



CHRIST'S COLLEGE
FINCHLEY



Recruitment Pack
Headteacher

WELCOME FROM CHAIRMAN

Dear Applicant,

The Governors and I thank you for your interest in the post of Headteacher at Christ's College Finchley. We believe that this is an exciting opportunity, and that the successful applicant will be joining a dynamic, successful and inclusive school.

Our school has been enormously fortunate to have an inspirational and outstanding Headteacher, Samson Olusanya, who will be moving to a larger school as this academic year ends. Christ's College has undergone a successful transformation in 2017 from a boys only school into a thriving co-educational academy and now sits in the top 5% of UK state secondary schools for academic outcomes. You will be inheriting a very strong and dedicated staff, whose retention and wellbeing has always been a vital objective of the Governing Body.

The Governing Body are now looking to appoint a highly motivated and enthusiastic individual who is proactive, innovative and versatile with proven recent leadership experience to lead Christ's College Finchley into the future. Our school is a place where everyone is committed to achieving the best for our pupils both academically as well as preparing them for the world of work and beyond. We want to inspire pupils to exceed their potential and have the opportunity to obtain skills for their future life. There is a strong school ethos through which both pupils and staff are valued, nurtured and developed.

Included in the recruitment pack, you will find instructions on how to apply, together with dates for the various stages of the selection programme. All applications will, of course, be treated with the strictest confidence and in accordance with UK GDPR.

The following information is available on our website or within this pack;

- Specific details of the post and School
- Person specification
- Job description
- Application form (via the TES)
- Most recent Ofsted report
- School prospectus

We look forward to receiving your application.

Yours sincerely

J R Bowra
Chairman of Governing Body



“The Leaders have constructed a curriculum that provides pupils with strong foundations.”
Ofsted 2020

JOB DESCRIPTION

Salary: L21 – 35 commensurate with experience

Contract type: Full-time. Permanent

Reporting to: The Governing Body

Responsible for: The line management of the Leadership Team.

This Job Description is based upon the National Standards of Excellence for Headteachers 2020 and incorporates the 10 aspirational standards.

CORE PURPOSE

The Headteacher will:

- Lead the academic, moral, social, emotional and cultural welfare at the school focussing on providing a first- class education for all our pupils
- Be responsible for the leadership, internal organisation, financial supervision, management and control of the school, consulting and delegating to others as appropriate
- Promote and safeguard the welfare of pupils as Head of Safeguarding
- Ensure that the school's Strategic Vision is developed and implemented through curriculum pathways, enrichment programmes, pastoral systems, leadership and management and high- quality professional development
- Take the lead role working with the Governing Body to develop and deliver a collaborative and impactful school vision which embraces Academic excellence, Inclusion, personal development and respect
- Establish, monitor and sustain the school's ethos and strategic direction together with the Governing Body and through consultation with the wider school community and external partners
- Allocate financial resources effectively and in line with the ESFA
- Secure excellent teaching to achieve high standards of learning and attainment across the school, including preparation for further and higher education and employment
- Ensure inclusion, equity, diversity and accessibility.

DUTIES AND RESPONSIBILITIES

School Culture and Behaviour

The Headteacher will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold and extend ambitious, educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure that strategic planning, the school curriculum and culture take account of the diversity, values and experience of the school community at large
- In collaboration with external advisors and stakeholders, develop and implement the Premises Development Plan in line with the strategic plan
- Ensure a culture of high staff professionalism and continuing professional development which supports staff welfare, retention and nurtures them to reach their true potential as educators and leaders
- Establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines which are understood clearly by all staff and students

- Encourage high standards of behaviour from students, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in the school
- Lead by example to foster an open, transparent, accountable and equitable culture
- Build, develop and maintain effective collaborative relationships and partnerships with parent/carers, all stakeholders of Christ's College Finchley, locally, nationally and internationally to enhance the education of all students
- Provide leadership which inspires, motivates, challenges and supports all staff employed by the school in an environment which encourages transparency and dialogue, where staff and students' opinions are valued
- Recruit and retain high quality teaching and support staff and ensure that safer recruitment requirements are met.

Teaching, Curriculum and Assessment

The Headteacher will:

- Establish, monitor and sustain high-quality, expert teaching across all subjects and key stages, built on an evidence-informed understanding of effective teaching, how pupils learn and research
- Ensure teaching is underpinned by subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- Effectively use formative assessment to inform strategy and set stretching targets
- Use valid, reliable and proportionate approaches to assessing students' knowledge and understanding of the curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks to create a broad and balanced curriculum enabling aspirational destinations for all.

Additional and Special Educational Needs (SEN) and Disabilities

The Headteacher will:

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all students, including those who are disadvantaged, vulnerable, SEN or have disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.

Managing the School

The Headteacher will:

- Ensure staff and students' safety and welfare through effective approaches to safeguarding, as part of the Academy's duty of care
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- Ensure that learning is at the centre of strategic planning and resource management
- Establish robust systems, processes and policies that enable the school to operate effectively and efficiently
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence for all learners

- Apply the Pay Policy and advise the relevant Governing Panel on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range
- Maintain relationships with organisations representing teachers and other members of staff.

Professional Development

The Headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities which enables teaching to be challenging, engaging and creates high quality outcomes
- 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.

Governance, Accountability and Working in Partnership

The Headteacher will:

- Support and develop effective governance to improve learner outcomes
- Ensure that staff 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
- Support the Combined Cadet Force with responsibility for the appointment of the Contingent Commander
- Support and encourage links with the Ex-Pupils Association (Old Finchleians' Club)
- Collaborate where opportunities arise with other schools and organisations locally, nationally and internationally
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.

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- The Headteacher is accountable to the Trustees for the standards achieved and the conduct, management and administration of the school subject to any policies which the Department for Education and the Governors may make.
 - The duties outlined in this job description may be modified by the Trustees to reflect or anticipate changes in the job commensurate with the salary.
 - This job description is not a comprehensive definition of the post; duties may vary within this framework in line with its general character and level of responsibility entailed. It should be read in conjunction with the relevant Section of the prevailing School Teachers' Pay and Conditions Document.
 - The Headteacher will carry out his/her professional duties in accordance with and subject to the National Conditions of Employment for Headteachers and Education and Employment legislation.
 - This job description is based on the National Standards for Headteachers (DfES 2020) and the current School Teachers' Pay and Conditions document.
 - This job description is subject to annual review.

PERSON SPECIFICATION

CRITERIA		Essential / Desirable		Assessed by:		
		E	D	AF	S	I
A	EDUCATION AND QUALIFICATIONS					
1	Good honours degree or equivalent qualification	✓		✓		
2	Relevant higher degree		✓	✓		
3	Qualified Teacher Status (QTS)	✓		✓		
4	Evidence of recent and relevant training and development at headship level and/or in preparation for headship	✓		✓		
B	QUALITIES, KNOWLEDGE and EXPERIENCE					
5	Significant experience of teaching	✓		✓	✓	✓
6	Substantial, successful, recent strategic leadership experience likely to have been gained as a Headteacher/Principal or Deputy Headteacher/Vice Principal in a multi-cultural school	✓		✓	✓	✓
7	In-depth knowledge and understanding of the wider educational agenda including research, current national policies and educational issues as well as the statutory and legal framework governing the operation of a stand-alone Academy	✓			✓	✓
8	Proven track record in leading, monitoring and managing staff including building a successful team, delegating effectively and implementing and managing change	✓			✓	✓
9	In-depth knowledge and experience of Child Protection, Safer Recruitment, safeguarding guidance and procedures, including Prevent	✓			✓	✓
10	Proven knowledge of ICT and its potential to enhance learning for students and enable staff to interpret and analyse data and make effective use of school information systems	✓			✓	✓
11	Be articulate and approachable with excellent interpersonal communication skills both verbally and in writing	✓			✓	✓
12	A commitment to uphold the seven principles of public life (Nolan principles) at all times	✓			✓	✓
13	Be enthusiastic, compassionate, creative, resilient, hard-working with a strong moral compass, an ability to problem-solve, and a sense of humour	✓				✓

CRITERIA		Essential / Desirable		Assessed by:		
		E	D	AF	S	I
C	CURRICULUM, TEACHING and ASSESSMENT					
14	Ensure that the subject knowledge across the curriculum, including in the sixth form, is delivered through excellent teaching, where the chosen pedagogy ensures that students learn and remember subject content	✓			✓	✓
15	Experience of raising academic standards through outstanding curricular and pedagogical leadership	✓			✓	✓
16	Instil a strong sense of accountability in staff for the impact of their work on students' outcomes. Demand ambitious standards for all students, overcoming disadvantages and advancing equality	✓			✓	✓
17	Successful experience of systematically implementing assessment procedures, adaptive teaching and understanding of the importance of assessment for learning to meet the needs of all students including those identified as SEND, disadvantaged, vulnerable and high attaining	✓			✓	✓
18	Actively encourage research- led development by staff and innovation in pedagogy, including those which are proven and relevant to how students learn successfully	✓				✓
19	A commitment to and evidence of promoting and ensuring diversity and equal opportunities within the curriculum and in employment practice	✓			✓	✓
20	Ensuring the school fulfils statutory duties regarding the SEND Code of Practice and that it works effectively with parent/carers and professionals to identify additional needs and provide support and adaptation where appropriate	✓			✓	✓
D	SCHOOL CULTURE AND BEHAVIOUR					
21	Successful experience of positive behaviour management and developing a student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding	✓			✓	✓
22	Have a strong commitment to enrich students' experiences, including; the provision for personal development, extra-curricular activities (including the Combined Cadets Force) which prepares students from all backgrounds for their next phase of education and life	✓				✓
23	Proven successful experience of school self-evaluation and accountability and the school improvement process	✓			✓	✓
24	Have high aspirations and personal integrity with the ability to promote and deliver the values, culture, ethos and traditions of the school	✓				✓
25	Have the expertise to develop, deliver and communicate the school's vision and proven ability to drive the strategic leadership, and in the process empower all students and staff to excel	✓			✓	✓
26	Distribute leadership throughout the school, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making	✓				✓
27	The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level	✓			✓	✓

CRITERIA		Essential / Desirable		Assessed by:		
		E	D	AF	S	I
E	MANAGING THE SCHOOL					
28	Successful experience of effective strategic financial, resource and risk management to achieve educational priorities and ensure efficiency and value for money	✓			✓	✓
29	Experience in, or willing to collaborate with external advisors on developing and implementing a premises development plan.	✓				✓
30	Successful experience of securing and raising standards in an inclusive school and working with external agencies locally, nationally and internationally	✓				✓
31	Be astute and perceptive with strong analytical and evaluative skills with the ability to use sound judgement to anticipate and resolve conflict and issues imaginatively	✓				✓
32	Demonstrate and champion the importance of a work life balance and the well-being of the school community	✓			✓	✓
33	Be a visible high-profile role model with a professional approach that commands excellence, confidence, trust and respect of the school and wider community	✓				✓
34	Value, encourage and support professional development so that the staff have the necessary skills and knowledge to raise standards, promote equality, respect diversity and challenge stereotypes	✓				✓
35	Evidence of highly developed skills in performance management, recognising high performance and tackling under performance through to resolution	✓			✓	✓
F	GOVERNANCE ACCOUNTABILITY AND WORKING IN PARTNERSHIP					
36	Further develop an outward-facing school which collaborates effectively with other schools and organisations locally, nationally and internationally in a climate of professional challenge to champion best practice for the benefit of students and staff and secure excellent accountability	✓			✓	✓
37	Welcome strong governance and actively work collaboratively with the Governing Body and other stakeholders to develop and deliver a school vision which embraces Academic Excellence, Inclusivity, Personal Development and Respect	✓			✓	✓
38	Be able to relate empathetically to and communicate effectively with parent/carers, staff, students, governors, stakeholders and the wider community	✓				✓

Generic qualifications, knowledge, skills and qualities needed to fulfil this role are set out in the "National Standards of Excellence for Headteachers" (2020) to which candidates should refer. The Headteacher Person Specification places the "National Standards of Excellence for Headteachers" into context. The Selection Panel will assess each candidate against the criteria listed above. Please see separate sheet on how to apply for this post

APPLICATION PROCEDURE FOR THE APPOINTMENT OF HEADTEACHER

Please note that your application form will be photocopied for distribution to the Governors' Selection Panel.

1. Complete the online application form on the TES ensuring that all sections are completed correctly and in full.
2. In support of your application, please complete in detail the 'Supporting Statement' section of the online application form. You should take each of the essential and desirable criteria (from the Person Specification) that are assessed by the application form and supporting statement (detailed in the right-hand column 'AF/S for Supporting Statement) and say why and how you meet these, giving relevant examples. **CVs will not be accepted.**

The closing date for applications is 9:00 on Wednesday 14th February 2024.

Visits to the school are welcomed by arrangement with the School. They are not part of the selection process.

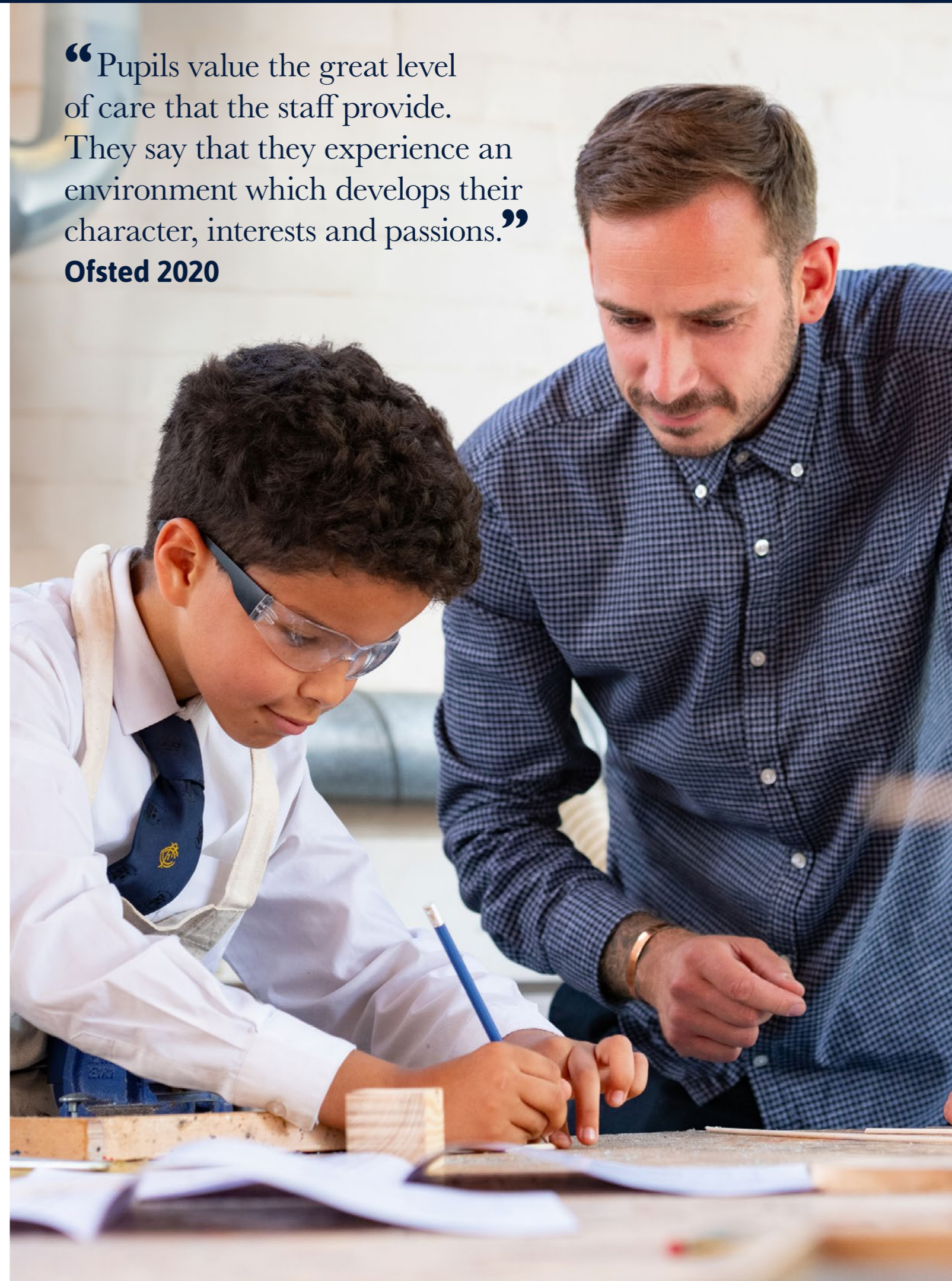
The selection schedule is as follows:

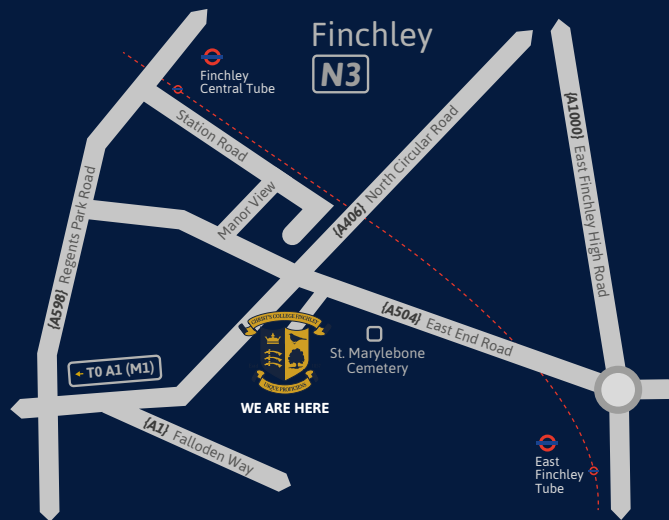
- Wednesday 14th February 2024 – Advert closes
- Wednesday 21st February 2024 – Candidate short-listing and subsequent request for references. All applicants will be informed if they have been successful (or otherwise) in securing a place at interview.
- Tuesday 27th February 2024 – Day one of interviews
- Wednesday 28th February – Day two of interviews (if successful at day one)
- Thursday 29th February 2024 – Day three (final) day of interview (if successful at day two)
- Friday 1st March 2024 – Candidates informed of outcome

Should you have any questions, or need any further information, please contact Kate Maybanks – Head of HR and Governance via email kem@ccfplus.com or telephone on 0208 349 3581.

We are excited about the future; yours and ours. Join us on our journey.

“Pupils value the great level of care that the staff provide. They say that they experience an environment which develops their character, interests and passions.”
Ofsted 2020





CHRIST'S COLLEGE FINCHLEY

Christ's College Finchley

East End Road, Finchley, London, N2 0SE (Sat Nav N2 ORZ)

Headteacher: Mr Olusanya School Secretary: Mrs McMorro

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