



Headteacher

Information for candidates



Chilwell School - Nottinghamshire

Share * Care * Believe * Achieve



Welcome

Thank you for your interest in this vacancy, which arises as a result of Ian Brierly moving to another Headteacher post at the end of 2017 after 9 years as our Headteacher. We would like the successful applicant to take up the post on 1st September 2018, or sooner if possible.

To apply for this post, please complete an application form, available from the school's website. This should be accompanied by a letter, limited to two sides of typed A4, using the 4 headings below, to demonstrate how you meet the required aspects of the person specification:

- How you have led and managed staff, built a successful team and delegated effectively
- How you would illustrate your ability to plan strategically
- How you have used your knowledge of current research and educational developments to improve whole school outcomes
- How you have demonstrated inclusivity and ambition for the school and its pupils

Please email your application to Diane Gibson at d.gibson@chilwellschool.co.uk. Please note that this post is subject to enhanced DBS checking.

Prospective candidates are very welcome to visit the school. To arrange a visit, please contact Diane Gibson, PA to the Headteacher as above or 0115 925 8167. The closing date for applications is Tuesday 27th February at midday. Candidates invited for interview will be contacted on Thursday 8th March. Interviews will be held over 3 days on Monday 12th, Tuesday 13th and Wednesday 14th March. The governors reserve the right to select candidates to progress through to the next stage at the end of the first day as well as the second day.

I do hope this is a position that you feel is suited to you and your particular experience and look forward to hearing from you.

Judith Munro
Chair of Governors



Vision

The Chilwell Vision: 'In pursuit of excellence'

We are committed to an aspirational learning community where everyone feels valued and individual needs and ambitions are met. Our high standards and expectations are driven through a challenging, stimulating and enjoyable learning environment where everyone feels safe and supported and each individual works towards their personal best in pursuit of excellence.

As the world evolves so will our community as we produce global citizens for the future. We believe that learning is for life, life is for learning and each and every one of us can determine the success of our future and that of others.

Our School

A Positive Learning Community



We encourage students to have respect for themselves and all other members of the school community and to take responsibility for their actions. It is the right and responsibility of all students to achieve their full potential and to get the most from their education whatever their race, religion, gender, ability or social class.

Our school uniform encourages equality, aspiration, a focus on learning and a clear identity and is reinforced on these grounds. Our expectation is that students follow the dress code appropriately.

The Positive Learning Community at Chilwell promotes high achievement by working together to:

- Be reflective and understanding of ourselves and others,
- Challenge and motivate ourselves to flourish in learning and life
- Be flexible and adaptable in an ever developing global community
- Be inquisitive and enquiring in order to extend ourselves
- Generate pride in the Chilwell learning community.

Praise and Reward

Students are rewarded in a variety of ways. Chief amongst these is our A2L awards system based on students' attitude to learning; this rewards effort and application and allows all students the opportunity of achieving the highest Chilwell honours. Bronze, Silver and Gold awards are awarded three times a year with the highest accolade being the Platinum award. Stickers, postcards, letters home and verbal praise are also key reward motivators. Our House points system also rewards students who engage in extra-curricular activities or who go 'above and beyond' expectations in contributing to our wider school community.

We do not reward behaviour as a general rule other than through verbal praise and where individual learning needs support greater need for external motivation. We strongly emphasise and support the development of internal motivation in students - the individual desire and drive to perform to, or exceed, one's personal best. Good behaviour is a basic expectation; everyone has the right to learn and teachers have the right to teach unimpeded.

Transition

Moving from one school phase to the next is often an exciting but also anxious time. Our transition package, we believe, strikes the right balance between acclimatising students to a new environment and routines whilst also allowing them space to develop their independent skills.

Our transition programme includes:

- Initial visits to schools by staff to develop familiarity of key people,
- provision of a full guidance and support package
- two summer term acclimatisation days - one with the new form tutor and one curriculum based
- a first day start when only the new Year 7 are in school
- extra small group visits for vulnerable students or those with particular anxieties or needs
- an open communication policy in which we welcome parental dialogue at any point in the transition process.

Enrichment



Extra-Curricular Activities

Chilwell School offers a wide range of extracurricular opportunities for students. Our excellent commitment to sports is led by an outstanding PE department through a variety of after school sports clubs: cricket, badminton, netball, football, trampolining, rounders, and athletics are just some of the clubs and teams that run throughout the year. We are lucky that all of this can take place in the excellent facilities of the Chilwell Olympia Leisure Centre.

Alongside our sports offer we are also one of the largest centres in Nottinghamshire that offers the Duke of Edinburgh Award - last year alone over 70% of Year 9 were involved in our D of E programme. This is an invaluable and very popular activity with students and is well supported by staff and parents.

We also have a wide variety of other clubs and extra-curricular activities which include: book club, the annual bake-off competition, games club, drama productions, music recitals, maths drop-in.

Activities Week

Activities week has become the traditional way in which we end our school year. This week offers students opportunities to select from a wide range of educational activities to enrich their learning and develop our community spirit. Activities in the past have included: trips to Spain, France and Italy, a Nottingham Forest Academy course, model making, dance and the Chilwell Maze Challenge.

Careers

We employ a careers advisor who is on hand to guide students in considering their future careers options. Discovery days also give students the opportunity to meet and hear from key local and national employers.

Discovery Days

Discovery days enrich our PSHE programme and take the form of collapsed curriculum days which allow us to deliver broader educational experiences such as careers fairs, cultural awareness, and health and personal safety.

Personalised Support



At Chilwell School we believe that a safe, happy and caring environment is crucial for effective learning. Our highly praised system of pastoral care aims to provide guidance and support to each individual as they enjoy and develop their learning in school. All students will be challenged to fulfil their potential. For some students, additional support will be given to achieve this. Our committed learning support team works with a range of students who benefit from in-class support, small group work or mentoring. Some students may well be withdrawn from lessons to follow an individual literacy, numeracy or English as a second language programme. Every support programme is personalised to meet the needs of the student.

Our pastoral system allows students to feel secure and known. Students stay in their tutor group from Year 7 to Year 11; meeting in Year areas at the start of every day. Heads of Year and their teams of tutors focus on student well-being, attitude, progress and achievement. The positive community atmosphere we highly value supports students effectively but also sets high expectations and challenges everyone to do their personal best. Achievement and positive attitude are recognised and celebrated. Any problems or barriers to learning are identified quickly and addressed in partnership with parents.

Communication

Communication with parents/carers takes a number of forms; we e-mail, text, provide letters and phone where appropriate. Progress reports are issued on a regular basis. All students receive a full portfolio report annually along with a data update just before the annual parents evening and an interim data update. Year 7 also have a settling-in parents evening in October to review the first half-term of transition.

Texting is used for general messages, emergency communications and to follow up attendance/punctuality issues. Letters and information will often be sent by email in PDF format. Our SWAN magazine celebrates the achievements of the Chilwell family of schools on a termly basis.

Teaching and Learning



Teaching, learning and developing the work of teachers and students in the classroom are given the highest priority at Chilwell School. We are constantly working to improve teaching and learning across the school. We have a training schedule that is wholly focussed on improving teaching skills and involves the use of triads, coaching and shared practice groups as well as termly explorations of current and developing pedagogical theories.

Our school council also feeds back to us examples of good practice from teachers which they believe are effective for good learning. Quality assurance activities such as book trawls and moderation of data take place every two weeks. These are combined with weekly climate walks undertaken by the leadership team and faculty leaders in order to 'catch' and disseminate good practice whilst also helping teachers to refine and develop their craft to the highest standards possible. Middle leaders meet every week to discuss our teaching strategy and all meetings are focussed on the continual review and development of classroom practice.

We are part of the Minster Teaching School Alliance and we are the lead school in the teaching and learning development group which aims to identify and share good practice across a variety of different secondary schools. Because we believe that good literacy and numeracy skills are the critical foundation for academic and vocational success we ensure that every faculty has a keen focus on ensuring that literacy and numeracy skills are inherently included in schemes of learning and day to day lessons.

Letter from Students



Dear Prospective Head Teacher,

We have been students in main school and 6th Form, and from our experience here we feel that close relationships between students and staff are integral to our success in education. We pride ourselves in being as inclusive as possible to all students and staff, and we expect our new head teacher to adhere to this core - value. We want all our students to have equal opportunity and support throughout the school; it is vital that students feel safe and welcome and that their head teacher puts their wellbeing and education first. Even simple things such as personal emails to know what is happening in student's lives, and personal encouragement and belief in the students and what they can achieve (both in academia and outside school activities/social life). In light of the recent losses that we have had and are recovering from, this support is even more important to us.

Our experience in school is not only about academic outcomes but a wide variety of extra-curricular activities, helping to create well-rounded pupils, celebrating individual strengths, skills and interests. Both Nathan and I have thoroughly enjoyed the drama and photography opportunities offered throughout our time here. They helped us to express and build confidence in ourselves – it is so important to us that other students have this same opportunity, whether through sport, art, creative writing, politics, etc.

We look forward to meeting you and hearing your ideas for the school and our students.

Yours sincerely,
Sarah Cardy and Nathan Abbotts (on behalf of Chilwell School and 6th Form)

Key Outcomes



OFSTED 2014

“The behaviour of the students is good. They get to lessons on time, are ready with the right equipment, and settle down quickly.”

“...students interact well with one another. They feel secure and safe, because they are consistently cared for and supported well.”

“Students wear their uniforms smartly and also keep the learning and eating areas tidy. Around the site, they conduct themselves in an orderly manner.”

“Younger students feel that they are helped and supported by older ones...Year 7 students say that the older students are particularly kind to them as they find their way round the site.”

“Students say that they can confide any worries, including about bullying, to any member of staff.”

“The quality of teaching leads to good progress over time, including in English and Mathematics.”

“Effective leadership has led to consistently good teaching and achievement across the school.”

“Students know what they are meant to learn and teachers remind them regularly. Most teachers expect a great deal from the students. The students respect them for this and get through a lot of work in lessons.”

Over time

	2014	2015	2016	2017
5A*-C inc. EM	64%	60%	62%	65% (5 GCSEs c/4+ inc. EM)
Eng A*-C (4+ in 2017)	73%	73%	74%	81% (4+) (National = 69%)
Maths A*-C (4+ in 2017)	77%	77%	77%	71% (4+) (National = 71%)

The Job

Job Description for Headteacher

Job purpose

To provide professional leadership and management for Chilwell School, promoting a secure foundation from which to achieve high standards in all areas of the school's work

Legal requirements

The head teacher is required to carry out the statutory duties and the professional responsibilities in the contractual framework of the School Teachers' Pay and Conditions Document

Principal dimensions

A Vision and core purpose

B Meeting our objectives through improving learning and achievement in the classroom

C Leadership and Management

D Wider engagement and contribution

The role of the headteacher of Chilwell School will be to:

A. Vision and core purpose

1. Articulate clear values and moral purpose for the leadership of Chilwell School, focused on providing a first class education for our students.
2. Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel.
3. Model positive relationships and attitudes towards our students, and to engage parents, governors and members of the diverse local community in the constant improvement of all that we do.
4. Ensure that the education and interests of our students are at the centre of everything we do at Chilwell School.

B. Meeting our objectives through improving learning and achievement in the classroom.

5. Lead the improvement and development of Chilwell School on the basis of evidence and knowledge about effective practice, and to promote a strong culture of continuous professional development for our staff.
6. Demonstrate political astuteness in promoting the interests of our school in the context of our core objectives, translating opportunities arising from local and national policy into the school's context.

7. Ensure that Chilwell School's development is consistent with our core objectives and seeks further to serve our local community.
8. 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.
9. Maintain and secure outstanding teaching for all students through an understanding of the features of successful classroom practice and curriculum design.

C. Leadership and management.

10. Promote the sharing of best practice between teachers and a culture where less good practice is challenged and improved.
11. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other.
12. Identify emerging talents at all levels in Chilwell School, coaching current and aspiring leaders in a climate where excellence is the standard, leading to good succession planning.
13. Hold all staff to account for their professional conduct and practice.
14. 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.
15. Provide a safe, calm 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.
16. 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.
17. Welcome strong governance and actively support the governing body 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.
18. 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.
19. 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.

D. Wider engagement and contribution.

20. Develop the capacity of Chilwell School to work with other schools and improve the quality of education at system level.

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

22. Harness the findings of well evidenced research to help contribute to the self-improving and school led system.

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

24. 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 Person

The new Headteacher will be a dynamic, caring and inspirational leader demonstrating the highest standards of personal integrity, together with a personal vision that complements the vision of the school. He or she will share the governors' commitment to a school which actively promotes diversity, equality and inclusion. In addition, the new Headteacher will have excellent interpersonal skills and relate equally well to parents, staff, students, the school's governors and the wider community. He or she will embrace a collegiate approach enabling representative views to inform continuous improvement.

Person Specification

Essential		
	Where assessed	
Education, Qualifications	Application	Interview
Honours Degree	✓	✓
Qualified teacher status	✓	✓
Evidence of recent CPD	✓	✓
Experience		
Successful secondary leadership experience gained through holding a senior position in a secondary school or multi-academy trust	✓	✓
Proven track record in leading and managing staff, including building a successful team and delegating effectively; this is likely to have been gained as a headteacher or deputy headteacher, or a post at a comparable level at a multi-academy	✓	✓

trust		
Record of successful change management with evidential impact	✓	✓
Experience of strategic planning and assessing financial priorities	✓	✓
Experience of building wider networks, in particular an outward facing collaborative approach with local schools and community	✓	✓
Successful teaching experience	✓	
Knowledge and Understanding		
Up to date training and knowledge of legislation for the protection of young people	✓	
Understanding of whole school budget allocation, budget management and financial systems control	✓	✓
Up to date and extensive knowledge of accountability systems (notably OFSTED) and how schools should respond	✓	✓
Interpretation of student performance data and how to use it to good effect to maximise academic progress and achievement across the age and ability range	✓	✓
Up to date and extensive knowledge of current and future curriculum developments	✓	✓
Understanding of the opportunities and risks of school to school collaboration, including MAT status		✓
Knowledge of efficient and effective use of school building stock		✓
Knowledge of research evidence and its application to policy and practice	✓	✓
Characteristics		
Cares deeply for the welfare and future of all students	✓	✓
Seeks to maintain high standards of academic progress throughout	✓	✓
Encourages and recognises the importance of the wider students' experience beyond the taught curriculum	✓	✓
Inspires others towards a vision for the school community and enables this to be understood, shared with and supported by staff and governors		✓
Ambitious for the school and recognises opportunities in the light of the changing local and national educational landscape		✓
Sets high expectations of students and staff		✓
Supportive of staff, recognises excellence and challenges poor performance	✓	✓
Develops an ethos of collective determination, focus and resilience		✓
Supports this ethos with systems well matched to the school's priorities		✓
Builds strong teams, engages others and delegates well		✓
Articulates and communicates with clarity through the spoken word and other media		✓
Able to share and explain complex information		✓
Listens well and values the contributions of others		✓
Visible with an authoritative presence		✓

Able to make difficult decisions when required		✓
Seeks and engages in own professional development		✓
Desirable		
Further accredited study beyond first degree level, possibly completion of or working towards Masters Degree	✓	✓