

Brief for the position of
Head



**The Study
Wimbledon**

Preparatory School for girls aged four to eleven



August 2019



ODGERS BERNDTSON

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Background

From its inception in 1893, the history of The Study has been one of expansion and continual modernisation. The Study was founded by Miss Sidford, a governess who taught in the study of a large house in Wimbledon. From these modest beginnings, the growing school moved first to a local church hall and then, in 1903, to purpose-built premises in Peek Crescent, now known as Spencer House.

In 1975, The Study became a registered charity with a Board of Governors. The ever-increasing popularity of the school dictated further expansion in 1992 when Wilberforce House, in Camp Road, was acquired and completely refurbished to provide a light, colourful and welcoming environment for the younger girls.

The Study now educates each year about 320 pupils across two beautiful sites, with two parallel classes in each year group. **Wilberforce House** is for girls from Reception to Year 3, and **Spencer House** is for girls from Years 4 to 6. Nestled within the leafy serenity of Wimbledon Common, Wilberforce House is currently undergoing further development to modernise and enhance the facilities in order to provide the best possible educational environment for pupils. Spencer House, standing proudly on one of Wimbledon Village's many leafy and peaceful residential roads, provides a vibrant and stimulating learning environment that gives the girls a sense of their increasing maturity and independence.



Spencer House

Following the successful refurbishment of Spencer House in 2017, including new playground, hall and kitchens, The Study has commenced the redevelopment of Wilberforce House. This will be a major step forward for the school as the work includes six new classrooms, a library, a welcoming new reception area and a double height, multipurpose hall which will accommodate an audience of 180 people for performances.



Wilberforce House



Proposed Wilberforce House Development



VALUES-BASED EDUCATION

The values-based education initiative forms part of The Study's School Improvement Plan and the programme is used to further enrich the positive climate for teaching and learning, alongside the existing personal and social education programme. It creates a strong learning environment that enhances academic achievement across all age groups and develops the girls' social and relationship skills that last throughout their lives. A different value is taught each month – for example: respect, kindness, generosity, resilience – with a range of opportunities in lessons, assemblies, and peer to peer mentoring to reflect on the value in question.

ACADEMIC AND CURRICULUM

In Reception, teaching is based on the Foundation Stage Curriculum. In the rest of the school, the curriculum is based on the National Curriculum, but is not limited by it, and there is increasing emphasis on preparing for senior school 11+ examinations as girls move through the school. The school's creative approach to the curriculum enables girls to actively participate in their own learning, by making choices about topics they wish to research and making decisions based on evidence and knowledge (as praised in the school's recent ISI report).

The curriculum at The Study is designed to be balanced, creative, vibrant and rigorous; through it, the school aims to challenge and stretch their pupils and to enable them to develop their individual abilities and interests. Girls are given a strong foundation in the core subjects of English, Mathematics and Science, but also enjoy a broad range of other subjects including Humanities, French, Spanish (Year 6), Art, ICT, DT, Music, Ballet, Drama and PE. There is specialist teaching in many subjects throughout the school.

The Study is proudly non-selective at 4+ and does not ask to meet any of the applicants. This inclusive ethos permeates through the school, where a range of backgrounds, passions and abilities are embraced by the girls who demonstrate considerable consideration and respect towards one another.



PASTORAL CARE

The Study is an inclusive and mutually supportive community, which includes the girls, their parents and all the staff, teaching and non-teaching. Above all else, The Study has an atmosphere of warmth, openness and happiness where the girls feel secure, well looked after and highly valued. The individual care and development of each and every girl is the mission of The Study. Through excellent teaching, a kind, nurturing, yet challenging environment, and the encouragement of individual talents and interests, they ensure that every girl feels valued and a special part of the whole school. The importance of friendship and respect for others is developed through examples and actions, where hurtful behaviour towards others is not tolerated. The Study's emphasis on values was also marked out in the recent ISI report, which drew out examples of inclusion, care, moral understanding and tolerance, which permeate all aspects of school life.

Whilst form teachers play a key role in ensuring the general well-being and happiness of each girl in their care, all staff play their part and the girls know they can turn to any teacher if they have a problem or are unhappy. The girls are equally encouraged to look out for one another. Assemblies play an important role in developing the girls' social, moral and cultural awareness, as well as providing an important opportunity to celebrate achievement and effort, in work and behaviour.

All classes have a weekly Personal, Social, Health Education (PSHE) lesson. These lessons form a key element of pastoral care, developing the girls' listening skills and their confidence to talk about their own, and others', concerns and feelings. The form teachers are exceptional in their ability to recognise individual needs, and the school prides itself on the open line of communication that exists between form teachers and parents: informally at the classroom doors, via email and/ or the Link Book in the Prep Department, or by formal arrangement. Regular parent teacher evenings, open events, assemblies and performances encourage parents to feel a part of the school community and involved in their daughters' school education.



BEYOND THE CLASSROOM

The Study prides itself on its provision of a fantastic range of opportunities, activities and clubs on offer to girls above and beyond the classroom. A vast array of clubs are on offer, encompassing fencing, yoga, chess, debating, street dance, music theory and even horse and pony. All clubs are led by enthusiastic teachers with a specialist interest in their subject, with the common aim to ensure that the girls are engaged, have fun working together and are learning new things. Nearly all pupils play a musical instrument, and creative work produced by girls was praised as being 'sophisticated and imaginative' by the Good Schools Guide.

The Study values its links with the local community and works with charities to ensure that the girls have an understanding of the world beyond the school gates. Many charitable and service-based activities take place through the year, which ensure the girls work together for the sake of a worthy cause. Local initiatives have included working with Wimbledon Bookfest and the AELTC on special projects and competitions. Girls take pride in local initiatives, encouraged by staff who provide excellent modelling of the values of inclusion and the importance of care for others.

The academic year is also punctuated with exciting and enriching trips to art galleries, museums, nature parks and wildlife centres in order to augment the girls' interest and curiosity in their academic subjects. Two residential trips, one for Year 4 girls and another for Year 6, allow pupils to apply their learning in outdoor contexts, such as canoeing, climbing and problem-solving, and creates lasting memories for the girls.

MOVING ON

The Study is extremely proud that its girls gain places at some of the best and most competitive senior schools in the country, often with academic, art, sport or music scholarships. The list of Leavers' Destinations that can be found on the school's website demonstrates just how well The Study prepares the girls for this crucial time in their education; 2018 was another record year for the Year 6 group, with no less than 39 scholarships offered by top senior schools.

By the time the 11+ examinations take place, girls are well versed in all areas of the curriculum. However, it is not just the fact that Study girls perform so well academically – their well-rounded, confident and enthusiastic characters ensure that they settle into their new senior school lives quickly and smoothly.

Further information about The Study can be found by visiting the school's website www.thestudyprep.co.uk where the school's most recent ISI report can also be found.





The Role

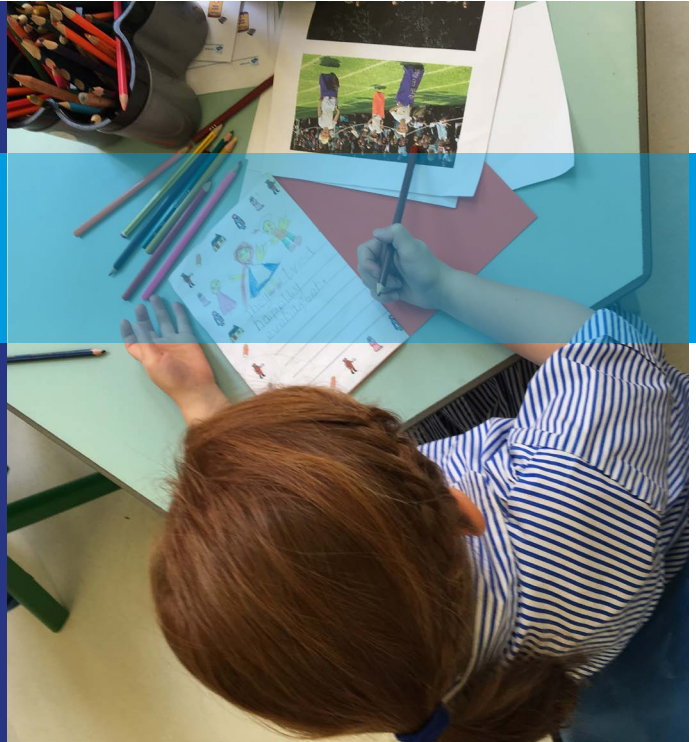
Reporting to the Board of Governors, the Head has overall responsibility for the leadership and management of The Study.

LEADERSHIP AND MANAGEMENT

- Provide inspiring and committed leadership to the entire school community, promoting by example a culture of warmth, openness and inclusivity.
- Ensure the school retains its distinctive nurturing and familial ethos, whilst continuously looking for ways to improve and develop the school, making suggestions to the Board of Governors as appropriate.
- Ensure this ethos is clearly and effectively communicated and adopted by the school and successfully conveyed to the wider community.
- Ensure the school's excellent recent inspection record is upheld and commit to addressing any areas for improvement.
- Protect and develop the school's non-selective nature and admissions policy.
- Be aware of, and respond to, external pressures and challenges (both locally and in the sector), adapting plans and strategies as needed.
- Support and encourage the development of the Senior Leadership Team, delegating effectively.
- Drive and promote a robust system of staff professional development, performance management and appraisal.
- Ensure high expectations, encouragement and motivation permeate all aspects of learning.
- Monitor student progress through the use of appropriate systems and data tracking.
- Continuously seek ways to innovate and improve girls' education through the use of technology or other initiatives.
- Ensure strategies are in place to identify and provide for particular needs, for example SEN or the more able.

TEACHING AND LEARNING

- Ensure students receive a stimulating, vibrant and challenging education which encourages and develops their individual talents and interests.
- Promote at all times high-quality teaching and learning where a love of learning and intellectual curiosity is fostered.
- Ensure rigorous systems to monitor and develop the quality of teaching and learning are in place.
- Adapt and update the school's curriculum as necessary, ensuring it meets every girl's needs.
- Ensure teaching and learning practices promote diversity and tolerance.



PASTORAL CARE AND PERSONAL DEVELOPMENT

- Ensure adequate time and importance is given to the continuous improvement of pupils' personal development, enabling them to develop a highly-focused sense of self-esteem, self-knowledge and pride in themselves.
- Maintain and develop the exceptional pastoral care, adapting and modernising teaching, structures and policies where needed.
- Ensure the safety and welfare of pupils is a continuing priority and in compliance at all times with safeguarding legislation.
- Promote and advance the school's broad extra-curricular programme as a way to further develop pupils' learning and personal development.
- Consult with relevant experts/agencies as appropriate and address any welfare concerns with sensitivity and diplomacy.

COMMUNICATIONS AND EXTERNAL RELATIONS

- Nurture and develop strong relationships and links, existing and new, with key senior schools and feeder nurseries, at headship level and beyond.
- Ensure open, regular and effective communication with parents, keeping them fully informed on the progress and welfare of their children.

- Retain an in-depth understanding of the 11+ admissions process, in the London day school marketplace and further afield, supporting girls and advising their parents on the best path upon leaving The Study.
- Work alongside the Marketing and PR Director to ensure effective marketing strategies are in place and take every appropriate opportunity to promote the school and its ethos.
- Maintain an outward-looking approach; foster and create links with the local community through new and existing initiatives.

FINANCE AND RESOURCES

- Work alongside the Bursar to ensure appropriate use of school resources – physical, financial, and human – in accordance with the overall strategic plans.
- Maintain oversight of the financial management of the school, delegating the day-to-day management to the Bursar.
- Work with the Bursar to develop initiatives to diversify the school's income streams, including fundraising.
- Oversee the school's ongoing capital development projects, reflecting on and adapting to any potential changes.





The Person

- Good university degree with any management, leadership, and teaching qualifications an advantage.
 - Advocate for all-girls' education with an interest in and understanding of possible future developments.
 - Proven leadership and management experience gained in a prep or senior school context.
 - Front-facing and engaging; able to present compellingly in front of pupils, staff, parents, and external bodies.
 - Warm and welcoming, with the ability to win the trust and respect of girls, parents and staff.
 - Excellent communicator (both verbally and in writing) with the confidence to engage a wide range of audiences.
 - Strong sense of moral values and their importance in education.
 - Demonstrable skill-set in building and maintaining relationships, both internally and externally.
 - Resilient with an appreciation of the demands of the south west London marketplace.
 - Comfortable challenging the status-quo and tackling any potential issues, both within the school and the sector at large.
 - Adaptable and flexible, with an open mind and commitment to professionalising and developing.
 - Innovative and ambitious, especially with regards to pedagogy and girls' personal development.
 - Comfortable with the use of systems, technology and the tracking of pupil data to drive educational improvements.
 - Knowledge of the 11+ application and admissions process and ideally an understanding of the London schools' marketplace.
 - Sympathy with the Christian ethos and heritage of the school.
 - Up-to-date knowledge of safeguarding legislation and understanding of whole school safeguarding policies.
 - Experience of, or the potential ability to, oversee resource management, be it financial, human, or physical.
 - Experience of, or the potential ability to, supervise the full range of HR processes, including recruitment, development, and performance management.
- The salary will be commensurate with the significance and importance of the post and the experience of the successful candidate. In addition, health insurance and school fee remission, subject to standard entry procedures, will be made available to the successful candidate.

How to Apply

The Study Preparatory School has engaged the services of Odgers Berndtson to assist with the recruitment of the next Head.

The closing date for applications: 9.00am BST on **Friday 4 October 2019**.

Shortlist interviews with the Selection Committee will take place on **Friday 11 October** at The Study. Candidates invited to the final stage will be invited to have a full briefing visit to the school during **week commencing 14 October** and final interviews will take place on **Friday 15 November**.

In order to apply, please submit an application form and a comprehensive CV along with a covering letter which sets out your interest in the role and encapsulates the aspects of your experience relevant to the required criteria. Please include current salary details and the names and addresses of three referees. Referees will not be approached until the final stages and not without prior permission from candidates.

The preferred method of application is online at: www.odgers.com/73229

If you are unable to apply online please email: 73229@odgersberndtson.com

All applications will receive an automated response.

Any postal applications should be sent direct to:

Peter Lawrence, Odgers Berndtson
20 Cannon Street, London EC4M 6XD

For an initial discussion, please contact:

Peter Lawrence: +44 (0) 207 529 3055
peter.lawrence@odgersberndtson.com

Tabitha Keown-Boyd: +44 (0) 207 529 3945
tabitha.keown-boyd@odgersberndtson.com

PERSONAL DATA

In line with GDPR, we ask that you do NOT send us any information that can identify children or any of your Sensitive Personal Data (racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, data concerning health or sex life and sexual orientation, genetic and/or biometric data) in your CV and application documentation. Following this notice, any inclusion of your Sensitive Personal Data in your CV/application documentation will be understood by us as your express consent to process this information going forward. Please also remember to not mention anyone's information or details (e.g. referees) who have not previously agreed to their inclusion.

The Study Preparatory School is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).





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