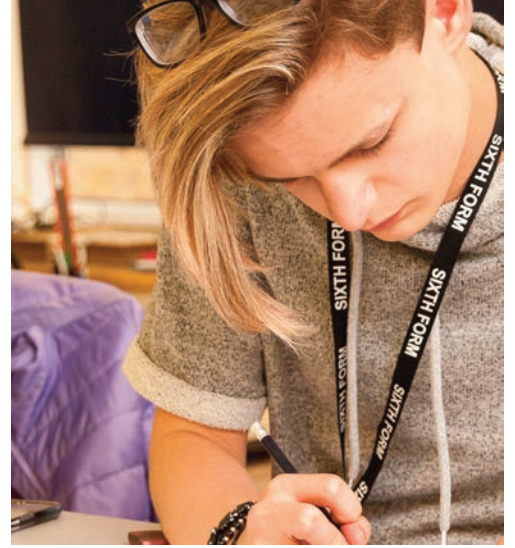


**THE RADCLIFFE SCHOOL**  
INSPIRE AND ACHIEVE



# Headteacher

Candidate information





### Welcome from the Chair of Governors

On behalf of the Governing Body of The Radcliffe School, I would like to thank you for your interest in the headship at our school. Our current headteacher, Nabil Chaaban, has led the school over the last three years and has shown strong and effective leadership to establish the school as a highly successful and over-subscribed institution.

Nabil has always had a wide range of interests in education and is leaving to pursue his career in new areas. He has generously given us a year's notice to enable us to carry out a rigorous recruitment process to appoint his successor.

We are currently a school that Requires Improvement. However, the 2015 Inspection Report recognised that the effectiveness of Leadership and Management, and Pupils' Personal Development and Welfare were all Good. We are looking for a new leader with the combination of vision and strategic thinking to take us into the future, from September 2018 or sooner. Thank you once more for your interest.

**Paul Critchley**  
Chair of Governors

### The school has the following strengths

- *The headteacher, supported by an effective senior leadership team and a dedicated staff, has determinedly made many changes that have improved the school.*
- *Subject leaders' monitoring and evaluation of teaching, learning and assessment have led to some good improvements in teaching.*
- *The school's work to safeguard pupils is strong.*
- *Pupils' personal development, welfare and behaviour are good.*
- *Governors rigorously hold the school's leaders to account. They effectively combine high levels of support with keen scrutiny and challenge.*
- *Strong leadership is ensuring that pupils make good progress in most subjects in 16–19 study programmes.*

*Ofsted, 2015*

### Our ethos

At the heart of our work is a desire to see all our young people develop their gifts and talents to their full potential – being the best they can be. Every student has something special to offer and it is important to let this gift shine and flourish, be this in academic study, on the sports field, in the creative arena or any other aspect of school life.

'Being the best you can be' also affects how we see ourselves and how we relate to others. Therefore, our school is characterised by the values of respect, dignity and community. Within this context our students can grow into confident, successful young adults.



### Our Mission Statement

The Radcliffe School will encourage excellence and achievement through the breadth of opportunity available, the high quality of teaching and learning and the motivation that comes from excellent relationships between staff and students. The school offers a curriculum which provides challenge and rigour to the full ability range and offers personalised learning routes to enable all students to fulfil their potential.

Through a vibrant curriculum, a wealth of extra-curricular activities and many opportunities to develop student leadership, we ensure students are well prepared for college and university, keen to make a positive difference to the world in which they live. Helping students become 'the best they can be', is the hallmark of all our work. So in lessons, you will find students engaged, eager to learn and achieving the highest standards. Beyond the curriculum, there is a rich offer of activities, helping students develop confidence, teamwork and commitment.





## About The Radcliffe School

The Radcliffe School is an over-subscribed comprehensive school on the northern edge of Milton Keynes. The proportion of students known to be eligible for the Pupil Premium is above average, as is the proportion who speak English as an additional language. The proportion identified with special educational needs and/or disabilities is well above average, and a smaller proportion than average of these students has a statement of special educational needs. The school has an additionally resourced provision for students on the autistic spectrum. The proportion of students from minority ethnic heritages is significantly higher than average, with the largest groups from Pakistani, Other White and Black African backgrounds.

## The school now and in the future

The Radcliffe is a continually improving school. The majority of our students make at least good progress from their starting points, with many students making exceptional progress by the end of Year 11. But we are never complacent and there remain significant challenges. Our cohorts fluctuate year-to-year and we serve a diverse community, ranging from rural locations to urban areas in which there is significant deprivation. Our success is built upon a total commitment to raising the aspirations of all.

Our Sixth Form grows from year to year and increasing numbers of students choose to stay on. We strongly encourage students to aim high and many go on the higher education. Virtually all gain places at their first-choice universities.

The school's extra-curricular programme enables students to:

- participate in a series of previously inaccessible activities
- become accredited with nationally recognised qualifications
- use the qualifications to volunteer within the school and local community
- 'stand out in the crowd' when applying for employment or further education

Parents, carers, students and staff are highly supportive of the school's vision. The school has worked in partnership with students, staff, parents and carers to revise the school's mission statement and form a view of the kind of school we all want The Radcliffe to be. We have an excellent reputation in the local community and the wider area. We are now oversubscribed each year.

The Local Authority has asked the Governing Body to consider expanding the school to a ten form entry and this will be going out for consultation in September 2017.

### *Personal development and welfare is good*

- *The school's work to promote pupils' personal development and welfare is good. In most lessons pupils display positive attitudes to learning and try hard. The majority of pupils spoken to by inspectors are keen to succeed and relish the high ambitions the headteacher and the staff have for them.*
- *Pupils are explicitly taught the attitudes and approaches they need to succeed in their studies. In most lessons, inspectors observed pupils demonstrating these. For example, a pupil in an English class added to the advice given by his teacher on how they could best work independently by confidently suggesting to his classmates that they should make use of the quotations from Shakespeare displayed in the room. The teacher further developed his and the class's understanding by asking him to explain precisely why this would help pupils to become more confident learners.*

*Ofsted, 2015*



## School leadership based on partnership and challenge

The Governing Body at The Radcliffe School works in a close partnership with the Senior Leadership Team, with the Deputies and Assistant Headteachers attending Governing Body meetings. Governors have a formidable set of skills, including Governors with professional backgrounds in business, education, academia and children's services. We use these skills effectively to challenge and support one another.

While we are proud of our successes, we are never satisfied and the next few years will see developments designed to make the school a leading-edge institution. We continue to make significant investments in ICT and in a substantial building programme. The Radcliffe School is continually exploring opportunities to develop the curriculum and extend learning outside the constraints of the classroom walls. We firmly believe that this is a key factor in motivating and engaging students in making direct connections between their curriculum and the world with which they are engaged on a day-to-day basis.

## Additionally Resourced Provision

### Specialising in Social and Communication Difficulties

We are a highly inclusive school and expect the best from everyone. We took the lead in establishing, on behalf of the local authority, an Additionally Resourced Provision for students on the autistic spectrum; this provision admits five new students a year and is flourishing. We have a higher-than-average proportion of students eligible for the pupil premium and have significantly narrowed the attainment gap when comparing their outcomes to those of other students. Our senior leaders rigorously track students' progress and the quality of teaching and learning. We set very high standards for staff and this has led to a continually improving teaching profile, with an increasing proportion of outstanding teaching.

## The School of choice for the local community

This is an exciting time to join our school. Together we strive to develop a stimulating, innovative and creative learning environment where the success and well-being of each student is at the heart of what we do. We continue to build upon our successes and learn from our mistakes, sharing good practice, honing our skills and maintaining a relentless focus on what's important. Our students.

### 16 to 19 study programmes are good

- *Leaders of 16–19 study programmes are enthusiastic and determined and they know their pupils well. The Head of Sixth Form carefully monitors pupils' progress in their study programmes. She ensures an effective range of support measures are delivered by subject teachers and form tutors for any pupils who start to fall behind in their learning. Consequently, pupils feel extremely well cared for and they take a pride in their Sixth Form.*
- *The school provides very effective careers guidance and a suitable range of study pathways with clear routes to further study or employment. All pupils progress to further education, training or employment in their chosen fields with increasing numbers progressing to the top universities.*
- *Teaching in the Sixth Form is good. Teachers have strong subject knowledge, high expectations and well developed strategies for helping pupils to make progress. They regularly ask probing questions to help check pupils' understanding and help them think more deeply about their learning. Pupils receive helpful feedback and engage in useful self-assessment which enables them to improve their work. As a result, pupils learn well in lessons and over time.*
- *Tutor time is used well to help pupils reflect on social and moral issues and prepare for adult life. In addition, pupils said that they particularly value the wide range of enrichment activities and volunteering opportunities that the school offers. This contributes well to their development as responsible citizens.*
- *The conduct of sixth formers across the school is good and they provide excellent role models for younger pupils. Pupils are mature, well behaved, tolerant and respectful of difference. They understand how to look after themselves and keep themselves safe. They play a very effective role in helping to lead some extra-curricular activities.*

Ofsted, 2015

## Equal Opportunities

The Radcliffe School believes that equality of opportunity should be promoted for all. We champion positive values and endeavour to take all possible steps to increase the opportunities available to all those in the school community. We will take action to challenge prejudice and discrimination. Our aim is to develop a school which acknowledges and respects the diversity of society.





## Context

Our current Headteacher, Nabil Chaaban, will be leaving the school in August 2018. We are therefore seeking to appoint an experienced and well qualified leader who can challenge and inspire at all levels across our school, local and national communities. You will be an innovative leader, strategic thinker, highly ambitious and with the ability to stimulate and engage an already dedicated staff. You will have high expectations and the skill to communicate these clearly. You will have a minimum of two years' experience as a Deputy Headteacher.

We continue to strive towards enhancing and developing our innovative and engaging curriculum to enable our students to inspire and achieve. We have made considerable positive changes to the range of provision we make for our students, as we pursue a truly personalised approach to the secondary school experience. The school is in a secure financial position which has enabled us to embark on a substantial programme of investment.

The opportunities at The Radcliffe School have had a significantly positive impact on the achievements of our students. We are proud of our students' public examination performance and their progress measures.

We are looking for an outstanding educational leader to offer the following:

### EDUCATIONAL EXCELLENCE

Leading and improving teaching and learning

Curriculum development

Leading inclusion: achievement for all

Closing the gaps in student achievement

Shaping the future for student success

### OPERATIONAL MANAGEMENT

Leading an effective school

Using data and evidence to improve performance

Leading staff and effective teams

Developing self and empowering others

### STRATEGIC LEADERSHIP

Highly effective leadership that inspires others

Leading change for improvement

School improvement through effective partnerships

Strengthening our community

Strategic financial and resources planning



EDUCATION AND QUALIFICATIONS	DESIRABLE	ESSENTIAL	TESTED BY
A DfE recognised teaching qualification		✓	A
National Professional Qualification for Headship (NPQH) (or working towards it)		✓	A
Recent and relevant leadership development		✓	A
KEY EXPERIENCE	DESIRABLE	ESSENTIAL	TESTED BY
Current significant successful experience of school leadership at least to Deputy Headteacher level (minimum two years' experience as a Deputy)		✓	A
Successful experience of school leadership Acting Headteacher or Headteacher level	✓		A, I
Track record of providing inspiration and strong leadership to staff, governors and students		✓	A, I, P
Experience of systematic and strategic planning and rigorous school self-evaluation alongside the use of external evaluations to develop the school		✓	A, I, P
Experience of, and skills in the use of, a range of robust data sources to monitor and track individual and whole school performance		✓	A, I
Experiences of translating a vision into successful education outcomes		✓	A, I, P
Successful track record of school improvement with quantifiable results / evidence of impact		✓	A
Successful track record of significant organisational change for improvement		✓	A
Experience of successfully implementing current educational priorities and developments		✓	A
Experience of leadership, 11-19		✓	A
Successful management of school self-evaluation and of the Ofsted process		✓	A
Strategic Financial and resource management experience		✓	A, I, P
Experience of outstanding communication with a range of audiences		✓	A, I, P
A strong track record of establishing links and working with a range of partners including those within and outside the world of education		✓	A
ABILITIES, SKILLS AND KNOWLEDGE	DESIRABLE	ESSENTIAL	TESTED BY
Commitment to ensure that outstanding practice is embedded throughout the School		✓	A, I, P
Awareness of developments in education research, policy and practice		✓	A, I
Knowledge of, and interest in, new technologies as tools to aid teaching, learning and management		✓	A, I
Competent user of IT and management systems		✓	A, I
Ability to and/or track record of taking a strategic high level view of an organisation in order to determine a clear pathway to achieve future goals		✓	A, I, P
A clear and coherent educational vision developed through robust and rigorous self evaluation		✓	A, I
Commitment to continuous professional development for all staff (teaching and support)		✓	A, I
Excellent interpersonal and communication skills (including written, oral and presentation skills)		✓	A, I, P
Ability to identify and acknowledge excellence and to challenge poor performance		✓	A, I
Willingness to consider new approaches, ways of thinking and challenges to the 'status quo'		✓	A, I
Ability to quickly understand the local community, its context and distinct features		✓	A, I
Knowledge of the legal framework of education policy		✓	I
A Application I Interview P Presentation			



# THE RADCLIFFE SCHOOL

## INSPIRE AND ACHIEVE

### KEY SCHOOL FACTS

Type of school	Mixed Comprehensive, Foundation
Age range	11-19
Location	Wolverton, Milton Keynes
Number of students	1,217
Average class size	25
Number of teaching staff	77 (74.43 fte)
Number of support staff	89 (67.47 fte)
% of children known to be eligible for the Pupil Premium	27%
% of children with SEN	18%
% of children with EAL	19%
GCSE Results Summer 2016	Basics 59% Progress 8 -0.34 Attainment 8 45.73
A Level Results Summer 2016	Academic VA 0.00 Applied General VA 0.72
Number in Sixth Form	192
School Group	Group 7
Admission number for each year	210

The Radcliffe School  
Aylesbury Street West, Wolverton, Milton Keynes MK12 5BT

Telephone: **01908 682 222**

Fax: **01908 682 200**

Email: **[admin@radcliffeschool.org.uk](mailto:admin@radcliffeschool.org.uk)**

**[www.radcliffeschool.org.uk](http://www.radcliffeschool.org.uk)**

For more information, please contact Jo Moloney, Personnel Manager,  
on **01908 682 289** or **[jo.moloney@radcliffeschool.org.uk](mailto:jo.moloney@radcliffeschool.org.uk)**