



FLIXTON GIRLS SCHOOL

# Headteacher Applicant Pack

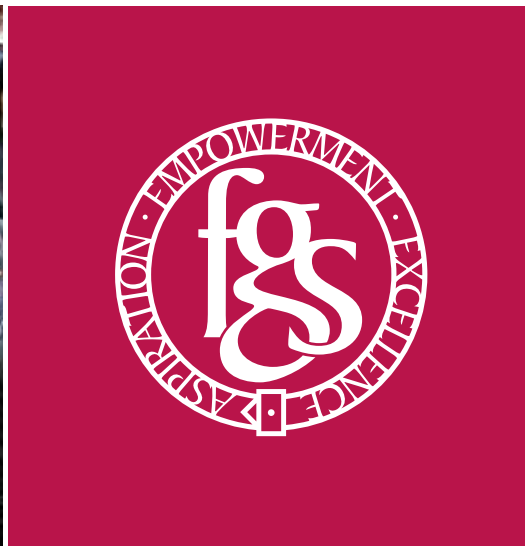
*Proud to be part of the...*



HEALTHY  
LEARNING  
TRUST

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# Welcome letter from the Chair of Trustees

I am delighted to offer the exciting opportunity for the right candidate to join the Healthy Learning Trust as Headteacher at Flixton Girls School. The school has developed an outstanding reputation over recent years for delivering high quality education through strong leadership, partnership and a commitment to delivering real social mobility. In recent years, the work of the school has paved the way for the creation of the Healthy Learning Trust which works in partnership to deliver scholarship through health and well-being. The trust also provides additional opportunities for students to progress into health and well-being related courses and careers.



The school is in an excellent position for the right candidate to take it to the next level. With the support of highly motivated and committed Trust Board and Local Governing Body, a new Headteacher will have the benefit of a talented and dynamic staff, supportive parents, determined and talented students and the support of the local community.

The Healthy Learning Trust is a Multi Academy Trust established on 1st September 2017 with Flixton Girls School (FGS) in Trafford, being the founding school. The MAT members and trustees are composed of high level professionals working regionally, nationally and internationally in Education, Health, Finance, Post-16 Education, Community Safety, Physical Education, Sport and Outdoor Learning.

HLT schools share in our philosophy, vision and values whilst retaining their unique identity, strengths and personalities that are so important to them and their local community. This approach supports innovation and initiative and empowers staff and students to co-create their experiences, informed through their intimate knowledge and understanding of individual school contexts.

We all share a common commitment and desire to bring about healthy and successful futures for young people leading to tangible social mobility including routes into health related careers and the best possible opportunities for young people of all abilities, interests and backgrounds.

Following the retirement of our current Headteacher, we are seeking to appoint a leader who understands our vision, who can demonstrate compassionate and empathetic leadership with a commitment to delivering excellence at all levels.

Prof. Ged Byrne  
Chair of Trustees







## Welcome letter from the Headteacher

As a former student of FGS, it is a privilege for me to lead this successful and happy school. Founded in 1933 we have inspired generations of girls of all abilities, interests and aptitudes to discover their talents and fulfil their potential through our founding principles of ASPIRATION, EMPOWERMENT and EXCELLENCE. In choosing to apply to be Headteacher at FGS you will be joining a school that is well respected in its local community and has a national reputation for outstanding work in many areas. The school has been completely over-subscribed for over 5 years with a significant waiting list for places year on year. With many great schools to choose from in the area, FGS has developed an excellent reputation in the community and a majority of parents now choose FGS first despite the selective system of grammar schools.



When I took the post 13 years ago it was more than just a job or a promotion; it was always going to be my only headship and I have never had any intention of moving to another school. As an ex-pupil of the school and with my family still living in Urmston I was passionate about turning FGS into a lead school and a school of first choice in the area and with Governor support throughout, I believe we have achieved this. The Governing Body at FGS, especially lead by Liz Steel as the Chair, has supported me over my headship in bringing the school through some extremely challenging times to the successful position it currently enjoys.

I initiated the creation of the Healthy Learning Trust to help secure the improvements we had made as a school for the future by changing the structure and retaining talent. Working in partnership is undoubtedly a stronger position to be in rather than remaining as a stand-alone school. The other major decision that the Governors supported me through was the creation of a Sixth Form in partnership with Trafford College. This was done to help change the culture and mindset of what was very much a 'secondary modern' context to ensure a focus on academic success for all, regardless of their starting points. Having a Sixth Form has enabled us to recruit and retain talented teachers and transform our provision.

My decision to retire is made in the knowledge that the school is in a great place to become even better and that we have ensured future success through the creation of the Sixth Form and of the Healthy Learning Trust. The school has great capacity for further improvement and it is a fabulous opportunity for the right candidate to take the school from 'good' to 'outstanding' in Ofsted terms!

FGS holds a special place in my heart and it was always going to be a difficult place to leave. However, I am proud of our achievements so far and would encourage you to take a closer look to see if you could be the right person to take the school to greater heights!

Wishing you the best of luck in your application should you choose to apply,

Julie Hazeldine  
Headteacher

# Welcome letter from Head Girl

In 2013 I joined Flixton as a timid, nervous and reserved eleven year old. Over the last seven years I have grown into a confident, determined, ambitious young woman. I have faced many challenges along the way but with the support from a caring staff I have been able to overcome adversity and fulfil my potential even going on to achieve the accolade of Head Girl. The opportunities I have been given by the school are second to none. They have aided my growth as a young leader and have instilled in me self belief and discipline so that I can go on to achieve anything I put my mind to.



Our school values of aspiration, empowerment and excellence are just part of our every day lives with every staff member and student buying into these principles. Every student is expected to strive for their best each day and there is always a chance to start a fresh if something doesn't go your way. There are numerous extra-curricular clubs that students take part in to find their passion. As such, students across year groups have developed good relationships with each other as leaders, friends and mentors making our school environment a positive place to be. This has meant students are more likely to participate in more clubs and are encouraged to step out of their comfort zones and inspire other girls to do the same. If students have role models within the school environment they are empowered to do well themselves and aspire to be like older students. Our school encourages people to be their authentic selves, aim high and be kind.

Over the time I have been at school I have seen a number of changes take place. We are proud of our school and represent it at all times be it on our ski trip, sports fixture or getting public transport home. We have seen an increase in the number of girls achieving top grades at A level and GCSE and this is a testament to staff dedication and support of students. We are seeing more girls participating in extra curricular activities which is benefiting the overall health of girls so they are able to maintain their best performance from Year 7 up to A Level. The introduction of a sixth form has meant more students are choosing to stay on post I6 and achieve excellence at A level. Through the development of the healthy learning trust we have focused on the five pillars of health; physical, social/moral, academic, emotional and nutritional. The school encourages staff and pupils to stay healthy through many initiatives for example the extension of lunch time to one hour, monthly fitness Fridays, healthy food from the canteen and mindfulness activities on health and well being days means students focus on the health and well being of the whole person.

As a school we want to keep on striving for excellence and increase the number of girls achieving and gaining the top grades ensuring that FGS students go on to reach their true potential and secure top university or apprenticeship places when they leave the school. We hope to see the sixth form grow and become a post I6 first choice option for our students. We would like to ensure that FGS students have access to the best staff and that there is a positive culture where students and staff strive for excellence together.

I wish you the best of luck should you choose to apply to be our new Headteacher.

Ellie Houston  
Head Girl 2019-2020





# School Distinctiveness

Flixton Girls School is a truly exceptional school with a distinctive ethos and compelling sense of purpose. As the founding member of the multi-academy Healthy Learning Trust in Trafford established in September 2017, the school promotes an approach to education which is holistic, inclusive and altruistic. The curriculum at FGS is underpinned by these values and the students and staff strive to enhance their lives and those of others through the holistic understanding that the academic, physical, nutritional, emotional, social and moral aspects of our lives are inter-connected. All at FGS have high aspirations and empower the students to achieve excellence.

As a result of this clear philosophy FGS provides a well rounded education where the curriculum places a balanced emphasis on academic study, sport and physical well-being, along with developing a thorough understanding of the importance of good nutrition and mental health. This holistic approach has generated significant improvements in academic outcomes with the school being placed amongst the best schools in the North West. These outcomes provide an excellent platform for future success for its students. Many students progress from the 6th form to study careers in health related fields supported through the HLT strategic partnerships with the NHS and other well-being providers.



The staff at FGS are talented, determined and committed to the well-being and success of the students. They feel privileged to help students discover their talents, to support and encourage them in the seven year journey from child to young adult. The academic curriculum is strengthened by a huge array of enrichment activities available across all curriculum areas every day at lunchtime (to reflect our commitment to inclusion) and after school. A programme of rich experiences are planned to secure high levels of engagement and inclusion in the belief that it is these experiences that lay the foundations for academic and individual success. The most significant and integral activities in our programme includes:

- Adventurous outdoor activity at the Outward Bound Trust in year 7, y8 and 10 and the Duke of Edinburgh Award Scheme at bronze, silver and gold.
- Creative and Performing Arts are very strong indeed and play a vital part in school life at FGS. Regular opportunities to perform and exhibit ensure maximum opportunities for our students to showcase their talents and achievements and to develop their self-confidence and self-esteem and enables progression to top university courses across the applied arts.
- High levels of participation in PE and Sport have been at the core of raising achievement and changing the culture at FGS over the last 12 years. Our work with the Youth Sport Trust has helped us ensure that all students can benefit from an outstanding PE and Sport offer including the development of highly successful sporting teams finding county, regional and national success in football, netball, rounders, basketball, and athletics to name but a few. The Olympic values of friendship, excellence and respect together with the Paralympic values of determination, inspiration, courage and equality have been a key ingredient of life at FGS as a legacy of London 2012. Our TAG (talented Able and Gifted) programme supports and celebrates highly talented students to balance training with academic study and to provide a platform for performance and celebration across both sporting, performance and academic disciplines.
- STEM activities and a host of national and international trips and visits assist in developing deeper learning experiences extending both academic study and independence.
- Engagement in all of the above is reflected in our Passport to Scholarship that encourages students to achieve balance across the 5 pathways to health and well-being, backed up by a wealth of opportunities and experiences for all.
- Learning facilities at FGS have recently been enriched by over a £1million investment ensuring the long term sustainability of the fabric of the school. The sixth form centre has been refurbished and students benefit from the use of Google chrome books. This facility will be extended across the whole school. Sports and games provision matches the school and the Healthy Learning Trust's commitment to physical well-being through extensive playing fields, a new 4G multi-use pitch and our partnership with the recently refurbished Urmston Leisure Centre.

To become the Headteacher of Flixton Girls School presents a tremendous opportunity for someone who genuinely embraces the values of the Healthy Learning Trust and the school. Over recent years the current headteacher, trustees and staff have embedded these values in the school and the time is ripe for an ambitious, dedicated new leader to further develop and nurture these values bringing fresh opportunities for future generations of students and staff at FGS.



# Key Facts

Type of School	<ul style="list-style-type: none"> <li>- Girls all ability school</li> <li>- Founding academy of Multi Academy Trust</li> <li>- School Games Organiser for Trafford, host school</li> </ul>
Location	Trafford Greater Manchester
Age range	Official designation 11 – 16 with a 6th Form (sub-contracted by Trafford College) of approximately 100 students on site - full A Level programme
Number of students	1038 including 6th Form
Number of staff	65 teachers 53 support staff
Budget	£6M
External recognition	<ul style="list-style-type: none"> <li>- Ofsted Good 2018</li> <li>- National Well-Being Award for Schools</li> <li>- Youth Sport Trust School Games Award</li> <li>- Pivotal Curriculum Gold Award</li> </ul>
Attendance	96%
Pupil Premium	18.4%
SEND	<ul style="list-style-type: none"> <li>- 11.4% IN TOTAL</li> <li>- 1.2% (11) EHCPs</li> <li>- 10.2% (96) ON SUPPORT</li> </ul>
EAL	49 = 5.2%
GCSE Results	Progress 8: -0.13 Attainment 8: 45.8 5 standard passes inc E&M: 63% % Entered for Ebacc: 47.6% % of grades 9 to 7: 15%
A Level Results	A* to E grades: 97.3% A* to B Grades: 43.8% A* to C Grades: 72.6%







# Role Description

Title: Headteacher  
Responsible to: Chief Executive Officer of The Healthy Learning Trust

This role description reflects the National Standards of Excellence for Headteachers(2015). These standards are built upon the Teaching Standards (2011) which apply to all teachers, including headteachers.

## Purpose

To lead and direct Flixton Girls School with vision, determination, courage and wisdom; building upon the strengths of the school; sustaining a safe and nurturing environment; motivating and inspiring pupils, staff and all members of the school community to achieve their full potential.

## Legal Requirements

The Headteacher is required to carry out all the statutory duties in the School Teachers' Pay and Conditions Document para 46.1 and 47.1 and 47.2, the contractual framework and the professional responsibilities outlined in sections 48 and 49 of the STP within the scheme of delegation set by the Healthy Learning Trust Board.

As a public servant the Headteacher must adhere to the Nolan 7 Principles of Public Life:

- Selflessness • Integrity • Objectivity • Accountability • Openness • Honesty • Leadership

## Principal Domains

- A : Qualities and Knowledge
- B : Pupils and Staff
- C : Systems and process
- D : The Self-improving School System

### A Qualities and Knowledge

1. Underpinning their work, the Headteacher must understand and carry out duties in accordance with the Principles of Public Life as follows:

**Selflessness:** Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.



## Role Description Continued...

**Integrity:** Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

**Objectivity:** In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

**Accountability:** Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

**Openness:** Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

**Honesty:** Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

**Leadership:** Holders of public office should promote and support these principles by leadership and example.

2. Hold and articulate clear values and moral purpose, focussed on providing a world-class education for the students you serve.
3. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students and staff, and towards parents/carers, governors and members of the local community in line with our Pivotal Approach.
4. Exhibit leadership with visibility, integrity, creativity, resilience, and clarity, drawing on personal scholarship, expertise and skills and that of professional colleagues and the wider school community.
5. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
6. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
7. Communicate compellingly the school's vision and drive strategic leadership, empowering all students and staff to excel.



## Role Description Continued...

### B Pupils and Staff

1. Require ambitious standards for all students at Flixton Girls School, overcoming disadvantage, advancing equality and by instilling a strong sense of accountability in our staff to recognise the impact of their work to promote the best possible student outcomes.
2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and student well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

### C Systems and process

1. Ensure that systems, organisation and processes are well considered and efficient, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all students and staff, focussed on safeguarding students and developing exemplary behaviour at Flixton Girls School and in the wider society.
3. Continue to implement rigorous, fair and transparent systems for managing the performance of all staff, promptly addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong Governance, including attending governing body and trustee meetings, actively and transparently supporting the governing body and trustees to deliver their functions effectively - in particular its functions to set school strategy and hold the headteacher to account for student, staff and financial performance.





## Role Description Continued...

5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the sustainability of Flixton Girls School
6. Delegate leadership throughout Flixton Girls School, forging teams of colleagues who have distinct roles and responsibilities and who hold each other to account for their decision-making.

### D The Self-improving School System

1. Further develop Flixton Girls School as an outward-facing organisation which works effectively with members and partners of the Healthy Learning Trust and other schools and education providers - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame a self-regulating and self-improving school.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external account-ability.
6. Inspire and influence others - within and beyond school - to believe in the fundamental importance of : safeguarding; promoting equality and diversity; developing self and others; and safer recruitment.

The above represents key priorities and accountabilities for the role of Headteacher and is not an exhaustive list.



# Person Specification

Categories	Qualities/Competencies (all essential unless specified as Desirable - D)	Additional Evidence Requirements and where tested
Qualifications and Continuing Education	Well qualified honours graduate	Professional and academic certificates
	Qualified teacher status	Professional and academic certificates
	Evidence of continuing professional development or further study relevant to Headship [including NPQH (D) and or Masters in Education Leadership (D)]	Evidence of continuing professional development and /or further study
	Completion of Designated Senior Person and Safer Recruitment Training or readiness to undertake such on taking up post	Evidence of continuing professional development and /or further study
	Evidence of enhanced DBS	Evidence to be provided at selection events
Experience	Substantial experience of highly effective teaching in the secondary phase	Application form and letter.
	Experience across more than one school (D)	Selection process and letter
	Recent proven ability to lead, motivate and manage effective teams as a Deputy Headteacher or Headteacher	Application form and letter
Professional Competences	Knowledge and understanding of current educational issues in the Key Stages of the secondary phase	Application form, letter and selection processes
	Expertise in monitoring, assessing and improving classroom performance	Letter and selection activity
	Effective and persuasive communicator both orally and in writing	Letter and selection processes
	Ability to marshal, analyse and evaluate evidence and data	Selection processes
	Expertise in financial planning, budget management and financial forecasting	Letter and selection processes



## Person Specification Continued...

Categories	Qualities/Competencies (all essential unless specified as Desirable - D)	Additional Evidence Requirements and where tested
Leadership and Management	Proven track record for securing successful outcomes for learners through highly effective leadership and management	Letter and selection processes, references
	Ability to motivate and inspire	Reference and selection processes
	Strategic thinker with a vision that can be shared with students, governors, staff, parents, potential funders and wider stakeholders	Letter and selection processes, references
	Innovative and with a clear understanding of educational opportunity and how to translate it into practical reality.	Letter and selection processes
	Understanding of how excellent financial management and effective utilisation of resources benefit learners	Reference, letter and selection processes
	Promotion of high standards and high expectations	Reference and selection activity
	Ability to devise effective and efficient systems to embed a culture of continuous improvement through Performance Management	Selection processes and reference
	Ability to drive transformational change	Application form, letter and selection processes, reference
	Ability to forge effective positive relationships both within the school and the wider community	Letter, selection processes and reference
	A vision for how Information Technology can enhance learning and creativity and a capacity to translate that vision into reality.	Letter, selection processes and reference
	A commitment to a rich curriculum which actively promotes the core values of the Healthy Learning Trust embedded in the five Pathways to a Scholarship	Letter and interview





## Person Specification Continued...

Categories	Qualities/Competencies (all essential unless specified as Desirable - D)	Additional Evidence Requirements and where tested
Professional and Personal Attributes	Energy and optimism	Letter, selection processes and references
	Vision and imagination	Letter, selection processes and references
	Excellent interpersonal skills with both adults and young people	Selection processes and references
	Empathy for the needs of all students at Flixton Girls' School	Letter/application form, selection processes and references
	Resilience and confidence	Selection processes and references
	Integrity and loyalty	Letter, selection processes and references
	A demonstrable commitment to the wider life of the school	Letter/ application form, selection processes
	A strong personal commitment to inclusion and diversity	Letter/application form, selection processes and references
	A strong commitment to personal development for all	Letter/application form selection processes and references
	A strong commitment to the benefits of single sex education	Letter and selection processes

# The Application Process

In addition to completing an application form you are requested to submit a letter in support of your application. Applicants (may also provide a CV if you wish but you) must complete all sections of the application form in full.

Your letter should be specific to Flixton Girls School.

Please address the following task:

Explain clearly how you meet the requirements of the Person Specification. In particular, please focus on how your effective, empowering leadership will use the Founding Principles of FGS and the vision of the Healthy Learning Trust to take the school to the next level.

**Your letter should not exceed 900 words. Please address it to Prof. Ged Byrne, Chair of Trustees. Your completed application, including your letter, should be sent to Jane Buckley (HR officer): [jbuckley@flictongirls.com](mailto:jbuckley@flictongirls.com) and copied to [katemabbott1@aol.com](mailto:katemabbott1@aol.com)**

The deadline for applications is noon Thursday 23rd January 2020.

References will taken up shortly after shortlisting and prior to interview using the contact details you supply on your application form.

Shortlisting will take place on or around the 27th January and candidates will be informed shortly afterwards. The selection process and interviews will take place around the 4th - 6th of February 2020 and will be confirmed after shortlisting.

**Reasonable relocation expenses may be considered, if necessary, for the successful candidate.**

Further information about Flixton Girls School can be found on the school website [www.flictongirls.com](http://www.flictongirls.com). In addition, candidates are encouraged to take an informal opportunity to visit the school prior to applying. Please contact Jane Buckley at the school by telephone to arrange your visit.

Mrs Kate Abbott of ASCL [katemabbott1@aol.com](mailto:katemabbott1@aol.com) will be providing professional support to the Appointments Panel throughout the selection and appointment process. Please copy her into any correspondence with the school.

