

FULNECK SCHOOL

PRINCIPAL CANDIDATE BRIEF



BACKGROUND

What makes a Fulneck pupil stand out?

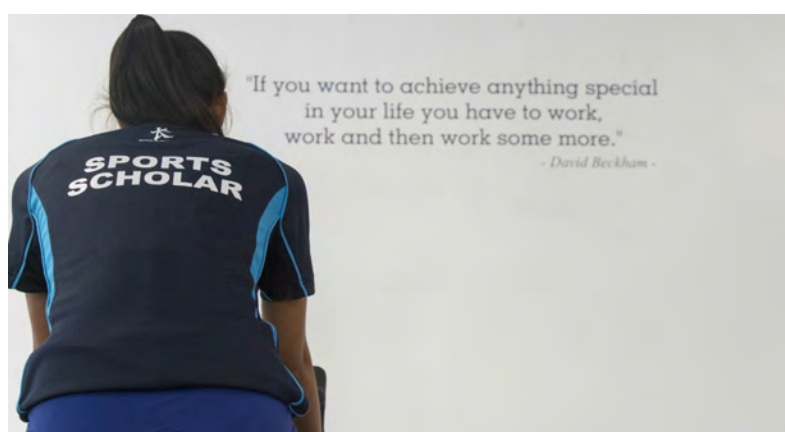
Some people achieve amazing things in their lives. Recently, Fulneck School pupils voted for their greatest ever former Fulneck School pupil. The competition was steep, with a field that included a Prime Minister, a Nobel Prize winner and a star of Game of Thrones!

The winner – Benjamin Latrobe – may not be a household name today but as one of the architects of Washington DC he certainly made a contribution to international society!

A Fulneck education opens doors for its pupils, giving them the tools and skills they need to approach the next stage of their careers with confidence and enthusiasm. Our committed and expert staff inspire our pupils to gain a love of learning, an inquisitive mind, the confidence to try new things and old-fashioned Yorkshire grit to pick themselves up if at first they don't succeed.

Opened in 1753 as part of the Moravian settlement of Fulneck, the School retains its Christian roots and emphasises the values of kindness, service and enterprise. Today, the School community contains people of all faiths and none.

Where we differ from other schools, however, is in our emphasis on making a positive contribution to the society around us, whether that be in West Yorkshire, the UK or further afield like Benjamin Latrobe. Our pupils are outward-looking, empathetic and humble. We are a diverse yet close-knit community with a family feel to it. The welcome you will receive is incredibly warm – do come and experience it for yourself.



STRATEGIC EDUCATION VISION

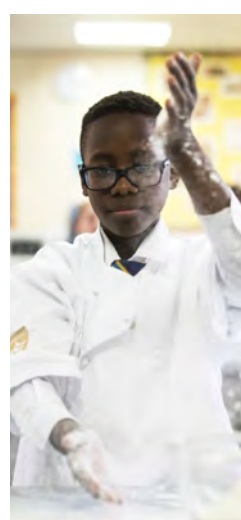
VISION AND ETHOS

FULNECK FULFILS

Fulneck School aims to become the leading small independent school in the UK. We fulfil the potential of our pupils across a range of academic and non-academic pursuits, regardless of prior achievement.

We have an inspirational natural environment utilised imaginatively to develop physical and mental resilience, and a nurturing, warm, family-feel community that prepares pupils for their future lives and careers.

Fulneck pupils are offered a first class start to life which emphasises responsibility for self and others.



VALUES

“Work hard”: Fulneck pupils who work hard at all they do to meet our high expectations. We have a broad curriculum that satisfies the needs of all our learners and we promote a love of learning, valuing the process and not just the results.

“Be kind”: Fulneck pupils recognise the importance of compassion, humility and empathy and display these characteristics in their daily lives.

“Be useful”: our founders believed in moral responsibility and social action. Fulneck pupils know there is more to life than self and continue to make a positive difference to wider society.

“Go well”: Fulneck pupils thrive on a diverse range of activities that develop their character, instil confidence and maintain their physical and mental well-being.

AIMS AND STRATEGIC OBJECTIVES

Fulneck School's 5 Year Strategy is built around 5 key pillars

Pupil Achievement

A forward-thinking academic curriculum that meets the needs of all pupils and a total curriculum that enables pupils to develop transferable skills to meet their future needs.

Pupil Development and Well-being

Mental and physical good health prioritised and proactively managed. Pupils educated to understand their responsibility for the world around them and equipped to make a difference.

Staff Development and Well-being

A community of life-long learners committed to professional development. All staff offered opportunities for maintaining good physical and mental health.

Leadership and Governance

Demanding that all members of our community strive for excellence. Ensuring that Fulneck School remains excellent value for money.

Business Development

An inspirational environment, in and outside the classroom, enabling pupils to develop their skills and key characteristics. Modern Boarding House facilities that attract a diverse range of UK and international pupils.



FULNECK PRE-SCHOOL & JUNIORS



Fulneck welcomes children into Pre-School from the term of their third birthday. The majority of our children then move into our Reception class and continue their journey through the school.

The teaching team possesses vast experience, both of Fulneck School and of other maintained primary schools. They are assisted in each class by an experienced TA or HLTA.

Fulneck School does not participate in SATS, but does measure the progress of its children through PiRA and PU-MA standardised assessments. Ultimately, Year 6 pupils take the Senior School entrance assessment, alongside pupils from a large number of primary schools, based on verbal and non-verbal reasoning, and maths. Junior School pupils regularly attain academic scholarships to the Senior School.

Most teaching is carried out by the class teacher. However, as pupils reach years 5 and 6, largely to aid with transition, some lessons are taught by subject-specialist Senior School staff, including Design and Technology, Science and Music.

As an independent school, we do not have to follow the National Curriculum and are free to innovate as we see fit. A review is currently taking place into the teaching of literacy skills and a similar process is due to start for numeracy in September 2021.

We are a progressive school and keen to avoid any sense of complacency in our teaching and learning. However, it will remain central to our ethos that pupils experience the thrills of creative and performing arts as well as the core subjects.

Our pupils benefit from a strong extra-curricular programme which helps to prepare the pupils for the all-round educational philosophy of the Senior School, as well as starting to educate our children on how to look after themselves physically and mentally.

Mirroring the Senior School, netball, football and cricket are our main team sports once the children have learnt the basic skills. We are currently placing more emphasis on music and will be increasing the number of pupils taking instrumental lessons from September 2021.

FULNECK SENIOR SCHOOL



In our vibrant Senior School, we are committed to developing the best possible learning experiences—in and out of the classroom—for our pupils.

We nurture young people who thrive as independent, confident and happy young citizens. We remain explicit in our demands that the children live our “Work hard, be kind” motto, but also start to emphasise the impact that they can have on the world around them—“be useful”.

With passion and outstanding subject knowledge, our teaching staff ensures that every pupil is treated as an individual and we all work together to maximise potential.

At Key Stage 3, the curriculum remains broad, with all pupils studying the humanities and creative and performing arts in addition to the core of English, Maths and Science.

This approach reflects a central theme of the School: there is no “Fulneck product”. We encourage our pupils to follow their passions and develop their interests, whatever they may be. The range of our leavers’ destinations ultimately reflects that diversity.

At Key Stage 4, all pupils study English, Maths and the three Sciences (either separately or as the double award depending on prior attainment). In addition, pupils choose three options. For some pupils, that might include further time in our award-winning Learning Support Unit.

Our extensive extra-curricular programme allows pupils to develop their interests as well as leadership and team-work skills. All pupils have one afternoon of games per week but must also commit to another club or society which range from music and drama to cross-country and debating. With so many concerns around physical and mental well-being worldwide, we skill our pupils to “go well”.

Our performance sports are football and cricket for the boys and netball and cricket or rounders for the girls. Regular musical and drama productions take place each year and a large number of pupils also take individual music lessons.



FULNECK SIXTH FORM

The Sixth Form is a time of both change and continuity at Fulneck.

Continuity

Our curriculum remains broad with pupils able to choose between traditional A Levels, vocational Btecs or a mixture of the two.

Pupils remain in one of our three Day Houses and retain close contact with their tutors as well as the Head and Assistant Head of Sixth Form who guide the pupils through the academic challenges.

Pupils remain committed to our extensive extra-curricular programme and take up leadership positions within the School.

Class sizes are small. It is not uncommon for classes to have a handful of pupils, permitting a close and personalised learning environment.

Overseas trip and tours remain an exciting part of our provision. Regular sporting, skiing, musical and cultural trips worldwide provide our pupils with some of the best memories of their school days.

Change

The Sixth Form has its own recently refurbished centre with rooms for study and social activity. Pupils also move out of their uniforms and instead have a business dress code.

The Sixth Form is also the stage at which we attract the majority of our boarding pupils. Young adults arrive from around the world—currently 16 different nations, including Russia, China, Nigeria, Brazil, Germany and Spain, adding further to our much-valued cultural diversity.

Pastoral care remains a key priority for Sixth Formers. Although they may be getting more independent, pressures around careers, for example, intensify and our whole-school welfare team, including the School Nurse, remain a significant part of school life.



THE ROLE

The Principal of the School provides professional leadership and management for the school which secures its financial viability, success and improvement, ensuring high quality all-round education for all its pupils and good standards of learning and achievement.

KEY AREAS OF RESPONSIBILITY

STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL

- To provide inspiring, challenging and purposeful leadership, direction and vision for the staff and pupils.
- To work in partnership with the governing body, staff and parents, generating the aims and objectives which will underpin the school and policies for their implementation.
- To sustain the School's ethos and values and provide educational vision and direction which will secure effective teaching, successful learning and achievement by pupils as well as sustaining improvement in their spiritual, moral, cultural, mental and physical development, helping to prepare them for the opportunities, responsibilities and experiences of adult life.
- To review the 5 Year Strategy and write annual improvement plans to secure continuous school improvement.
- To monitor and evaluate the performance of the school, identifying priorities for continuous improvement, responding and reporting to the governing body as required.
- To ensure that management, finances, organisation and administration of the school support its vision and aims.
- To ensure that school policies and practices take account of national, local and school requirements.
- To monitor, evaluate and review the impact of policies, priorities and targets of the School in practice, and take action if necessary.
- To ensure that all those involved in the School are committed to its aims, motivated to achieve them, and involved in meeting long, medium and short term objectives and targets which secure the educational success of the school.

- To ensure the School remains compliant with all statutory regulations and relevant legislation.
- To think creatively to anticipate and solve problems.

MARKETING AND PUPIL RECRUITMENT

- To be the 'Public Face' of the school, fronting events such as assemblies, Speech Day and Open Days
- To work closely with the Director of Business Development in developing the School's strategic marketing plan.
- To work with the Admissions Officer in monitoring the recruitment of day and boarding pupils.
- To meet prospective pupils and their parents.
- To maintain contact with other Heads by attending meetings of the Society of Heads and other local support networks.
- To oversee the marketing of the school to the current parent body including the compilation of regular newsletters.
- To support the work of the Parents and Friends' Association and the Fulneck Former Pupils' Association.



THE ROLE

TEACHING AND LEARNING

- To ensure the maintenance of a successful and stimulating learning culture that promotes and secures outstanding teaching, effective learning, high standards of achievement and excellent behaviour in which students feel engaged and fulfilled.
- To determine, organise, implement and monitor the curriculum and its assessment and ensure that statutory requirements are met.
- To monitor, analyse and evaluate the quality of teaching and learning and standards of achievement of all pupils in the school through appropriate methods, including the use of data and bench-marking to monitor progress of every child's learning.
- To ensure that pupils develop study skills in order to learn more effectively and with increasing independence.
- To determine, organise and implement a policy for the personal, social and moral development of pupils.
- To determine and implement positive strategies and programmes which ensure excellent pupil behaviour and discipline and give support and clear guidance on exclusions.
- To promote extra-curricular activities in accordance with the educational aims of the School.
- To develop and maintain effective links with the wider community including business and industry, to extend the curriculum, enhance teaching and learning and support the improvement of pupils' achievement and personal development.
- To promote excellence, equality and high expectations for all students, articulating high expectations and setting stretching targets for the whole community.
- To demonstrate the principles and practice of effective teaching and learning, initiating and supporting research and debate about effective learning and teaching and so develop relevant strategies for improving performance.
- To determine and implement a diverse, flexible curriculum and implement an effective assessment framework.
- To be able to take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.

LEADING AND MANAGING STAFF

- To plan, monitor, challenge and evaluate work undertaken by groups and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with conditions of employment.
- To maximise the contribution of staff to improve the quality of education provided, both within the classroom and in extra-curricular activities.
- To implement and sustain effective systems for the management of staff performance, incorporating performance management and target setting.
- To promote and monitor the continuing professional development of staff, including the induction of newly qualified teachers.
- To ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service of teachers, including those of the Principal.
- To ensure that the Vice Principals or Head of the Junior School assume responsibility for the discharge of the Principal's function at any time when absent from school.
- To continue the development of good working relationships with governors, staff, pupils, parents and the community.
- To foster an open, fair and equitable culture in which any conflict is sensitively managed.



THE ROLE

DEPLOYMENT OF STAFF AND RESOURCES

- To work with governors and senior colleagues to recruit and retain staff of the highest quality.
- To work with the Bursar in monitoring the arrangements for the maintenance, security and effective supervision of the school buildings, their contents and the grounds.
- To set appropriate priorities for expenditure, allocation of funds and effective administration and control.
- To manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum, the boarding pupils and health and safety regulations.
- To work with senior colleagues to deploy and develop all staff effectively in order to maintain and improve the quality of education provided.
- To manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.
- To ensure that appropriate risk assessments are undertaken before sanctioning school visits and participation in any potentially hazardous activity.

ACCOUNTABILITY

- To continue to develop an organisation in which all the staff recognise that they are accountable for the success of the school.
- To present a coherent and accurate account of the School's performance in a form appropriate to the range of audiences, including governors, staff, parents, the local community and ISI.
- To ensure that parents and pupils are well informed about the curriculum, attainment and levels of progress.
- To provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.
- To carry out any such duties as may be reasonably required by the governing body.

SAFEGUARDING CHILDREN AND SAFER RECRUITMENT

- To oversee all staff recruitment and appropriate employment checks, ensuring that the SCR (single central record) is accurate, up to date and compliant with ISI and DfE regulations.
- To ensure that the policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- To ensure that sufficient resources and time are allocated to enable the designated leads and other staff to discharge their responsibilities of Child Protection.
- To ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.
- To have the highest expectations for every pupil and member of staff.



THE PERSON

We are seeking an inspirational person to drive Fulneck School to become a leading small independent school.

- Qualified, experienced and successful teacher at primary or secondary school level.
- An excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.
- Experience of school leadership at Headteacher or Deputy Head level.
- Proven track record of positive outcomes for pupils.
- The approach of a life-long learner.
- Willingness to engage with current educational research in order to improve practice within the school.
- Understanding of the characteristics of effective teaching and learning and how improvement can be achieved.
- Be a strong and sincere public speaker able to address a variety of audiences effectively.
- Proven ability to develop positive relationships with all stakeholders.
- Ambitious for the school to become and remain in the forefront of educational thinking and practice, both locally and more widely.
- A good communicator with excellent interpersonal skills.
- Supporter of the School's wide extra-curricular and pastoral programmes.
- Become part of a community that celebrates diversity.
- Experience of work with the international boarding market is desirable.
- Have a deep commitment to partnerships and bursaries – with a strong sense of social responsibility
- Financially and commercially astute



In return, Fulneck School provides an enviable environment in which to work. Our pupils are ambitious, enthusiastic and kind, and our parent body, including an exceptional PFA, is remarkably supportive. Our teaching staff is experienced in a range of educational settings and much loved by our pupils. They are supported in class by an incredible team of LSAs. Our Estates team works incredibly hard to maintain our unique facilities.

The starting salary will be commensurate with the experience and qualifications of the appointed candidate. All staff at Fulneck School qualify for fee reduction for their children. Currently, this equates to 75% reduction on one child and 80% when more than one. There is complementary use of the School's fitness suite, dining room for lunch and car park.

HOW TO APPLY

Candidates are welcome to contact the current Principal for an informal and confidential conversation or pre-application visit. Paul Taylor can be reached at pct@fulneckschool.co.uk or on 0113 257 0235.

Closing date for applications is mid-day on Friday 30th April 2021

Interviews will take place prior to May half-term 2021 (preferably on site, dependent on the Covid situation)

Start date to be negotiated with the successful candidate.

Only a completed Fulneck School application form and accompanying letter, explaining how the job description and person specification are met, can be accepted. Please return documentation to the Principal's PA at alb@fulneckschool.co.uk

The supporting letter should be addressed to the Chair of Governors, Mrs Lesley Jordan.

Fulneck School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The successful applicant will be required to undertake an enhanced disclosure via the DBS and show proof of right to work in the UK.

