



George Green's School



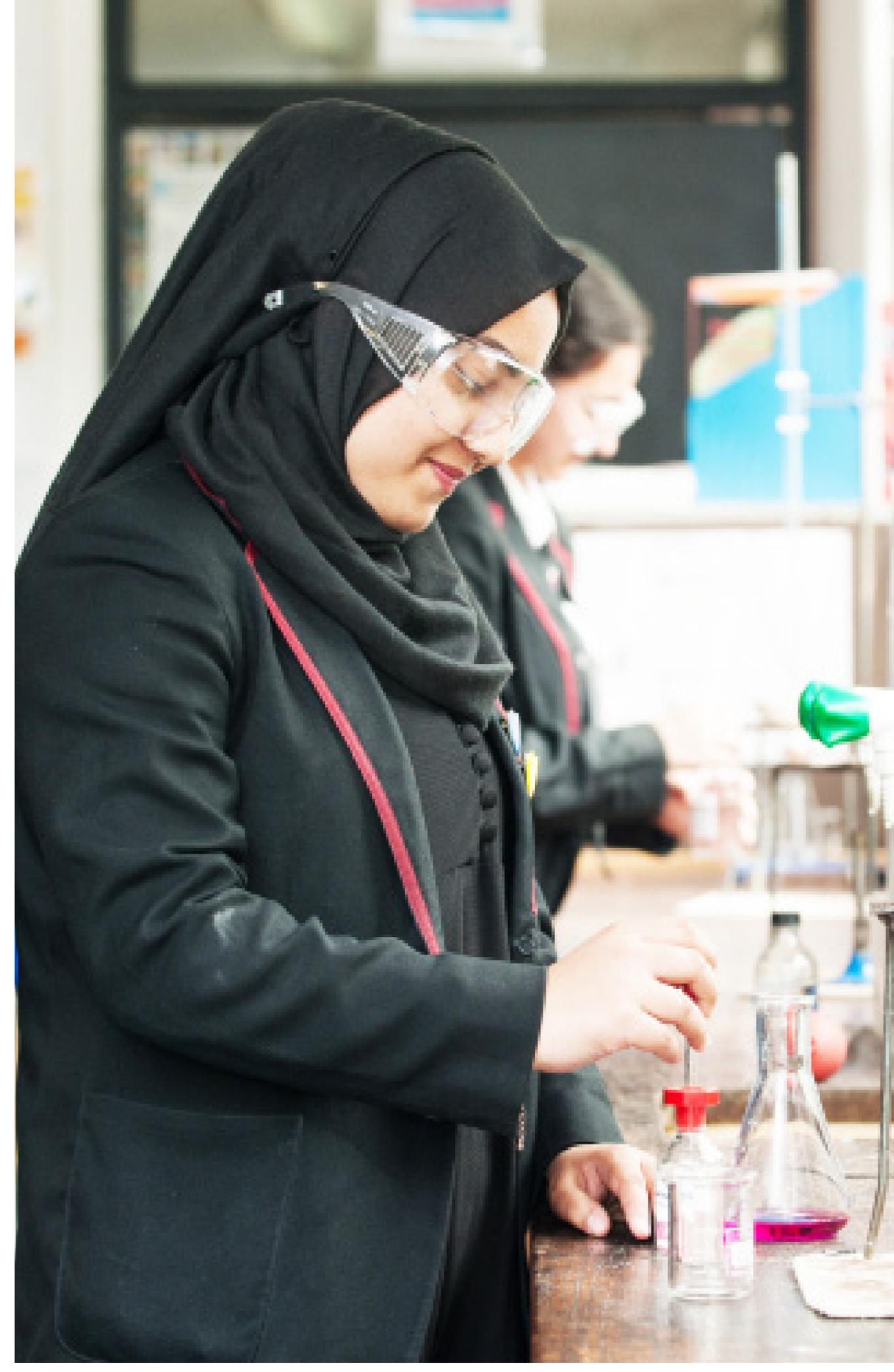
Deputy Head Teacher
Aspiration **Equality** Excellence



George Green's School

Contents

1. Letter from the Principal
2. Advert
3. Application Process
4. Job Description
5. Person Specification
6. About George Green's School
7. Curriculum Offer
8. Organisation of the School Day
9. Staffing Profile
10. Continual Professional Learning
11. Governing Body
12. Financial Details
13. Site and Buildings
14. Results Summary
15. Key School Data
16. Ofsted
17. Recruitment of Ex-Offenders



Letter from the Principal

Let me begin by thanking you for your interest in the post of Deputy Headteacher (Behaviour and Well-Being.) This is an exciting opportunity to take a pivotal leadership role in a school that has made rapid improvements over the last three years and confidently expects to continue to do so. At the same time, there is still much to do if we are to successfully complete our journey to outstanding – many challenges, but many opportunities as well, especially for whichever leader of exceptional talent is appointed to this key post.

Having been judged good by Ofsted in March 2013, just a few months before I took up my appointment, we were emphatically confirmed as good and still improving in March 2017.

“The leadership team has maintained the good quality of education in the school since the last inspection [and] effectively steered the school through some significant changes.”

Central to these changes has been a sharpened focus on improving behaviour, underpinned by a concerted drive to ensure that every student feels safe, happy and supported within school. The Deputy Head with responsibility for behaviour and student well-being naturally leads on this – however, responsibility for delivering against this aim is shared across the whole staff. Whilst taking understandable pride in what we have already achieved across both areas, we certainly do not in any way feel the job is somehow ‘done’. It will never be ‘done’. We expect always to have to keep working at it.

This is because our student intake - for a wide variety of reasons - remains challenging. For one thing, alongside its mainstream population, our school also houses a specialist resource base for students with complex needs – ie students who might otherwise attend a special school. For another, a significant number of our students come from exceptionally disadvantaged backgrounds – and a good number have to cope with serious challenges and distractions outside school, which in turn make it difficult for them to cope with the routine demands of regular schooling.

Balancing the needs of these most demanding of our students against the needs of the vast majority of our student population – who predominantly just want to get on with their learning and make a success of their lives – is not easy. It requires imagination, determination, intelligence, energy and commitment. It also requires that all of us, everyone working at the school, pull together and in the same direction. Ensuring that happens will be a key responsibility of the person appointed to this vacant Deputy Head post.

The person appointed will be joining a senior leadership team of exceptional people – so will themselves need to be exceptional, as well as totally committed to what we are seeking to achieve here at George Green’s. If that sounds like you then we would love you to apply and look forward with interest to receiving your application.

Please note that the two days of the interview will include an opportunity for all candidates to tour the school with student guides and meet individually with all members of the current SLT, including myself.

However, candidates wishing to visit the school – and/or have an informal chat with me - before deciding whether or not to apply are also very welcome to do so. Visits/conversations can be organised by emailing me via Husna Bibi on hbibi@georgegreens.com.

I look forward to hearing from you.

Best wishes
Jill Baker
Principal



Required for January 2018:

**Deputy Headteacher (Behaviour & Student Well-Being)
Leadership Scale, Points 24-28 (£76,777-£83,910)**

'Aspiration Equality Excellence'

We are seeking to appoint a talented, dedicated and inspirational Deputy Headteacher to our senior leadership team – to lead on Student Behaviour and Well-Being. The post comes vacant as a result of the current post-holder having been appointed to a headship. This is an exciting opportunity to take a pivotal leadership role in a school that has made rapid improvements over the last three years and confidently expects to continue to do so. Having been judged good by Ofsted in March 2013, we were emphatically confirmed as good and still improving in March 2017.

Whilst the vast majority of our students come to school determined to make the most of their educational opportunities, it remains the case that a significant number struggle to cope with the routine demands of regular schooling. Meeting the needs of these most challenging of our students remains and will always remain a key challenge for the school as a whole and the Deputy Head, who leads on all initiatives relating to Student Behaviour and Well-Being.

The person appointed to the post will need to be able to demonstrate:

- A deep commitment to securing best outcomes for all students, including the most needy, in relation to behaviour and student well-being
- Substantial experience of successfully managing initiatives relevant to the role, as set out in the job description and person specification

If that sounds like you, we would love you to apply and look forward to hearing from you.

Application pack and form available to download from either the TES website or the school's own website www.georgegreens.com.

Closing date: 9am on Monday 9th October. **Interviews:** Monday 16th and Tuesday 17th October

Completed forms to be returned to our recruitment consultant, Jan Woodhead, at jwoodhead2.211@lgflmail.org

Candidates wishing to visit the school – and/or have an informal chat with Jill Baker, the Principal - before deciding whether or not to apply are very welcome to do so. Visits/conversations can be organised by emailing the HR Manager direct on hbibi@georgegreens.com: Dates & time for visits are:

Monday, 2nd October - 9am-10am & 10am-11am

Wednesday, 4th October - 1.30pm - 2.30pm & 2.30pm - 3.30pm

Thursday, 5th October – 9am -10am

George Green's School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff, external agencies and volunteers to share this commitment. Any appointment is subject to an enhanced DBS Check



Application Process

Please note, all applicants must complete the Deputy Head Application Form, downloadable from the school website www.georgegreens.com

Completed applications should be emailed direct to Jan Woodhead, our recruitment consultant on jwood-head2.211@lgflmail.org by absolute latest 9am on Monday 9th October.

Following review of all applications received, long-listed candidates will be invited to attend for interview on Monday 16th and Tuesday 17th October. There will likely be a further short-listing at the end of Day 1 (16th October) with selected candidates progressing to final interview on Day 2 (17th October).

Long-listed candidates can expect to receive an invitation to attend for interview by text in the first instance with an email to follow.

Day 1 (16th October)

Day 1 will provide a mix of informal opportunities for candidates to find out more about the school, including meeting individually with all members of current SLT - and formal assessment opportunities, including teaching a lesson, panel interviews and written tasks.

Day 2 (17th October)

Day 2 will comprise individual final interviews for short-listed candidates



Job Description

Job Description: Deputy Headteacher (Behaviour and Student Well-Being)
Reporting to: Principal

The Role

The primary objective of this role is to provide support and assistance to the Principal in leading and managing this inclusive comprehensive school.

(1) Specific Responsibilities (Behaviour and Student Well-Being)

- Whole-School Behaviour For Learning Policy and Practice
- Development and Leadership of Pastoral Systems (KS3-4)
- Admissions, Exclusions and Managed Moves
- Liaison with relevant external agencies
- Student Reports and Parents' Evenings
- Oversight of Inclusion and SEND
- Admissions

(2) Generic Responsibilities (All Deputy Heads)

- Support the Principal in relation to:
Setting the strategic direction of the school and ensuring that the vision for the school becomes and remains a reality – including directly leading on one or more of the following:
 - Student Behaviour & Well-Being
 - Curriculum & Assessment (KS3/4)
 - Curriculum & Assessment (KS5)
- Ensuring that the objectives of the school are met through the implementation of the policies of the Governing Body.
- Managing the day-to-day operation of the school - including providing appropriate challenge and support to secure the professional and personal development of all staff.
- Securing the cost-effective management of the school's finances.
- Providing strong innovative leadership that results in a high quality, flexible learning and social environment with equality of access for all.
- Ensuring that all students benefit from the highest-quality education and achieve outstanding personal and educational results.
- Working in partnership with all stakeholders to achieve the school's aims and objectives.



Leadership

- Support the Principal in relation to:
- Ensuring the vision and values for George Green's School are clearly articulated, shared, understood, demonstrated and practised by all.
- Demonstrating and articulating high expectations.
- Developing a shared leadership culture that influences and motivates staff and students to achieve the school's objectives and a positive learning climate.
- Ensuring that inclusive personalised learning is at the heart of strategic planning and resource management.

Strategic Management

- Support the Principal in relation to:
- Producing and implementing the School Development Plan to meet agreed targets and objectives.
- Developing and implementing a plan to involve the community in the life of the school enabling the school to be rooted at the heart of the local community.
- Developing links as appropriate with external partners including FE and HE establishments, the wider business community, children's services and voluntary organisations and agencies.

Curriculum Management

- Support the Principal in relation to
- Securing the design and delivery of a broad and balanced curriculum with an emphasis on providing an inclusive quality education for all within a framework of equal opportunities.
- Implementing strategies to secure high standards of student behaviour and attendance.
- Ensuring that there are effective individual assessment, recording and reporting systems for student progress across the whole school.

People Management

- Support the Principal in relation to:
- Establishing and maintaining a positive school culture that embraces diversity and enables all people to be treated with dignity and respect.
- Developing and maintaining a culture of high expectations for self and others.
- Recruiting and retaining high calibre staff.
- Designing and implementing a robust staff development and training programme.
- Ensuring all staff effectively manage their workload – and that of others, as appropriate – to secure work/life balance.
- Taking action, as appropriate, when performance is unsatisfactory.

Achieving student excellence

- Support the Principal in relation to:
- Ensuring students are actively involved in the school's decision-making processes and for their views to have validity.
- Ensuring that effective pastoral policies are designed and implemented.
- Securing effective monitoring and evaluation of attendance and absence management policies for staff and students.
- Ensuring that policies and processes are in place for assessing students and for setting, monitoring and evaluating attainment goals and that there is an effective reporting system of student progress in curriculum and non-curriculum areas.

Developing and Maintaining Strong Community Links

- Support the Principal in relation to:
- Ensuring that parents, carers and students are kept well informed and involved in appropriate school matters.
- Building a collaborative learning culture within George Green's School and actively engaging with other schools to build effective learning communities.

Financial & Human Resource Management

- Support the Principal in relation to:
- Managing financial and human resources effectively and efficiently.
- Ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide best value for money.

Accountability

- Support the Principal in relation to:
- Monitoring and reviewing the work of the school – including through effective quality assurance and performance management.
- Ensuring that individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.

Person Specification

Qualifications

- Educated to at least degree level or equivalent
- QTS

Experience

- Proven experience of successful leadership and management in a relevant school environment at AHT level or higher.
- Proven experience of sustained excellent performance as a classroom teacher.
- Proven experience of successful leadership – at a whole-school level – of strategies to effectively manage student behaviour and secure student well-being.
- Proven experience of leading effective continuing professional learning (CPL).
- Proven experience of ongoing commitment to own continuing professional learning.



Skills and Understanding

- Exceptional organisational, communication and interpersonal skills.
- Excellent command of standard software packages commonly used in school administration.
- Excellent level of technical competence in all areas relevant to the post.
- Leadership and management skills appropriate to the requirements of the post.
- Knowledge and understanding of relevant national and local legislation and guidance.
- Understanding of and commitment to the George Green's School aims and the challenges and opportunities facing the school.
- Understanding of the need for and commitment to the importance of flexible working across the whole staff team.
- Understanding of the need for and commitment to maintaining excellent attendance and punctuality.

Qualities

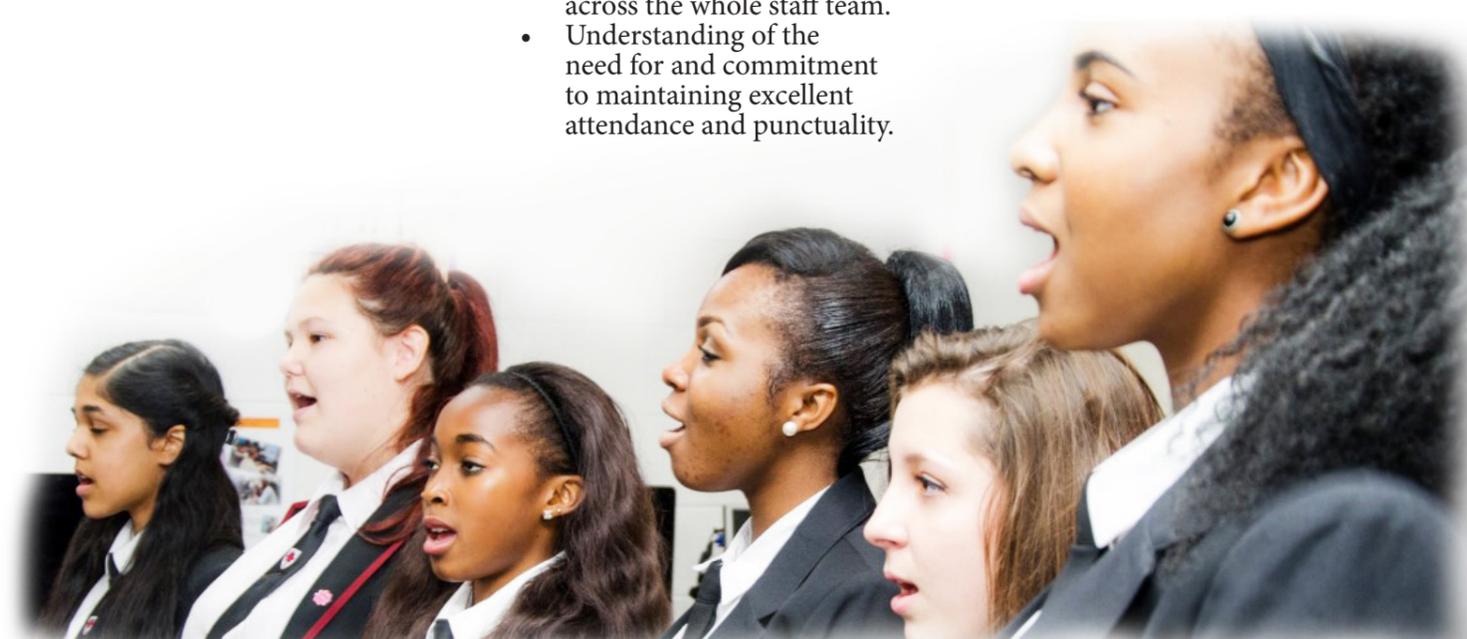
- A positive attitude to work and life.
- Absolute honesty and integrity.
- A calm and clear-thinking approach to problem-solving.
- Able to adapt quickly to changing circumstances and take speedy appropriate action when circumstances require it.
- Confident in handling information of an exceptionally confidential nature
- Exceptionally hard-working, resilient and professional but with an appreciation of the need to maintain work-life balance.
- Commitment to own continuing professional learning and to leading the continuing professional development of others.

SAFEGUARDING

“The School as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf”.
(Ref: Safeguarding Children and Safer Recruitment in Education 2007).

The postholder will be required to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection and safeguarding procedures adopted by George Green's School. Any safeguarding and child protection issues must be acted upon immediately by informing the Designated Child Protection Leads.

The postholder will support and promote the school's values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with difference faiths and beliefs.



Brief history of George Green's School

George Greens' School was founded 184 years ago by George Green, a local businessman and philanthropist. The site on which the school now stands – and a number of other properties in the area - are owned by the charitable trust, established by George Green. The trust uses the income that derives from its properties to support enrichment opportunities for students attending the school.

At the time the school moved to its current site in 1976, it was very much smaller than it is today and much of the current building did not exist. Over the years, however, with the numbers of prospective Year 7 parents putting George Green's as their first preference regularly outstripping the numbers of places available, the school took the decision to embark on a building programme - which not only increased its overall capacity but also maximised disabled access.

A number of years ago now, George Green's also welcomed into the school a number of students with complex and additional needs, from a local special school, which was closing – ensuring, through judicious use of the additional funding made available at the time, that these students were and remain fully integrated into the daily life of the school.

The school is very ambitious for its students. The school is part of the 'Teach East London Teaching Schools Alliance' (Morpeth and Bonner Group) as well as 'The Isle of Dogs Collaborative' comprising GGS and all the primary school on the Isle of Dogs. This enables us to be actively involved in education debate and development on a wider scale.

At the core of the school is the 'Rights Respecting' status. Pastoral care is excellent at George Green's School. Students receive high levels of care, guidance and support from both the school and outside organisations resulting in strong personal development.

In addition, the school has also, over more recent years, enjoyed very good financial and other support from the many businesses operating out of nearby Canary Wharf – and from the many community organisations with which it has partnered. Local companies, such as Barclays, provide us with reading partners, mentors and allow us to take students to their HQ to see work environments. We work closely with many partners, such as 'Think Forward', who awarded us Best School/Firm Partnership, commending us for 'some of the best examples of business engagement within the programme'.

Curriculum Offer

The details of the current offer are as follows:

Key Stage 5

In addition to the largely bespoke courses for students with Complex Special Needs, the school offers a range of courses at Levels 2 and 3, as follows:

Level 3

- International Baccalaureate Diploma Programme (IBDP)
- International Baccalaureate Career-Related Certificate (IBCC)
- Individual IB Courses (Free-Standing IB Certificates)
- Applied Business AS/A2

Students who wish to can also follow Applied Business (double award) AS/A2, separately to the IBCC.

Please note that from September 2018, the school will be offering A levels and not the IB.

Level 2

- Btec Business
- English GCSE
- Maths GCSE

Level 1

- Btec Business
- Btec Hospitality

Key Stages 3-4

The main features of the current offer are as follows:

- Increased time for core subjects in KS3 (9 periods fortnight)
- Literacy Catch Up programme in KS3, timetabled against humanities
- Oracy programme following the School 21 model in year 7
- A new assessment model in KS3 utilising new GCSE grades in Ebacc subjects and a 'badges' system in other subjects
- Strong expressive arts element in KS3
- Alternate KS4 pathways for vulnerable students or those at risk of becoming disaffected
- 7 periods a fortnight for options subjects in KS4
- In KS4, 10 periods a fortnight for English and maths, 9 periods a fortnight for science
- 3 options for all students, including one Ebacc subject for nearly all
- Semi-bespoke provision for students with complex special needs
- Bespoke intervention programme for students in KS4 focused on English, maths and science
- Ebacc currently not compulsory for any student, underpinned by our curriculum values statement



Organisation of the school day

The school currently operates a 58-period two-week timetable, with 50 minute sessions mostly organised in double lessons, 50 minutes for lunch, a morning break of 20 minutes and registration sessions at the start and at the very end of the day. The day currently starts for students at 8.45am and finishes at 3.20pm – followed by after-school clubs and Period 7 for Year 11. The Sports Trust delivers community sports activities from 4.30 to 10 every evening.



Staffing Profile

The school has a teaching staff of 91 with a support staff of 76.

- The current SLT comprises eight teachers and three members of the support staff, as follows:
 - Headteacher
 - 3 Deputy Heads
 - 4 Assistant Heads
 - Director of Support Services
 - Deputy Director of Support Services
 - HR Manager
- Each of Years 7-11 is led by a Year Leader (teacher).
- Post-16 education is headed up by a deputy headteacher and an AHT, supported by two other teachers and by a member of the support staff, currently providing full-time administrative support.
- Subject teams operate on similar lines to what would be found in most secondary schools – ie a Faculty & Department structure
- The support staff mainly operates in teams that will be familiar to most schools – Premises, ICT Services, Central Support (Admin), Attendance, Data & Exams, Finance, Human Resources, TA Team and Interventions Team, which supports students identified as ‘vulnerable’



CPL (Continual Professional Learning)

Our commitment to ensuring all staff members receive the best possible training is a high priority for the school. CPL takes place every other Wednesday in a scheduled session at the end of the day between 2.15pm and 4.30pm. Students finish earlier than usual on this day. Whilst the school continues to make selective use of high quality external courses, it provides much of the CPL available to staff in-house: we have established whole school training, faculty based training and a separate programme to cater for more individual needs. Our staff training has played a critical role in recent improvements and is highly valued by staff.



Governing Body

The Full Governing Body currently meets six times per year and is served by three committees, each comprising a mix of governors and school staff. Governors carry out their full range of statutory responsibilities, utilising their skills and experience to provide support to the school and, where appropriate, constructive challenge. There are 20 governors in total drawn from the Trust, Local Authority, Community, Parents and Staff.

Financial details

- Tower Hamlets historically has funded its schools extremely well, in comparison even to many other London boroughs.
- The school finances are currently healthy.
- However, the strong likelihood is that, in common with most schools, we will at some point in the future have to weather cuts to our income – at which point, again in common with other schools, we will need to find ways of managing our resources even more efficiently.

Site and buildings

We are fortunate to be situated in a prime location on the banks of the River Thames, enjoying stunning views of Greenwich to the rear. We benefit from many good facilities, particularly our Sports and Performing Arts facilities - which include a new Astro Turf pitch and a working theatre - and our Hydro Pool.

Under Building Schools for the Future, £13 million was made available to the school, which was put to good use, refurbishing all parts of the building. However, it remains a difficult building/site to manage in a number of respects.

We have, however, recently received confirmation that the LA has earmarked funding to provide us with an additional 6th Form Block, which will also enable us to re-house the MFL department, which currently working out of porta-cabins, which will then be de-commissioned.

In addition to the main school buildings, the school also owns a number of the enclosed arch spaces, which sit under the old viaduct that runs through Millwall Park, just across the road from the school. These spaces are currently leased to the Island Sports Trust - of which George Green's is a partner – which is applying for lottery funding to develop them as a community centre.



Results Summary

Key Stage 4

	2014	2015	2016	2017 Provisional
Prior attainment	26.7 Sig-	27.1 (26.6 School data) Sig-	26.7 Sig-	To be added
Progress 8	-0.47	-0.21	+0.32	Not yet available
Attainment 8	4.1 (grade D)	4.55 (grade C-)	4.99 (grade C)	4.49 tbc
E&M threshold	44%	54%	54/55%	56% tbc
Ebacc	15% (89% of entries)	12% (83% of entries)	17% (62% of entries)	20%

Key Stage 5

- Our sixth form results improved again in 2017.
- Our pass rate and APS for IB (International Baccalaureate) are in line with the worldwide average at 31 up from 30 last year.
- At A level, 96% students attained A*-E compared to 93% in 2016, with 71% attaining A*-C.
- 70% of students attained an A/A* in one or more of their qualifications.
- We had a 100% pass rate on the IBCC course.
- All our sixth form BTEC students achieved at least a pass.

Key School Information

- The proportion of students eligible for free school meals is significantly higher than national. (GGS 73.1% National 28.9).
- The proportion of students from ethnic minority groups is almost three times the national average. (GGS 82.9 National 28.2). The main group is Bangladeshi at 55%; the second largest group is White British at 17.1%.
- The school deprivation indicator is higher than national average (GGS 0.37 national 0.20) The local community is one of extremes. The borough has proportionately more people on low incomes than the Greater or Inner London averages, and significantly more people on high incomes than the Greater London average (LBTH Local Economic Assessment). Canary Wharf and some nearby housing is affluent whereas the immediate local community where our children live is very deprived.
- The % stability of students is lower than national (91.6). (Three-year trend 86.4 85.9 86.7)
- The % of students who speak English as their second language is more than four times the national average (National 15.7 GGS 75.4)
- KS2 prior attainment Sig- in every year group (Y7 tbc, Y8 27.9, Y9 27.2, Y10 27.6, Y11 26.9)
The proportion of students with SEN is higher than national. (15.4% SEN Support; 4.9% EHC/statement;) We have the equivalent of a small special school with students with complex needs 4.7%. EAL 74.3% significantly above national



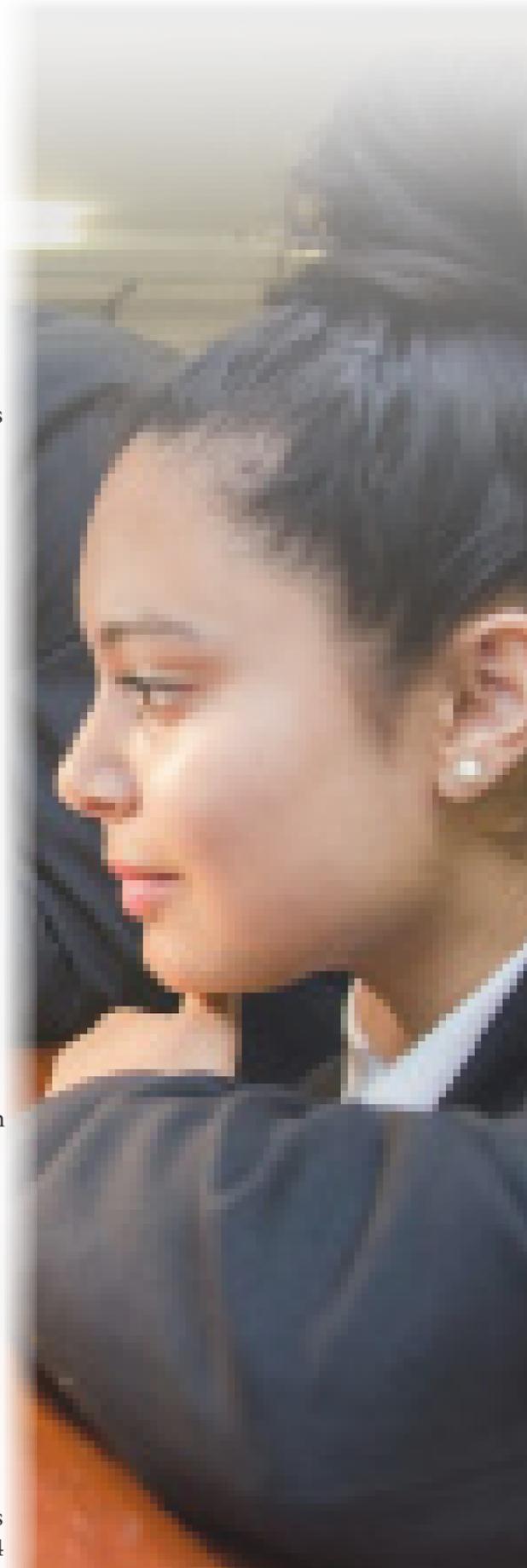
Ofsted 2017

Main Headlines

- Teaching overall is good and staff morale is high.
- Pupils' progress in many subjects, including in English and mathematics, is significantly above the national average. However, within Science, there is inconsistency in the quality of teaching, learning and assessment.
- Disadvantaged pupils make better overall progress than other pupils nationally. Progress for the most able overall is also above national average. However, progress for the most able disadvantaged remains below that of other most-able pupils nationally.
- Leaders and governors do not yet evaluate the impact of funding on how outcomes for most-able disadvantaged pupils are improving sufficiently rigorously.
- In relation to pupils requiring additional support, staff members understand pupils' individual needs well and successfully personalise the curriculum to meet them.
- Whilst pupils who have more general support needs make better progress than other pupils nationally, those with EHC plans as yet do not
- Pupils on academic courses in the sixth form, including those eligible for free school meals, mostly achieve above their aspirational targets. Progress for students completing vocational courses improved in 2016. Students re-taking English and mathematics make progress that is typically above national averages, including the proportions that move on to gain a C grade or higher.
- Pupils, including students in the sixth form, have a wide range of opportunities to celebrate their differences. 94% of pupils who completed the Ofsted survey strongly agreed or agreed that the school encourages respect and equality.
- All safeguarding arrangements are fit for purpose. Records are detailed and of a high quality and the curriculum to teach pupils about how to stay safe is age-appropriate.
- The vast majority of the 105 pupils who completed Ofsted's pupil survey and all those who spoke to inspectors, feel safe in school.
- Most parents who replied to Parent View, Ofsted's online questionnaire, felt that their children were safe in school and were well looked after. One parent commented, 'my son is in Year 10 and has thrived beyond expectations.'

What the school needs to do to improve further

- Ensure that outcomes in science improve more rapidly, by ensuring that all teachers consistently challenge pupils in their learning, particularly the most-able.
- Strategically monitor the progress of the most able disadvantaged pupils, ensuring that pupil premium funding is used effectively to improve their progress at key stages 3 and 4



Recruitment of Ex-Offenders

1. Equal Opportunities Policy Statement

1.1 This policy should be read in the context of George Green's School's policy statement on equality and diversity.

1.2 George Green's School wishes to make it clear that having a criminal record will not necessarily bar anyone from employment. This decision will depend on the nature of the post, and the circumstances and background of the offence(s).

2. Recruitment of ex-offenders

2.1 George Green's School is committed to the fair treatment of its staff and potential staff. As an organisation using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions in the School, George Green's School complies fully with the DBS Code of Practice and undertakes to treat all applicants for posts fairly.

2.2 George Green's School undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.

2.3 George Green's School has a statutory duty to request a Disclosure for all positions in the School. All posts in George Green's School are exempt from the Rehabilitation of Offenders Act 1974 and the School is entitled to ask questions about a candidate's entire criminal record, including 'spent' convictions and cautions, reprimands, warnings and bind-overs.

2.4 All applicants called for interview are encouraged to provide their criminal record at an early stage in the process. This information should be sent under separate, confidential, cover to the Principal, who guarantees that this information is only seen by those who need to see it as part of the recruitment process.

2.5 George Green's School undertakes that all staff involved in recruitment and selection will be trained appropriately. They will also be made aware of relevant legislation pertaining to the employment of ex-offenders.

2.6 At interview, or in a separate discussion, opportunities will be pursued to ensure that all necessary evidence is collected upon which selection decisions can be fairly based. This will include the relevance and circumstances of offences.

2.7 Failure to reveal information which is directly relevant to the post will lead to a subsequent withdrawal of any offer of employment.

2.8 George Green's School makes every subject of a DBS aware of the existence of the DBS Code of Practice and will make a copy available on request.

2.9 George Green's School will undertake to discuss any matter revealed in a Disclosure with the person seeking the post before any decision is made to withdraw a conditional offer of employment on the basis of the Disclosure.