receipt of your application is 1200 noon on 7th March 2019.

Thank you for taking the significant amount of time that this application requires. We look forward to meeting you at interview.

**John Caine and Ruth Playford  
Chairs of Governors/Trustees**

# School Context

Idsall is a successful and popular school located in the rural setting of Shifnal and with the retirement of the current Headteacher, there is a superb opportunity for someone to move into Headship or to develop their leadership skills at a larger setting.

We currently have 1,316 students on roll and are oversubscribed in six of our seven year groups, with 226 in our sixth form. Approximately 35% of our students travel from Telford but the expansion of Shifnal will see the demographics of our school community become more local over the coming five to ten years.

Our students have a fine reputation for outstanding behaviour, courtesy and respect which is regularly commented on by visitors to our school. Our highly committed staff team, including teaching and non-teaching staff, put in many extra hours to ensure that our students get an excellent all round education in order that they may achieve their very best, and become outstanding citizens. We are rightly proud of the huge number of extra-curricular activities and after school classes on offer during our 'session 6'.

We have a wide and extensive curriculum that offers a broad and varied subject offer, with 21 different option choices in KS4 and 27 option choices at Post 16. Included in this offer at KS4 and KS5 are construction and motor vehicle vocational courses in our purpose built skills centre. We have broadened our curriculum offer for KS5 from September 2019 to include a greater range of BTEC subjects.

Languages are studied by all students in Key Stage 3 and offered to all students in Key Stage 4 but this is not a compulsory part of our KS4 offer, with students choosing four different subjects, of which one must be an EBACC choice.

We have focussed on school improvement in English and Maths over the last three years and this has seen year on year improvement with both subject areas getting positive progress scores for 2018. Our overall P8 score for 2018 was -0.08 with the open suite of subjects being the worst performing area. At A level, we achieved a progress score of -0.06. The progress of our disadvantaged students has also been a school improvement priority and this has seen improved progress year on year for the last three years. However, we are still prioritising this area of the school as well as high ability boys.

Our Senior Leadership team comprises of Headteacher, three Deputy Headteachers, two Assistant Headteachers and a Business Manager. The SLT is an experienced and cohesive team which has been reshaped this year to include a newly appointed Deputy Headteacher and an acting Assistant Head who is currently also Head of MFL.



We have had external validation by OFSTED that we are a high performing school. Idsall was judged to be a GOOD school at its last inspection in June 2017 and this was the third successive GOOD judgement we have received over the last 11 years.

We would like to invite prospective candidates to tour the school and see us in action and as such, there is an opportunity to book a visit to our school and to meet with the retiring Headteacher on:

**Tuesday 26th February - 9.00am -11.00am**

**Wednesday 27th February - 9.00am -11.00am**

**Friday 1st March - 9.00am -11.00am**

# Headteacher Job Description

**Post:** Headteacher

**ISR:** L30 – L36

**Responsible to:** Governing Body

**Main purpose of this role:** The Headteacher of Idsall School will provide professional leadership for the school, which secures its success and improvement, ensuring high quality education for all its students and improved standards of learning and achievement.

## General Information

To achieve success, the Headteacher will work with the Governors and other key stakeholders to:

1. Enable the vision, provide leadership and direction.
2. Effectively lead teaching and learning.
3. Promote excellence, equality and high expectations of all students.
4. Deploy resources to achieve the school's aims.
5. Evaluate school performance and identify priorities for continuous improvement.
6. Carry out day-to-day management, organisation and administration.
7. Secure the commitment of the wider community.
8. Create a safe and productive learning environment that is engaging and fulfilling for all students.

## Key Responsibilities

### Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the students.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision, and drive the strategic leadership, empowering all students and staff to excel.



*E Glandibus Quercus*

## **Students and Staff**

- 1.** 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 students' outcomes.
- 2.** Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
- 3.** Establish an educational culture of 'open classrooms' as a basis for sharing best practice within the school, drawing on and conducting relevant research and robust data analysis.
- 4.** Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- 5.** Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- 6.** Hold all staff to account for their professional conduct and practice.

## **Systems and Processes**

- 1.** Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- 2.** Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in the school and in the wider society.
- 3.** Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.

4. Welcome strong governance and actively support the Governing body to understand its role and deliver its functions effectively – in particular, its functions to set school strategy and hold the Headteacher to account for student, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.
6. 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.

### **The Self-Improving School System**

1. 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 achievements for all students.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others – within and beyond the school – to believe in the fundamental importance of education in young people's lives and to promote the value of education.

The Headteacher will carry out their professional duties in accordance with and subject to, the National Conditions of Employment for Headteachers and Education and Employment legislation.

### **Keeping Children Safe in Education**

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002, and expects all staff and volunteers to share this commitment.

1. Work with governors to ensure that all safeguarding duties are complied with under the relevant legislation.



2. Work with governors to ensure that policies, procedures and training in the school as set out in the statutory guidance “Keeping Children Safe in Education”, DfE, September 2018, and “Working Together to Safeguard Children”, DfE, July 2018 are effective and comply with the law at all times.
3. Ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
4. Ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing practices.

This job description should be read alongside the requirements of the DfE’s School Teachers’ Pay and Conditions Document 2018 (section 2, part 5, paragraphs 5.1 to 5.3) and is based on the “National Standards of Excellence for Headteachers” published by the Department for Education in January 2015 which sets out in greater detail the general requirements for headteachers and the standard terms of their employment.

This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future.

# Person Specification Headteacher

Attributes	Essential	Source A= application I = interview P = presentation T= task	Desirable
Education	Qualified Teacher Status. Degree or equivalent.	A	Postgraduate qualification.
Professional development	Evidence of sustained participation in relevant and recent CPD relating to leadership and management.	A, I	Participation in work in other schools resulting in improved outcomes.  NPQH or equivalent.
<b>Experience</b>			
Teaching	Substantial teaching experience with demonstrable proven performance.  Experience of curriculum leadership.	A  A, I, T	
Schools	Experience of working in more than one school.	A	
Management and leadership responsibility	Experience as a Deputy Headteacher/Assistant Headteacher/Vice-Principal with a proven track record.	A, I	Experience as a Headteacher or Principal or Acting Headteacher/Principal, Deputy Headteacher with significant leadership experience.
Resources, allocating and deploying	Experience of managing and motivating staff and allocating resources. Awareness of how to set and manage a school budget.	A, I, T	.

Attributes	Essential	Source A= application I = interview P = presentation T= task	Desirable
<b>Knowledge and Understanding</b>			
National context	<p>Up-to-date knowledge of current national education policy and research.</p> <p>Knowledge of the Ofsted framework including a good understanding of the strategic role of all leaders.</p>	<p>I</p> <p>I</p>	<p>Knowledge of current research into education and leadership.</p> <p>Experience of Ofsted inspection undertaken while in a leadership or management role.</p>
Teaching, learning and assessment	<p>Deep understanding of successful and effective learning and teaching practices.</p> <p>Understanding and use of effective monitoring and self-review strategies to improve the quality of teaching, learning and assessment.</p>	<p>A, I, T</p> <p>A, I, T, P</p>	<p>Proven track record of direct involvement in developing successful school improvement strategies.</p>
Standards	<p>Understanding of the characteristics of an outstanding school and strategies to raise pupil achievement toward outstanding.</p> <p>Understanding of how to set, achieve and progress toward aspirational targets.</p>	<p>I, P</p> <p>A, P</p>	

Attributes	Essential	Source A= application I = interview P = presentation T= task	Desirable
Curriculum	Experience of planning the curriculum across the age range of the school to ensure an appropriate pitch, curriculum breadth and balance to meet all needs.	I, P	Experience in implementing curriculum change.
Governance	Knowledge of the strategic role of governors and the role of the Headteacher in facilitating their role.	A, I, P	First-hand experience of working with governors.
Behaviour, safety and well-being	<p>Understanding of the role of leaders in meeting statutory safeguarding requirements.</p> <p>Knowledge of effective Inclusion and application of the SEND code of practice.</p> <p>Proven ambassador of positive behaviour management and attendance strategies.</p>	<p>I</p> <p>I</p> <p>A, I, T</p>	<p>Understanding of the relevant guidance and legislation and experience of undertaking a lead safeguarding role.</p> <p>Experience of effective monitoring of meeting the requirements for safeguarding including health and safety.</p>
Parents / carers and the community	Knowledge of the role that can be played by parents / carers and the community in raising standards and improving outcomes.	I	Experience of leading on a project with parents / carers to improve pupil outcomes.

Attributes	Essential	Source A= application I = interview P = presentation T= task	Desirable
Skills			
Leadership	<p>Ability to lead and provide clear vision.</p> <p>Experience of effectively supporting and challenging staff to improve student outcomes.</p> <p>Able to motivate and inspire pupils, staff and other stakeholders.</p> <p>Ability to successfully delegate responsibilities.</p>	<p>I, P</p> <p>A, I</p> <p>I, T, P</p> <p>I, T</p>	<p>Experience of developing strategic plans and interventions to raise standards.</p> <p>Experience of detailed data and performance analysis and strategies for intervention.</p>
Management	<p>Ability to manage change, monitor and evaluate impact and implement effective school improvement systems.</p>	<p>I, P</p>	<p>Played a leading role in developing and implementing a School Development Plan /action plan.</p>
Relationships	<p>Able to establish and develop sensitive and excellent relationships with all involved with the school.</p> <p>Commitment to the school's wider community, other educational establishments and Children's Services.</p>	<p>I, T</p> <p>A</p>	<p>Experience of working collaboratively with other schools, settings and agencies.</p>

Attributes	Essential	Source A= application I = interview P = presentation T= task	Desirable
Interpersonal and communication skills	<p>Ability to communicate effectively in writing and orally with a range of audiences.</p> <p>Flexible and approachable.</p> <p>Resilient under pressure.</p> <p>Able to deal sensitively with people and work to resolve conflicts.</p>	<p>A, I, T, P</p> <p>I</p> <p>I, T, P</p> <p>I, T</p>	
<b>Attitudes</b>			
Education philosophy	<p>A commitment to lead, communicate, drive and monitor the vision and pedagogy for outstanding learning, teaching and assessment.</p> <p>A commitment to aspirational levels of achievement through partnership with parents and other stakeholders.</p>	<p>A, I, P</p> <p>A, I, P</p>	
Staff development	Commitment to the development of all staff.	A, I	Experience of supporting staff to develop and improve their own practice.
Equal opportunities	Promote and drive equality of opportunity, race and gender equality and social inclusion in accordance with legislation.	I	



# Letter from the Head Girl and Head Boy

## To whom it may concern

Having spent six years at Idsall School, we know what a fantastic place this is for students like us. We are lucky to have developed great relationships with our teachers and know that they will support and help us in and out of the classroom, whether it be with school work or with future plans. They really do care. Even though we are part of a big school, we feel known as individuals and the Headteacher shows this interest too – he often remembers to ask us how our siblings are, or how we are doing with our sporting achievements.

As a school, we know that historically we have had a good reputation for sport in Shropshire – and both of us are still proud that this continues. However, more and more, we feel our academic achievement is becoming better known and we are happy to see the improvement over the past few years. It is one of the many reasons we decided to stay on for Sixth Form. Although, to be honest, there was never any question that we would stay – it was both of our first choices.

Our Sixth Form really shows what a community we are as a school. We have a range of courses so that people can achieve in different areas. Many students aspire to Oxbridge or Russell Group Universities, but we also are given guidance for other routes like apprenticeships. The Headteacher takes a real interest in how we get on and what we are doing, and this helps us aspire to be the best we can be, too.

Our school motto is “E Glandibus Quercus.” We certainly came here as small acorns, not knowing how far we could go or how much we could achieve. Next year when we leave, we are confident that with the help of this school, its staff and the Sixth Form community, we will leave as those ‘great oaks’. We are incredibly proud to be Idsall students.

**Yours faithfully**

**Mia Gethings (Head Girl) and Brayden Davies (Head Boy) Sixth Form (2018-2019)**

<b>Headteacher</b>		
Vision/Strategic Direction/ Ethos SIP/SEF/Curriculum/ Financial Management/ Year 10 Line Management: Senior leadership team, MFL		
<b>Deputy Headteacher</b>	<b>Deputy Headteacher</b>	<b>Deputy Headteacher</b>
Operational leadership of SMT, pupil progress and data tracking, data analysis, calendar, timetable, website, GDPR, Year 9, analysing achievement section of SEF Line Management: Skill Centre, ID/ careers, Computing, Art, Exams, ICT, SGO, session six	Operational Leadership of school, Sixth Form development, open evenings and policy, Year 12/13, Pupil Premium Strategy, whole school intervention, closing the gap and LAC, literacy across the curriculum, lead raising achievement and pastoral team. Line management: English, PE, library, Pupil Premium, Sixth Form, Pastoral	Operational leadership of school, oversee SEF and SIP, teaching and learning, differentiation, homework, CPD, Year 10, teaching section of SEF Line Management: Technology, Cover, ITT, Maths, Humanities, Business Economics and Enterprise.
<b>Assistant Headteacher</b>		<b>Business Manager</b>
Inclusion, child protection, safeguarding , LAC, equal opportunities, liaison external services, Year 11 SMSC, SENCO Line Management: LAC Champion, Counsellors, SEN Support Manager		Finance, income generation, premises, health and safety and emergency procedures, HR Marketing, EFA finance returns, private transport, Year 6 open evening and awards evening Line Management: Site Team, Catering, H&S , Admin and Finance
<b>Head of Sixth Form</b>		<b>SLT Secondment</b>
Leadership and management of sixth form, managed team of sixth form tutors, Key stage 5		Head of MFL, lead on challenge for high ability students, whole school assessment and feedback, pupil work scrutiny, Year 8 Line Management: Music, Drama, Languages, Science

**Teachers:** 73

**Administration & Support:** 59

**Management:** 7

# Headteacher, Shropshire

**Closing date: 7th March 2019 at 12 Noon**

**Date posted:** 15 February 2019

**Start date:** 1 September 2019

**Contact type:** Full Time

**Salary:** L30 – L36 (£81,514 - £94,415)

**Contract term:** Permanent

Due to the retirement of our long-standing, valued headteacher, we are seeking a dynamic and inspirational leader with the skills and flair to deliver an exceptional educational experience for our students. Our new headteacher will continue to build strong relationships in the community and establish educational partnerships to realise the outstanding potential of our school.

Governors wish to appoint a high calibre leader who will further improve all aspects of our provision. They see a strategic leader who enables the vision, provides leadership and direction and furthers our focus on progress in maths and English, which has improved year on year over the last three years.

We are a good comprehensive school with stand-alone academy status achieved in 2014 at the heart of our growing community set within its own pleasant, extensive campus in Shifnal just a few miles to the south-east of Telford.

This is a unique opportunity for an exceptional teaching professional and leader with the necessary experience, inter-personal and management skills to make this good school outstanding. Governors welcome applications from all appropriately qualified and experienced professionals including pairs of candidates proposing a job share.

Visits to the school to meet our students and staff are welcome on 26th, 27th Feb or 1st March between 9.00 – 11.00a.m. Please contact Mrs V Hulme (Business manager) to arrange an appointment or to answer any questions that you may have  
vhulme@idsall.shropshire.sch.uk

Further details and an application pack can be obtained from the school website [www.idsallschool.org](http://www.idsallschool.org) and returned to Mrs SJ Davies, Headteachers PA, Idsall School, Coppice Green Lane, Shifnal, Shropshire TF11 8PG.

*Idsall is an equal opportunities employer. We are committed to safeguarding children and the successful applicant will be required to undergo an Enhanced Disclosure by Disclosure & Barring Service prior to commencement in post. This post is a designated customer-facing role and under the fluency, duty requires a specified level of spoken English as stated in the person Spec and in line with our policy*

*Idsall School is a charity and a company limited by guarantee, registered in England and Wales with company number 08976748 whose registered office is at Idsall School, Coppice Green Lane, Shifnal, Shropshire, TF11 8PD.*



# IDSALL SCHOOL



*E Glandibus Quercus*



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