



Recruiting for the position of

HEADTEACHER

required for January 2025

Langley Grammar School

Reddington Drive, Langley, Berkshire SL3 7QS

T: 01753 598300 | E: school@lgs.slough.sch.uk | www.lgs.slough.sch.uk





WELCOME

Welcome to our introductory brochure about the post of Headteacher at Langley Grammar School and thank you for your interest in this post. I do hope on reading this, the school website and other materials about our outstanding school you will be inspired to submit an application.

The post has arisen as our current Headteacher, John Constable has decided after 15 years of successfully leading our school, that he would like to step back to pursue other interests. The successful candidate would be only the 5th Headteacher in our 68 years.

Langley Grammar School is a fantastic school ranked outstanding by Ofsted in November 2021. It has excellent facilities following completion of an £18 million building project in autumn 2021.

The commitment and ability of our students are shown by their academic outcomes in their GCSE & A level results in 2022 and 2023.

The school provides a supportive, secure and innovative environment which allows our students to flourish and develop as confident and well rounded, independent and creative, responsible and caring young people.

The school combines our selective status with a close relationship in the local community. We have supported primary and secondary schools helping them to raise standards and learning much ourselves in return. Our Academy status and current designations as the Teaching School Hub for Berkshire and as an Apple Distinguished School have provided opportunities to develop relationships further both nationally and internationally and have a significant impact on the educational provision in the area. We have also recently been chosen as the lead school in Slough for the Berkshire Music Hub.

The school provides an excellent working environment for our staff who are friendly and collegiate. Systems and processes are constantly under review so staff can concentrate on providing the best education we can offer to our students. Staff wellbeing is at the heart of decision making and we are committed to their professional development.

We are committed to maintaining our high standards and developing the school as a centre of innovation and excellence. We want to recruit a Headteacher who has a compelling vision of how we can continue to do that and communicate that vision to all stakeholders.

If you wish to visit the school or speak to the current Headteacher before submitting your application then please feel free to do so.

In addition to completing the application form, we would like you to include a covering letter. This should evidence the strengths and skills you could bring to the role of Headteacher at Langley Grammar School.

We look forward to receiving your application.

Claire Fitzgerald, Chair of Governors.

THE SCHOOL

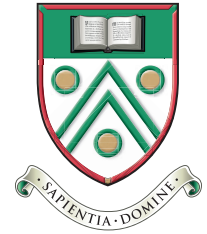
Langley Grammar School is a co-educational state selective school operating as a single academy trust. There are approximately 1280 students on roll, of whom around 370 are in the Sixth Form. The school was founded in 1956, and is one of four grammar schools serving the borough of Slough and the surrounding area. Our aim is to enable students to develop themselves personally and academically, achieving high standards within a supportive and friendly environment that stimulates and challenges them. Great emphasis is placed upon participation in a wide range of cultural, social and sporting activities. Parental support for the school is strong, and we are heavily over-subscribed.

We admit 180 students into 6 forms in Year 7, typically from more than 60 different primary schools. The great majority of Year 11 students stay on to the Sixth Form, where we usually also admit around 30-40 additional students into Year 12 from other schools.

The school occupies a 16 acre site in Langley close to the M4 and M40 and has good rail links into London via the Elizabeth Line. The site has benefitted from substantial developments over the last fifteen years, with new classrooms, sports centre, all-weather pitch and a Sixth Form Centre with a 220-seat lecture theatre. As part of the Government's Priority Schools Building Programme our original 1956 school buildings have been replaced to provide state of the art accommodation for science, art, technology and computing, and new public areas of the school such as hall, library and dining room. This latest £18 million building programme was completed in autumn 2021.

We have a record of innovative practice and extensive outreach and targeted support to schools in the local area and beyond. In September 2021 we were designated as one of the DfE's new Teaching School Hubs, serving schools across the six local authority areas in Berkshire. A number of our staff are Lead Practitioners or facilitate on the Teaching School Hub NPQ and ECF programmes. Our innovative work with iPads for learning has been recognised with our designation as an Apple Distinguished School. The schools' network SSAT has designated a number of aspects of our practice as 'transforming' through their Framework for Exceptional Education.

The school was last inspected by Ofsted in November 2021, when it was judged to be outstanding in all categories.



OUR STUDENTS

Students enter the school in Year 7 on the basis of an 11+ examination administered by a consortium of the four grammar schools in Slough. Our students represent approximately the top third of the ability range as measured by the 11+ selection process. Around 50% of our students come from the borough of Slough, and reflect the diverse local community. The remainder come from a wider geographical area including a number of West London boroughs.

Over 90% of our students come from minority ethnic backgrounds, giving the school a rich and varied cultural mix. The school is a well ordered and respectful community; students are polite, courteous and well-motivated. They are

also high-achieving; the great majority stay on into the Sixth Form, achieve very good A-level grades and move on to higher education at highly reputable universities.

Examination results are consistently excellent. Before the pandemic, A-level outcomes at grades A*-B averaged 70% or more with an overall ALPS score of 3. The proportion of GCSE results at Grades 9-7 was consistently above 60% with Progress 8 scores 'well above average'. In the 2023 public examinations, the second set since the pandemic, 76.4% of A Level entries were graded A*-B with an ALPS score of 3. At GCSE, 76.8% of entries were graded 9-7 with a Progress 8 score of 0.83.

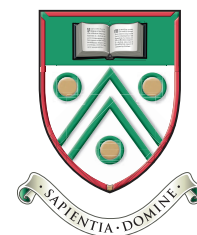
OUR STAFF

We have 120 staff; 90 teachers and 30 in support or administrative roles. Teaching staff work in subject teams, led by subject leaders who are line managed by members of the Senior Leadership Team. Most teaching staff act as form tutors in teams led by Phase Leaders

covering Year 7, Years 8 & 9, and Years 10 & 11. The large Sixth Form team is overseen by the Director of Sixth Form with two deputies. The school has a strong community ethos and our staff are highly professional, innovative and committed to the academic and personal development of the students.

There is a very comprehensive and well regarded programme of professional development. All staff receive an annual Professional Review as part of a strong and supportive performance management system, with high quality induction and on-going support. There are opportunities for staff to advance within the school, and we offer support for those who wish to find promotion elsewhere. We have a clear focus on staff wellbeing, which is reflected in our track record of excellent staff retention.





CURRICULUM AND STUDENT SUPPORT

All students in Year 7 study English, Mathematics, Science, French or German, History, Geography, Religious Studies, Information Technology and Computing, Music, Drama, Art, Design Technology, Personal and Citizenship Studies and Physical Education. This programme is broadly the same in Years 8 and 9. We emphasise a broad and balanced curriculum through to the end of Year 9.

All Year 10 & 11 students follow GCSE courses in English Language and Literature, Mathematics, Biology, Chemistry and Physics, French or German. Students also choose three further subjects from a range including: a second foreign language, Art, Business Studies, Design Technology, Drama, Geography, History, Music, Religious Education and Physical Education. The non-examined core curriculum includes PSHE and Citizenship and elements of RE/Philosophy and Ethics.

The great majority of Year 11 students stay on into our Sixth Form. Most choose four subjects from a wide range; the majority currently take an AS examination in one of those subjects at the end of Year 12, and continue the other three subjects through to the final examinations in Year 13. There is a programme of timetabled enrichment activities including other qualifications such as Public Speaking or Community Sports Leader Award, or non-examined courses such as Photography.

We place great emphasis on students' physical and emotional wellbeing. Throughout the school there is a strong tutorial system providing individual guidance and support. Reporting of academic progress and personal development operates through a rolling programme of parent/teacher consultations and summative reports. This structure provides for both systematic target setting and evaluation and offers an opportunity to discuss reports in review interviews with form tutors.

EXTRA-CURRICULAR ACTIVITIES & VISITS

We offer a wide range of activities and educational visits for students beyond the regular taught curriculum. We believe that students should leave us as much more than a 'walking set of examination certificates', they need a rounded outlook and a wide range of interests and achievements in other areas.

We strongly encourage all students to take full advantage of the clubs and activities that are on offer. By trying something different we often find students discover new talents and develop new interests.

We enable students to gain invaluable team and social experience as well as taking on leadership roles within our house and senior student leadership team. Our 'Passport for Life' programme prepares Sixth Form students with the key skills they will require later on in life after school.

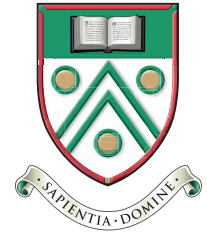
EDUCATIONAL VISITS

We offer students a wide range of day visits and longer trips to support areas of the school curriculum and ethos both at home and abroad. Recent examples include a visit to Parliament or an opportunity to meet the Prime Minister; a history trip to Portsmouth or Warwick Castle; a Geography trip to Iceland, Northern Ireland or the Chilterns; PE trips to the Queen Elizabeth Olympic Park; an English trip to a Poetry Live! Event; a Drama theatre visit to see Frozen; a Music trip to see Wicked; taking part in the Berkshire Young Enterprise finals or a Design & Technology Challenge at Berk's College of Agriculture. The opportunities for our students are immense.

OUTDOOR ACTIVITIES

We provide the opportunity for students to work towards the Duke of Edinburgh Award at Bronze, Silver and Gold level with training and expeditions, as well as offering a PGL residential visit for Year 7.





CLUBS

Before, during and after school, at any given point in the year, over 20 clubs meet. With a wide and diverse range of activities and interests, whether it be sports of all kinds, chess, Bhangra dancing, photography, tuition in a wide range of voice & instruments, from traditional choir and orchestra to Indian Voice, Ukulele, Sitar, Electric Guitar, or Steel Pans, our students get to follow their own interests or try out new ones.

MUSIC, DRAMA & ART

Musicians, actors and artists are encouraged to display their creativity, skills and talents in a variety of concerts, plays, musicals and exhibitions. The school's choir and orchestra are well known; our Christmas Carol concert at the local 12th century St Mary's Church is a well-established annual event as is our Spring Concert. Our students display all of their creative talents in contributing to their school's stage productions such as "Grease" and "High School Musical", from acting, music, technical support, stage management to set design and production. Exhibitions of our artists' and photographers' work are proudly displayed around the school for all to see.

SPORTS

The school provides a broad range of sporting activities with excellent facilities. We are committed to providing inclusive, engaging and challenging physical education and sporting activities for all students of all abilities. We have a proud history of sporting achievement and competitive sport is part of the life of the school as well as outside schools locally, regionally and nationally.

We offer football, cricket, netball, hockey, athletics, tennis, badminton, table tennis, basketball, tag rugby, NFL flag football, rounders and more.



OUR ETHOS

We are privileged to work with able students who have the potential to be in significant positions of influence and leadership in the future.

We encourage our students to discover their own talents, to be confident of their abilities and to follow their passions across academic subjects, in sports and the arts.



We support our students in developing themselves as innovative, effective and independent learners with high-level skills, willing to think in new ways, solve new problems and create new opportunities for the future.

We help our students build up a set of sound values so that they have the strength of character, moral integrity and resilience to deal with the challenges they will face, and the motivation and willingness to work hard to achieve their ambitions.

In addition to supporting strong academic outcomes, we therefore seek to develop our students as young people who are...

CONFIDENT AND WELL-ROUNDED...

...demonstrating a positive mindset; secure in their own identity and aware of their own strengths; effective and persuasive communicators; believing in their own self-worth, with a broad and balanced outlook; striving for excellence in all they do; resilient and willing to persevere.

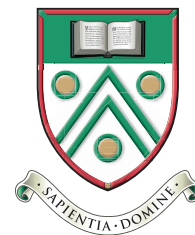
INDEPENDENT AND CREATIVE...

...able to think critically and make wise decisions; curious and inquisitive; eager to explore and discover; willing to make mistakes and embrace challenges that may at first appear daunting; adaptable and flexible; innovative and enterprising.

RESPONSIBLE AND CARING...

...grounded in sound ethical and moral values; socially and culturally aware; recognising and appreciating diversity; having the courage to stand up for what is right; acting with kindness and compassion to bring out the best in themselves and others; engaged in communities with a local, national and global outlook.

EXTERNAL RECOGNITION



Langley Grammar School was last inspected by Ofsted in November 2021 and was judged to be 'Outstanding' in all categories.

As a member of the SSAT network, and designated as a Leading Edge school we have used the Framework for Exceptional Education to inform the development of our practice. We have been judged as having 'transforming practice' in all of the framework strands, one of only a handful of schools to have achieved this.

Climate for learning	Culture of reflection	Effective learning behaviours	Variety of teaching approaches
 TRANSFORMING PRACTICE IN Climate for learning <small>SSAT Framework for Exceptional Education</small>	 TRANSFORMING PRACTICE IN Culture of reflection <small>ssat the schools, students and teacher network</small> The Framework for Exceptional Education	 TRANSFORMING PRACTICE IN Effective learning behaviours <small>SSAT Framework for Exceptional Education</small>	 TRANSFORMING PRACTICE IN Variety of teaching approaches <small>ssat the schools, students and teacher network</small> The Framework for Exceptional Education
Reaccredited July 2023	Awarded April 2022	Awarded July 2019	Reaccredited May 2021
Engagement with key stakeholders	Engaging with evidence and research	Principled assessment	Principled curriculum design
 TRANSFORMING PRACTICE IN Engagement with key stakeholders <small>ssat the schools, students and teacher network</small> The Framework for Exceptional Education	 TRANSFORMING PRACTICE IN Engaging with evidence and research <small>ssat the schools, students and teacher network</small> The Framework for Exceptional Education	 TRANSFORMING PRACTICE IN Principled assessment <small>ssat the schools, students and teacher network</small> The Framework for Exceptional Education	 TRANSFORMING PRACTICE IN Principled curriculum design <small>SSAT Framework for Exceptional Education</small>
Awarded June 2023	Awarded July 2022	Reaccredited July 2023	Awarded May 2021
Leadership through moral purpose	Professional learning	Quality assurance	Wellbeing
 TRANSFORMING PRACTICE IN Leadership through moral purpose <small>SSAT Framework for Exceptional Education</small>	 TRANSFORMING PRACTICE IN Professional learning <small>SSAT Framework for Exceptional Education</small>	 TRANSFORMING PRACTICE IN Quality assurance <small>ssat the schools, students and teacher network</small> The Framework for Exceptional Education	 TRANSFORMING PRACTICE IN Wellbeing <small>ssat the schools, students and teacher network</small> The Framework for Exceptional Education
Awarded January 2020	Awarded July 2019	Reaccredited July 2021	Awarded July 2022

We have a commitment to an international outlook and to developing arts subjects in school. We have recently been nominated as the lead school for music in Slough, working with the Slough Music Service and the Berkshire Music Hub.

Our role as a centre of excellence for the professional development of teachers has been recognised by our designation as one of the DfE's Teaching School Hubs. As TSH Berkshire, we promote initial teacher training, the Early Career Framework, and leadership development across the six local authority areas in Berkshire.

Our work with using iPads for effective teaching and learning has been recognised by Apple; we are part of the international network of Apple Distinguished Schools



JOB DESCRIPTION

SALARY

Competitive salary subject to negotiation depending on experience plus a suitable relocation package (within the UK only)

LINE OF RESPONSIBILITY

The headteacher is directly responsible to the school's governors through the Chair of the Governing Board

LINE MANAGEMENT

The headteacher will provide effective line management for all members of the school's senior leadership team and secure effective line management of all other staff

JOB CONTENT

Strategic purpose

The headteacher is responsible to the Board of Governors for the overall leadership and management of the school. As the leading professional in the school, the headteacher will work with the Governing Board to articulate a compelling vision for the school's future development to ensure it continues to provide an outstanding quality of education.

The headteacher works with staff and governors in the development of strategic planning within a culture of continuous improvement, establishing rigorous academic and pastoral policies to ensure that students receive the highest standard of education.

The headteacher is responsible for ensuring equality of opportunity for all, for the development of policies and practices, and for the efficient and effective use of resources to achieve the school's ethos, aims and objectives. The headteacher fulfils the role of accounting officer as defined by the Education and Skills Funding Agency (ESFA).

The headteacher is responsible for securing the commitment of the wider community by developing and maintaining effective networks with, for example, Local Authority, other schools, higher education institutions and employers. Through such partnerships and other activities, the headteacher plays a key role in contributing to the development of the education system as a whole and collaborating with others to raise standards locally.



Core responsibilities

- Develop and maintain an inclusive school culture where students can fulfil their academic and personal potential in accordance with the school's ethos.
 - Promote and take responsibility for the safeguarding and welfare of students and to ensure the development of all necessary safeguarding and child protection policies.
 - Recruit, develop, lead and manage staff to ensure that the school's curriculum, resources and wider provision enable students to achieve the highest possible standards.
 - Ensure the highest possible standards of education through expert teaching and effective learning, a balanced and creative curriculum, a rich extra-curricular programme and the provision of excellent pastoral care and support for students.
 - Establish and monitor the effective delegation of responsibility through an appropriate leadership and management structure, to ensure efficient day-to-day organisation and administration of the school.
 - Ensure that the school complies with educational and other relevant legislation, including health and safety.
 - Build capacity and develop effective leadership at all levels, promoting an open and collaborative organisational culture in which staff are empowered to take initiative and ownership.
 - Be an ambassador for the school, responsible for promoting the ethos, aims and values of the school to stakeholders at local, national and international levels
 - Ensure effective communication with all stakeholders, including governors, staff, students, parents, the community served by the school, the local authority (LA) and other relevant bodies and agencies.
- 
- Develop and maintain strong links at local, national and international levels, building connectivity for the school and developing beneficial partnerships.
 - Maintain and develop the school's links with local primary and secondary schools, and with the Slough Association of Secondary Headteachers.
 - Provide strategic leadership to maintain and develop the school as a centre of excellence, including through designations as an Apple Distinguished School and as the Teaching School Hub for Berkshire.
 - Work closely with the School Business Manager and the Governing Board to ensure effective financial management, the equitable use of resources, and full compliance with ESFA and other statutory requirements.

PERSON SPECIFICATION

QUALIFICATIONS AND EXPERIENCE

ESSENTIAL

- Good honours degree and Qualified teacher status
- Evidence of excellent classroom practice
- Proven commitment to own professional development
- Successful senior leadership experience as deputy headteacher or headteacher

DESIRABLE

- NPQH and/or further relevant professional studies
- Experience in more than one school
- Experience of an academic Sixth form environment

LEADING STRATEGICALLY

ESSENTIAL

- Knowledge and understanding of current educational issues, national policies, legislation and priorities
- Experience of successfully leading and managing change and inspiring, challenging and motivating others
- Thorough understanding of self-evaluation and strategic development planning
- Commitment to selective education

DESIRABLE

- Experience of working with the wider community and achieving stakeholder and community engagement
- Awareness of developments in education at local, national and global levels

LEADING TEACHING & LEARNING

ESSENTIAL

- Strong knowledge and understanding of curriculum development and implementation
- Thorough understanding of the principles of high-quality teaching, based on evidence
- Ability to use data to raise standards of academic attainment and progress

DESIRABLE

- Understanding of the potential impact of new technologies on teaching and learning
- Application of effective practice and research evidence to improve outcomes.

LEADING THE ORGANISATION

ESSENTIAL

- Strategic financial planning, budget management and principles of best value.
- Experience of organisational development, planning and implementing change.
- Knowledge and understanding of statutory, regulatory and accountability frameworks, including Ofsted.
- Ability to building and sustain high performing teams

DESIRABLE

- Practical experience of curriculum planning and timetabling

LEADING PEOPLE

ESSENTIAL

- Ability to foster an open, fair and equitable culture which encourages ideas and contributions from others.
- Demonstrable ability to motivate, develop and empower individuals and teams
- Ability to hold others to account for professional performance through review and evaluation
- Experience of school-to-school collaboration and partnership working
- Evidence of active promotion of students' academic, spiritual, moral, social and emotional well-being

DESIRABLE

- Experience of working within a diverse school and local community
- Contribution to leadership in the wider education system at local or national level
- Direct experience of safeguarding leadership

PERSONAL QUALITIES

ESSENTIAL

- Adaptable and flexible with excellent inter-personal skills
- Strong and effective written and oral communication and presentation skills
- Ability to work under pressure and prioritise effectively
- Able to receive and act on feedback to build on strengths and improve personal performance.
- Demonstrable professionalism and integrity in line with the Nolan Principles and the 2020 Headteacher Standards

DESIRABLE

- Strong IT skills

APPLICATION PROCESS

HOW TO APPLY

Candidates must complete the Langley Grammar School application form. (available on our website). This should be returned with a covering letter of no more than 2 sides of A4, which takes account of the person specification and should:

- explain why you are applying for the post,
- outline the relevant experiences you believe have prepared you for this post,
- describe the skills and attributes you will bring to the school.

Letters of application should be addressed to the Chair of Governors: Claire Fitzgerald and must be submitted along with a completed application form via the e-mail address

HTRecruitment@lgs.slough.sch.uk

Applications must be completed in full. CVs on their own are not accepted. The closing date for applications is **Wednesday, 26 June at 12.00 noon**, with interviews scheduled shortly thereafter on **02 and 08 July 2024**.

REFERENCES

Please note that in line with safer recruitment practice for schools we will take up references at the point of shortlisting for interview.

We may also contact current and previous employers as part of the process of pre-appointment checks. If you are shortlisted, any discrepancies or anomalies in the information provided, or issues arising from references will be taken up at interview. Your referees must include your most recent employer; references from friends or relatives are not acceptable.

SAFEGUARDING

Langley Grammar School is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers. The successful applicant will be subject to an enhanced disclosure check with the Criminal Records Bureau.

EQUAL OPPORTUNITIES

Langley Grammar School will not discriminate directly or indirectly through applying conditions or requirements which cannot be shown to be justified. We will not discriminate on the grounds of race, gender, nationality or origin, marital status, disability, economic status, sexual orientation, age, trade union, political or religious belief, or responsibility for dependents.

DISABILITY STATEMENT

Langley Grammar School will give favourable consideration to application for employment made by people with disabilities having regard to their particular aptitudes and abilities. A disability or health problem does not preclude full consideration for the job and applications from suitably skilled people with disabilities are welcome.

