

Shared values. Pride in belonging.



Headteacher Candidate Pack



Letter from our Chair

Dear Applicant,

Thank you for your interest in the post of Headteacher at the Forest High School in Cinderford, Gloucestershire.

Cinderford is a proud former mining town in a stunningly beautiful district of Gloucestershire. The Forest of Dean is a place with a strong sense of community, but the town itself is identified as the most deprived area of Gloucestershire. We want the school to be at the heart of the community and the driving force in the area for opportunity. We are looking for someone with the qualities to make this happen.

We want to ensure that all students, no matter their starting points, backgrounds or individual needs, are afforded the same ambitious curriculum and an equal chance to succeed: for the successful applicant, this means a role that is certainly challenging but also incredibly rewarding.

The Forest High School is an 11-16 school with a PAN of 450. There are currently 297 students on roll. Our largest year group is Year 7, reflecting the upward trend of recent years. There is a gender imbalance with 7.24 % more boys than girls, which is above the National Average. FSM students currently make up 33.8% of the students in the school, which is 8.9% above the national level. 25% of students in September 2021 have SEND – more than double the national average. 7% of students have a first language other than English; these students largely speak no or little English on arrival.

SGS Academy Trust was formed specifically to sponsor Forest High School in 2015. The school was placed into special measures at the same time, and moved to RI in 2018. Since 2018, with continued significant support from SGS Academy Trust, the school has continued to improve. The TAG outcomes for the last two years show significant improvement and we are confident that they are a true reflection of the progress made in teaching and learning. Our Relationships Strategy, introduced at the start of 2020, has seen FTEs drastically reduced to a small number.

SGSAT is a small Trust, with a large sponsor, and a clear core purpose: to improve the life chances of young people in Gloucestershire and South Gloucestershire. That is why we built both SGS Berkeley Green UTC, in an award-winning, purpose-built environment at Gloucestershire Science and Technology Park in 2017, and SGS Pegasus, a Special Free School for students with autism, which also opened in September 2017 and moved onto its state-of-the-art site in November 2019.

Partnerships within the Trust are built on a shared commitment to improving attainment, well-being and life chances for children and young people. This moral purpose, accompanied by outward facing vision, is paramount for us in overcoming barriers to success.

If you share our vision, we would love to hear from you.

Nigel Johnson
Chair, SGSAT



About the SGS Academy Trust

SGS Academy Trust was formed in November 2014 in response to the request of the Regional Schools Commissioner, Sir David Carter to support The Forest High School, an 11-16 school in Cinderford.

SGSAT then successfully opened a University Technical College (Berkeley Green) in an award-winning, purpose-built environment at Gloucestershire Science and Technology Park in 2017. SGS Pegasus, a Special Free School also successfully opened in September 2017 and moved into its state-of-the-art site in November 2019.

Our first school, Forest High School, was inspected by Ofsted in July 2018 and is now successfully out of special measures. The other schools have not yet been inspected by Ofsted.

South Gloucestershire and Stroud College sponsors the Trust, and their size and range of expertise forms the basis of the support for schools within the Trust. The Trust aims to provide central support and expertise to ensure that each school can provide the very

best education for our children and the best quality development of teaching staff. SGS College will make their expertise and economies of scale available to SGSAT if and when the SGSAT require them at cost; however, SGSAT is an independent Trust and will make arrangements for support from the most appropriate and cost-effective source.

The partnerships within our Trust are not just about structural change: they are built on a shared commitment to improving attainment, well-being and life chances for children and young people. This moral purpose, accompanied by outward-facing vision, is paramount for us in overcoming barriers to success. This can only be built on the basis of open, trusting relationships between all stakeholders.

SGS Academy Trust aims to focus on the development of the whole child by involving and effectively engaging with pupils, parents/carers, staff and the community in a supportive, aspirational and caring environment.



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About our School

South Gloucestershire and Stroud (SGS) College is the largest post-16 provider in the Greater Gloucestershire Area.

Our Sponsor

The Forest High School is sponsored by South Gloucestershire and Stroud College (SGS) through the SGS Academy Trust. In their recent OFSTED inspection, SGS achieved the outstanding designation for Leadership and Management, Learner Support, preparing learners for employment, Sport, Performing Arts, Visual Arts and Business. The expertise of our sponsor in these areas will provide many opportunities for learners at The Forest High School.

The School will ensure

- Maximum student engagement in lessons through 'active learning' which is at the core of all learning experiences.
- Clear learning objectives are shared with students at the start of every lesson.
- Teachers have excellent subject knowledge and industry experience.
- Learning activities are differentiated and well-matched to students' needs.
- Close monitoring and tracking of learning progress ensures appropriate intervention and support when needed.
- Students explore the learning styles which suit them best and co-construct learning experiences with their teachers.
- Students know their long-term learning and attainment targets and are involved in tracking their own progress. Parents can now access their progress on-line.
- Innovative technology supports learning in all learning spaces.
- Teachers know their students well, challenging and supporting each child.
- Our Behaviour for Learning policy ensures the highest standards of behaviour.
- Small group and intensive 1-1 tuition is offered to students as required.
- Students are trained to coach their peers.
- Learning is fun.

Our Vision

We aim to inspire students to become **confident**, **ethical** and **compelling** individuals with the aspiration and qualities to shape a better future for all.



Job Description

Main Purpose of the role

The post holder will have the flair to develop our values and achieve our vision, be committed to the highest achievement for all and be a creative and enthusiastic educationalist and a fantastic communicator for all stakeholders. They will lead through a management structure which will enable staff to develop to the best of their potential.

We will be seeking a person who has:

- Substantial leadership experience
- Demonstrable track record of school improvement
- The ability to lead curriculum development at the highest level
- The capability to promote the school with passion to both key stakeholders and prospective students and their parents
- The attributes of a team player, capable of working effectively within the Trust

Key Tasks/Responsibilities

- Provide outstanding leadership and strategic direction, ensuring the highest expectations and standards in teaching and learning, relationships and engagement, ensuring that both the curriculum and enrichment opportunities offered to students meet their needs and aspirations, as well as those of the community; ensure that the school is a safe and productive research-led learning environment that is engaging and fulfilling for all students, exploiting modern technologies wherever possible
- Ensure that the school fully complies with statutory requirements and implements best practice with regard to safeguarding, promoting and protecting the welfare of all children and young people, with particular regard to KCSIE, Prevent and the Equalities Act
- Ensure proactive and community-leading advancement of equity and diversity for everyone associated with the school, along with environmental responsibility and good citizenship
- Develop and ensure effective implementation of the school's strategic and operational plans (including the School Improvement Plan and SEF, Pupil Premium Plans and others) in line with the policies and principles of the SGS Academy Trust, with the guidance and support of the Deputy CEO



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Job Description *continued*

- Monitor, evaluate and report on the performance of the school to the DCEO, the Local School Board and, where appropriate, the Trust Board, as well as all relevant external bodies, identifying priorities for continuous improvement
- Support the LSB and TB in executing their role, particularly that relating to statutory compliance, advising where appropriate on possible strategic direction and development
- Articulate the vision and values of the school and Trust through excellent communication to students, parents, staff, stakeholders, employers and the community, collaborating in and leading on initiatives that secure the commitment of the wider community to the school and Trust
- Create an atmosphere of support and trust within the school staff in which everyone feels heard and valued and in which concerns and ideas for improvement can be properly discussed and debated and in which the leadership team is supported and respected
- Monitor the welfare of students, ensuring that appropriate communication exists with families and carers, education, health and social care organisations and other professionals involved in students' welfare
- Ensure that the appointment and training of new staff is effective and timely, that there is full adherence to the Trust performance management processes, including appraisal and induction, and that all staff have access to professional advice, training and development appropriate to their needs and the demands of the Trust, so that they can develop and flourish
- Form part of the senior leadership of the Trust along with the other Headteachers, with whom a fruitful, productive partnership is essential; look constantly for opportunities to enhance the Trust, and to contribute to the success of all students and staff within the SGSAT team
- Ensure that day-to-day management, organisation and administration of the school is effective and efficient, and ensuring that the school meets statutory financial legal reporting requirements, and efficiently produces and operates within an agreed budget, promoting income generation activities where possible
- Working proactively to develop a strong partnership with other schools in the SGS Academy Trust family and beyond, acting as the school's principal ambassador to promote its reputation widely with key stakeholders and secure opportunities for collaboration with local, regional and national partners
- The Headteacher is at all times expected to adhere to the Headteachers' Standards (<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>) as laid out by the DfE. These standards encapsulate the high expectations SGSAT has of its leaders, building on the teachers' Standards, (<https://www.gov.uk/government/publications/teachers-standards>) which in turn define the behaviours and values the Headteacher should expect of all teaching staff employed by the Trust
- Please note that this job description is not an exhaustive list. The post-holder may be required to undertake other duties as directed by the DCEO or CEO

Key Interfaces

- The Deputy Chief Executive Officer
- The Trust Board and the Local School Board of SGS Academy Trust
- Parents of students (both existing and prospective)
- Gloucestershire Local Authority
- Headteachers of secondary schools in Gloucestershire
- Ofsted and Ofqual
- The Regional Delivery Directorate
- Senior Leadership teams of SGS Academy Trust and partners (SGS Commercial Services, SGS College and SGS Group Services)



Person Specification



Qualifications and Attainment

Degree Equivalent: **Essential**

Teacher Qualification: **Essential**

Educational Management Qualification: **Desirable**

We require an individual who can demonstrate a strong commitment to the principles of social mobility and who can build strong, effective partnerships with the community. Proven ability of raising standards for all students is required.

Desirable personal qualities and expertise are as follows:

Experience:

- Has held a senior leadership role in a school improvement or transformative secondary education establishment
- Expertise in curriculum planning, teaching, learning and assessment, school improvement
- Able to use data effectively to monitor, evaluate and improve the quality of learning experience for students
- Demonstrates the ability to motivate students by raising aspirations, achievement and attitudes and recognises and celebrates their achievements
- Promotes inclusion for all students and safeguarding of vulnerable children and embraces the PREVENT agenda

Leadership abilities:

- A strategic thinker, able to develop and articulate the vision, aims and ethos of the school and Trust to all key stakeholders: students, staff, parents, employers and the community
- Strong leadership capabilities, particularly in developing and communicating with staff
- Consultative yet decisive approach
- Ability to ensure that Health and Safety is complied with and fully embraced across the whole of the school

Management and communication skills:

- Ability to embed confidence and positivity in people with a broad range of backgrounds and personalities
- Good knowledge of and ability planning school improvements and working within a Trust environment
- Ability to evaluate performance, set challenging targets, identify improvement initiatives whilst ensuring effective professional development of staff to meet current and future requirements
- Understanding of financial management
- Conversant with latest research in education, with the ability to identify and lead the introduction of best practice
- Strong advocacy skills to promote the school externally, gaining support from a wide range of stakeholders



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Person Specification *continued*

Personal qualities:

- Resilient
- Team player
- Charismatic, with the ability to lead, motivate and inspire whilst empathetic to the needs of others
- Excellent communication skills with strong networking abilities
- Able to cope and adapt to pressure
- Good listener and able to adapt to changing situations
- Enthusiastic and able to inspire others
- Possessing integrity, warmth and a good sense of humour

Measurable Performance Standards for this Role:

The Headteacher will be responsible for the attainment of key performance indicators for the school, which are wide-ranging and, of course, subject to negotiation and change. Broadly, we would expect targets in line with our ambition to be at least 'Good' as soon as possible

Quality of Education:

- FHS will aspire to achieve outcomes at GCSE in line with FFT Aspire 20 for Progress 8 and Attainment 8 grades
- Attainment for disadvantaged students, looked-after students, EAL students, and those with special needs, particularly in English and Maths: we aspire to raise the attainment levels for these students to the level of their peers

Attendance:

- Percentage to be above national average benchmarks for each year group
- Persistent absence levels to be below national average benchmarks for each year group

Admissions:

- Recruitment will grow year on year

Behaviour and attitudes:

- High levels of measurable engagement in students' attitude to learning
- We aim for zero permanent exclusions.

Destinations:

- All leavers will be in education, training or employment

Satisfaction levels:

- Employers, parents and students are very satisfied by FHS' provision, communication protocols and outcomes
- The local community feels involved with FHS and its students

Financial Performance:

- Sustainable financial position maintained and forecasted
- Ensuring proper use of government money

Level of Disclosure and Barring (DBS) disclosure required:

Enhanced with barred list checks



Academicis

How to apply:

If you wish to discover more about this exciting opportunity, need any further information or you wish to have an informal discussion, please contact our recruitment partner **Emma Colvill** at **Academicis** on ecolvill@academicis.co.uk or **01223 907 979/07733 628155**.

Please email your application form to ecolvill@academicis.co.uk

Closing date: **Noon, Monday 10th January 2022**

Shortlisting meeting: **Thursday 13th January 2022**

Interviews dates: **Wednesday 19th and Thursday 20th January 2022**



Causeway Road, Cinderford
Gloucestershire, GL14 2AZ



SGS Stroud Campus, Stratford Road
Stroud, Gloucestershire GL5 4AH

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