



SHAPING TENISON'S FOR THE FUTURE

- To work in partnership with the Governing Body, staff and wider community to lead on articulating and implementing the school vision and ethos such that they are at the heart of everyday practice and life in the school
- To work collaboratively with the Governing Body to develop and implement a strategic plan which has our students and their learning journey at its heart and which will lead our school in the next stage of its development
- To anticipate and proactively respond to trends and developments in education and changes in the local demographics, social changes and funding and to brief Governors and staff accordingly
- To continue to build our relationships with feeder CofE primary schools, other primary schools, local churches and the local community to maintain our high application levels in the face of falling rolls and over-provision of school places in Croydon
- To prepare for and/or respond to anticipated OFSTED and SIAMS inspections
- To build on and support our excellent safeguarding procedures and practice ensuring that safeguarding is at the centre of our decision making
- To always strive to improve outcomes for our disadvantaged students ensuring that their needs are not just met but are exceeded
- To seek new ways to provide support for the increasing mental health challenges that our students face – support from within our school structures and from external partnerships
- To continue to develop and enhance our Sixth Form offering to ensure that we retain more of our own students into Sixth Form as well as attracting external students
- To be ambitious for our school and its potential – and to be wholeheartedly committed to the future of our school, our students, our staff and our community always seeking to build on past successes and have high aspirations for the future

LEADERSHIP AND MANAGEMENT

- To promote, maintain and develop the Christian character and distinctiveness of the school – in word and in action
- To be responsible for ensuring that the leadership and life of the school fully reflects its vision and ethos
- To shape a learning culture which has high aspirations and in which students and staff feel valued, encouraged, understood, inspired and equipped to perform to the best they can
- To effectively use monitoring and evaluation data to formulate actions, as part of our school improvement plan, which make our vision for 'academic excellence for each person' into the lived experience for our students
- To be responsible for the production of the School Improvement Plan, plans in response to OFSTED and SIAMS and other school developments
- To create and implement clear and perceptive development plans and policies for the school which are evidence-based and support and develop the School Improvement Plan
- To be accountable for financial and resource management including management of the school budget and long term financial planning to ensure financial stability which supports the strategic plans for the school



- To inspire and lead an effective and committed Senior Leadership Team who are able to effectively share in the leadership of the school
- To attract, train, inspire and retain a highly motivated staff team with the skills and experience needed to enable our students to reach their full potential
- To pro-actively support and develop a strong and cohesive staff team ensuring that Archbishop Tenison's remains a school where staff want to work and where they can flourish and deliver of their best
- To be an encouraging and supportive leader for staff, giving regular feedback, development opportunities and performance management enabling them to be fully invested in the success of their students
- To work effectively and collaboratively with and be accountable to the Governing Body
- Take responsibility with the Governors for the planning, development and stewardship of the school's environment, buildings, plant and equipment
- To actively encourage parents and external organisations to donate financially in support of the school
- To ensure that the school complies with all relevant legal and statutory frameworks and policies including health and safety requirements
- Be a member of the school's Development Trust

TEACHING AND LEARNING AND STANDARDS

- To ensure that the school provides an engaging learning environment and a cohesive, rich and broad curriculum built on the needs of our students and which enables them to fulfil their full potential
- To ensure the highest standards of teaching and learning throughout the school and across the curriculum, encouraging staff to learn and share best practice with one another and through professional development opportunities
- To maintain a consistent focus on student achievement, monitoring and tracking outcomes and reporting on progress and attainment - including accurate and timely reporting to the governing body
- To maintain high aspirations for and expectations of the whole school community in an environment which is supportive of all students and staff
- To continually identify areas in which to improve the school's development by monitoring and evaluating the performance of the school through self-evaluation and through internal and external reviews
- To maintain and develop a culture within the school in which students are able to grow academically, spiritually and personally, developing the life skills that will equip them to go forward in life as leaders in their local community and church community
- Ensuring that we maintain the highest standards of SEND teaching, learning and aspiration for our SEND students
- To ensure effective planning, allocation, support and evaluation of staff work to make sure that they are motivated and empowered with clear delegation of tasks
- To ensure that the highest standards of behaviour and attendance are achieved



CHRISTIAN ETHOS

- To uphold and promote the school's vision and ethos ensuring that our Christian faith is reflected in all areas of our life and culture as a school and shapes our decisions and actions
- To be able to clearly articulate and set a vision around the calling and purpose of a church school and the distinctiveness of the school in accordance with the aspirations and intentions of the Foundation to promote Christian education for the students
- To be able to foster a culture of faith, prayer, worship and bible-based reflection which supports the spiritual life and growth of our students and staff
- To lead the prayer and worshipping life of the school - overseeing and leading meaningful and relevant acts of collective worship and school church services and ensuring that Christian teaching and understanding is reflected in all areas of the curriculum
- To lead with integrity, ensuring that our policies, practices, governance and behaviours reflect our Christian beliefs and hope
- To liaise our chaplains and to embrace close links with St Matthew's parish church and build links with other local churches (Anglican and other denominations) in order to ensure that our Christian faith continues to be at the heart of our life as a school

SAFEGUARDING AND WELLBEING

- To lead a culture of safeguarding which has an obvious commitment to reducing risks and is uncompromising in its objective of keeping young people safe and where low-level concerns (as well as high level concerns) can be freely reported as part of that culture
- To be committed to the safeguarding and welfare of students and staff, to have a thorough knowledge of all safeguarding and welfare policies and procedures and to ensure that safeguarding, mental health and wellbeing is at the heart of all of our policies and practices
- To be part of the Designated Safeguarding Lead team
- To ensure that appropriate training, mentoring and challenge of staff on safeguarding practice is in place and is of the highest standard
- To ensure that high quality guidance and student support systems are effectively implemented and in line with current legislation and enable all students to fulfil their potential
- To manage and develop the Pastoral structure to ensure that every student is known and appreciated
- Encourage cultural and sporting events which foster, develop and reward a variety of skills

EQUALITY AND INCLUSION

- To ensure that the school delivers on its duties under the Equality Act 2010 particularly regarding the provisions for schools with a religious character
- To foster and promote equality, diversity, inclusion and belonging in all areas of our school community (our pupils and our staff team) and to ensure a positive environment in which diversity is embraced
- To actively work through our school vision and ethos to ensure that each student reaches their full, God-given potential and leaves our school as a confident, well-rounded young adult - in particular with respect to our students with SEND and those with EAL



- To ensure that staff are trained and empowered to meet the individual and collective needs of all students including those with SEND and those with EAL
- To oversee the implementation of the schools SEND plan and SEND Code of Practice to ensure that students needs are fully met
- To ensure the fair and consistent treatment of all students and staff irrespective of race, religion, gender, sexual orientation, disability etc.
- To continuously assess and improve, wherever possible, the accessibility of the curriculum and premises to all students

TENISON'S AND OUR LOCAL COMMUNITIES

- To build on our reputation in the local community and local churches to make us the school of choice among the local maintained schools in Croydon and Sutton
- Lead initiatives to build and maintain strong and supportive relationships with local churches and other community organisations to bring students, parents, carers, staff and community members together in a happy, welcoming Christian school community
- Lead initiatives to build and maintain strong and supportive relationships with local business organisations that enrich the educational and material provision to our school community
- To actively engage with other local primary and secondary schools and organisations in order to enrich the offerings of our school and its value to our students and local community
- To effectively collaborate with multi-agency partners in the best interests of student welfare and safeguarding
- To liaise effectively with Southwark Diocesan Board of Education, with Department for Education and with Croydon Local Education teams

ADMISSIONS AND PROGRESSION

- Promote and market the school to primary schools, local churches and the community and the Sixth Form to potential students – both internal and external
- Establish and develop effective links with feeder primary schools and further education institutions and universities
- Administer the school's Admissions Policy, at Year Seven and Sixth Form, as agreed with the Governors. Overseeing and editing the schools prospectuses and other publications
- Take responsibility for information evenings for prospective Year 7 students and Sixth Form students
- Promote the progression of our Year 11 students into the school's Sixth Form as the norm for our students learning journey
- Hold Senior Presentation Evenings

PROFESSIONAL CONDUCT

- To consistently demonstrate high standards of integrity and of professional conduct, to meet the teacher's standard and to be responsible for providing the conditions in which our teachers can fulfil them.
- To uphold and demonstrate the Seven Principles of Conduct in Public Life (Nolan Principles) at all times



- To be familiar with the Headteacher's Standards and to consistently uphold them with regard to the school culture, teaching, curriculum and assessment, behaviour, additional and special educational needs, professional development, organisational management, school improvement, working in partnership, governance and accountability.

This job description is not exhaustive but sets out the main expectations in relation to the post holder's professional responsibilities and duties. It may be subject to modification at any time following consultation with the Headteacher. It should be read in conjunction with the range of duties set out in the Headteacher's Standards and the Teacher's Pay and Conditions.

PERSON SPECIFICATION

Outline of Key Abilities: Qualifications are evidenced from the application form. The Personal Statement should demonstrate the extent to which you meet each of the selection criteria. Candidates shortlisted for interview are required to demonstrate their ability to meet the criteria in this Person Specification during the selection process. This will be demonstrated in: **A:** Application Form, **I** – Interview/Selection Process, **T** – Written Test

Education and training	Essential	Demonstrated At
	Qualified teacher status	A
	Clear evidence of commitment to professional development in school leadership	A
	National Professional Qualification for Headship (NPQH) or equivalent – or working towards it	A
	Desirable	
	Strong academic credentials	A
Christian Leadership	Essential	
	Secure personal understanding of the calling and purpose of a church school	A, I, T
	Ability to articulate and lead the school's Christian educational vision in practice	A, I, T
	Committed to working out the significance of Christian faith, hope and love for the leadership and life of the wider school community	A
	Committed to the vision, ethos, values and Christian distinctiveness of this school as a church school and ability to develop this to new levels in this next phase of the school's life.	A, I, T
	Able to lead inspirational acts of Collective Worship that are relevant to our pupils and staff and in a way that encourages and nurtures the spiritual life of the school	A, I, T
	Able, along with the School Chaplain, to plan and lead church services and Eucharists for the school	A, I
	A person with a personal and active Christian faith	A, I
	Desirable	
	A member of a church community	A, I
	Practicing member of the Church of England	A, I
	Experience of leadership in a church school and of the SIAMS inspection framework and processes	A, I
Inspiring School Leadership	Essential	
	Proven experience of successful senior leadership in a secondary school for 11-18 year olds including experience of nurturing and developing a successful sixth form	A, I
	Strong experience of leading and managing people and developing their abilities and potential; is well practiced at resolving issues with imagination, practical insight and skill	A, I
	A strong track record of setting and achieving high standards of staff and pupil performance and attendance levels	A, I
	Proven experience of development of whole school strategic thinking and leadership of imaginative improvements to the curriculum, teaching and learning and other areas of school life	A, I, T



	A coherent understanding of the purpose of the curriculum, of how a school best provides in a blended way for its pupils, including those with SEND, pupils with EAL and those are disadvantaged	A, I, T
	Known as someone who leads by example, builds strong relationships with colleagues, motivates people and takes responsibility, when necessary	A, I
	Demonstrable experience of building a strong school culture based on shared Christian values	A, I, T
	Understands the importance of staff and pupil welfare in its fullest sense and a commitment to the wellbeing of all in the school community including pupils, staff, families and themselves.	A, I
	Proven experience in safer recruitment processes along with a record of successfully hiring, nurturing and empowering a strong staff team.	A, I
	Proven experience of effective support to and strong relationships with parents/carers and the local community alongside an ability to navigate difficult conversations so that parents/carers are fully involved in their young people's education and in the life of the school community.	A, I, T
	A proven ability to build strong collaborative relationships with local churches, the Local Authority, local businesses and community organisations	A, I
	A perceptive awareness of educational developments and the school's needs	A, I, T
	Experience of managing disciplinary and complaints procedures	A, I, T
	Proven commitment to positive discipline and behaviour management	A, I, T
	Demonstrable experience of financial and resource management, matching budgetary constraints with the vision of the school and the educational and safeguarding needs of the students.	A, I, T
	Detailed knowledge of Ofsted and SIAMS inspection frameworks and processes	A, I, T
	Ability to work effectively with the Governing Body, as required, including active preparation for OFSTED and SIAMS inspections, for example	A, I
	Strong decision-making skills, including a track record of making difficult decisions when necessary	A, I, T
	Desirable	
	Experience in a multi-cultural setting	A, I
	Evidence of being able to adapt and adjust to continually changing environments	A, I
	Range of leadership responsibilities covering academic and pastoral areas	A, I
Outstanding Educator	Essential	
	An outstanding classroom teacher with a proven track record showing a deep understanding of and love for teaching and learning	A, I, T
	Excellent teaching of subject to A-level	A, I
	Understands and models high quality teaching, blended and independent learning.	A, I
	Able to develop and encourage others to create a rich and stimulating teaching and learning environment which results in academic excellence	A, I
	A reflective practitioner, seeing "next step" solutions and not problems	A, I
	A thorough knowledge of how to build a broad, creative and relevant curriculum which inspires young people from Year 7 onwards and builds a strong basis for academic excellence. Also including activities and experiences that support their learning, enhances their wider development and teaches skills for life.	A, I, T



	A track record of delivering high standards of teaching, learning and attainment	A, I
	A track record of raising achievement and of accelerating progress in all young people; a high aspiration for all pupils and a firm belief that all young people can and do achieve the highest standard	A, I, T
	Inspires the confidence of staff, governors and parents in leading CPD and implementing change; is sufficiently well informed of educational developments to respond to them carefully	A, I
	Demonstrable commitment to inclusion and equality, along with a commitment to understanding the needs of each student including those with SEND and those with EAL	A, I, T
	A commitment and ability to ensure the effective delivery of RE as a core subject and to lead on spiritual development across all areas of the curriculum	A, I, T
	A commitment to high standards of conduct and a strong understanding of pastoral care and behavioural management which have forgiveness, truthfulness, generosity and respect at their heart	A, I, T
	Desirable	
School Improvement	Essential	
	Track record of effective, evidence based monitoring and evaluation of teaching and learning in order to improve quality and raise pupil achievement, including high achievers, children with SEND and those with EAL	A, I, T
	Has had oversight of part of the curriculum and been actively involved in leadership of school self-review	A, I
	Evidence of delivering school improvement through self-evaluation and external review with quantifiable results and evidence of impact in achieving the highest OFSTED and SIAMS ratings	A, I, T
	A clear understanding of the role and responsibilities of the Governing Body and ability to work positively with them and the Diocesan Advisor for school improvement and to implement our vision for the school	A, I
	Evidence of an ability to develop strong links with the local community and organisations in the interest of school improvement and to prepare pupils, educationally, socially and spiritually, for life beyond school	A, I
	Desirable	
Knowledge and skills	Essential	
	Strong financial understanding of school's budgets and management of key finance functions and an ability to analyse financial and resourcing data	A, I, T
	Personal and professional ability to lead committed staff of a high calibre	A, I
	Confident leadership of pupils in a school with strong traditions & high expectations	A, I
	Ability to articulate a vision to inspire others	A, I
	Strong written and verbal communication skills and an ability to negotiate well with all school stakeholders	A, I, T
	Can successfully manage and resolve conflict between individuals	A, I
	Values intellectual rigour, practical skills and human understanding in a Christian community	A, I



	Has a high level of resilience and determination and capacity for hard work	A, I
	High level analytical skills include the capacity to identify, think about and solve problems effectively with imagination and insight and confident use of baseline and progress data	A, I
	Ability to plan, prioritise and manage a varied workload	A, I
	Desirable	
	A good understanding of IT and its value in supporting and enhancing effective teaching and school management	A, I
Safeguarding	Essential	
	A deep and up to date knowledge of the statutory guidance in 'Keeping Children Safe in Education' (KCSIE) and other relevant safeguarding legislation together with a clear commitment to implement current best practice through all areas of the school for safeguarding of pupils and child protection	A, I, T
	Level 3 Safeguarding Training and experience of being a Designated Safeguarding Lead or DSL Team member	A, I
	Ability to lead by example and create a strong safeguarding culture where all concerns are taken seriously and responded to promptly	A, I, T
	Experience in managing and overseeing complex safeguarding cases and a clear understanding of the multi-agency working environment	A, I, T
	The ability to train, mentor and challenge staff to ensure that their safeguarding practice is of the highest standard	A, I
	Desirable	
	Additional Child Protection knowledge and training beyond mandatory level	A, I
Personal attributes	Essential	
	Demonstrable commitment to equal opportunities	A, I
	Recognizes the importance of personal responsibility for health and safety	A, I
	Leads with integrity, energy, creativity, generosity of spirit, compassion, empathy & honesty with a positive encouraging attitude & commitment to self-development	A, I
	Ability to engage and motivate young people	A, I
	A supportive and encouraging leader – helping to empower staff	A, I, T
	The confidence, flexibility and skills needed to work under pressure – taking a pro-active, practical and “can-do” approach to tackle issues as they arise	A, I, T
	Ability to manage own workload, to delegate and work collaboratively and the humility to know when to ask for help	A, I, T
	Commitment to understanding the local community in Croydon and its particular challenges, needs and opportunities.	A, I
	Able to maintain confidentiality	A, I
	Desirable	
	Readiness to engage whole-heartedly in the extracurricular and wider school life	A, I