



**Sandhurst School**  
the opportunity to succeed



## Headteacher Appointment Application Pack

Sandhurst School  
Owlsmoor Road, Sandhurst, Berkshire, GU47 0SD TEL: 01344 775 678



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Headteacher  
Debbie Smith B.Ed, NPQH

# Sandhurst School

the opportunity to succeed

Owlsmoor Road, Owlsmoor, Sandhurst, Berkshire GU47 0SD

Tel: (01344)775678

Website: [www.sandhurstschool.org.uk](http://www.sandhurstschool.org.uk)

E-mail: [contactus@sandhurstschool.org.uk](mailto:contactus@sandhurstschool.org.uk)

January 2023

Dear Potential Applicant,

Thank you for your interest in the position of Headteacher at Sandhurst School.

This post has arisen as our present Headteacher is retiring at the end of this academic year after successfully leading our school for 10 years. This has created the opportunity for an individual who will successfully lead and develop Sandhurst School. The new Headteacher will be able to build on the current school strengths and deliver sustained improvement through effective and aspirational leadership.

Sandhurst Secondary School (previously a Bracknell Forest school) has recently joined Corvus Learning Trust and has over 1,100 students currently on roll. We have a dedicated and talented team of staff, which has real ambition for our students, our school and its own professional development. Sandhurst is an inclusive school where we value the contribution of all our students. Our staff work hard to ensure that the school continues to improve and has continually built on the positive OFSTED Report of 2017. We are proud of our strong pastoral and special educational needs provision, which offers the best support and opportunities for all our students to fully participate in their education. This is further supported by an enhanced extra-curricular provision which offers all students the opportunity to enjoy and build cultural capital within their own educational pathway.

The new Headteacher will be a strategic, committed and compassionate leader who possesses the skills and determination to ensure the school offers all students an educational experience of the highest quality. Their vision should include an 11-18 curriculum that challenges and engages all students whilst creating an environment where students and staff feel safe, cared for and motivated to succeed, and where achievements are celebrated.

The Trustees and Governing Body are seeking to appoint a Headteacher with a sense of purpose and drive, who would welcome working collaboratively with colleagues, both within the school, across the Trust and the wider educational community. Our Governing Body is ambitious, supportive and open to new ideas. We are ever-mindful that careful budget planning is essential to maintain appropriate resources, and deliver the best value for all concerned. We believe that effective and consistent school governance working with the Headteacher and Senior Leadership Team is at the heart of an excellent school.

Our vision statement is fully embedded in our school. The focus on 'every child' is a theme that runs through all areas of school life.

***Sandhurst School challenges, supports and inspires every individual to achieve their best; a sense of belonging is encouraged, responsibility is shared and everyone is valued.***

Sandhurst School works hard to serve its community, priding itself on having close links to all our stakeholders and is committed to achieving the best outcomes for all.

We would positively encourage candidates to visit us in order that they may better understand Sandhurst School. Any candidate wishing to visit should contact Claire Read on 01344 775678 or email [clerk@sandhurstschool.org.uk](mailto:clerk@sandhurstschool.org.uk). Please note that any such informal visit is not part of the selection process and will not influence decisions.

We are confident that whoever is successful in securing this post will find job satisfaction through working with a professional, highly motivated and collaborative team at Sandhurst School.

I would like to thank you again for your interest in the post and wish you every success in your application.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'R. Adamson', with a horizontal line underneath.

**Dr Rachel Adamson (Ph.D.)**  
**Chair of Governors**



## An introduction to Corvus Learning Trust

We would like to take this opportunity to tell you about the Trust, how we were formed and how we work together for the benefit of students and staff.

The Trust is a community of like-minded schools and the name 'Corvus', selected by the founding Crowthorne schools, is Latin for crow, as in the village Crowthorne. We enjoy working together in collaboration and sharing good practice whilst retaining our own character and individuality.

Corvus Learning Trust (CLT) was established in January 2018 by Oaklands Infant, Oaklands Junior, Hatch Ride Primary and Edgbarrow School. More recently, Sandhurst School joined us on 1<sup>st</sup> February 2022, and we are currently working with a local secondary school who we hope will also join us in Spring 2023. As a small Trust we are fully committed to our schools, whilst we look for opportunities to grow steadily for the benefit of all of us. We represent and look to improve all phases of education, from Early Years through to Key Stage 5.

Our **vision** is to:

“Deliver an exceptional education to all our young people”

Our **mission** is to:

- Deliver outstanding outcomes
- Achieve sustainable growth
- Provide excellent Trust services

Our Trust Values, which were created from input across the Trust, underpin the way we operate, work together and behave. At the centre of our values is that “We give every young person the opportunity to fulfil their potential” and the way we do this is:

**We are in it together**...with a shared vision by collaborating and supporting to the benefit of us all

**We respect everybody** ... at all times in the way that we listen, talk and behave

**We strive for excellence**...in all we do and aspire to do for ourselves and other others

**Be kind and caring**...demonstrating consideration, tolerance and understanding

**We make responsible decisions**...by taking ownership, being informed and mindful of impact

**Be yourself**...in the knowledge that you are valued

Shared leadership is fundamental to our way of working. We have, therefore, created a structure of teams to facilitate progress, collaboration and school development across the Trust, e.g., Chairs of Governors, Headteachers, Business Managers/finance colleagues and our school development teams who all meet regularly to discuss Trust matters and share best practice. We also bring all of our leaders - Members, Trustees, Governors and SLTs together

biannually to discuss and develop our strategic direction and operational working practices. We are proud of our teamwork and our sense of purpose to provide the best education we can. We believe this is reflected in the quality of our leadership, teaching and outcomes for our pupils.

Our Local Governing Bodies (LGBs) are a sub-committee of the Board of Trustees and, as such, support and influence the leadership of the Trust whilst providing the key role of supporting their school with a particular focus on the strategic direction, financial planning and offering support and challenge to the SLT.

As a former Headteacher, our Chief Executive Officer (CEO) is an experienced leader who has worked with the development and support of Headteachers outside of the Trust and can therefore offer support and guidance to the leadership team of our schools and LGBs.

Our Director of Education supports Headteachers and schools, overseeing a programme of regular meetings with Headteachers and Key Stage Leaders in order to monitor the outcomes for our children through the use of data and discussing intervention strategies for whole year groups or key learning groups to provide the necessary support and challenge. This post also has responsibility of leading our Primary and Secondary Development Teams to create, develop and embed a school development framework across the Trust. We facilitate the sharing of good practice between leaders at all levels in order to improve the quality of education in all our schools.

Our schools are supported by a growing Central Team that offers a range of expertise from school support and development work to finance, Human Resources, school policies etc, building a positive working relationship with colleagues at all levels. The team is led by the CEO who works closely with the Director of Education, Chief Business and Finance Officer (CBFO), and Operations Manager. Our CBFO leads the financial work within the Trust and is in regular contact with School Business Managers and Headteachers where necessary. We also have an Operations Manager who oversees governance, facilities, contracts, risk assessments and health and safety as well as the day-to-day operation of the Trust. Additionally, we are ably supported by our administration team which includes a Policy Clerk and Clerk to the Trustees.

All of our schools are judged by Ofsted as Good or better. Sandhurst School were last judged as Good in 2017. In May 2022, all three primary schools were inspected and all were judged as Good, whilst in November 2022 we were delighted that Edgbarrow School was again judged to be Outstanding.

If you would like further information please contact Janice Sizmur, PA to CEO, [janice.sizmur@corvuslearningtrust.co.uk](mailto:janice.sizmur@corvuslearningtrust.co.uk) or go to our website:

<https://www.corvuslearningtrust.co.uk>

Regards,



**Steve James**  
**Chair of Trustees**

# Making an Application

## The Position

The vacancy is for the Headteacher of Sandhurst School to start in September 2023, or as soon as possible thereafter. We welcome application for existing Headteachers to start in January 2024. This will be a full-time position with a salary in the range of L31 - L35 dependent upon the skills and experience of the successful candidate.

As part of an Academy, the employer for the post is Corvus Learning Trust. Additional information on teaching within the Trust, along with details of staff benefits, can be found on the Trust website: <https://www.corvuslearningtrust.co.uk/>

Please see the Job Description and Person Specification for details of the post and the requirements.

## Application Timetable

<b>School visits welcome:</b>	w/c 6 <sup>th</sup> February 2023
<b>School closed (<i>half term</i>):</b>	w/c 13 <sup>th</sup> February 2023
<b>Closing date for applications:</b>	12noon on Monday 20 <sup>th</sup> February 2023
<b>Shortlisting:</b>	21 <sup>st</sup> and 22 <sup>nd</sup> February 2023
<b>Interviews:</b>	Tuesday 7 <sup>th</sup> and Wednesday 8 <sup>th</sup> March 2023

## Interviews

Candidates selected for interview will be informed by both phone and email after shortlisting. Full details of the interview programme will also be provided. Please be sure to include relevant contact details with your application.

## Visiting the School

Visits to the school are warmly welcomed. We respectfully request that you contact us to arrange a visit within the dates indicated in the above timetable. Please contact Claire Read, Clerk to Governors, via the school office (01344-775678) to arrange an appointment.

# How to Apply

- Complete the online TES application form by clicking on the 'Apply for this job' button at the bottom of the advert
- References will be taken up for shortlisted candidates prior the interview date.
- Sandhurst School is committed to safeguarding and promoting the welfare of students and young people and expect all staff to share this commitment. The successful candidate will be required to undertake an enhanced DBS check.

If you have any queries regarding this application process, please contact Clerk to Governors on 01344-775 678 or [clerk@sandhurstschool.org.uk](mailto:clerk@sandhurstschool.org.uk)

**Deadline for applications is 12 noon on Monday 20<sup>th</sup> February 2023**

## **Please note:**

- Only applications using the online application form will be considered
- Visits to the school are welcome but will have no influence on any part of the selection process
- Any appointment is subject to:
  - Successful, enhanced DBS check
  - Satisfactory references
  - Evidence of right to work in UK
  - A medical check as to satisfactory health
  - Documentary proof of qualifications (originals only)
  - Agreement of the Local Governing Body and ratification by the Trustees of Corvus Learning Trust

# Our School Vision

## Our School Vision Statement

Our vision directs efforts for the long-term success of the school and is born out of extensive consultation with stakeholders:

### Our School Vision Statement

SANDHURST SCHOOL CHALLENGES, SUPPORTS AND INSPIRES EVERY INDIVIDUAL TO ACHIEVE THEIR BEST; A SENSE OF BELONGING IS ENCOURAGED, RESPONSIBILITY IS SHARED AND EVERYONE IS VALUED.

### Our six focus areas to enable realisation of the school vision are:

- Ensure that there is consistent, high quality leadership
- Ensure that there is consistent, high quality teaching
- Ensure that the pastoral system enables delivery of the school vision
- Develop a sustainable medium term plan for the phased maintenance and development of the school facilities and buildings
- Develop a medium term financial and resource outlook and from this develop a 3-5 year financial and resource plan
- Ensure that ICT provision helps to deliver the school vision

# 3 Year Strategic Plan 2021-2024

<p><b>Teaching and Learning</b></p>	<ul style="list-style-type: none"> <li>• To raise standards in teaching and learning so that all teaching is at least good or excellent with high expectations in learning and attainment to meet the needs of all learners.</li> <li>• The highest quality teaching, never less than typically good and with frequently outstanding underpinned by high quality and targeted professional development</li> <li>• Rigorous use of the Sandhurst Standards policy by all teachers, including high quality questioning and planned lesson time dedicated to students reading and responding to that feedback in lessons leads to measurable impact on students' progress. The Sandhurst Standards are met consistently across the school.</li> <li>• Ensure that teachers consistently use assessment information to plan learning that provides high levels of challenge for all students. Teaching to be based around high expectations and careful planning ensuring that every second in the classroom (and outside of the classroom through well-structured and meaningful homework) counts and is uninterrupted by any form of disruption.</li> <li>• Refine the Key Stage 3 curriculum and assessment. Learners helped to mastery by building confidence and resilience, including boys and disadvantaged students.</li> </ul>
<p><b>Outcomes</b></p>	<ul style="list-style-type: none"> <li>• Outstanding and ambitious progress for all our students that compares highly favourably with national and local averages in respect of performance indicators and leaves no group falling behind our highest expectations of attainment.</li> <li>• Where there is underperformance it is identified and addressed quickly to demonstrate rapid improvement. All students to be "Secure" or better in respect of their track grade.</li> <li>• Disadvantaged pupils, boys and upper ability students continue to make rapid progress so their outcomes are equal to others within school and nationally.</li> <li>• To rapidly reduce in-school variation of student progress between subjects and in identified student groups and further develop the role of the Head of House/Tutor in monitoring students' progress.</li> </ul>
<p><b>Curriculum</b></p>	<ul style="list-style-type: none"> <li>• To further develop an inclusive, innovative and diverse curriculum that is supported by systems, processes and delivery focussed on improving outcomes for all students and that provides planned specialised intervention if adequate progress is not being made.</li> </ul>
<p><b>Leadership and Management</b></p>	<ul style="list-style-type: none"> <li>• All leaders will be highly ambitious for the school and demonstrate an uncompromising and relentless drive for excellence and continual improvement in achievement.</li> <li>• To collaborate across schools and other educational settings, including partner schools, working so that we are a confident and secure community, which celebrates individuality and success.</li> <li>• To embed our self-evaluation processes, constantly celebrating our strengths and seeking to improve.</li> <li>• Maximising resources through effective deployment of funds and staffing. Building Work/life balance and staff wellbeing into our work. Designing, implementing and maintaining streamlined and effective systems.</li> </ul>

	<ul style="list-style-type: none"> <li>• High staff morale with accountable, cohesive, consistent leadership and management which is proactive to external change.</li> </ul>
<b>Finance</b>	<ul style="list-style-type: none"> <li>• Continue to work closely with the governing body, ensuring that they are fully informed and can consistently hold school leaders rigorously to account and ensure financial stability, including the effective and efficient management of financial resources (including pupil premium and Year 7 Catch up funding, curriculum costing and staff deployment)</li> </ul>
<b>Behaviour and Attitudes</b>	<ul style="list-style-type: none"> <li>• The highest standards of personal behaviour and individual responsibility, consistently managed at all times in all areas of the school, underpinned by 'Sandhurst Behaviour for Learning'.</li> <li>• Safeguarding to be everyone's responsibility and a regular topic of conversation through sharing information and ensuring that training is appropriate</li> </ul>
<b>Personal Development and Welfare</b>	<ul style="list-style-type: none"> <li>• Provide high quality experiences &amp; opportunities for personal development and wellbeing so pupils can contribute positively to life outside and beyond school.</li> <li>• To continue our drive and focus on raising the life-long aspirations of young people.</li> <li>• To drive a whole school approach to ensure the Careers strategy is in line with the Gatsby Benchmarks and allows clear progression routes for pupils at KS4, at Post 16 and Post 19.</li> <li>• Ensure that the attendance of all students and especially Disadvantaged and SEND students continues to improve.</li> <li>• To maximise opportunities for leadership among our students and promote student voice.</li> <li>• To ensure students attendance is at least in line with the national average with a strong focus on persistent absence.</li> </ul>
<b>Pandemic Recovery</b>	<ul style="list-style-type: none"> <li>• Maintain high morale and staff wellbeing, leading to strong retention at a time of multiple pressures including reduced funding, curriculum reform and issues with teacher supply.</li> <li>• Further Strengthen and develop Careers Education including the essential elements of Career Planning, Careers Information, Work-Related Learning and Employability Skills so that students achieve relevant qualifications and receive the guidance to enable them to choose an FE/HE pathway appropriate to their career plans.</li> </ul>

# 1 Year Development Plan 2022/23

	<b>Objectives / Intent</b>	<b>Success Criteria / Impact</b>
<b>1</b>	<b>Quality of Education: Teaching and Learning</b>	<p>1a - To ensure progress is being made towards department specific T&amp;L objectives</p> <p>1b - To ensure that books and folders are well presented, that demonstrate a clear sequence and narrative of learning, in accordance with the Sandhurst Standard</p> <p>1c - To ensure through the application of assessment, progress is monitored and, where required, interventions are quickly put in place and monitored, in accordance with the Sandhurst Standard</p> <p>1d - To ensure that the responsive teaching policy is being followed, leading to challenging lessons and deeper understanding</p> <p>1e - To ensure high quality CPD is provided to support the individual needs of all staff</p>
<b>2</b>	<b>Behaviour, Attitudes &amp; Personal Development</b> SEMH / Wellbeing/ SMSC	<p>2a - Highly effective pastoral support enables all students to succeed</p> <p>2b.- Students behave consistently well, demonstrating high levels of self control, respect for others and consistently positive attitudes to their education</p> <p>2c - Effective use of tutor time with high standards expected from all students</p> <p>2d - Timely and effective intervention ensure whole school attendance of 96%+ / Persistently absent and other vulnerable students are supported to reintegrate back into school resulting in sustained attendance and participation.</p> <p>2e - Work to enhance students' spiritual, moral, social and cultural development is of an exceptionally high quality</p> <p>2f - Further develop curricular and extracurricular activities that develop character and resilience</p>
<b>3</b>	<b>Quality of Education: Curriculum</b>	<p>3a - The curriculum to reflect the needs of all students providing clear progression, developing learning and resilience, whilst promoting health and well-being</p> <p>3b - Leadership at all levels is held to account for delivering curriculum intent through robust and routine monitoring to secure impact. To focus on quality assurance outcomes for identified subjects. To ensure non subject specialist are supported by subject leaders.</p> <p>3c - Attainment is accurately judged through Milestone Assessment across KS3 and Year 10.</p> <p>3d - Embed a systemic approach to support literacy and reading across the curriculum.</p>

		<p>3e - To make effective use of School Led Tuition and the Recovery Premium by putting in place targeted intervention</p> <p>3f - To establish internal and external career events post COVID, to ensure GATSBY Benchmarks are addressed with a focus on bolstering guidance for SEND students.</p>
	<b>Sixth Form</b>	<p>a - Effective delivery of the KS5 courses to ensure that all students are reaching their potential</p> <p>b - To support students in getting ready for moving on</p> <p>c - To increase recruitment into year 12</p> <p>d - To develop the citizenship programme to better address the needs of the students</p> <p>e - Through Student Voice develop opportunities for students to provide constructive feedback to match their personal and social needs</p>
<b>4</b>	<b>Leadership and Management</b>	<p>4a - To continue to support the mental well-being of students and staff</p> <p>4b- To develop and strengthen the capacity of leadership at all levels and accountability through Performance management at all levels</p> <p>4c - To develop and strengthen the effectiveness and capacity of Sandhurst Board of Governors</p> <p>4d- Effectively support the newly appointed SENCO to lead the provision, policy and practice to support students with additional needs</p> <p>4e - To ensure highly effective and consistent safeguarding practices are in place across the school</p> <p>4f - To ensure timely and effective support is given to all students on the child protection register</p> <p>4g -To ensure Sandhurst School is a safe environment for all students, and sexual harassment , discrimination and bullying are not tolerated in any form</p>

# Job Advert



Headteacher  
Debbie Smith B.Ed, NPQH

## Sandhurst School

the opportunity to succeed

Owlsmoor Road, Owlsmoor, Sandhurst, Berkshire GU47 0SD

Tel: (01344)775678

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E-mail: [contactus@sandhurstschool.org.uk](mailto:contactus@sandhurstschool.org.uk)

11-18 mixed comprehensive

NOR 1,100

<b>POSITION :</b>	<b>Headteacher</b>
<b>CONTRACT TYPE :</b>	<b>Permanent</b>
<b>CONTRACT TERM :</b>	<b>Full Time</b>
<b>LEADERSHIP SCALE :</b>	<b>L31 – L35</b>
<b>START DATE :</b>	<b>1<sup>st</sup> September 2023</b>

### *Our School Vision Statement*

*Sandhurst School challenges, supports and inspires every individual to achieve their best; a sense of belonging is encouraged, responsibility is shared and everyone is valued.*

This exciting opportunity is being offered by the Trustees of Corvus Learning Trust and the Governors of Sandhurst School who are seeking to appoint a new dynamic and enthusiastic Headteacher to lead this school. This appointment will follow the retirement of the current Headteacher who has given thirty-seven years of outstanding school service, including ten in the role of Headteacher.

The school is located in the town of Sandhurst, Berkshire, and is a popular 11-18 mixed comprehensive which has 1,100 students, including a sixth form. Sandhurst School was judged as “Good” by Ofsted in November 2017 who specifically highlighted the school leaders’ commitment to improving pupils’ life chances. Known as a caring and inclusive school, Sandhurst provides a positive and purposeful climate for learning and offers all students an opportunity to succeed. The culture, curriculum, teaching and leadership at all levels enables students of all abilities, to thrive and achieve their very best.

We are looking to recruit a strategic, committed, inspirational and compassionate leader who possesses the leadership skills, drive and determination to ensure the school offers all students an educational experience of the highest quality. Their vision should include an 11-18 curriculum that engages all students whilst creating an environment where students and staff feel safe, cared for and motivated to succeed, and where achievements are celebrated.

Professional, approachable and with an ability to lead and inspire will be key qualities along with an ability to build strong collaborative relationships at both school and Trust level, including the local community. At Trust level purposeful engagement and shared work with those within CLT is required to support the Trust's Vision to "deliver an exceptional education to all of our young people".

Visits to the school are warmly welcomed and encouraged, please contact Claire Read, Clerk to Governors on 01344-775 678 or email [clerk@sandhurstschool.org.uk](mailto:clerk@sandhurstschool.org.uk) to arrange a time to come and meet us before interview.

Corvus Learning Trust and Sandhurst School are committed to safeguarding and promoting the welfare of children and young people. It is essential that all members of staff and volunteers share this commitment. An enhanced DBS disclosure is required for all posts.

**Closing Date: Monday 20<sup>th</sup> February 2023 @ 12noon**

**Interview Dates: Tuesday 7<sup>th</sup> and Wednesday 8<sup>th</sup> March 2023**

For further information regarding this post and an application form please go to:  
<https://www.sandhurstschool.org.uk/vacancies/headteacher>

For further information regarding the school please go to:  
[www.sandhurstschool.org.uk](http://www.sandhurstschool.org.uk)

# Job Description

<b>Post title:</b>	Headteacher
<b>Leadership Scale:</b>	L31 - L35
<b>Notice period:</b>	3 Months
<b>Reports to:</b>	Trust Director of Education & Chair of Local Governing Body (LGB)
<b>Accountable for:</b>	The conduct and performance of the school including its financial management
<b>Responsible for:</b>	Providing the overall leadership, direction and moral purpose of the school

## Main Purpose of the post

- To communicate the school vision and provide strategic leadership through the support of the Trust
- Provide leadership, structures and opportunities for colleagues
- To ensure an outstanding education is provided for students of all abilities and excellent outcomes are delivered through the curriculum, teaching and learning
- Develop positive working relationships to engage students, staff, parents, governors and the local community
- To enable students and staff to grow in a positive learning environment with a sense of community, where students and staff feel cared for, happy and safe
- To ensure that the school is financially viable and funding is available to meet development needs

## Main Responsibilities

### 1. Strategic Direction and Development of the School

- a. Communicate clearly the vision and ethos of the school in line with the Trust and the Schools Vision and Values
- b. Create, deliver, review and lead a School Three Year Strategic Plan and a One Year Development Plan reflecting the school and Trust's priorities
- c. Secure success and improvement for the school through school self-evaluation
- d. Support all staff to achieve the school priorities and targets
- e. Ensure that the structures and management of the school supports the operational and strategic direction
- f. Engage in the strategic development and direction of Corvus Learning Trust

### 2. Leadership and Management

- a. Lead by example and provide inspiration and motivation to the school community
- b. Ensure the well-being, welfare and safeguarding of all students and staff at all times
- c. To lead the financial planning and monitoring of the school budget on an annual basis
- d. Develop innovative approaches to school improvement that challenge thinking and create an aspirational culture of learning across the school
- e. Build and establish effective working relationships with all staff, Governors and Trustees
- f. Create and maintain an effective senior leadership team
- g. Grow and develop your own knowledge of the changing educational landscape to inform

- your strategic thinking
- h. Develop strong and effective partnerships with parents and carers of students
- i. Ensure that recruitment, development and retention of staff is of the highest standard
- j. Ensure the school provides all staff with an effective and efficient performance appraisal system
- k. Setting the highest of standards by holding all staff to account for their professional conduct and performance.
- l. Provide all staff with the opportunity to participate in relevant, challenging and effective Continual Professional Development
- m. Ensure and promote equality, diversity, inclusion, fairness and respect within the school and wider community

### **3. Leading Curriculum and Learning**

- a. Ensure the curriculum offered is relevant, ambitious, engaging and meets the needs of students
- b. To ensure effective learning takes place, that leads to strong outcomes for all groups of learners
- c. To ensure individual staff accountabilities are clearly defined, understood and agreed upon and are subject to rigorous review and evaluation
- d. Ensure the delivery of a personal development programme that enhances the experience and life chances of all students
- e. Ensure that appropriate systems are in place for assessing and monitoring student progress and attainment and that gaps are effectively closed
- f. Create a positive environment where students develop a passion for learning supported by good effective relationships with staff and peers
- g. Ensure an effective system for managing student behaviour is used consistently and positively to deliver outstanding behaviour for learning and to celebrate achievement.
- h. Support effective transition at all key stages
- i. Ensure that learning is at the heart of resource management
- j. To ensure families are kept regularly informed about the progress made by their child.
- k. Collaborate with other Trust schools in order to share best practice

### **4. Wider Engagement**

- a. Build positive working relationships with all Headteachers from Trust schools in order to share best practice and secure economies of scale and best value
- b. Promote effective and collaborative relationships with Local Authority contacts.
- c. Understand the ESFA terms of reference and application process in order to maximise the availability of grants and support building projects
- d. Seek out, encourage and develop mutually beneficial links with local businesses, schools and other appropriate organisations to enhance the profile and reputation of the school and provide future development opportunities for learners
- e. Effectively engage with resource partners to ensure that the additional needs of learners and staff are met
- f. Help to re-establish, following Covid, the School PTA 'Friends of Sandhurst School (FOSS)' for the benefit of the School and the students

### **5. Other:**

- a. Undertake such other duties as are commensurate with the post and which may reasonably be required by the Chair of LGB, Director of Education, CEO or Board of Trustees

This Job description sets out in four domains the main areas of responsibility. The LGB and Trustees of the Corvus Learning Trust will refer to these responsibilities with the Headteacher in developing strategic targets for the school and for the setting of Performance Appraisal objectives.

# Person Specification

	Assessed by Application (A) and/or by Interview (I) / Reference (R)	
	A	I/R
<b>Qualifications &amp; Training</b>		
Bachelor degree or equivalent	✓	
Qualified Teacher Status (QTS)	✓	
Evidence of recent and relevant training and development at Headship level and/or in preparation for Headship	✓	✓
<b>Professional Experience</b>	<b>A</b>	<b>I/R</b>
Substantial experience of excellent teaching at more than one Secondary school	✓	
Successful experience of raising standards in an inclusive Secondary school		✓
Successful experience of working with external agencies, including both public & private sector, at local and national level		✓
Proven track record of working in a senior leadership team	✓	✓
Proven track record in leading and managing staff including building successful teams, sharing & delegating effectively		✓
Proven track record of managing change at a senior level in an educational environment		✓
Experience of conflict resolution related to staffing issues		✓
Successful experience of positive behaviour management and the development of effective student-focused learning in the classroom		✓
Evidence of successful curriculum development along with an understanding of issues associated with option choices and the need for flexibility to meet individual needs		✓
Experience of leading successful professional development as well as coaching and mentoring staff		✓
Experience of successfully observing and evaluating lessons and providing feedback to staff		✓
Evidence of using data benchmarks and feedback to monitor and judge progress and to identify strengths and weaknesses of students and staff		✓
Experience of, and commitment to, providing a wide range of extra-curricular activities		✓
A demonstrable experience of the processes of safeguarding and safer recruitment	✓	✓

Evidence of sound judgement in dealing with financial and budgetary management issues		✓
<b>Personal Qualities &amp; Skills</b>	<b>A</b>	<b>I/R</b>
Ability to set and deliver a clear and inspiring vision		✓
Collaborative and able to forge positive relationships		✓
Articulate and approachable with excellent interpersonal skills, both verbal and written	✓	✓
Effective problem solving skills		✓
Ability to lead, inspire, influence staff, students and the community		✓
Astute and perceptive with strong analytical skills		✓
An ability to use sound judgement to anticipate and resolve conflict		✓
Proactive, innovative and versatile with a high level of drive, energy and enthusiasm		✓
Resilient, reliable and demonstrates integrity		✓
Ability to relate empathetically to and work with parents, carers, staff, students, governors and the wider community		✓
Capacity to retain a sense of balance and equilibrium under pressure		✓
A good sense of humour		✓
Passion and drive to complete a task		✓
Highly organised with an ability to demonstrate good time management and the ability to prioritise effectively		✓
Evidence of adherent to and understanding of the Nolan Principles		✓
An ability to lead by example		✓
<b>Knowledge and understanding</b>	<b>A</b>	<b>I/R</b>
Up-to-date knowledge of KCSIE and best practice safeguarding arrangements to promote the welfare of children.		✓
In depth knowledge and understanding of the wider educational agenda including national policies and educational issues		✓
Knowledge of the National Curriculum, including latest developments, initiatives and current issues and their translation into school improvement plans		✓
Good knowledge of pedagogy, how students learn and teaching styles and the ability to support other teachers to develop their practice.		✓
Understanding of systems to motivate staff in order to provide opportunities for development, thus ensuring succession planning		✓
Understanding of effective strategic, financial and resource management to achieve educational priorities, efficiencies and value for money		✓

Understanding of education and human relations issues and a capacity to work within the statutory framework to resolve HR problems		✓
Knowledge of new technologies, including social media in order to benefit student learning and promote the marketing of the school		✓
Ability to use a variety of data to understand the strengths and weaknesses of the school		✓
An understanding of the statutory and legal framework governing the operation of a school		✓
Understand the importance of a safe, secure school environment		✓
A clear understanding of what constitutes an outstanding school and what needs to be done to achieve and maintain outstanding		✓
Knowledge of appropriate work life balance for self and others		✓
<b>Specific Requirements</b>	<b>A</b>	<b>I/R</b>
Commitment to, and evidence of, promoting diversity and equal opportunities within the school, curriculum and recruitment practice		✓
Demonstrate the suitability to work with children	✓	✓

The school and Trust is committed to safeguarding, Equal Opportunities and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts require an enhanced DBS disclosure.

# School Information

## Background Information

Sandhurst is an 11-18 mixed comprehensive school, situated on the south eastern fringe of Berkshire at the borders of Surrey and Hampshire. Established in 1969, it serves the largely residential areas of Sandhurst, Owlsmoor and College Town, all of which have grown significantly since the school opened. A number of our students are drawn from the nearby Royal Military Academy. We have a friendly and supportive school that aims to encourage its students in the pursuit of excellence and the development of intellectual, social and moral qualities.

There is a wide range of specialist accommodation, including excellent sporting facilities such as floodlit 3G astroturf and hard court, including tennis courts, a gymnasium and sports hall. There is also a boxing gym, fitness studio, outdoor gym and a climbing wall. Our school hall meets the standards of a professional auditorium. This, along with a well-equipped drama studio and music rooms, encourages large numbers of students to participate in school productions and concerts.

The Student Learning Centre is an onsite resource supporting our young people who, from time to time, may have difficulty accessing lessons. This resource also supports students whose social and emotional difficulties require additional support.

We have three curriculum computing teaching rooms, along with three further smaller PC rooms and an open area for independent use of computers. All subject areas have access to mobile laptop trolleys and Chromebooks. These are served by the school's extensive wireless network. Additionally, every classroom is equipped with a digital projector and every teacher has a laptop.

The school's virtual learning environment, Google Classroom, is a valuable resource. It enables parents to support their child with homework and ensures that ICT continues to play a central role in students' experience of a dynamic and relevant curriculum.

## Teaching and Learning

Teaching and learning is organised by department. Subject leaders, working with the Senior Leadership Team, enjoy a collaborative approach to curriculum development. This ensures the successful combination of new approaches with existing good practice. We are inclusive and therefore high priority is given to support students with additional needs, in all classes. Over the past few years we have extended the range of pathways available to students and our priorities at present include personalised learning for every student. We believe that the key to addressing this are harnessing the potential of new technologies, genuinely listening to the student voice and placing Assessment for Learning (AfL) firmly at the heart of curriculum planning.

## **Students and Parents**

The school is organised into four houses, each with a Head and Deputy. The Heads of Houses with the Tutors are responsible for the welfare and progress of the students. Our Sixth Form students remain in houses system. The welfare and progress of students are overseen by the Head of Sixth Form.

Parent information meetings are held regularly. There are also year group evenings when subject teachers meet parents. We encourage parents to contact the school if they have any concerns and to work in partnership with us to achieve successful outcomes for their children. This is monitored by termly progress reports.

Uniform is compulsory for Years 7-11. The Sixth Form do not wear uniform, but are expected to dress appropriately for a school environment.

## **Staff Development**

High priority is placed on the professional development of our staff and we look to meet the training needs of wholeschool, groups and individuals. All staff participate annually in the school performance appraisal process. Staff review their work and discuss objectives with their line manager.

Committees and working parties along with subject and pastoral team meetings enable staff to contribute to the continued development of the school.

High professional standards in both conduct and appearance are expected of all staff.

The school has a no-smoking policy.

## **The School**

We are sensitive to the needs of our staff and students. However, we have high expectations regarding standards of behaviour and appearance. A purposefully working atmosphere is supported by a friendly environment. Highly quality teaching, professionally delivered by passionate, caring staff sets the learning culture and ethos for our students. A culture of mutual respect is encouraged and support through teamwork is a feature of the school.

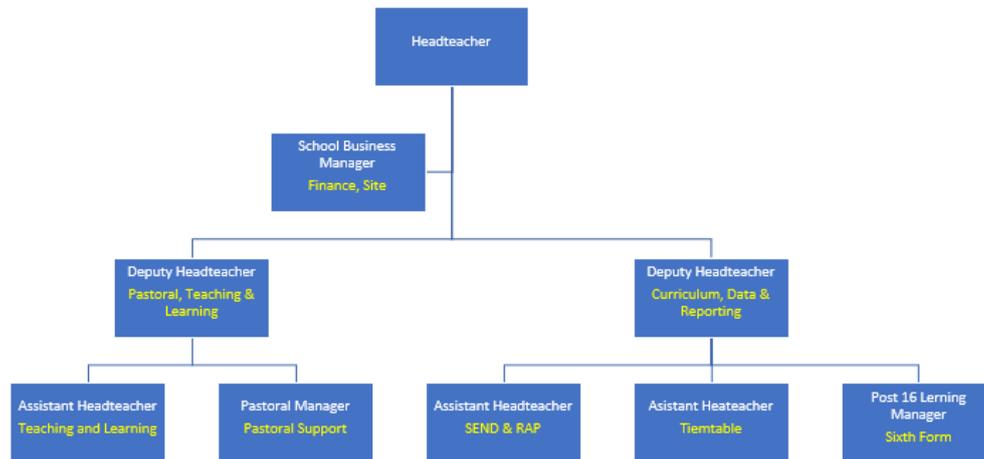
We are a good school and we always seek to improve what we do. Teachers are encouraged to take initiative and to contribute to development activities.

Sandhurst School is a lively community where people enjoy their work.

## Senior Leadership Team

The Senior Leadership Team is responsible for the development of whole school policy and meet weekly.

A comprehensive School Development Plan is prepared annually and monitored consistently throughout the year. Each subject and pastoral team contributes to the improvement plan by drawing up an annual action plan which is similarly monitored throughout the year.



This is led by the Director or Education for Corvus Learning Trust and the LGB of Sandhurst school. Targets are reviewed and set in November with a mid-year review in February.

## Pastoral

A well established House system supports Pastoral care at Sandhurst School. A dedicated team work together daily to support and encourage Sandhurst students to achieve their best. A variety of outside agencies support the team in delivering excellent pastoral care.

The House Systems offers students the opportunity to belong, take part in a range of activities and share their achievements. Each House has 10 tutor groups, two per year group. Students have a 30 minute session with their form tutor every day to ensure they are supported throughout their time at Sandhurst School.

Friendly competition leads to students participating in a number of activities and showing great loyalty to their House as they collect house points. House assemblies are held once every half-term with prizes awarded. We encourage healthy competition between the houses. There is always great excitement at the end of each term as a wholeschool assembly witnesses the awarding of the trophy to the winning house.

## School Council

The School Council meets on a regular basis in house groups to discuss school issues. The Senior Student Team have an integral role in the running of the school council, with House Captains leading the KS3/4 meetings. The Head Boy and Girl will report on these meeting to the Headteacher and Governors.

## Curriculum

Students follow the National Curriculum and study a broad range of subjects over a two-week timetable consisting of 50 one hour lessons. This allows students to demonstrate their individual talents, whilst providing a sound basis for further study and for success in later life. All lessons are 1 hour long and there are 5 hours a day. School starts at 8.30am with morning registration with the end of the day at 3:00pm.

### Key Stage three: Years 7 to 9

Students study English, Mathematics, Science, Modern Foreign Language, Design & Technology, Cooking & Nutrition, History, Geography, Art, Music, Drama, Physical Education, LIFE – Learning, Identity, Faith and Ethics (Religious Education, Sex, Relationships and Health Education), Computing.

In Year 7, students in need of literacy or numeracy support are withdrawn from languages for the first two rotations and given additional support before entering the third rotation, allowing them to follow language courses in Years 8 and 9.

### Key Stage four: Years 10 and 11

All students study core subjects: English Language, English Literature, maths and science, core PE and PSHSE (including Religious Studies). Students will also need to study an EBacc subject of either geography, history, computer science, German, Spanish, French or triple science.

In addition, students may choose a further three option subjects that they wish to study in KS4 from the following GCSEs available and/or Level 2 courses.

### GCSEs (offered for September 2023)

Fine Art	Geography
Photography & Lens Based Media	History
Business	Computing
Citizenship	Languages (French and Spanish)
Design & Technology	Music
Drama	Physical Education
Food Preparation and Nutrition	Religious Studies
	Triple Science: Biology, Chemistry, Physics

### L2 Courses (offered for September 2023)

WJEC - Hospitality & Catering	OCR - Creative iMedia
Cambridge National - Child Development	City & Guilds Technical Award - Hair and Beauty
BTEC - Health and Social Care	

## **Pathways**

We recognise all students have their own range of talents, ways of learning and interests, they therefore need to be given the opportunity to follow a range of courses which will see them gain as much success as possible. We understand and acknowledge that a minority of our students may need to follow an alternative pathway.

### **Sixth Form: Years 12 and 13**

In Years 12 and 13 students generally follow three subjects, heading to a full A Level qualification and/or Level 3 qualifications.

#### **A Level Courses (offered for September 2023)**

Art & Design: Fine Art	Mathematics
Art & Design: Photography	Media Studies
Business	Politics
Computer Science	Psychology
English Literature	Biology
Geography	Chemistry
History	Physics
Mathematical Studies (AS Level)	Sociology
Drama & Theatre	Extended Project
Modern Foreign Languages	Music
Philosophy, Religion & Ethics	

#### **L3 Courses (offered for September 2023)**

BTEC – Applied Science  
BTEC - Criminology  
WJEC – Food Science & Nutrition  
Cambridge Technical - Sport & Physical Activity  
BTEC - Health & Social Care  
BTEC - Digital Media

### **Enrichment Opportunities**

All students have an opportunity to participate in a full range of enrichment and extra-curricular activities such as sports, school productions, department based clubs as well as Duke of Edinburgh Award.

## School Examination Results

Despite the 2022 cohort being impacted more than any other year group the following examined results were either in line with those of 2019 or higher. We are especially pleased that for some of our students who found the pandemic particularly challenging, that with support they were able to successfully move on to post 16 courses. This was only possible due to the tailored curriculum that was put in place to meet their needs.

### Key Stage 4 Examination Results

	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Number of Students	181	205	196	194
4+ English and Maths %	67	72	72	68
5+ English and Maths %	39	48	58	44
Total Attainment 8 %	46.1	51	53	47.9
Average Grade	4.6	5.1	5.3	4.8
Average Total Progress 8	-0.18	-	-	-0.34
Achieving the E-BACC %	16	18	28	9

### Key Stage 5 Examination Results

	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
A*-B Grades %	36	35	44	10
A*- E Grades %	96	100	100	100
Average Grade A Level	C	C	B	D
Average Grade Applied General	Distinction	Distinction	Distinction	Merit
Average Grade Technical	Distinction	Distinction	Distinction	Pass
Progress A Level	-0.17	0.18	1.19	-0.17
Progress Applied General	0.52	0.18	0.54	0.51
Progress Technical	-	-	-	-
Student Retention %	99	99	99	99

### Key Stage 5 - Student Progress in Level 2 English and Maths

	<b>English 2019</b>	<b>Maths 2019</b>	<b>English 2020</b>	<b>Maths 2020</b>	<b>English 2021</b>	<b>Maths 2021</b>	<b>English 2022</b>	<b>Maths 2022</b>
Number of Students	0	3	1	1	3	5	1	4
Sandhurst School	-	Suppressed	-0.5	0.83	1.67	1.33	1	-1
BFC Average	0.13	0.17	n/a	n/a	n/a	n/a	TBR	TBR
England Average	0.13	0.08	n/a	n/a	n/a	n/a	TBR	TBR

## School Charity - Reaching Rwanda

Sandhurst School supports this charity which focusses on a school in Rwanda. Over the past decade more than 150 participants have taken part in the bi-annual visit to support ongoing projects. We are very proud this charity work has led, in part, to the school being awarded Beacon Status in Holocaust Education. We have raised over £100,000 since its inception. For further details please see Reaching Rwanda on our website

<https://sandhurstschool.org.uk/reaching-rwanda/>

## Governance

The Establishment of the Local Governing Body (LGB) of Sandhurst School consists of 14 governors:

10 Academy Co-opted Governors	- appointed by the local governing body
2 Parent Governors	- elected by ballot of parents
1 Staff Governor	- elected by ballot of school staff
Headteacher	- ex officio

The LGB have three sub-committees; Staffing and Student Support, Curriculum and Finance, IT & Resources, these committees meet once a term. The full LGB meet five times a year, one of which is to sign off the budget.

The meetings take place on Thursdays at 4.15pm to 6:00pm and are scheduled in the summer term ready for the next academic year.

The Chair of Governors has been in position for 2 years and our Governing Body is growing in number. Our members are a mix of experienced with new governors bringing a range of skills to the board along with a commitment to ensuring support for the staff and the best outcomes for our students.

As a governing board we are committed to supporting the school and Headteacher. We work to add value around school vision, strategic direction and financial stability.

The governors are particularly proud of our school community and how our house system encourages students to work and support each other and create a sense of belonging. Furthermore, the everyday application of pastoral support permeates through the school with all staff and governors having a 'student first' focus. We are fortunate, the clear messaging that comes from our leaders within the school helps everyone to focus on doing their best to support each other whether they are staff, students or visitors from our wider community.

# Additional Information

## **Sandhurst School**

We are very proud of our school. For further information please visit our website

[www.sandhurstschool.org.uk](http://www.sandhurstschool.org.uk)

## **School Prospectus**

We produce a prospectus for all our Year 6 pupils and families who visit us at our Open Evening in the autumn term. We also have a Sixth Form prospectus for our Year 11 students which is available at our Sixth Form Open Evening. For further information please see:

<https://sandhurstschool.org.uk/about-us/prospectus/>

<https://sandhurstschool.org.uk/6th-form/about-6th-form/>

## **School Newsletters**

Each week we produce a school newsletter which is shared with stakeholders. This focus' on and celebrates student, staff and school achievements. The newsletter reflects the culture and ethos of the school and we are very proud of this weekly update. For further information please see <https://sandhurstschool.org.uk/latest-news/>

## **Ofsted Report – November 2017**

Our last Ofsted Report was in November 2017 when the school judged as Good.

The core findings were:

- “The Headteacher, leaders and governors are committed to improving pupils’ life chances”
- “Pupils’ conduct is typically good and they treat one another with respect”
- “Pupils feel safe and are kept safe”
- “Pupils are well looked after and are provided with the opportunity to succeed”
- “Strong relationships exist between staff and pupils”

For further information <https://reports.ofsted.gov.uk/provider/23/110068>

## **Corvus Learning Trust**

Sandhurst School has been a member of Corvus Learning Trust since 1<sup>st</sup> February 2022. Over this time we have enjoyed some of the benefits of working within a Multi Academy Trust and value the relations we are developing.

## **Virtual Tour of Sandhurst School**

These virtual tours were produced as an introduction to Sandhurst School for our prospective parents during Covid, when they were unable to visit in person. We hope this gives you a good feel for our school.

[Virtual Tour 1 – Sandhurst School](#)

[Virtual Tour 2 – Sandhurst School](#)

## **Finally**

We do hope that the information pack we have provided will help you in your application for the post of Headteacher.

If you require any further information, please don't hesitate in contacting [clerk@sandhurstschool.org.uk](mailto:clerk@sandhurstschool.org.uk)

We look forward to hearing from you and wish you every success in this process.