



SUNBURY MANOR SCHOOL

Headteacher Recruitment Pack



www.sunburymanor.surrey.sch.uk



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Letter from Chair of Governors



Dear Applicant,

Thank you for showing interest in the post of Headteacher at Sunbury Manor School. This post arises as a result of the planned retirement of the current Headteacher after 20 years of outstanding service at the school.



Sunbury Manor is a highly inclusive, popular stand alone academy located in a large, accessible site just off the M3 in North East Surrey. Currently, there are 1179 pupils aged 11-16. Numbers have grown as a result of an increase of PAN to 270. In recent years, successful bids have resulted in the creation of extensive new buildings and improved facilities. The financial situation is extremely healthy. We are looking to appoint a dynamic and exceptional leader, who has passion, energy, commitment, as well as the necessary skills and experience. In the light of the disruption caused by Covid-19, we need to take stock and consider our strategic aims and vision, as well as ways to build on past success. We need an outstanding leader, to steer the school with skill and integrity through the current changing and challenging situation and forward into its next exciting phase of development.



Ofsted inspected the school in October 2019 (Section 8) and judged the school as continuing to be Good. The Lead HMI described Sunbury Manor as: “a happy and welcoming school” and found that: “Pupils, parents and staff agree it feels like belonging to an extended family.” Ofsted inspectors reported: “The leadership of the school is driven by a strong moral purpose to help every pupil do their best. Leaders act with integrity. Their ambitious vision is shared by the whole school community, including Governors.” We are looking to appoint someone who can subscribe to these values, and maintain the family feel, whilst leading the school forward to even greater success. In return, we can offer the successful candidate the chance to lead the school with its dedicated staff and attractive working environment.

Sunbury Manor prides itself on being a truly inclusive school, which welcomes pupils of all abilities and supports all, whatever their needs. Our relentless commitment to inclusion underpins everything we do and is not simply words. We are determined that this ethos continues with the new Headteacher. The curriculum offer is broad and balanced throughout the school. We are looking for a Headteacher who is passionate about ensuring all pupils receive a high-quality educational experience and reach their full potential. An in-depth, knowledge and experience of SEND issues and of acting in the role of Designated Safeguarding Lead is essential.

The school promotes high quality learning and teaching and attracts talented, enthusiastic and conscientious teachers and support staff. Staff wellbeing and professional development are high priorities. The school enjoys a respected position in the local area and nationally.

The Governing Body is strong and supportive, but also provides robust challenge, when required. Governors are proud of the school's academic standards and distinctive supportive and caring ethos. The established Senior Leadership Team consists of six, experienced professionals, who are fiercely loyal to the school and community. Governors are looking to appoint a Headteacher with the skills, energy, experience and personality to complement and lead this team. We need someone who can bring in new ideas and initiatives whilst successfully balancing operational and strategic demands.

The website provides insight into the school's values, character, and ethos: newsletters celebrate the wonderful wealth of opportunities staff provide for our pupils. I realise that it would be useful for you to see the school in action; due to Covid restrictions, that will be difficult. Please contact the Headteacher's PA to arrange an informal telephone call with the Headteacher so you can discuss what the school is like in normal times, or if restrictions permit it, a pre-application visit. We are planning that the selection process will be on site. If you feel you could work with us and invest your heart into our school, I hope you will formally apply and look forward potentially to meeting you at interview.

Yours sincerely,



David Evans, Chair of Governors





Our vision, values and ethos

We strive to be the source of security, support and challenge for our pupils. The calm, work-focussed, good humoured environment for which we work at all times ensures that pupils from the widest range of abilities are able to achieve to the full. We pride ourselves on being a school where inclusion really matters and is not just a slogan.

All of our pupils are valued as individuals and are a pleasure to work with, as every young person brings something unique to the school. Their progress and successes, both academic and extra-curricular, are celebrated and acknowledged.

We strive to provide:

- the very best teaching at all times
- outstanding care to our pupils, by understanding and working to remove any barriers to success,
- high aspirations for them and their families for the next step and beyond
- relentless support and the challenge to achieve the best results.

Thus, enabling all of our pupils to embrace the Sunbury Manor vision: **“Learn, Achieve, Be Happy and Succeed.”**

Ofsted inspectors (October 2019) described Sunbury Manor as being: “a happy and welcoming school” where: “pupils, staff and parents agree that it feels like belonging to an extended family.” It is our core belief that for pupils to succeed they need a happy, safe school where relationships are built on mutual respect, trust and understanding; a place where individuals are encouraged to develop, are supported and challenged and all success is celebrated. Visitors often comment on the excellent relationships between pupils and staff.

Spiritual, Moral, Social, Cultural Development

At Sunbury Manor School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a fundamental role in their ability to learn and achieve. We aim to provide opportunities and an environment in which pupils can explore and develop their own values, positive attitudes and beliefs as well as foster high standards of personal behaviour and a caring attitude.

Care, Welfare and Guidance

It is a fundamental belief at Sunbury Manor that the care and welfare of individuals is the foundation upon which everything stands. In the previous inspection (March 2016), inspectors reported: “the school is a safe, happy and harmonious environment,” In October 2019, other inspectors reported equally positively: “Pupils are safe, well cared for and valued. The leadership of the school is driven by a strong moral purpose to help every pupil do their best. Leaders act with integrity.”

Leading each year group team is a Head of Year, Deputy Head of Year and, in Year 7, a Transition Manager who provides pastoral care as well as overseeing and tracking academic progress. In addition, an individual tutor ensures an effective transition each year.

The school invests heavily in an on-site Inclusion Team whose members offer an invaluable level of support to both the pupils and staff. To meet the demands of an ever-changing world, all pupils have access to good quality careers guidance.

Staff at Sunbury Manor School

The school is privileged to have an exceptional team of dedicated and professional staff, including high quality subject specialists. The school enjoys very strong levels of staff recruitment and retention and all staff – teaching or associate – work exceptionally well as a team, sharing the ‘family’ spirit which characterises Sunbury Manor school.

As Ofsted inspectors commented: “Teachers understand how to meet the needs of pupils with special educational needs and/or disabilities (SEND). Teachers work closely with skilled leaders and staff from the SEND specialist teams to plan lessons and resources. They ensure that this group of pupils receive the support they are entitled to and achieve well.”

Staff enjoy and benefit from high quality professional development opportunities e.g. NPQSL, NPQML, amongst others. In 2016, one teacher said: “It is a privilege to work at a school which continuously strives for improvement” and another: “I feel strongly supported and hugely valued as member of staff.”

Ofsted reported (October 2019) that: “Staff are overwhelmingly positive about leaders’ concern for their workload and well-being. Leaders changed the way that pupils’ progress is monitored away from frequent tests to fewer assessed tasks. Time previously used for testing is now better used for teaching.”



Curriculum

All pupils in KS3 study English, Maths, History, Geography, R.E, Spanish, Computing and Physical Education. In addition, Music, Art, Drama, Food and Nutrition, Design and Technology, Biology, Chemistry and Physics are all taught as separate subjects, timetabled on a weekly basis. To ensure individuals are allowed to grow and develop, we deliver discrete lessons in Life Skills and Citizenship.

In KS4 (years 10 and 11) the curriculum is centred on GCSEs. Pupils are encouraged to select a broad and balanced range of subjects that will enable them to progress into post-16 education or training route of their choice.

Teaching and Learning

We believe our pupils deserve the very best when it comes to their learning, which is why we strive to provide quality training and continued professional development for all our staff. This is essential to ensure all staff are up to date with their subject knowledge and awareness of an ever-changing educational landscape, particularly during the current pandemic. Online teaching is developing fast and proving beneficial in many areas. School leaders, including Governors recognise the importance of retaining successful strategies into the future.

The consistency of providing high quality lessons is further enhanced by the fact that Sunbury Manor benefits from a very low turnover of staff. We are clear that pupils learn best when they can develop a trusting relationship with their teachers and support staff; people they know who have their best interests at heart can guide them to make improvements by monitoring their progress over time. Homework is communicated to pupils and parents through the 'Show My Homework' app and website.

The inclusive nature of Sunbury Manor means that we welcome pupils of all abilities, including those with physical disabilities. Whilst providing all pupils with the support they need to learn; staff are also fully committed to ensuring they are challenged to do their very best academically. Benefitting from our fully accessible building, adapted mini bus and Learning Support Faculty, all pupils integrate successfully into the life of the school.

Our most able pupils are identified on entry to the school and this information is shared with all teaching staff. We recognise that pupils' gifts and talents can develop at different ages for different pupils and so the register is a fluid document updated every year. The progress of this group of pupils is monitored very closely by Subject Leaders and Heads of Year to ensure that each individual is kept on track to reach the aspirational targets they have been set. The school works with external providers and universities who offer extra-curricular opportunities designed to open the eyes of able pupils to the possible pathways that lie ahead.

Faced with Covid-19 Sunbury Manor has, like others, developed approaches to teaching and learning. The Leadership team will consider what would be beneficial to carry forward into a hopefully non-Covid-19 dominated world.





Achievement and Progress

At Sunbury Manor pupils are grouped according to academic ability right from the start. We believe that this is a key ingredient for ensuring all pupils, whatever their ability, make a flying start to their secondary education.

At the beginning of Year 7, all pupils are set a GCSE target in every subject and their progress is systematically monitored against these targets. Where a pupil is consistently performing above target in a particular subject, their end of key stage 4 target can be raised.

Committed to raising standards in English and Maths, the school employs a range of intervention strategies to provide support for anyone, regardless of ability, who is making insufficient progress, or is in danger of falling behind.

Educational Attainment and Progress

Following the Ofsted inspection (October 2019), inspectors suggested two areas for improvement. Firstly, the sequencing of learning in some subjects, identifying that the English Faculty was particularly good at this and was a possible source of learning for other subjects. Secondly, the need to ensure pupils were supported across the curriculum to recall what they had learned and explain their thinking accurately. Inspectors drew Leaders' attention to the strong practice that exists in the school which could be shared more widely, e.g. from the English Faculty to others.

The school was working on both issues until the Covid-19 pandemic focussed vital attention on continuing to provide education safely. The school has been praised by parents/carers for swiftly providing support to vulnerable families such as offering food vouchers and other practical help. In 2019, attendance was above national rates and despite the pandemic has remained relatively high.

In 2019, the school's Progress 8 was -0.04 (average: about 37% of schools in England). GCSE results in 2020 were, as in all schools, the result of Centre Assessed grades. This school took an honest approach to that exercise so results were not inflated from the 2019 outcomes.

Extra Curricular

At Sunbury Manor we pride ourselves on offering pupils a wide and varied programme of co-curricular activities and enrichment experiences. A glance at "A year in the life of..." shows the amazing range on offer, so we are confident that, whatever a young person's interests or talents, there is something here for them at Sunbury Manor. As a consequence, once formal lessons have finished, there is a real buzz around the school as pupils make their way to the session of their choice.

English, Drama and Music Departments are thriving and the highlights of each year have included school performances in both Music and Drama. Besides encouraging pupils to perform, they are also encouraged to become involved backstage, to learn the technical aspects of production.

Public Speaking teams have received notable local success recently. The experience gained improves pupils' confidence and team building skills as well as providing important leadership opportunities.

Enrichment

We are aware that we have a responsibility to broaden the horizon of the students in our care and we offer a large number of trips, both day and residential, in the UK, nationally and internationally. In recent years we have offered students the opportunity to attend trips to WWI Battlefields, Barcelona, Prague, Rome, Austria and USA. Students have also made visits to many universities, the Royal Courts of Justice, various theatres and an abundance of sporting trips.

Student Leadership

There are many opportunities provided for pupils to take on leadership roles. Pupil Voice is encouraged in all year groups. Pupils have the opportunity to develop leadership skills as School Council members, Sports Coaches, and in the School Leaders' and Prefects' teams.

"No matter who you are Sunbury Manor will welcome you. Sunbury Manor is a school that gives every student a sense of pride, it won't let you down," Fred Smith, Head Student, 2020.

"No matter what your passions are the opportunities that the different departments offer to pupils are limitless. Our school is a great place to learn and progress," Stanley Barrett, Head Student, 2020.

The Community

The school is a mixed, 11-16 standalone academy, which serves a wide catchment that extends beyond Surrey and Spelthorne The PAN size has increased from 210 to 240 and is now 270.

Sunbury Manor has: 27.5% of its pupils from ethnic minority groups, 9.5% with English as an additional language and 13% who receive Free School Meals.

Numbers on roll:	
Year 7	239
Year 8	268
Year 9	247
Year 10	233
Year 11	192
Total	1179
Within the school community:	
Students on the SEND register	283
Students who have an EHCP	30
Our pupils come from:	
Surrey County Council	853
London Borough of Hounslow	292
Other locations	34

Sunbury Manor is justifiably proud to be regarded as a community school; we ensure pupils learn the importance of their responsibilities as a citizen on a local, national and global level. Ofsted confirmed this in October 2019: "Leaders have successfully created an ethos of respect and tolerance. Pupils are clear that everyone should be treated equally."

Close partnership working with our primary schools ensures Year 7 pupils' transition to secondary school is as seamless as possible. Given the varied experiences many had in Year 6, this was particularly important in September 2020. Transition for Year 10 into Year 11 is also carefully planned.

Sunbury Manor School Development Plan: July 2018-2021

- To develop a culture of resilience so that all members of the school community are confident, willing to take risks and possess the skills to overcome personal challenges
- To facilitate and manage successfully the expansion of the school population, buildings and resources whilst maintaining our ethos. This includes a new build project funded by the LEA and a new SEND area and two further English classrooms funded by a successful CIF bid.
- To tailor learning, development and feedback so that all members of the school community make good progress regardless of their starting points and abilities



Plans for the Future

Following the need to react to Covid-19 in 2020 it was agreed to roll over the 2018- 2020 plan to 2021. Consequently, there is a one-year plan for 2021/22. During the next academic year, we will produce a 3-5 year plan for September 2022 onwards. The new Headteacher, with the rest of the Leadership team, will work with the Governing Board setting our forward strategy, establishing our strategic priorities to produce a new development plan.

Developing the School Site

The site is well maintained and provides a good standard of accommodation. Over the years we have had many successful capital expenditure bids for replacing windows, the roof and some of the heating system. Successful bids have also resulted in the creation of extensive new buildings and improved facilities, including a new teaching block that opened in 2020 with modern, effective dining hall, kitchen, refurbished science labs and a new, secure Reception area with a room for meeting parents or external agencies. Work is currently underway to provide improved facilities for pupils with special needs. Currently, opportunities are being investigated to bid for additional capital funding with the aim of improving our drama and music facilities.



Headteacher

Salary: £96,000-£111,000 | Full Time and Permanent | Start date: 1 September 2021

Sunbury Manor is a highly inclusive, mixed 11-16 standalone academy located in an attractive, accessible site just off the M3 in North East Surrey. We currently have 1179 students aged 11-16.

We need an exceptional and dynamic leader, with the passion, energy, and commitment to take over from the Headteacher who is retiring after being in post for 20 years. Can you take the school forward into its next exciting phase of development? Following disruption to education caused by Covid-19 we want to take stock and consider our strategic aims and vision, whilst building on past success.

Ofsted inspected (Section 8 October 2019) judged the school as continuing to be Good. The Lead HMI described Sunbury Manor as: “a happy and welcoming school.” “Pupils, parents and staff agree it feels like belonging to an extended family.” We need a Headteacher who can subscribe to our values, maintain the family feel whilst leading the school forward to even greater success.

What we can offer you:

- The key leadership role in a forward thinking, extremely popular, successful and inclusive school.
- The support of a dedicated, skilful, strong Leadership Team of six highly experienced professionals.
- A strong, committed Governing Body that is supportive but also provides robust challenge when necessary.
- The opportunity to work with a loyal, experienced and committed staff who have the knowledge, passion and integrity to ensure the highest standards of teaching and learning.
- The opportunity to further our ambition that all pupils aspire to and achieve the highest possible success they can.
- Constructive partnerships with other secondary, primary schools and post 16 institutions, where good practice is shared.
- An attractive working environment and spacious site which has been improved with an extensive building programme, including a new teaching block with an attractive dining hall and kitchen, refurbished science labs and work currently underway to provide improved facilities for students with special needs.

We need a Headteacher who possesses:

- An innate ability to lead, motivate, support, challenge and inspire colleagues, parents, pupils and stakeholders
- An infectious passion for ensuring all pupils receive a high-quality educational experience and reach their full potential
- Vision, energy, commitment and resilience to drive the school forward
- A proven track record of managing change to improve academic standards
- Excellent interpersonal and team building skills
- The highest level of personal and professional standards
- Personal warmth and humour coupled with ambition, confidence and flexibility

We would encourage you to apply if you are willing to invest your heart in our school.

For more information please visit our website at: www.sunburymanor.surrey.sch.uk

If you have any questions before applying or would like a copy of the recruitment pack please contact Lisa Cannon, HR Manager via email Recruitment@sunburymanor.surrey.sch.uk

Please contact Jo Barrett, the Head's PA, on tel: 01932 766043 or email: jbarrett@sunburymanor.surrey.sch.uk to arrange an informal telephone call with the Headteacher so you can discuss what the school is like in normal times, or if restrictions permit it, arrange a pre-application visit.

It is planned that the Interview and Assessment process will take place at the school on the 9th March in the afternoon and all day on 10th and 11th March 2021

Application close date: 10am, 1st March 2021



Headteacher Job Description

The Headteacher has overall responsibility for providing leadership for the school in order to secure its success and continuous improvement by ensuring high quality education for all pupils and improving standards of teaching and learning in line with statutory requirements. The Headteacher will be the school's Designated Safeguarding Lead and also the Accounting Officer of the Sunbury Manor Academy Trust and, therefore, responsible for its financial position and for following the guidance for academies. This job description reflects the National Standards of Excellence for Headteachers, October 2020.

Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, Headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Section 2: Headteachers' standards

1. School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

Headteachers:

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

6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Headteacher Person Specification

Criteria	Essential	Desirable	Sources of evidence*
Honours degree	✓		A/C
UK recognised teaching qualification	✓		A/C
Evidence of continuous professional development	✓		A/C
Master's Degree or equivalent qualification		✓	A/C
Evidence of post-graduate study or research		✓	A/C
Ofsted training		✓	A/C
NPQH		✓	A/C
Right to live and work in the UK	✓		A/C
Experience of success in:			
Being an outstanding and inspirational classroom practitioner with a proven track record of excellent results	✓		A/R/P
Outstanding leadership in a UK secondary school	✓		A/R/P
An excellent senior leader as Deputy Headteacher, Head of School or Headteacher	✓		A/R/P
Delivering a vision through strategy and action	✓		A/R/P
Creating and developing policy	✓		A/R/P
Promoting outstanding teaching and learning and the highest levels of achievement	✓		A/R/P
Acting as a Designated Safeguarding Lead in a school	✓		A/R/P
Monitoring and evaluating teaching and learning to ensure that standards are consistently high	✓		A/R/P
Leading and developing the curriculum	✓		A/R/P
Project management to plan and implement change	✓		A/R/P
The effective management of people and resources, including budgetary responsibility	✓		A/R/P
Motivating, integrating and directing the school community	✓		A/R/P
Pastoral leadership		✓	A/R/P
Academic subject leadership		✓	A/R/P
Developing and maintaining strong relationships with the governing body, students, parents/carers and stakeholders	✓		A/R/P
A leadership role in more than one secondary school		✓	A/R/P
Encouraging and developing links with the wider community		✓	A/R/P
Professional skills and knowledge:			
Knowledge, understanding & experience of Safeguarding	✓		A/R/P
Fully experienced in the Designated Safeguarding Lead Role	✓		A/R/P

Knowledge, understanding & experience of the current GCSE curriculum	✓		A/P
Knowledge of the key legal issues relating to the leadership and management of a school	✓		R/P
Knowledge & understanding of Ofsted inspection	✓		A/R/P
Recent experience of Ofsted inspection		✓	A/R/P
Knowledge of national trends that could impact upon the school e.g. changes to examining	✓		R/P
Knowledge of county and local trends that could impact upon the school	✓		R/P
Knowledge & experience of SEND e.g. managing tribunals etc	✓		A/P
Knowledge of models of teaching, learning and assessment	✓		R/P
Understanding of attendance and behaviour management	✓		R/P
Financial awareness and the ability to understand, plan and manage the budget	✓		R/P
Ability to analyse and interpret complex information and explain key elements in simple terms	✓		R/P
Ability to lead and communicate a shared vision for the school	✓		R/P
Ability to think strategically and to plan and implement change as necessary	✓		R/P
Ability to inspire, challenge and motivate others	✓		R/P
Ability to recognise and deal effectively with poor performance	✓		R/P
Ability to model the values and vision of the school and lead by example	✓		R/P
Excellent communication skills	✓		R/P
A commitment to the promotion of the school's ethos with reference to inclusion and diversity	✓		R/P
Ability to build effective working relationships and networks both within and outside school	✓		R/P
Ability to demonstrate political insight and anticipate trends	✓		R/P
Ability to promote and market the school		✓	R/P
Understanding of and commitment to the Nolan Principles	✓		R/P
Personal qualities and attributes:			
Highest levels of integrity	✓		R/P
Energetic, enthusiastic and self-motivated	✓		R/P
Emotionally intelligent, compassionate and pupil centred	✓		R/P
Resilient and decisive with sound judgement	✓		R/P
Reflective, supportive and pragmatic	✓		R/P
Inspiring, confident and committed	✓		R/P
Team player	✓		R/P
Sense of humour and balanced approach	✓		R/P

* Sources of evidence:

C = Certification, A = Application, R = References, P = Interview Process

Information for Candidates

The Selection Process

Please carefully read the enclosed role specific information in this pack and the wealth of further information on the school website.

- If you have any questions or would like to receive a printed copy of our Headteacher Recruitment Pack please do not hesitate to contact Lisa Cannon, Human Resources & Payroll Manager via email Recruitment@sunburymanor.surrey.sch.uk
- Please contact Jo Barrett, PA to the Headteacher on tel: 01932-766043 or email jbarrett@sunburymanor.surrey.sch.uk to arrange an informal telephone call with the Headteacher so you can discuss what the school is like in normal times, or if restrictions permit it, arrange a pre-application visit.
- Further information, the recruitment pack and application form can be found on www.tes.com within the jobs section and enter school name
- Please note that your application form will be photocopied for the Selection Panel, therefore clarity is essential. It is important that you do not leave any gaps in your career history – any gaps in employment should be fully explained in the appropriate section
- In the Statement of Application section of the application form please tell us:
 - Why you are applying for this post
 - How your experience, skills, training and/or qualifications equip you for the role
- If you have requested a word version of the application form please ensure it is returned to Recruitment@sunburymanor.surrey.sch.uk before the closing date which is: **10am on Monday 1st March 2021**
- Shortlisting will commence **1st March 2021**
- References will be requested for all shortlisted applicants prior to interview unless otherwise indicated
- It is planned that, subject to Covid restrictions, Interviews and assessment will take place at the school **at 2pm on Tuesday 9th and then all day on Wednesday 10th and Thursday 11th March 2021**
- **Pre-Interview Task**
- An online task will be emailed to candidates selected for interview and should be emailed back to the school in line with the instructions
- Applications will be considered as they are received. The Governors reserve the right to further shortlist at any point during the selection process
- The Selection Process has a closing date of 1st March to allow you more time, given the current circumstances

**Closing Date: 10.00am on
Monday 1st March 2021**



SUNBURY MANOR SCHOOL

If you have any further questions regarding applying
please do not hesitate to contact Lisa Cannon, our Human Resources Manager.

Website: www.sunburymanor.surrey.sch.uk

Email: Recruitment@sunburymanor.surrey.sch.uk

Sunbury Manor School,

Nursery Road,

Sunbury-on-Thames, Middlesex, TW16 6LF

Telephone: 01932 784258 Ext: 6062