

COLOMA CONVENT GIRLS' SCHOOL



ASSISTANT HEADTEACHER – DATA AND REPORTING INFORMATION PACK 2023

L16-L20 (Outer London Pay Scale)





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Student Leadership Team, led by Sixth Form







ASSISTANT HEADTEACHER, HEAD OF SIXTH FORM

L16 – L20 Outer London Salary Range

Dear Candidate

Thank you for your interest in joining our leadership team. Coloma is committed to the development of leadership team members in order to maximise the benefit to the school as well as to support individual career progression.

I started as Headteacher in June 2021 and genuinely believe that this is an exciting time to join our current SLT. We are seeking to appoint an inspirational and highly-motivated individual who will work to head our Sixth Form. We welcome applications from colleagues who are supportive of the values of a Catholic school. You do not have to be of the Catholic faith to be an Assistant Headteacher in a Catholic School. Many of our staff are members of religious faiths other than Catholicism and make an enormous contribution to the well-being of our students.

Coloma is an inclusive learning community and we are ambitious for all of our students, seeking to ensure that they are challenged to make the very best of their abilities and to achieve success in all that they do. This is centred around the ideals of 'work hard and be kind.' All of our staff, both teaching and support, play an important role in achieving this.

If you would like to visit the school before making an application, we warmly welcome this. Informal telephone enquiries are also welcome.

Thank you for showing an interest in Coloma, a school I am very proud to lead.

I look forward to receiving your application.

Yours sincerely

Mrs Lizzie Englefield
Headteacher



COLOMA – AN OVERVIEW

Roman Catholic Voluntary-Aided Comprehensive Girls' School

The Congregation of the Daughters of Mary and Joseph opened Coloma Convent Girls' School in Croydon in 1869. In 1965, the school moved to its present site in Shirley (London Borough of Croydon) where it sits in extensive grounds on the edge of the Addington Hills. Since its foundation, Coloma has continued in the trusteeship of the Daughters of Mary and Joseph (also known as the Ladies of Mary). Our Governing Body is privileged to include Daughters of Mary and Joseph Sisters, who are also trustees of the Congregation.

Here at Coloma, our distinctive ethos enables us to help every student to reach her full potential both academically and personally. We strive to develop each student's confidence in herself and to inspire all of our students to reach for excellence in all they do.

Coloma Convent Girls' School in Shirley is recognised as one of the top non-selective secondary schools in the country, recognising the needs of the whole child. Coloma achieved the accolade of 'Best School in Croydon' in the Real Schools Guide in 2020 and in October 2019 received its fifth 'Outstanding' Diocesan Inspection report. The whole school community is motivated by the mantra 'work hard and be kind' and the school motto 'to work is to pray.' We are an inclusive school where all are valued as unique and special. In October 2019 Coloma received its fifth 'Outstanding' Diocesan Inspection report and in 2021 was named 'Best School in Croydon' in the Real Schools Guide. In December 2022, The Times released its 'Parent Power Schools Guide' to the top 1600 UK schools based on 2022 exam results. Coloma was ranked 2nd in the best girls' comprehensive category and 39th in the best comprehensive school category.

We are looking for an experienced middle leader or senior leader who can continue the journey towards outstanding that the current postholder has started. The Sixth Form at Coloma was identified as Good in our recent Ofsted inspection and is oversubscribed with both internal and external applicants who study both academic and vocational qualifications. We focus on nurturing and developing the whole student so that they are successful at school and beyond. This is a very exciting opportunity for any applicant who wishes to join a committed and dynamic SLT.

Coloma is very proud of its history of academic achievement supported by a commitment to the wellbeing of all; this is due to the hard work, focus and dedication to Coloma's ethos shown by pupils and staff alike. In 2022 we achieved remarkable exam results with a provisional Progress 8 score of 0.85 at GCSE and 43% of A Level students achieving A*/A grades and 22% D* BTEC.

While our academic results are outstanding, life at Coloma is about much more than success in the classroom. Coloma offers a wide range of extra-curricular and service-related activities. These develop specific skills but, equally importantly, build up values and friendships that students leaving Coloma take with them for the rest of their lives.

What we do remarkably well

- Deliver excellent standards of teaching and learning across the school based on the setting of high expectations for all, with a reflective approach to improving performance that secures the best possible outcomes for all our students.
- Develop a strong understanding of how best girls learn, develop and thrive.
- Cultivate and develop high aspirations for our young women, allowing them to become the successful leaders of the future.

How we succeed



- By ensuring effective professional development and career progression opportunities across the school in order to recruit and develop excellent staff.

STAFF WELL-BEING

Our staff are our most valued asset and we aim to support them both in their current roles and to develop them for their future careers. Working alongside the teaching staff, we have a skilled support staff team who perform vital roles within the school. Benefits include:

- Pleasant working environment with very well-behaved students.
- A school set in beautiful green belt land.
- A purpose-built on-site Chapel. A place for worship and quiet reflection.
- Supportive yet challenging governance, which understands that teachers are our most valuable resource.
- A marking and feedback policy designed from the bottom up, with regard for teacher workload, based on a set of principles, different according to department.
- Data capture that is measured and timely. We report progress two times a year.
- Minimal written reports.
- No requirement for teachers to submit lesson plans, even for lesson observations.
- Work scrutiny is departmentally-based and developed.
- CPD programmes are tailored to individual requirements which inspire and support development.
- The school calendar and training are planned in advance across the whole year so people know what is happening and when.
- A highly-effective and proactive support staff who play an important role in supporting teaching and learning.
- A Key Stage Team that is responsible for administration of key school events and trips.
- Use of on-site canteen offering hot and cold meals and tea/coffee available at break in the staff room.
- Membership of EAP, an employee assistance programme that offers access to a wide range of online and telephone confidential support services.
- A Staff Association that responds to the welfare of the staff and organises social events.
- Opportunities to participate in enrichment activities e.g. theatre visits.



DETAILS OF THE POST

The Post

The Governors are seeking to appoint a candidate with leadership potential, drive and enthusiasm to contribute to the development of the school and take significant responsibilities within the leadership group.

A person specification and job description follow in this pack and the specific responsibilities of the post will be determined in light of the experience and expertise of candidates.

Leadership Team

The current leadership team consists of the Headteacher, Two Deputy Headteacher, Four Assistant Headteachers and the Business Resource Leader.

Members of the leadership team line-manage Subject Leaders and Year Leaders. Responsibilities are allocated to each member of the team, but it is expected that these may be adjusted as the needs of the school and individual develop.

Application

Applications should be received by Mrs Vicki Davis, PA to the Headteacher, **by 9.00am Friday 17th March 2023** by email to vdavis@coloma.croydon.sch.uk

Statements in support of the application may be written as part of the application form, or separately enclosed. **Please note that these must not exceed two sides of A4.** Please ensure that you cover in your statement of application an indication of:

- How you fit relevant aspects of the person specification of the post.
- Any relevant experiences and what you have learnt as a result in terms of management and leadership.
- An indication of what you feel you particularly bring to the post including areas of particular development interest.
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Coloma reserves the right to commence or complete the recruitment process at any time prior to the closing date so early applications are recommended.

School Visit

If you would like to arrange a visit to the school, please contact Mrs Davis by email vdavis@coloma.croydon.sch.uk

The Interview

Short-listed candidates will be notified shortly after the closing date and will be given full details of the interview process at that time.

Interviews are expected to take place the week commencing 20th March 2023.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share the commitment. All appointments will be subject to a satisfactory Enhanced Disclosure Barring Service check.

PLEASE NOTE: **WE DO NOT ACCEPT APPLICATIONS VIA AGENCIES**



JOB DESCRIPTION – LEADERSHIP POSTS

Specific

The leadership team has clearly defined responsibilities and the members will be awarded certain responsibilities which will change from time to time. This is in order to develop the skills and experience of the individual within the team and also to respond to school needs.

All members of the leadership team have key line management and strategic responsibilities as listed below.

AS A MEMBER OF THE LEADERSHIP TEAM:

1. To assist the Headteacher in whole-school strategic planning with specific responsibilities for designated areas.
2. To undertake the implementation of parts of the school development plan as identified within the plan.
3. To assist in the preparation of curriculum, capital and other bids and submissions to outside agencies.
4. To line-manage designated subject leaders and other staff in all aspects of their responsibilities for raising achievement in the school.
5. To assist the Headteacher in the self-evaluation process of the school through departmental and pastoral annual reviews; departmental examination reviews and other school self-evaluation systems.
6. To assist the Headteacher with interviewing and staffing.
7. To support the school ethos and partnership with the community. This will include giving assemblies and supporting evening school functions.
8. To share with other members of the Leadership Team the responsibility for the daily administration and good management of the school. This will include participation in gate and bus duty, and lunchtime supervision.
9. To share responsibility with other members of the Leadership Team for the good order and conduct of students throughout the school. This will include detention and exclusion supervision and the overview of parts of the school.
10. To be a team leader in performance management.
11. To keep an overview of an allocated year group.
12. To attend Leadership Team meetings and other management meetings as required.
13. To attend meetings of the Governing Body and its committees as required.

In addition to the details above, the successful candidate will be given specific areas to lead and develop as well as day-to-day management responsibilities. The exact details of these will depend on the strengths of the candidate, the overall profile of the leadership team and the needs of the school.



Specific Role Responsibilities

SPECIFIC STRATEGIC ROLE

- To Deputise for the Headteacher when required

TO BE RESPONSIBLE FOR LEADING ON MIS AND DATA

- To oversee its use for pupil tracking and reporting (academic and pastoral)
- To generate ideas for the improvement of the use of the school MIS
- To be responsible for whole school monitoring programme and development of assessment schedules, recording, reporting and target setting, including updating the Assessment Policy
- To oversee schedule of preparation for new academic year on MIS including Y9 & Y10 pathways
- To be responsible for baseline-testing and value-added data (collecting, collating and disseminating)
- To be responsible for ensuring data is appropriately distributed
- To be responsible for overseeing production, checking and issuing of reports to parents (via HoY and Link SLT)
- Work closely with the other AHTs to ensure the data is appropriate and used effectively to inform and improve standards by considering: the quality and consistency of teaching and learning across the school; punctuality, attendance and behaviour;
- With the SLT, to consider the workload inherent in the collection of any data and to balance this against its impact.

TO HAVE STRATEGIC RESPONSIBILITY FOR EXAMINATIONS (Internal and External)

- To oversee the work of the school examinations officer
- To ensure the smooth running of the public examinations
- To ensure the smooth running of the internal examinations, including their scheduling

LINE MANAGEMENT

- Line management of designated subjects

TASKS

- Organising cover and room changes as necessary
 - Ensuring that the duty of providing cover for absent teachers is shared equitably among all teachers in the school (including the Headteacher), taking account of their teaching and other duties.
 - (Future: To train and oversee a designated member of support staff to organise cover and room changes)
- To lead on KS2-3 Transition including organising the Y7 Induction Day



PERSON SPECIFICATION

Qualifications

- Educated to degree level (Essential)
- Qualified teacher with extensive experience in secondary school education

Knowledge, Skills and Experience

- Experience leading, coaching and motivating staff, ensuring professional development and effectively challenging and managing any underperformance
- Strong knowledge of Curriculum design principles including sequencing, assessment, knowledge rich approaches and skills development.
- Strong knowledge and experience of A level and Post 16 academic qualifications
- The ability to apply curriculum design and implementation principles to a range of subjects outside of one's own specialism including quality assurance of other subject curricula.
- Track record of excellent teaching and outcomes for students at GCSE and A level
- Knowledge and experience of delivering impactful academic interventions to support gap closing.
- Experience of leading on both curriculum and pastoral provisions
- Knowledge and understanding of teaching and learning research
- Experience of leading a team effectively over a period of time to implement positive change including holding staff to account and addressing ineffective teaching.
- Experience working with vulnerable families and students across a range of ages to ensure high academic outcomes
- Knowledge of Data Driven approaches to gap closing and experiences of implementing this successfully within a subject area.
- Strong Experience of training teaching staff, resulting in positive impact for students
- Knowledge and interest in diversifying the curriculum and reflecting students and communities within all subject curricula.
- The ability to skilfully manage and maintain effective working relationships with staff, community members, parents and other stakeholders
- Able to manage several projects at once, prioritising accordingly to meet deadlines and to work well under pressure
- Strong IT, systems, administrative and organisational skills, and the ability to delegate appropriately
- Strong understanding of data use to inform project and impact monitoring
- Excellent written and oral communication skills.
- Good knowledge of Safeguarding legislation and experience managing this within an academic role.
- Understanding of relevant legislation, policies and procedures, and the ability to apply this understanding to real situations

Behaviours

- Genuine passion for and a belief in the potential of every student, whatever their background or personal characteristics, and a clear understanding that all roles in the school, including support roles, are focused on student achievement.
- A robust awareness of keeping children safe, understanding how and when to take appropriate action.
- Effective leadership and management style that encourages participation, innovation and develops colleagues' confidence and trust
- The ability to work in close harmony with the Headteacher, senior leadership team and staff



- The ability to develop the leadership skills of others as well as to learn from others
- The ability to enthuse and inspire others
- Excellent listening skills
- Passion, energy, resilience, and optimism to lead the school through day-to-day challenges while maintaining a clear strategic vision and direction
- A firm and constant belief in the unlimited potential of every student (particularly disadvantaged students, those from ethnic minority backgrounds and those with additional needs) and a genuine commitment to inclusive educational provision
- The ability to develop positive relationships with all young people and adults
- The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to be flexible, to change, improve and develop
- Confidence and self-motivation
- The ability to be decisive
- High levels of honesty and integrity, with a commitment to Equality, Diversity and Inclusion
- A professional outlook, detail oriented and able to multitask and meet deadlines
- A team player that can work collaboratively as well as using own initiative
- Calm and professional under pressure
- Understanding of the importance of confidentiality and discretion
- Flexible attitude towards work and demonstrates sound judgement

Other

- Right to work in the UK
- Commitment to equality of opportunity and the safeguarding and welfare of all students
- Willingness to participate in Continuous Professional Development

Coloma is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.

Coloma is committed to equality and diversity, and to being a family where everyone can be themselves. We are committed to continuous improvement in how representative we are of our local communities, including gender, ethnicity, religion, age, and all other aspects of diversity.