

Carshalton High School for Girls



Assistant Headteacher Application Pack

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Letter from the Headteacher

March 2019

Dear Candidate

Thank you for your interest in the position of Assistant Headteacher at Carshalton High School for Girls (CHSG). Since 1st April 2018, our school, together with Nonsuch High School for Girls and Wallington High School for Girls has been part of the Girls Learning Trust. Although part of a Multi-Academy Trust, each school retains its own identity. Further information is contained within the pack.

At CHSG our vision is to be 'a centre of excellence where staff and students learn and thrive together'. Our ethos is based on our core values of Community, Harmony, Success and Growth. Securing high achievement and the well-being of students is at the heart of everything we do. First quality teaching, our strong pastoral system, excellent support and guidance where staff go the extra distance for students, and an extensive range of additional learning opportunities, ensure that the needs of every student are personalised and met and each student maximises their success.

Developing our staff and their wellbeing is a high priority so we provide a well-resourced environment where staff are supportive of each other and work collaboratively.

We are seeking to appoint a talented, inspirational and highly motivated individual who will work as part of a strong leadership team to continue to improve the school and build on its many strengths. If you would like to visit the school before making an application then please contact Mrs Sam Willard, Headteacher's PA (swillard@suttonmail.org) to arrange a suitable time.

I hope you will find the information in this pack interesting and informative. If so, please complete the school application form and return it to the email address provided towards the end of the pack.

I very much look forward to hearing from you.

Yours faithfully,

Vivien Jones
Headteacher

Maurice Devenney
Headteacher Designate

Girls' Learning Trust (GLT)

Message from Jane Burton, CEO

I am delighted that you are interested in a position in one of the Girls' Learning Trust schools.

The Trust was formed in September 2015 and initially consisted of two schools: Nonsuch High School for Girls and Wallington High School for Girls. In April 2018, Carshalton High School for Girls joined and further strengthened our Trust. All three schools are located within the London Borough of Sutton and are within easy reach of each other.

The aims of the Girls' Learning Trust are to deliver a first class education for girls ensuring that they realise their full potential and leave the Trust well prepared for their future. With around 4000 students and a highly effective operating model, GLT gives member schools the financial strength to drive school improvement and provides increased opportunities for students and staff across the trust. We aim to grow as a Trust, retaining the all-girls identity and operating within the London and South East region.

The aims of GLT are achieved through:

- Delivering excellent standards of teaching and learning consistently across the Trust based on the setting of high expectations for all and an evaluative approach to improving performance that secures strong outcomes for all our students.
- Developing strong collaboration across the Trust ensuring each school is a giver and receiver of support where needed.
- Ensuring effective professional development and career progression opportunities across the Trust in order to recruit and retain excellent staff.
- Delivering effective pastoral provision to all our students ensuring they are supported, developed and well cared for during their time in the Trust.
- Developing a strong understanding of how best girls learn, develop and thrive and using this to underpin our approach to education across the Trust.
- Promoting and developing high aspirations for our young women allowing them to become the successful female leaders of the future.
- Creating an exciting, challenging and creative curriculum across the Trust, both inside and outside of the classroom, to allow all students to realise their full potential.
- Securing a financially viable Trust through strategic financial management and by working collaboratively to secure financial efficiencies.
- Communicating effectively with and valuing all of our stakeholders realising the important role they play in the Trust.

For more information on the Trust please follow this link: [Girls Learning Trust](#)

The Trust model brings many advantages to staff at all levels in the schools. Free from some of the strategic, financial and operational responsibilities of a standalone role, the primary focus of the school Headteacher role within the GLT structure is to provide highly effective leadership and support of the teaching and learning within their school alongside day to day management. The school Headteacher is accountable for securing strong student outcomes and the delivery of an excellent standard of education for all students in their school. Each Headteacher reports to, and is supported by me in my role as CEO.

Staff are able to benefit from many different opportunities for development across the Trust. These include the opportunity to participate in the cross -trust Outstanding Teacher Programme (OTP) learning with and from colleagues in all the schools, an annual GLT conference that brings all staff in the Trust together and the chance to participate in trust training and development across a number of areas. In addition, when you are at the stage when you want to consider moving to the next level in your career, a larger Trust brings more opportunities that a stand alone school may do.

Although the Trust plays an important role in each school, the GLT model ensures and values the fact that each school retains its own unique identity within the Trust which can be seen when visiting each school or looking at the website.

Joining a GLT school at any stage in your career is a way to combine the benefits of working for a larger Trust with the ability to feel part of a successful and vibrant school. I hope that after reading this information pack you decide to submit an application.

Jane Burton, CEO

Information about Carshalton High School for Girls

Carshalton High School for Girls is a highly successful, popular 11 to 18 comprehensive school. There are 1340 students on roll, over 80 teaching staff and a number of support staff who make a major contribution to the daily smooth running of the school in a variety of ways. Staff work as a cohesive team setting the highest professional standards as an example to the students. Students enjoy positive and co-operative relationships with staff and it is very rare if an external visitor to the school does not comment on the high calibre of the students and the positive working environment.

The school is a designated Humanities/Arts College; has been awarded Artsmark Gold 4 times and holds Investor in Careers Status. We have recently completed a £6.4 million build including new specialist facilities for Maths, Drama, Dance and Music and a brand new canteen and sports hall.

Our vision clearly states that we are a community where 'staff and students learn and thrive together' and we are totally committed to ensuring staff are given the opportunities and encouragement to develop both personally and professionally. There is a culture of distributed leadership and numerous examples across the school where staff have gained promotion.

Curriculum

We run a two year KS3, with students beginning their GCSE courses in Year 9. Our KS3 students study the full suite of national curriculum subjects. At KS4, students study for up to ten GCSEs inside a tailored programme suitable for their ability and aspirations. The vast majority of our students continue into the Sixth Form at CHSG where they can choose from a wide range of A level subjects.

Students enjoy a comprehensive programme of PSHCE and Citizenship throughout the school and we encourage our students to be active and responsible citizens through a variety of charitable and community activities. The school also operates a very successful House system which encourages integration between the year groups and provides leadership opportunities for students. Similarly, a strong Head Girl and Senior Prefect team and School Council ensure that the student body has a voice within the school and that younger students are supported.

Staffing

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. Continued professional development (CPD) plays an important role and we have developed a more bespoke approach to this provision.

There are high expectations of staff, but everyone is extremely well supported. There is a culture of working collaboratively and of working with and helping each other. Supply teachers are happy to return and Student Teachers, NQT's and new staff praise the support and guidance given. All teachers are fully supported by an induction programme when they join the school.

Ofsted inspected our school in November 2017 and judged us to be good in all categories and good overall.

We were delighted with the many positive aspects highlighted:

- *“The school is a happy and safe community where pupils do well and staff are proud to work.”*
- *“The Headteacher and leadership team have high aspirations for the school. They are strongly supported by governors and staff.”*
- *“Pupils make good progress overall and in 2017 the progress of disadvantaged pupils was particularly good.”*
- *“The quality of teaching is good overall, with aspects that are outstanding. This helps pupils to make good progress.”*
- *“An excellent range of enrichment opportunities contribute strongly to pupils’ all-round development.”*
- *“The school’s care and support for pupils is outstanding. Staff understand pupils’ needs extremely well and work closely with other agencies to provide extra help, should this be needed.”*
- *“Pupils enjoy school and have good attitudes to learning. They behave well in lessons and around school.”*
- *“Pupils are welcoming and polite to visitors. They show pride in their school.”*
- *“Pupils show respect for the beliefs of others and understand the importance of democracy and the rule of law.”*
- *“Parents are positive about the school and the quality of education their children receive.”*
- *“The sixth form provides students with good opportunities for academic and personal development. They are well prepared for the next stage of education or employment.”*
- *“Students’ progress on BTEC courses is outstanding, and progress on A-level courses is good.”*
- *“The school is a genuine inclusive and caring community where pupils from different backgrounds are respected.”*

Why work at CHSG?

Carshalton High School for Girls is a fantastic place to work and we believe we have a great deal to offer staff who join our team. We are totally committed to providing the best possible working environment for all staff.

The ethos of constant improvement and positivity underpins our work and staff are encouraged to ‘grow’ and ‘develop’ through programmes offered and the daily support and guidance given.

Staff wellbeing is a high priority; our commitment demonstrated by having an in-house wellbeing team. A number of staff social events are organised throughout the year.

We constantly seek ideas and comments on how we can further improve our workplace and practice and are open to trying new ideas and initiatives that bring benefits to our community.

We are a school that seeks to constantly do better and whilst outstanding in many ways, we are ambitious and determined to secure further improvement.

Vivien Jones, Headteacher

Job Description

Job Title: Assistant Headteacher

Responsible to: The Headteacher

The role of the Assistant Headteacher is crucial in ensuring the creation of an environment in which students and staff can learn and thrive together. As a member of the Senior Leadership Team the Assistant Headteacher is expected to play a part in defining and articulating the vision and shared values for the school and then implementing the vision and ethos through planning and good communication, ensuring that the views and opinions of stakeholders are sought as appropriate. The school aims to ensure that leadership is developed at all levels, with creativity and innovation positively encouraged. It is expected at the level of Assistant Headteacher that the post holder can demonstrate good management skills by working with individuals and teams to develop policy and practice that will achieve positive outcomes.

The aims of the post are to share with the Headteacher in:

- defining and implementing a vision for the school, particularly in the provision for disadvantaged students
- ensuring high quality provision that enables disadvantaged students to be successful and achieve highly
- creating an inclusive learning environment in which students and staff thrive together based on the core values of Community, Harmony, Success and Growth
- contributing to the safeguarding and promotion of the health and wellbeing of students and young people

Responsibilities

- Work with other members of SLT on determining and establishing the vision and ethos of the school and the Trust
- Identify through regular self-evaluation processes the needs and key issues of the school and develop and implement appropriate policies and practice to bring about improvement, particularly linked to defined areas of responsibility
- Be accountable for setting and achieving agreed targets linked to the provision for disadvantaged students
- Lead on the provision for disadvantaged students and offer support and guidance across the Trust on best practice to improve outcomes
- Monitor and maintain high academic standards throughout the school, using data strategically or in a targeted way, and undertaking whatever action is necessary to ensure disadvantaged students succeed
- Monitor and evaluate the quality of learning and teaching
- Maintain good behaviour throughout the school
- Create and maintain a community in which students feel safe
- Establish excellent relationships with parents and other stakeholders
- Contribute to maintaining and developing high standards of professional conduct in all staff
- Encourage and develop co-operative approaches among staff and students and among students themselves
- Chair meetings of staff or lead working parties or focus groups as necessary, particularly linked to areas of responsibility
- Update and present to the Local Governing Body and other Trust Committees information, feedback or policies relating to designated areas of responsibility
- Act as line manager and mentor to specified curriculum areas, pastoral and support staff

- Organise, lead and participate fully in staff development and staff Performance Development and provide leadership as required
- Market the school by promoting a good relationship with the local community, establishing links with external agencies and organisations where appropriate
- Ensure punctual arrival to school and lessons by students
- Ensure the day to day good order of the school through participation in duties
- Maintain a high visible profile around the school in non-teaching time
- Attend Local Governing Body meetings and attend other Trust committee meetings as required
- Lead evenings and workshops for parents and stakeholders linked to areas of responsibility and line management areas
- Lead school assemblies
- Undertake a teaching timetable and be responsible for delivering lessons of consistently high quality, on occasions modelling for colleagues

Continuing Professional Development (Personal)

- Take responsibility for personal professional development, keeping up to date with external initiatives, research and legislation generally, but with particular regard to areas of responsibility within the school
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available
- Maintain a professional learning portfolio of evidence to support the Performance Development process including the incorporation of targets related to leadership, evaluating and improving own practice.
- Effectively manage time when dealing with the wide range of day to day and long term demands of the post

Specific responsibilities

Each member of the Senior Leadership Team has specific designated areas of responsibility. These are determined by the Headteacher in discussion with team members. The allocation of Senior Leadership Team responsibilities are based on the strengths of individual members of the team, thereby maximising the positive impact for the school. However, there is also a commitment to ensuring team members have the opportunity to develop personally and professionally and the job descriptions are therefore reviewed annually at which time rotation of duties may occur.

March 2019

Assistant Headteacher Selection Criteria

Responsibilities will be agreed on appointment according to the strengths and expertise of the successful candidate. Applications are particularly welcome from practitioners who have a knowledge and understanding of the strategic development of provision for Disadvantaged students in either a curriculum or pastoral capacity

Area	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> Honours Degree, PGCE / QTS 	<ul style="list-style-type: none"> Higher degree or evidence of further study 	Application –DfE No. Certificates
Professional Development	<ul style="list-style-type: none"> Evidence of continuing professional development at leadership level 	<ul style="list-style-type: none"> Experience of delivering CPD/INSET 	Application
Experience	<ul style="list-style-type: none"> A track record of success at Middle or Senior leadership including leading a team of staff The ability to develop and implement a vision A track record of raising standards of provision for disadvantaged students at a strategic level Experience of using data to monitor and evaluate students' progress and tracking interventions Experience of self-evaluation and of planning and implementing change successfully Knowledge and understanding of current educational issues and their impact on schools A commitment to 'going the extra distance' for students 	<ul style="list-style-type: none"> Involvement in leading a whole school project Managing professional development of team of colleagues Experience of the specific responsibilities within the job description 	Application Form Interview Tasks Reference
Knowledge, Skills and Abilities	<ul style="list-style-type: none"> Excellent knowledge and understanding of strategies to raise and maintain academic achievement for disadvantaged students Excellent knowledge and understanding of strategies to promote student wellbeing and high standards of pastoral care Evidence of personal commitment to quality and excellence in teaching and learning Ability to lead and motivate staff and students Ability to manage students firmly, fairly and effectively and empathise with students who may be experiencing barriers to learning, being able to initiate appropriate action to overcome underachievement Strong interpersonal and communication skills, both verbal and written Up to date and thorough knowledge of developments in education and pedagogic practice Effective time management and organisational skills Understanding of safeguarding issues and procedures Ability to form trusting relationships with students and parents 	<ul style="list-style-type: none"> Evidence of being an outstanding classroom practitioner 	Application Interview Tasks Reference

Area	Essential	Desirable	Method of Assessment
Personal Qualities	<ul style="list-style-type: none"> • Commitment to raising standards and achievement of all students • Commitment to Equal Opportunities • Excellent team player • Emotional intelligence • Integrity, loyalty and commitment • High standards and expectations of self and others • Commitment to equal opportunity and the success of every individual • Positive and flexible approach to opportunities and challenges • Resilience and ability to work under pressure • Good personal presentation – a professional style of dress is expected • A sense of humour • Excellent attendance and punctuality 	<ul style="list-style-type: none"> • Ambition to progress to Deputy Headship and Headship. 	Application Interview Tasks Reference

The Senior Leadership Team

The Senior Leadership Team at Carshalton High School for Girls is currently comprised of the Headteacher, Associate Headteacher, two Deputy Headteachers and four Assistant Headteachers (one being the SENDCo).

This structure will change in September 2019, with Mr Devenney (current Associate Headteacher) becoming the new Headteacher. The Senior Leadership Team will then be comprised of the Headteacher, two Deputy Headteachers and five Assistant Headteachers (including this advertised role).

Collaborative and open working practices ensure coherence and clarity in the leadership and management of the School. The Leadership Team meets together twice weekly. The first meeting focuses on operational matters and the second has a strategic focus. In this meeting the focus is on reporting on work completed and on setting future leadership priorities.

Each member of the Leadership Team is responsible for project planning their priority areas on the School Development Plan. They are also given the opportunity to collaborate with other members of Leadership Team from the other schools within the Trust, as part of cross-trust working parties.

The Local Governing Body is a strong and supportive team with considerable professional expertise. In addition the CEO of GLT and the Trust Board provide support and challenge to the school.

This is an exciting opportunity for a highly capable practitioner to join a cohesive staff team.

We are seeking to appoint a candidate with enthusiasm and drive who wants to inspire and make a difference to the lives of our young people.

Notes to Applicants

In line with our recruitment policy and for the protection of our students, the successful candidate will be subject to an enhanced DBS disclosure. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Applicants must be eligible to work in the UK.

We welcome applications from all suitably qualified people and aim to employ a culturally diverse workforce which reflects the nature of our school community.

Your written application:

We hope that after reading the information pack you will want to apply for the post advertised.

An application form can be downloaded from the School's website: www.chsg.org.uk. Please also complete and return the disclosure and equal opportunities monitoring forms which are attached to the application form.

Applications should be emailed to swillard1@suttonmail.org

Closing date: noon Wednesday 24th April 2019

Interviews: Tuesday 30th April and Wednesday 1st May

If you are shortlisted, we will take up references prior to your interview.

As part of our recruitment process, Girls' Learning Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations.

For further information about this and to read our Data Protection and Freedom of Information Policy please visit our schools websites: www.chsg.org.uk