



Overton Grange School Headteacher Application Pack

Community | Inspiration | Success



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Letter From the Chair of Governors

Dear Applicant,

Thank you for considering the position of Headteacher at Overton Grange School (OGS).

OGS opened its doors in 1997, and we have just celebrated our 25th anniversary. We are a co-educational secondary, independent academy that serves the entire London Borough of Sutton community. There are between 1,200 to 1,300 students at the school, ranging in age from 11 to 19. We also have a Hearing Support Base. We take great satisfaction in having a strong emphasis on inclusivity, which enables us to support our whole community. OGS is proudly non-selective, in a Local Authority where many secondary schools are at least partially selective.

The school has a Good Ofsted rating, and we aim to build on this solid foundation to help every student realise their full potential. Our strategic goal is to ensure that all students make good (or better) progress in all subjects and age groups. We are dedicated to attaining this goal by consistently providing high quality teaching and learning.

I have been a school governor for 17 years, 9 of those years at OGS. I only resigned as a governor of my daughters' primary school when I became the Chair of OGS in 2022.

All three of my daughters have attended OGS and its Sixth Form. I frequently, and proudly, mention that my family chose the school six times. OGS assisted all three of my daughters in achieving their first choice of Higher Education destination. Above all, my family chose OGS for its welcoming and secure community atmosphere that enabled them to achieve their personal academic best.

'Sitting in' on lessons and signing long service awards for staff are two of my favourite governor tasks. I never cease to be impressed by the school and our students. Being in our school makes me feel proud and serves as a reminder of why I decided to become a governor.

I am hoping that you will have the same opinion of OGS as I do and share our desire to make this school the best it can be for all of its students.

Yours faithfully,

Simon Doubell, Chair of Governors





Overton Grange School Strategic Priorities 2023/2024

We want Overton Grange School to be a safe, challenging and happy community which prepares the learners of today for the demands and opportunities of tomorrow.

The school wishes to improve academic outcomes for all of our students. In the short term, to achieve a Progress 8 value that is above zero.

We will focus on the following student groups:

- High prior attaining students
- Disadvantaged students
- Students identified as underachieving

In the medium and long term to maintain a consistent upward trend in both Progress 8 and Attainment 8.



“ Welcome to our school! Here at Overton Grange School, we have a very friendly working environment where all enjoy the work they undertake here. We hope that the successful candidate for this key post will enjoy all that Overton Grange has to offer. We are very excited about the headteacher appointment process and we look forward to meeting you! ”

- Student



In order to support the academic priorities we will aim to:

- Raise standards of behaviour to pre-COVID levels, supported by the use of internal reflection, suspensions and exclusions. We will pay particular attention to:
 - The consistent application of the Behaviour Policy
 - Engagement with the school's Behaviour Hub
- Raise attendance levels back to pre-COVID levels. Paying particular attention to:
 - The consistent application of the attendance intervention strategies, rewards, referral to the Attendance Officer and, as a last resort, issuing Penalty Notices.



“ Overton Grange School offers a remarkable environment for all members of our community. With its commitment to excellence in education and a nurturing atmosphere, Overton Grange School presents us all with exceptional opportunities. The school has a vibrant and inclusive learning environment that nurtures student growth and development. With a strong focus on academic excellence, Overton Grange School provides opportunities for growth and collaboration among fellow students. ”

- Student

The Overton Grange School Vision

We want Overton Grange School to be a safe, challenging and happy community which prepares the learners of today for the demands and opportunities of tomorrow.

Ethos

In partnership with parents and the community, Overton Grange aims to provide opportunities for its students that enable them to play an active role in the twenty-first century. As members of a co-educational comprehensive school, students have full access to and experience of the curriculum regardless of race, class, gender, physical ability and religious belief. The school promotes a sense of self-esteem, responsibility and tolerance in young people. It values and challenges the individual so that they achieve the highest levels of attainment whatever their starting point.

Overton Grange places great emphasis on high academic and vocational standards and has at its heart the development of the whole person. Expectations are high and the achievement of the individual is celebrated. Overton Grange provides a supportive atmosphere based on self-discipline, mutual respect, co-operation and understanding. Students are encouraged to take responsibility both for their own learning and for the environment in which they live.





Key Information

Status	Single Academy Trust
Last Ofsted	2019
Ofsted Judgement	Good
Planned Admission Number (PAN)	210
Type of School	Mixed Comprehensive
Number of Students on Roll	1231
Number of Students in Sixth Form	199
Percentage of SEND Students	8.7%
Percentage of EAL Students	40.4%
Percentage of Pupil Premium Students	21.8%
School Website	www.overtongrange.sutton.sch.uk





Headteacher Job Description

This is a permanent full-time Headteacher role, reporting to the Chair of Governors.
Key aspects of the role include:

- Being the 'standard bearer' for the vision, values and ethos of the Overton Grange School
- Fostering a culture of continuous improvement, based on the school's solid foundation, underpinned by effective systems and high professional standards, in order to attain excellence in every aspect of the school's provision
- Fostering a culture of successful achievement for all students
- Supporting the Governors with the future strategic development of the school

Legal Requirements

The Headteacher is required to carry out all the statutory duties and the professional contractual responsibilities as identified in the School Teachers' Pay and Conditions Document (STPCD).

Ethics and Professional Conduct

The Headteacher is expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. The Headteacher will at all times uphold and demonstrate the Seven Principles of Public Life (known as the Nolan Principles).

School Culture

The Headteacher will:

- Sustain the school's ethos, vision and strategic direction in partnership with the Governing Body and the school community
- Create a culture where students experience a positive and enriching school life, enabling students to perform at their best
- Uphold and deliver ambitious education standards which prepare students from all backgrounds for their next phase of education
- Uphold fundamental British values, including democracy, the rule of law, individual and mutual respect and tolerance of those with different cultures, faiths and beliefs
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff expectation
- Promote and support the wellbeing of students and staff.



Principal Aspects of the Role

- Promoting the School Vision, culture and leading change
- Leading teaching and learning, curriculum and assessment
- Leading and managing staff and students
- Efficient and effective deployment of staff and resources
- Strengthening community links
- Safeguarding
- Accountability
- Health and Safety.

Leadership

- Create a culture of high performance and continuous improvement that encourages ideas and contributions from staff and values the achievements of individuals and teams
- Ensure the vision, ethos and values of the school are clear and communicated effectively so that they are implemented through the work of the senior leadership team
- Develop the aims and strategic objectives of the school
- Develop and establish the school's policies and systems, monitoring progress and ensuring consistency throughout the school
- Research and anticipate future developments in education, ensuring the senior leadership team is informed and involved in discussions about national policies and proposals
- Monitor, evaluate and continuously improve the quality of teaching and learning
- Develop systems and structures to support the personal development and wellbeing of all students, ensuring equal opportunities are available for all
- Develop and monitor the school's behaviour policy, promoting common high standards and managing processes for suspensions or permanent exclusions
- Ensure effective safeguarding systems, processes and behaviours are established and maintained
- Develop strategies and systems to recruit and retain staff of the highest quality
- Manage and deploying staff to maximise educational impact
- Ensure effective induction, continuing professional development and robust performance management processes for all staff
- Create and maintain good working relationships with all staff
- Lead succession planning for middle and senior leaders
- Regularly review their own practices and take responsibility for their own personal development.

Continuous School Improvement

- Account for the efficiency and effectiveness of the school to the Governors and others, including students, parents, staff and the local community
- To be responsible for the production, monitoring and evaluation of the school's Self Evaluation Form (SEF) and School Development Plan (SDP)
- Model innovative approaches to school improvement, leadership and governance.



Teaching, Curriculum and Assessment

- Maintain a comprehensive knowledge and understanding of trends and developments in curriculum and assessment and brief the Governing Body appropriately
- Take overall responsibility on behalf of the Governing Body for the school's curriculum policy and for the quality of teaching and learning
- Be responsible for determining, implementing and reviewing the curriculum, ensuring breadth, balance and relevance to all students
- Ensure a consistent and continuous focus on students' achievements using data and benchmarks to rigorously monitor progress of every student
- Ensure the planning of the school's timetable is effective and efficient
- Sustain high-quality, expert teaching across subjects and key stages, built on evidence informed understanding of effective teaching and how students learn
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- Ensure effective use is made of formative and summative assessment.

Safeguarding

- Ensure that Overton Grange School is safe for all students and staff
- Actively promoting the health and wellbeing of all students and expecting all staff and volunteers to share and demonstrate this commitment
- Ensure that the school complies with any Local Safeguarding arrangements
- Ensure that safeguarding policies and procedures are compliant with Keeping Children Safe in Education and that these are fully understood and implemented by all staff
- Actively promote the safeguarding and wellbeing of students and staff whilst on the school site and when involved in school activities
- Appreciate the importance of a work life balance for all staff and self and develop them through continuing professional development.

SEND

- Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable students to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate
- Ensure that the school fulfils its statutory duties with regard to the SEND code of practice.



Behaviour

- Establish and sustain high expectations of behaviour for all students, built upon strong positive relationships, rules and routines, which are understood by all staff and students
- Ensure high standards of behaviour and courteous conduct in accordance with the school's behaviour policy which is understood by parents and carers
- Implement fair, consistent and respectful approaches to behaviour management
- Ensure that all adults within the school model and teach the behaviour of a good citizen.

Overton Grange School in the Community

- Act as the public face of the school
- Promote good relations through effective communication with parents/carers and the local community
- Establish and develop effective links, liaison and collaboration with other schools, the local authority and other external agencies
- Seek opportunities to involve parents/carers, community figures, businesses and other organisations in the life and work of the school and build opportunities for students to contribute to the community.

Governance

- Provide information and objective advice to the Governing Body and supporting them to meet their statutory, governance and leadership responsibilities, including regarding the implications and opportunities of national and local educational policy and context
- Provide the Governing Body with written reports about the performance of the school including analysis focused upon helping the Governing Body understand key issues and take decisions as required
- Understand and welcome the role of effective governance, at different levels, upholding its obligation to hold the Head to account and accept appropriate challenge in pursuit of achieving sustained school improvement and excellent outcomes for all students
- Establish and sustain professional working relationships with those responsible for governance
- Ensure that staff know and understand their professional responsibilities and are held to account
- To work with and be accountable to the Governing Body in the preparation of policy and planning and contributing to the strategic vision of the school
- To be responsible for the production, monitoring, evaluation and review of the school self-evaluation and school development plan.

Financial Planning and Resource Management

- Take overall responsibility with the Governing Body for the school's delegated budget and resources and ensure that these are effectively administered and controlled
- Ensure that effective teaching and learning is at the heart of all strategic planning and resource allocation
- Lead prudent short, medium and long term financial planning for the school
- Ensure effective and efficient day to day management, organisation and administration of the school
- Ensure compliance with the requirements of all relevant auditing, employment and health and safety legislation and guidance
- Ensure effective deployment of resources to meet the school's education goals.

The Headteacher may be asked by the Governing Body to undertake other duties that are reasonably regarded as falling within the duties and responsibilities of the post. All duties are subject to review and job descriptions can change according to the needs of the school.

“ Overton Grange is a bright and lively school, with an inclusive community of teachers and students. Every member of the community plays a vital role in adding to the vibrant atmosphere and creating a thriving educational environment. That is what makes Overton Grange so special. ”

- Student





Person Specification

	CRITERIA	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
A	EDUCATION/ QUALIFICATIONS & PROFESSIONAL DEVELOPMENT			
1	Qualified teacher status as recognised by the DfE	✓		A
2	Degree or equivalent	✓		A
3	Substantial experience of senior leadership in an 11-18 secondary school at Headteacher or Deputy Headteacher level	✓		A
4	Evidence of further professional development	✓		A
5	Relevant higher qualification and/or NPQH		✓	A
6	Experience in more than one school		✓	A
7	Substantial experience of successful teaching at KS4 and KS5		✓	A
B	PROFESSIONAL QUALITIES, KNOWLEDGE AND EXPERIENCE			
8	Strategic leadership experience in an 11-18 secondary school at Deputy Headteacher or Headteacher level	✓		A, I, R
9	Knowledge of the characteristics of effective schools and strategies for maintaining high standards and achievement for all students	✓		A, I, R
10	Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement	✓		A, I, R
11	Experience in data analysis, data interpretation, target setting and benchmarking as well as the use of appropriate models and principles of effective learning and assessment for learning	✓		A, I, R
12	Knowledge of issues in the school curriculum and learning, including of wider current educational developments and educational research	✓		A, I, R
13	Evidence of leading significant change to improve opportunities and outcomes for students	✓		I, R



	CRITERIA	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
14	Knowledge and understanding of statutory requirements and experience of Child Protection, Safer Recruitment, Safeguarding and Prevent	✓		I
15	Knowledge and understanding of the key legal issues and experience relating to equality, diversity, inclusion, disability, health and safety, human rights and employment	✓		I
16	Evidence of implementing strategies for raising progress, achievement and achieving excellence for students	✓		I,R
17	Principles and practices of quality assurance systems, including school review (internal and external), self-evaluation, school development planning and performance management	✓		A,I, R
18	Understanding of how schools collaborate with the wider community, including the local community, external partners, businesses and employers	✓		I
19	Set high standards and act as a role model to students and staff	✓		I,R
20	Sustain good relationships with the whole school community, including students, staff, parents and governors	✓		I,R
C	STUDENTS AND STAFF			
21	Outstanding classroom practitioner with an excellent understanding of how students learn and the core features of successful class practice	✓		A, I, R
22	Ability to inspire and motivate students and staff	✓		A, I
23	Demand ambitious standards from all students, overcoming disadvantage and advancing equality	✓		A, I
24	Provide inspirational and effective leadership which challenges, motivates and empowers staff and parents to carry the school's vision forward	✓		L,R
25	Experience of positive behaviour management and developing a student focused, inclusive and effective learning environment	✓		A,I
26	Appreciate the importance of a work life balance for all staff and self-development through continuing professional development	✓		A, I



	CRITERIA	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
27	Leadership of staff recruitment, retention and induction	✓		A, I
28	Experience in promoting and developing extracurricular activities in order to educate the whole child	✓		A, I
D	ACCOUNTABILITY			
29	Instilling a strong sense of accountability in staff for the impact of their work on student outcomes	✓		A, I
30	Evidence of highly developed skills of robust appraisal and performance management of all staff, recognising high performance and tackling underperformance through to resolution	✓		A, I,
31	Experience of effective financial and resource management to achieve educational priorities, ensuring effective use of resources and value for money	✓		A, I
32	Proven experience of systematic, rigorous school self-evaluation, to inform school improvement planning and raise educational standards	✓		A, I
33	Ability to combine the outcomes of regular school self-review with external evaluations to develop the school further	✓		I
34	Understanding of the strategic role of the Board of Trustees and the Governing Body	✓		I,R
E	PERSONAL QUALITIES AND PROFESSIONAL ATTRIBUTES			
35	Ability to embrace, promote and demonstrate the Vision, Values and Ethos of the school	✓		I
36	Enthusiasm, resilience and an ability to work calmly and effectively under pressure	✓		I
37	Energy and a vision with which to inspire others	✓		I

	CRITERIA	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
38	Excellent time management, prioritisation and self-organisation skills	✓		I, R
39	Ability to delegate effectively	✓		I
40	Outstanding communication and interpersonal skills	✓		I
41	Effective leadership skills	✓		I, R
42	Ability to monitor, evaluate and review	✓		I, R

Key: A = Application I = Interview R = References

PLEASE NOTE: The Selection Panel will use the criteria above to shortlist. Only those applicants who demonstrate that they meet all the essential criteria to the Panel's satisfaction will be invited to interview.





Living and Working in Sutton

Home to almost 200,000 residents, Sutton boasts a wide range of facilities that make it a great place to live and work. Sutton's history, as its name suggests, dates back to the Middle Ages. Its rapid expansion in the 19th century was due to it being on the main route from London to Brighton and the south coast.

Well-connected

Situated in Zone 5, Sutton is less than 30 minutes by train from central London, and south and south west London are easily accessible by public transport.

Sutton Station provides direct connections to London Victoria, London Bridge, London Blackfriars and St Pancras International.

Sutton also has direct rail connections with Epsom, Dorking, Guildford and Horsham, as well as Wimbledon for an interchange with the London Underground and West Croydon for the London Overground. Clapham Junction, 23 minutes by train, is also a major interchange for London and the South East and Morden a short bus ride to access the London Underground Northern line.

Sutton is on 25 bus routes and there are plans to extend the Tramlink service to Sutton as its final terminus.

There is an extensive road network which provides close and easy access to the M25.



Village feel

Being an outer south London borough, Sutton enjoys being in close proximity to central London and the recreational benefits of Surrey and the North Downs. There are seven district centres in Sutton, many of which retain a 'village' atmosphere not seen in central London.

Shopping

Sutton High Street is just under a mile long and boasts 2 shopping centres and 3 supermarkets. It contains a mix of chain and independent shops; as well as restaurant, cafes, pubs and clubs. There is also a library and cinema. In recent years a number of Asian grocers and other speciality shops have opened reflecting Sutton's increasing cultural diversity. Sutton boasts the oldest cycle shop in the world, at the same site, although it has recently changed its name.

Outstanding green spaces

Sutton boasts over 1,500 acres of open space and the largest regional park outside of central London.

A safe borough

Sutton has a track record of low crime rates and is the third safest borough in London.



High-quality housing

Sutton has plenty of high quality housing which is relatively affordable by London standards. It has the fifth highest owner occupancy rate in Greater London.



The Process and How to Apply

Visits to the School	We welcome visits to the school for a tour and an informal conversation with the Chair of Governors on the following dates: <ul style="list-style-type: none">• Wednesday 18 October 2023• Wednesday 1 November 2023 Please contact Mrs Karen Brown, School Business Manager on 020 8239 2383 or via k.brown@overtongrange.sutton.sch.uk to arrange
Application Form	Please use the Overton Grange School <u>Headteacher application form</u> (CVs are not accepted) and ensure all required information is provided. Your personal statement, of no more than 2 sides of A4, should detail how your knowledge, skills and experiences meet the criteria on the person specification. The completed form should be sent in confidence to Mrs Karen Brown, School Business Manager, Overton Grange School k.brown@overtongrange.sutton.sch.uk
References	Please make sure your referees are aware of your application and that they are able to provide a swift turn around
Application Closing Date	Monday 6 November 2023 at 12:00 midday
Shortlisting Dates	Wednesday 8 and Thursday 9 November 2023
Interview Dates	Thursday 16 and Friday 17 November 2023. Governors will decide at the end of Day 1 if further shortlisting is required before Day 2

Safeguarding Statement

Overton Grange School is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check (DBS) as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2023).

Terms and Conditions of Appointment

Role	Permanent and full-time
Salary Range	L30-L36 (£99,980 - £115,210)
Start Date	1 September 2024
Relocation Expenses	May be available for the right candidate