



**MAIDEN ERLEGH**  
SCHOOL IN READING



# Headteacher

## Maiden Erlegh School in Reading

### Candidate Brochure



**MAIDEN ERLEGH**  
SCHOOL



**MAIDEN ERLEGH**  
CHILTERN EDGE



**HamiltonSchool**  
A PLACE OF EDUCATION, GROWTH & OPPORTUNITY



**Cranbury**  
College



**Great Hollands**  
Primary School



# WELCOME

Dear Colleague

Thank you for your interest in the post of Headteacher at Maiden Erlegh School in Reading.

This is a hugely exciting time in the school's development and an opportunity for an outstanding candidate to build on the success of the school to date and establish it as the highly successful school we fully expect it to be.

Maiden Erlegh School in Reading is an 11 to 16 school which serves the community of east Reading. This modern school is located near the town centre and the university and is oversubscribed from its local community. All Maiden Erlegh Trust schools are embedded in their communities, and it is important for us that each one is the school of choice for local families, and that the school celebrates the achievements, cultures, and ambitions of all those involved.

Since opening in 2014, the school has demonstrated its ambition to provide opportunity, diversity, and success to all its students, both academically and in terms of their personal development. We are very proud of what the staff and students have achieved at the school, which has been validated by several external bodies, not least Ofsted in 2018.

The current Headteacher is stepping away from Maiden Erlegh School in Reading, to work with the Trust as it opens River Academy. This leaves an exciting opportunity for a new Headteacher to shape the next phase of this exceptional school. It will get under your skin, not least because the students have so much joy and potential, as well as a drive to achieve and contribute to the world. Furthermore, you will be working alongside a team of talented and dedicated teachers and support staff in a very supportive Trust, and Headteacher network.

Maiden Erlegh Trust is a family of six schools, soon to be eight. We are a mixed-setting multi-academy trust operating a range of primary, secondary, and special schools and we also have an alternative provision establishment within our group. You will, therefore, have access to expertise and support from within the Trust. It is a role to make your own, but you will not be on your own.

Finally, we are committed to working with you on your development, and this will form part of your on-going line management, through the Executive Headteacher.

We look forward to receiving your application. If you would like an informal discussion about the role, or to visit the school, please contact Mary Davies, Chief Executive Officer, on 0118 926 2467.

Yours faithfully

**Nick Jones**  
Chair of the Board of Trustees

**Mary Davies**  
Chief Executive Officer



## THE SCHOOL

We opened our doors to our first Year 7 students in September 2015 and our school will eventually grow to 900 students, housed in brand-new, purpose-built accommodation that opened in 2016.

A school, however, is not just the building but the community of students, staff and parents working together to deliver excellent outcomes for young people. We are determined that our students will leave Maiden Erlegh School in Reading well qualified and equipped for the next phase of their life. We do this using the educational expertise, experience and leadership from across the Maiden Erlegh Trust, working in collaboration with our sister school.

Our students thrive in a supportive, purposeful and happy environment. They benefit immensely from working with the highly trained, talented and dedicated teachers and support staff and from participating in a wide range of exciting and inspiring extra-curricular activities. As a result, they make excellent progress and secure impressive results, but also grow into wonderful young adults.

## MAIDEN ERLEGH TRUST

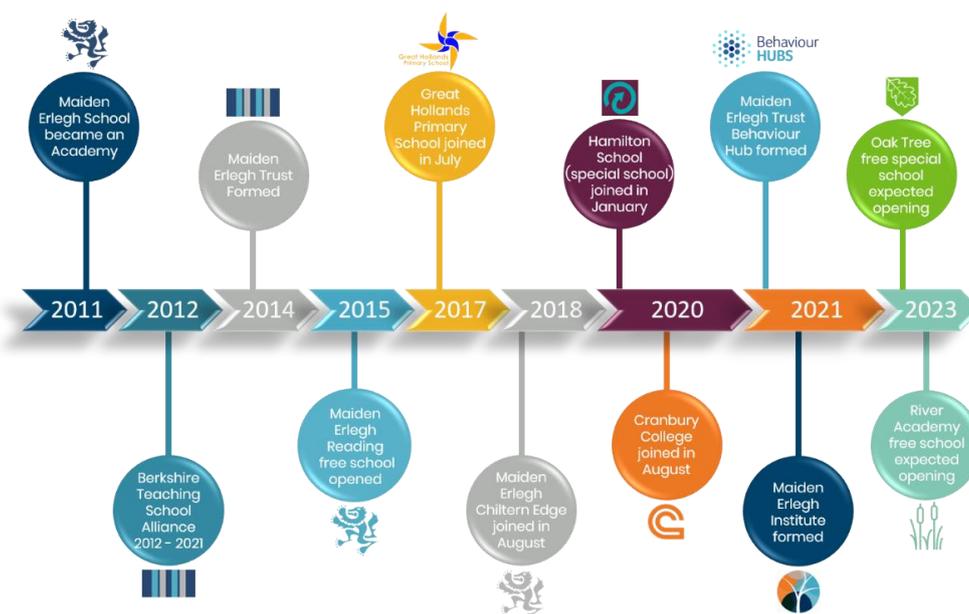
Please browse our [Trust website](#) as we believe this gives you a feel of what we stand for.

We are a proudly comprehensive and local community-based Trust. We believe in ambitious inclusion and that every child and young person can achieve great things. As a result, we have a range of schools because we want to be a Trust for local families, whatever their circumstances.

Because our Trust schools are geographically close, we know our communities and our local agencies very well. This supports strong collaboration, productive working relationships and access to genuine support and assistance (often not as readily available in larger trusts).

We recognise the importance of investing in our staff and you would be supported with tailored development opportunities, but we would also hope you would contribute to our CPD offer also (not least our annual cross-Trust conference).

### Maiden Erlegh Trust Timeline





# JOB DESCRIPTION

## **Headteacher** **Maiden Erlegh School in Reading**

<b>Start Date:</b>	September 2022
<b>Location:</b>	Maiden Erlegh School in Reading Crescent Road Reading RG1 5SL
<b>Accountable to:</b>	Executive Headteacher - Secondary
<b>Responsible for:</b>	Senior Leadership Team, and day to day leadership of the wider staff team
<b>Salary:</b>	Group 6: L25 – L31 (£76,141 - £88,187)
<b>Contract:</b>	Permanent, Full Time

### **Vision and Core Purpose**

Articulate clear values and moral purpose for the leadership of the school, focused on providing a first-class education for all our students of all abilities.

Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel.

Develop positive relationships, behaviours and attitudes towards our students, and to engage parents, governors and members of the local community in the constant improvement of all that we do.

Ensure that the education and interests of our students are at the centre of everything we do at the school.

Promote the concept of inclusion across the whole school and ensure its rigorous application.

### **Meeting our objectives through improving learning and achievement in the classroom**

Lead the improvement and development of the school on the basis of evidence and knowledge about effective practice, and to promote a strong culture of continuous professional development for our staff and succession planning.

Promote the interests of our school around appropriate strategic aims, translating opportunities arising from local and national policy into the school's context.

Ensure that the school's development as a school is consistent with our aims and seeks further to serve our local community.

Demand ambitious standards for all students, overcoming disadvantage and advancing equality of opportunities, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.

Maintain and secure outstanding teaching from all teachers delivering this through an understanding of the features of successful classroom practice and curriculum design.



## Leadership and Management

Promote with clarity the vision, values and ethos of the Trust and the school to all stakeholders and the wider community.

Promote the sharing of best practice between teachers and a culture where unsatisfactory practice is challenged and improved.

Establish an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other.

Be sensitive to staff personal and professional problems, be willing to address and resolve them and address conflict while maintaining morale.

Identify emerging talents at all levels in the school, coaching current and aspiring leaders in a climate where excellence is the standard.

Hold all staff to account for their professional conduct and practice.

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.

Provide a safe and well-ordered environment for all students and staff, with a strong focus on safeguarding and the development of exemplary behaviour in school and in the wider society.

Establish, implement, and maintain rigorous and transparent systems for managing the performance of all staff, addressing under-performance, supporting staff to improve and valuing excellent practice.

Implement and maintain rigorous assessment systems that allow the school to measure and evaluate the performance of students as well as ensuring the predictability of educational outcomes.

Welcome strong governance and actively support the Local Advisory Board to deliver its functions ever more effectively – in particular its functions to set school strategy and hold the Headteacher to account for student, staff and financial performance.

Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of achievement and the school's sustainability.

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.

## Wider Engagement and Contribution

Develop the capacity of the school to work with other schools and improve the quality of education and other opportunities for young people.

Develop effective relationships with other services to improve academic and social outcomes for all students.

Harness the findings of well evidenced research to contribute to school self-improvement.

Make the School a centre of good practice in initial and continuing teacher education.

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.

Engage with the local community to raise the profile of the school.

Support the wider improvement work of the Trust.



# PERSON SPECIFICATION

		Assessed by	
		Application or by Interview/Reference	
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	<b>QUALIFICATIONS</b>		
1	First degree or equivalent.	✓	
2	Qualified Teacher Status (QTS).	✓	
3	Evidence of recent and relevant training and development at headship level and/or in preparation for headship.	✓	
	<b>PROFESSIONAL EXPERIENCE AND KNOWLEDGE</b>		
4	Substantial experience with a record of excellent teaching, ideally at more than one school.	✓	
5	In-depth knowledge and understanding of the wider educational agenda including current national policies and guidance as well as the statutory and legal framework governing the operation and regulation of schools.		✓
6	Successful experience of securing and raising standards in an ambitiously inclusive school.	✓	✓
7	Successful experience of working with external agencies locally, nationally, and internationally, including public, private and community sectors.		✓
8	Proven track record in leading and managing staff including building a successful team, sharing and delegating effectively as well as implementing and managing change at a senior level in an educational organisation.	✓	✓
	<b>PERSONAL APTITUDES, QUALITIES AND SKILLS</b>		
9	Capacity to work in a collaborative manner.		✓
10	Articulate and approachable with excellent interpersonal and communication skills both verbal and written.	✓	✓
11	Proven sound problem solving and decision-making skills combined with the ability to lead, inspire, influence, and manage change.		✓
12	Astute and perceptive with strong analytical skills and the ability to use sound judgement in order to anticipate and resolve conflict.		✓
13	Proactive, innovative, and versatile with a high level of drive, energy and enthusiasm, aspiration, resilience, reliability, and integrity.		✓
14	Ability to relate empathetically to, and work with, different stakeholders.		✓
15	Capacity to retain a sense of balance, resilience, and a sense of humour under pressure.		✓
	<b>LEADING LEARNING AND TEACHING</b>		
16	Successful experience of positive behaviour and attendance management which is student-focused and trauma-informed, but uncompromisingly ambitious.	✓	✓
17	Evidence of setting and achieving ambitious goals and targets	✓	✓
18	Successful experience of curriculum design and pedagogy for all.	✓	✓
19	Evidence of successful experience in leading professional development as well as the coaching and mentoring of staff.	✓	✓
20	Evidence of using data, benchmarks, and feedback to monitor and judge progress and to identify strengths and weaknesses of students and staff.	✓	✓





<b>IMPROVING THE LIFE CHANCES OF CHILDREN AND YOUNG PEOPLE</b>			
21	Demonstrable understanding of the processes of safeguarding and safer recruitment and safeguarding procedures.		✓
22	Experience of and a commitment to an extensive range of extra-curricular activities.	✓	✓
23	Recognition and promotion of the role parents, carers and families play in helping children and young people succeed and thrive.		✓
<b>SHAPING THE FUTURE</b>			
24	Visionary with respect to developing and promoting the school's ethos, priorities and targets including the spiritual, moral, social, emotional, and cultural development of all its pupils.	✓	✓
25	Proven record of providing a collaborative vision for excellence with a sense of purpose and equity with high standards.	✓	✓
<b>DEVELOPING SELF AND WORKING WITH OTHERS</b>			
26	High profile role model with a professional approach that demands accessibility, excellence, confidence, trust, respect and support of the entire school and wider community.		✓
27	Supportive of an appropriate work life balance for self and others.		✓
<b>LEADING AND MANAGING THE ORGANISATION</b>			
30	Capacity to nurture and motivate the staff in order to provide opportunities for staff development thus ensuring succession planning.	✓	✓
31	A commitment to diversity, equality and inclusion and ethical leadership in all areas of the school's work.	✓	✓
32	Evidence of highly developed skills in performance management, recognising skills and high performance, and tackling underperformance through to resolution.	✓	✓
33	Capacity to undertake effective strategic financial and resource management to achieve educational priorities and to ensure efficiency and value for money.	✓	✓
34	Understanding of education human relations (HR) issues and a capacity to work within the statutory framework to solve HR problems.	✓	✓
35	Evidence of the skills required to harness the potential of new technologies, including social media, not only for the benefit of student learning but also for the promotion and marketing of the school.	✓	✓
36	Ability to use a rich set of data to understand the strengths and weaknesses of the school.	✓	✓
37	Ability to create and maintain organisational systems and structures, at school and Trust levels.	✓	✓
38	Evidence of whole school self-evaluation and accountability and the school improvement process.	✓	✓
39	Commitment to collaborate with neighbouring schools and colleges in support of the development of the wider education community.		✓
40	Committed to sustain a safe, secure and healthy school environment.		✓
<b>SPECIFIC REQUIREMENTS</b>			
41	Demonstrate the suitability to work with children.		✓



# HOW TO APPLY

If you would like further information about the role, or to organise a visit to the school prior to application, this can be organised through our HR department via email [recruitment@maidenerleghtrust.org](mailto:recruitment@maidenerleghtrust.org).

The deadline for applications is:	<b>9:00am - Friday 11 March</b>
Shortlisting will take place:	<b>16 - 18 March 2022</b>
Interviews will take place:	<b>Week Commencing 28 March 2022</b>

**All applications should be sent to [recruitment@maidenerleghtrust.org](mailto:recruitment@maidenerleghtrust.org) using the form provided.**

Applications received which are not completed using the form provided may not be considered at shortlisting.

Maiden Erlegh Trust reserve the right to research applicants on social media platforms and the Internet, and the recruitment panel may take this information into consideration during the recruitment process.

*Maiden Erlegh Trust is an ethical leadership organisation and we are committed to safeguarding, equality and promoting the welfare of learners and staff. We are also committed to being ambitious for all and supporting everyone to reach their full potential. All employees of the school and Trust are expected to share these commitments. All posts require satisfactory employment checks and references and a satisfactory enhanced Disclosure and Barring Service check. All Leadership roles will require a Section 128 check.*

*The Trust's ambition is to promote an inclusive environment, which attracts all candidates and signals our commitment to celebrate and promote diversity.*

