



William de Ferrers
Aspire Persevere Achieve



Headteacher
Application Pack
November 2017



William de Ferrers

Aspire Persevere Achieve

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William de Ferrers

Aspire Persevere Achieve

Letter from the Chair of Governors

Dear Applicant

On behalf of The Governing Body, Staff and Students I thank you for your interest in the Headteacher position at the William de Ferrers School.

The William de Ferrers is good school with clear ambitions to become 'Outstanding'. We are seeking an inspirational leader and educator who can drive change and improvement to ensure the school and its pupils achieve, and exceed, their ambitions.

We encourage applications from those who are currently in Headship positions and Deputy Headteachers with aspirations to become a Headteacher.

The enclosed pack provides all details relating to the post and the school, including 'How to Apply'. If you require any other information or would like to discuss the position, please do not hesitate to ask. Informal enquiries should be directed to myself as Chair of Governors via larnold@wdfschool

Applications will be assessed on demonstrable vision and experience alongside evidence of being:

- a strong and decisive leader;
- an innovative and inspirational educator;
- being able to devise and implement strategies to narrow achievement gaps between groups of students;
- an inclusive and proficient communicator, and
- a capable mentor.

The Governing Body also seeks an individual who can show a deep understanding of the current educational context, financial pressures and what it means to be a young person today's world.

In addition to completing the application form we ask that you include in your covering letter:

- a clear strategic plan for how the school can achieve 'Outstanding' status within the next three years, and
- a clear vision statement relating to your approach to enabling positive relationships and attitudes with our students.

I look forward to receiving your application.

Ms Lucy Arnold
Chair of Governors

William de Ferrers School
Headteacher Job Description
Group 7: £88,571 - £99,081

Reporting to: Chair of Governors

Job purpose: Provide overall strategic leadership to implement change and improvement to fully realise the school's vision, values and priorities. To lead by example through demonstrable abilities as an effective leader and communicator and as an inspirational and innovative educator.

Responsibilities: The Headteacher will take overall responsibility for the organisation, management and conduct of the school in accordance with the articles of government and the statutory conditions of employment of Headteachers, and with the policies of the Governing Body.

The Headteacher will have overall responsibility for ensuring the achievement of the highest possible educational standards at the William de Ferrers School and for creating an ethos and systems in which students and staff feel valued via our high expectations of them.

The Headteacher will be responsible for the leadership, internal organisation, management and overall control of the school.

Vision and Core Purpose: ***Aspire, Persevere, Achieve***

- ◇ Ensure the needs of William de Ferrers students are at the centre of everything we do.
- ◇ Ensure that students receive a high quality education, where all students achieve to their full potential.
- ◇ Assure a safe, inclusive, engaging and challenging educational environment for all students and staff.
- ◇ Drive change and improvement towards achieving 'Outstanding' status.
- ◇ Act as a decisive leader, with strong communication and management skills.
- ◇ Lead by example through demonstrable understanding of innovative and inspiring teaching.
- ◇ Devise and implement strategies to narrow the achievement gaps between different groups of students.
- ◇ Model positive relationships, attitudes and behaviours with our students, parents, community and governors.
- ◇ Continue to ensure the school's financial stability.
- ◇ To be proactive and innovative in assuring the school's financial stability in the context of current financial pressures in education, driving proactive financial planning and the development of initiatives.

Leading Learning and Teaching:

- ◇ Embed an ethos of high standards and expectations for all.
- ◇ Maintain and develop a robust, diverse and appropriate curriculum.
- ◇ Ensure the curriculum is regularly monitored, evaluated and updated, taking account of local and national strategies, policies and statutes.
- ◇ Lead and manage teaching and learning throughout the school, ensuring innovative, responsive and effective approaches to learning, teaching and assessment.
- ◇ Ensure a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress and achievement.
- ◇ Ensure a culture and ethos of challenge and support where all students can achieve and engage in their own learning.
- ◇ Implement strategies to foster high standard of behaviour, attendance and appearance to support the learning environment.
- ◇ Monitor, evaluate and review classroom practice to development and implement improvement strategies.
- ◇ Challenge under performance at all levels and ensure effective management and support of staff.

Developing self and working with others:

- ◇ To treat people fairly, equitably, safely and with dignity and respect, maintaining a positive school culture.
- ◇ To commit to the continuous development of all staff.
- ◇ Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals.
- ◇ Ensure clear delegation of tasks and responsibilities throughout the organisational structure.
- ◇ Oversee the appointment of all staff and to ensure staff performance to the agreed aims and objectives of the school.
- ◇ Lead, manage, motivate, develop, encourage and support staff. To ensure that staff have access to regular advice, support and professional development appropriate to their needs and those of the school.

- ◇ Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- ◇ Participate in arrangements for their own further training and professional development and that of other teachers and support staff including induction.
- ◇ Decide whether a teacher at the school who applies for a post-threshold teacher assessment meets the relevant standards.

Leadership and Management:

- ◇ Lead, develop, coordinate and implement clear, evidence-based improvement plans and policies.
- ◇ Foster an environment and structure which reflects the school's values.
- ◇ Ensure that the performance management of staff is effective within the school, in line with the relevant regulations.
- ◇ Ensure equality of opportunity for all.
- ◇ Manage the school's financial and human resources effectively and efficiently to achieve its ambitions.
- ◇ Advise, support and inform the Governing Body in carrying out its responsibilities.
- ◇ Develop a strong partnership with the Governing Body to formulate and implement plans for the school.
- ◇ Ensure the maintenance of high standards of care of the school environment, including health and safety.
- ◇ Use and integrate a range of technologies effectively and efficiently to manage the school.
- ◇ Maintain relationships with organisations representing teachers and other members of the school's workforce.
- ◇ Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.

Strengthening Community:

- ◇ Ensure that parents and the local community understand the direction of the school and the achievement of students.
- ◇ Market and promote the school effectively in the local community and amongst local businesses, maintaining and developing the links already established within the community.
- ◇ Encourage and develop positive co-operation between the home and the school.
- ◇ Encourage and develop positive engagement between the local community and the school.
- ◇ Create and maintain an effective partnership with parents and carers to support and improve students' achievement, personal development and behaviour.
- ◇ Cooperate and work with relevant agencies to protect children.

Other:

To undertake any other duty as specified by school Teachers and Pay Conditions Document (TPCD) not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and duties may be varied to meet the needs of the school at the discretion of the Governing Body.

The Governing Body will make any necessary adjustment to the role and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description does not form part of the contract of employment. It describes the way the postholder is expected and required to perform and complete the particular duties as set out above.

William de Ferrers School						
Headteacher Person Specification						
	CRITERIA	Essential / Desirable		Assessed by: Application Form (AF) Letter of Application (L) Interview (I)		
		E	D	AF	L	I
A	<u>EDUCATION AND QUALIFICATIONS</u>					
1	A relevant honours degree	✓		✓		
2	Qualified Teacher Status (QTS)	✓		✓		
3	Relevant higher degree		✓	✓		
4	NPQH	✓		✓		
5	Evidence of recent and relevant training and development at headship level and/or in preparation for headship	✓		✓		
6	Experience of teaching in at least two secondary schools		✓	✓		
B	<u>QUALITIES AND KNOWLEDGE</u>					
7	Demonstrable recent strategic leadership experience in a secondary school with a diverse population	✓		✓	✓	✓
8	In-depth knowledge and understanding of the wider educational agenda including current national policies and educational issues relevant to an Academy	✓			✓	✓
9	Track record in leading, monitoring and managing staff including delegation, performance management and change management	✓			✓	✓
10	In depth knowledge and experience of Child Protection, Safer Recruitment and Safeguarding procedures	✓			✓	✓
11	Knowledge of the potential of ICT to enhance learning, interpret and analyse data and understand school information systems	✓			✓	✓
12	Have high expectations and personal integrity with the ability to promote and deliver the values of the School	✓			✓	✓
13	Show strong analytical skills with the ability to use sound judgement to anticipate and to resolve conflict and issues	✓			✓	✓
14	Be proactive, innovative and versatile with a high level of drive	✓				✓
15	Be articulate, attentive, respectful, ethical and approachable with excellent interpersonal communication skills	✓			✓	✓
16	Can relate empathetically and professionally to parent/carers, staff, students, Governors, stakeholders and the wider community	✓				✓
17	Can promote the success and strengths of the School by being a visible and accountable high profile role model	✓				✓
18	Can devise and implement strategic plans to meet the School's aims					✓
C	<u>STUDENTS AND STAFF</u>					
19	Raise aspirations and have a clear vision for excellence, providing targeting intervention to ensure every student reaches their potential	✓		✓	✓	✓
20	Demonstrate understanding of excellent teaching and learning	✓			✓	✓
21	Demonstrable experience of positive, student centred, behaviour management	✓			✓	✓
22	Demonstrable experience of curriculum development across all key stages, including sixth form	✓			✓	✓
23	Evidence and expect high expectations from all by overcoming disadvantage and inequality and instilling a strong sense of accountability in staff and students	✓			✓	✓
24	Demonstrable experience of the implementation of effective assessment procedures and strategies (including those of external assessment bodies)	✓			✓	✓
25	Evidence of achieving a safe, secure and healthy school environment	✓			✓	✓

	CRITERIA	Essential / Desirable		Assessed by: Application Form (AF) Letter of Application (L) Interview (I)		
		E	D	AF	L	I
26	An excellent understanding of initiatives to identify and support student groups in order to narrow achievement gaps	✓			✓	✓
27	An excellent understanding of initiatives to stretch and challenge high achieving groups	✓			✓	✓
D	<u>SYSTEMS AND PROCESSES</u>					
28	A strong leader with evidence of skills in performance management in a school setting	✓			✓	✓
29	Successful experience of effective strategic and operational financial and resource management	✓			✓	✓
30	Proven successful experience of producing school self-evaluation and development plan documents (incorporating feedback from Ofsted, sector specialists and other stakeholders)	✓			✓	✓
31	Be able to work in partnership with the Governing Body and other stakeholders	✓			✓	✓
32	A commitment to and evidence of promoting diversity and equal opportunities within the curriculum and in employment practice	✓			✓	✓
33	Delegate leadership throughout the School, forging teams of colleagues who have clear roles and responsibilities and hold each other to account for their decision making	✓			✓	✓
34	Prepare and lead the School through Ofsted inspection processes	✓			✓	✓
E	<u>THE SELF IMPROVING SCHOOL SYSTEM</u>					
35	Successful experience of securing and raising standards in an secondary school and working with other schools and external agencies locally, nationally and / or internationally	✓			✓	✓
36	Actively encourage research led development by staff and innovation in teaching practices	✓			✓	✓

Generic qualifications, knowledge, skills and qualities needed to fulfil this role are set out in the “National Standards of Excellence for Headteachers” (DfE-00010-2015) to which candidates should refer.

The Headteacher Person Specification places the “National Standards of Excellence for Headteachers” into context.

The Selection Panel will assess each candidate against the criteria listed above.

Please see separate sheet on how to apply for this post.



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About Our School

The William de Ferrers is located in the very heart of the South Woodham Ferrers community; the town has a population of around 19,000 and is located on the north bank of the River Crouch.

The school serves its local community and takes the majority of its students from South Woodham Ferrers with a small number of our cohort attending from other primary Schools in Woodham Ferrers, Cold Norton and surrounding areas.

The school is housed in a purpose built community complex which is unique in Essex and benefits from excellent facilities and extensive grounds. The School also has close links with Essex Library Service and Chelmsford Borough Council who both share parts of the school complex. The school is designed to be used by the community and appreciates that its facilities are there to benefit all.

The William de Ferrers School has a seven form entry with the main pastoral organisation based on a year system, great importance is attached to high standards of conduct, student appearance, attitude and work.



Charli-Ann Rogers – Year 7

On my first day at William de Ferrers School I was really excited but a little bit apprehensive about starting in such a large school. However, I already had an idea that it was going to be a good experience because of the two days I spent here in the summer - they really helped me. I am really loving being at William de Ferrers School and each day feels like a new adventure.

Primary science event

Cameron Aley – Year 7

I have loved my first few weeks here at William de Ferrers school.

I have met some amazing new friends in my new tutor group which is great because it was the one thing I was anxious about. I did get lost - but the older students are always willing to help you.

My favourite lessons so far have been drama, English and maths. I love the way the teaching is so different here and it has really helped me to understand and join in the lessons. I am really looking forward to the rest of my time as a student at William de Ferrers School.



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About Our School

Our thriving sixth form are an integral part of the whole School. Year 12 and 13 students' work across all year groups to support fellow pupils, assisting at parents evenings, participating in charitable fund raising events and working with Staff on Sports and Sponsor Days.

Tom Pratt Head Boy

I am currently studying maths, physics and law and I hope to study maths at university next year. This would not have been possible were it not for William de Ferrers and the firm academic foundation I have built here. Each and every department in the school has been influential in helping me decide what I want to study further in life.

The school makes every effort to ensure that teaching involves pupils enthusiastically in their work, thus engendering a feeling of self-respect and active participation.

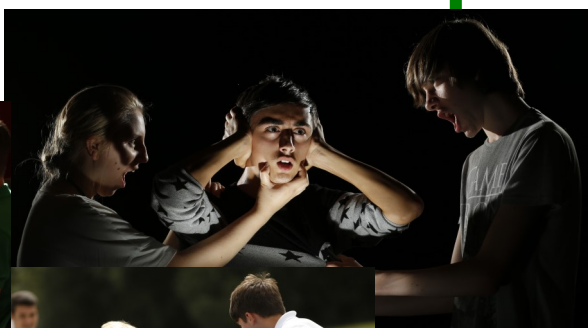
We make no apology for the fact that all our students follow a rigorous academic curriculum. All young people can achieve highly and be successful at school if they are taught well, apply themselves and give of their best. However, to be successful at school students need to be happy and enjoy coming here, we feel that we provide an environment for them to do this.

The school is proud of its highly motivated, hard-working and committed staff and runs an extensive induction scheme. We offer a wide range of CPD opportunities for all staff which encourages them to be able to continually provide an enhanced service to the school community.

Kiera Bowdidge Head Girl

I joined this school in 2011 with hopes and aspirations of gaining high qualifications and I am now in year 13 as head girl studying maths, double engineering and product design. Throughout my secondary school years thus far, the support and enthusiasm of all subject teachers has been inspirational, from their generosity to benefit you in their own time outside of school either to explain a topic within a subject which you may be struggling in, or to help with revision sessions after school to prepare for exams. Many believe that

a school's main focus is academic, however experiencing what occurs outside of school is equally as important. As a school we offer numerous clubs using our excellent facilities.





William de Ferrers

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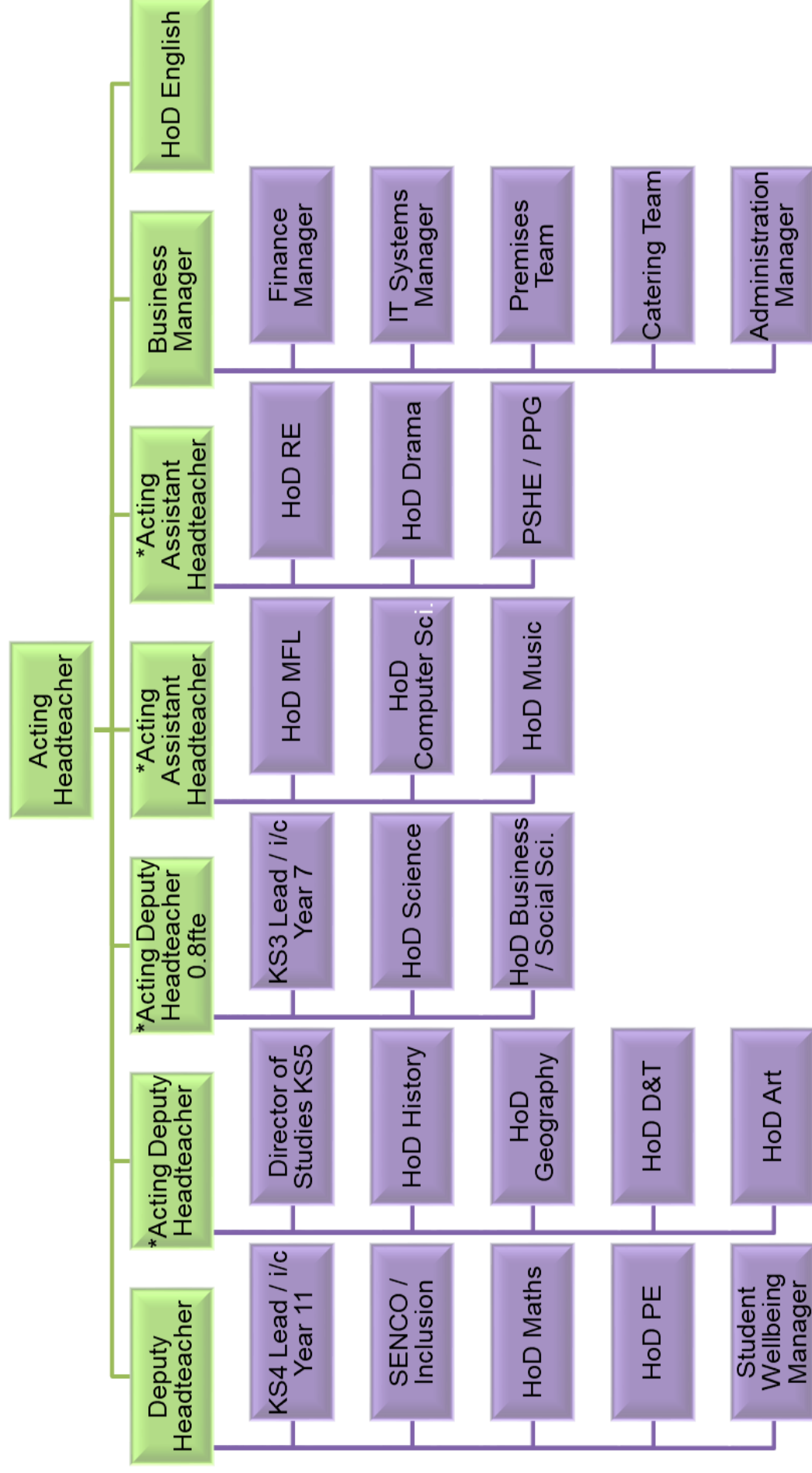
Key School Facts and Statistics

Date established	1982 Grant Maintained Status – 1993 Foundation Status - 1999
Type of School	Converter Academy – Established April 2011
Age Range	11-18 Co-educational Comprehensive
Overall Number of students	1427
Number in sixth form	251
% of students completing their Sixth Form study programme	97%
Destination Data	68% University 10% Apprenticeships 22% Employment
% of students with SEN	Statement / EHCP – 2% Overall – 9.9%
% of PPG students	12.4%
GCSE results 2017	English 4+ 84% Maths 4+ 75% English 5+ 63% Maths 5+ 43% 4+ in Maths and English 70%
A Level (inc.. BTEC) results 2017	A* - A Grades 43% A* - B Grades 60%
ALPS Grade 2017	3
Last Ofsted	May 2015: Rated Good
Teaching staff	91.5 fte
Support staff	78.3 fte



William de Ferrers School

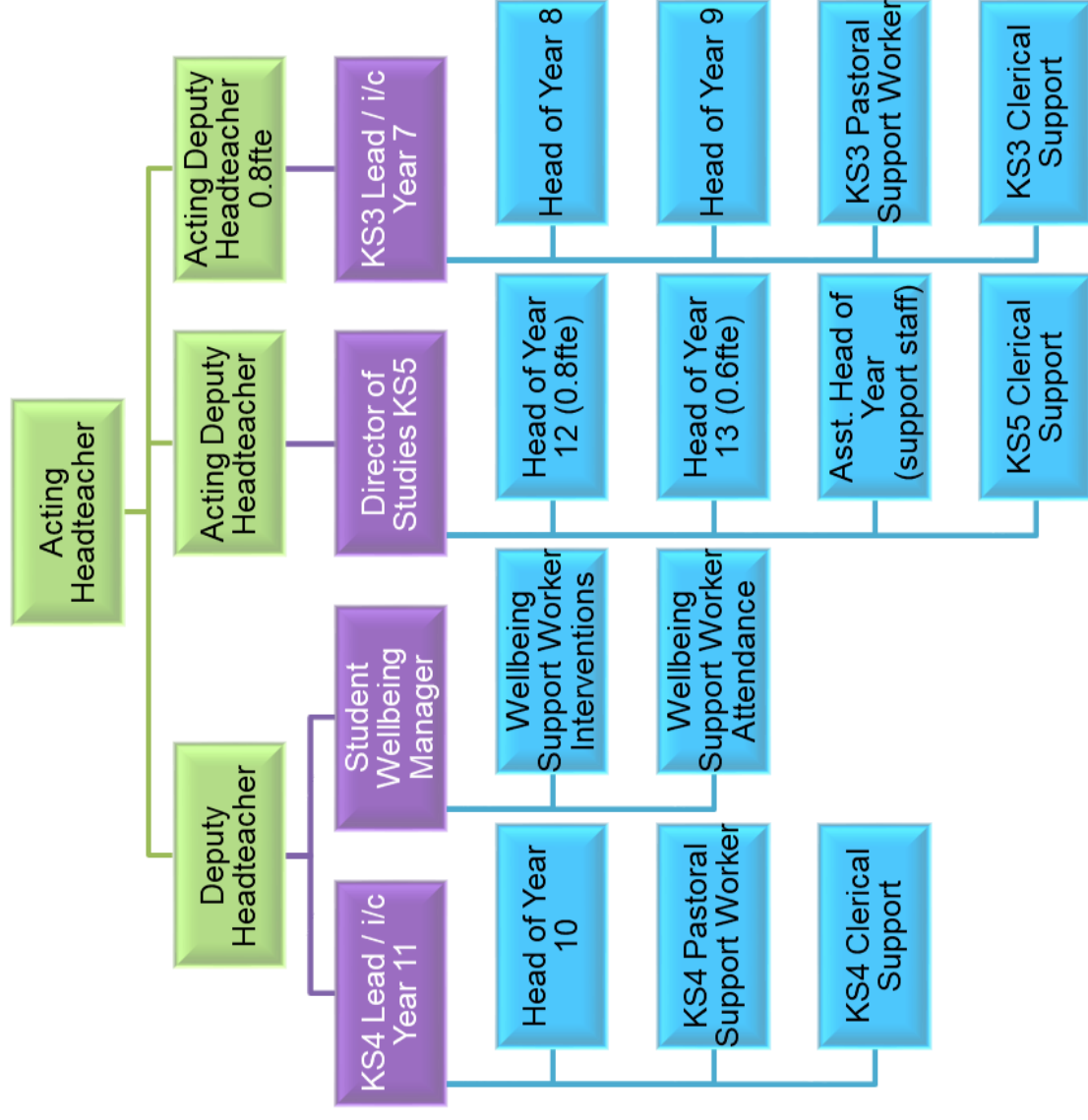
Organisation Structure



*Acting posts linked to maternity cover

William de Ferrers School

Pastoral Organisation Structure





William de Ferrers

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How to Apply

Closing date for applications: Noon 17th November 2017
Interviews: Week beginning 4th December 2017

Appointments to visit the school are welcomed; please contact Sue Newby, School Business Manager on 01245 326325 or email: snewby@wdf.school

Application forms are available in an electronic format from the school website – www.wdf.school and can be returned electronically to Sue Newby as above or by post addressed to the Chair of Governors.

If you would like a paper copy of this application pack this can be forwarded to you by post, please contact Sue Newby as above.

We will request references for shortlisted candidates within 2 days of drawing up the final shortlist. To prevent delays it is essential that you have informed your referees that we will contact them, and that references will need to be available for the final panel interviews.

The William de Ferrers will reimburse reasonable travel costs to candidates attending for interview. You should retain copies of receipts in relation to these expenses incurred.

We look forward to hearing from you.