

Headteacher Candidate Information



Dear Applicant,

Thank you for your interest in the role of Headteacher at Broadwater School.

In my role as Chair of Governors I am fortunate to be able to spend time with the staff and students here, and I am always delighted to see the enthusiasm and commitment which is evident in both. The last few years have seen rising progress and attainment and an increase in the number of first choice applicants to the school, and we would now like to appoint a new Headteacher who will build on our successes and also bring fresh ideas to continue our drive forward.

We have a friendly and thriving school community where every individual is valued and encouraged to have high aspirations, and where staff are enthusiastic about making a difference in the lives of our students. The Governing Body is supportive and we see this as a real opportunity for the right applicant to take the school to 'Outstanding' in its next OFSTED inspection.

I encourage you to come and visit the school and see for yourself. Please contact Maureen Edwards, PA to Headteacher, on 01483 520622, or email: m.edwards@broadwater.surrey.sch.uk to arrange a visit.

I look forward to hearing from you.

Yours sincerely,



Debi Lawson
Chair of Governors
Broadwater School



**BROADWATER
SCHOOL**

BY INCREMENTS CONQUER

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JOB DESCRIPTION

This Job Description is based on 'The National Standards of Excellence for Headteachers' (2015) and it is expected that all applicants can demonstrate their ability to meet these standards or display the potential to meet them in this role, as well as the additional points described below.

This job description outlines the responsibilities of the post and does not describe in detail all the duties required to carry them out.

As our new Headteacher, you will continue the improvements in teaching and in students' progress made so far under our current Headteacher, whilst implementing a clear vision and strategy that ensures all of our students have high aspirations and are able to fulfil them in a caring and supportive atmosphere.

Broadwater School has over 520 students and a rising roll, and is set in pleasant and extensive grounds. There is specialist SEND provision for 30 students in the COIN centre (communication and interaction needs) and a thriving community sports centre. The role is, therefore, diverse and will require an individual who is able to manage the demands and opportunities of each aspect whilst maintaining a commitment to the importance of each individual within the school.

To achieve this, the successful candidate will be expected to provide vision and leadership in order to:

- promote high standards of teaching and learning throughout the school, through effective leadership and management of the staff, students and resources, underpinned by sound financial planning
- build on and maintain strong partnerships with the governing body, parents, local schools, other education providers, the local authority and wider community to enhance the education of all students
- provide the values and direction which will maintain and enhance the school's ethos, and ensure that these are translated into progress and achievement
- ensure the safeguarding and welfare of our students and promote high standards of behaviour and discipline.

Qualities and Knowledge

- Lead by example and provide a strong and visible presence in the school.
- Contribute to a successful and happy community.
- Monitor and explore national and local developments in curriculum, school structures and finance models in order to advise and consult with colleagues, the governing body and other key partners on the school's future direction.
- Keep abreast of all the changes to assessment, performance measures and inspection in order to keep the school at the forefront of developments.

Students and Staff

- Continue to recruit and develop staff through providing high quality professional development and performance management in order to continue building capacity within the school.
- Develop the existing teaching and learning culture, so that it can continue to strengthen and adapt to meet changing demands.
- Ensure that all staff, and students from a wide variety of backgrounds, have high aspirations, high expectations of their own work and are encouraged to achieve their best outcomes.
- Have an empathy with specialist SEND provision and a strong philosophy of inclusion
- Promote the school in the wider community, celebrate its strengths and ensure that it becomes the school of choice in the area.

Systems and Process

- Provide robust budget management, sound curriculum-led financial planning and business awareness within the context of a challenging and changing financial landscape.
- Ensure appropriate and effective use of monitoring and outcome data to track, promote and support pupil progress and learning.

Self-Improving School System

- Ensure that the School Development Plan reflects a strategic approach to continuous school improvement based on a sound analysis of the school's strengths and weaknesses, enabling Broadwater School to become outstanding in all areas.
- Ensure that P4C remains at the core of our approach to enhance the culture of the school and deliver improvements in academic attainment.

PERSON SPECIFICATION - HEADTEACHER

Broadwater is committed to safeguarding and promoting the welfare of its students and expects all staff to share this commitment

	Essential	Desirable	Assessment Method
Education, Qualifications and Training	<ul style="list-style-type: none"> • Qualified teacher (QTS) • Working towards or completed NPQH or equivalent qualification. • On-going commitment to professional development and training. 	<ul style="list-style-type: none"> • Good honours degree or equivalent. • Further relevant qualifications in leadership. 	<p>Application form Certificates Interview</p>
Knowledge and Experience	<ul style="list-style-type: none"> • Knowledge of current and impending local, national and global education strategies to enable staff and students to excel. • Confident user of IT packages. • Use of data to analyse progress and advise strategies for improvement. • Understanding of quality in learning and teaching and how to achieve excellence. • Understand how to overcome disadvantage, advance equality and secure inclusion. • Knowledge of best practice and procedures for safeguarding students. • Significant senior management experience including line management responsibilities. • Experienced teacher at secondary school level. • Evidence of managing performance of all staff, addressing any under-performance and supporting staff to improve and attain excellent practice. 	<ul style="list-style-type: none"> • Use of school self-evaluation in order to improve progress and achievement. • Knowledge and understanding of how the management, finance, organisation and administration of the school support its vision and aims. • High level pastoral experience. • Knowledge of SEND provision and evidence of a commitment to inclusion. • Knowledge of Philosophy for Children (P4C). • Successful experience of leading and motivating staff through collaboration and distributed leadership. • Experience of entrepreneurial financial and resource management. • Experience of leading and developing the teaching and learning skills of others. • Experience of leading and developing the leadership and management skills of other leaders at all levels in the school. • Experience of being accountable for outcomes. 	<p>Application form Written statement Interview Presentation References</p>

		<ul style="list-style-type: none"> • Knowledge of leading safeguarding. • Experience of creating an outward-facing school to work with the wider community to promote the ethos of the school. • Experience as a Headteacher or Acting Headteacher. 	
Skills, Qualities and Attributes	<ul style="list-style-type: none"> • Ability and confidence to delegate, monitor, support and instil a strong sense of accountability in staff for the impact of their work on students' outcomes. • Ability to lead colleagues in managing change and developing innovative practice. • Able to communicate effectively orally and in writing to a range of audiences. • Ability to work with the Governing Body and all stakeholders to develop a shared school vision. • Ability to lead by example in managing own workload to ensure high quality outcomes whilst maintaining a balanced and healthy personal life, and promoting the same in colleagues. 	<ul style="list-style-type: none"> • Ability to think creatively and solve problems. • Ability to manage behaviour positively. • Ability to prioritise initiatives, demands and challenges. • Demonstrate a strong, collaborative and clear management style, focussed on solutions. • Have the capacity to be flexible, adaptable and creative, and the ability to work under pressure. • Committed to the continuing professional development of others. 	<p>Application form Written statement Interview Presentation References</p>

GENERAL INFORMATION

Please see the school website for further background detail regarding the school. (www.broadwater.surrey.sch.uk)

Broadwater School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. We are an Equal Opportunities employer.

INTRODUCTION

Broadwater School is an 11-16 comprehensive school with approximately 530 students. The size of the school helps to generate its distinctive ethos and atmosphere, where the individual is known and catered for. Every student is important.

Broadwater is a lead school in Philosophy for Children (P4C) where we practise the skills of the 4Cs: critical, creative, collaborative and caring thinking, placing them at the heart of everything we do. P4C is an approach to teaching and learning that highly challenges both students and teachers to think and question more deeply. Our recent report from Sapere, the national body for P4C, commented;

“Broadwater School should be congratulated on becoming only the second secondary school in the UK to achieve Silver and now Gold award status. The students and staff are an excellent model to other schools who aspire to embed the P4C approach. Sapere wholeheartedly congratulates the school on this achievement and welcomes the school to showcase P4C and opportunities for continued collaborative work.”

The school works in an atmosphere of order where consideration for others and respect for fellow students are the norm.

The school received an Ofsted inspection in December 2015 under the new framework and achieved a ‘good’ overall judgment, (see school website). The report details the excellent work of the school as we move towards becoming an outstanding school.

We see it as our prime duty to ensure that students develop a love for learning and gain the best possible examination results. We also aim to assist students to develop spiritual and moral values and to think for themselves. The school is keen for staff to develop in their roles, and new ideas and initiatives are welcomed.

Students are encouraged to take active responsibilities within the school, through the School Council, the Library, as members of various clubs and activities, and through the Prefect structure. They have achieved good success in fund-raising ventures for charity, and students readily give their support for evening functions. Student voice is a strong feature of the school: students’ opinions are valued and lie at the heart of our evaluation.

We draw our students from Farncombe, Godalming and the surrounding rural area. The vast majority of our students walk to school and come from a wide socio-economic background.

The school has a Speech and Language Resource with a planned admission of 6 pupils each year. The self-contained resource has four well-equipped rooms with its own specialist teachers,

speech and language therapists and teacher assistants. The students are drawn from a wide area, to benefit from this specialist provision. The students are integrated into mainstream as appropriate.

SETTING

Broadwater School has extensive grounds in an attractive rural setting beside the lake of the same name, and two miles from the centre of Godalming. Godalming is a small attractive town to the South-West of Guildford, on good bus and rail routes, and within two miles of the A3 London-Portsmouth trunk road.

OUR MISSION STATEMENT

- ❑ To deliver a holistic curriculum centred around Critical, Caring, Creative and Collaborative thinking (4Cs).
- ❑ To support every child to make exceptional progress.
- ❑ To create a highly motivated, ambitious and thoughtful community.

BROADWATER SCHOOL AIMS TO PROVIDE:

- ❑ an environment in which all individuals succeed
- ❑ opportunities to help individuals to take responsibility for their own learning
- ❑ the skills to enable individuals to meet the challenges of a changing world
- ❑ a community where an individual's needs and strengths are recognised
- ❑ a community where there is mutual respect and value for the individual
- ❑ a safe, challenging and stimulating environment for learning
- ❑ a centre of learning for the students, staff and local community
- ❑ additional curricular opportunities and wider partnerships.

CURRICULUM

KEY STAGE 3: Years 7 and 8

Our aim is to provide a curriculum that is academically stimulating and demanding for students of all abilities. We ensure that the curriculum is broad and balanced in providing not only the core subjects such as English and mathematics, but ensuring that students are able to develop aesthetically, creatively and socially, in order to provide a wide range of educational experiences which will fully prepare students for further education or for employment.

The content of the curriculum and the amount of time devoted to subjects is largely prescribed by the National Curriculum. Broadwater meets all the requirements of the National Curriculum.

The Broadwater Curriculum for years 7 and 8 comprises

English	Design and Technology	Music
Mathematics	Food Technology	Art
Science	Computing	Physical Education
French	History	Drama
Spanish	Geography	Religious Education (and collective worship)
		Social Science

Students also have the opportunity to undertake a sports leader award.

Some subjects are moving to a 2-year key stage 3 and then starting GCSE courses in Year 9.

ORGANISATION OF TEACHING GROUPS

Year 7 students are taught in sets for English, Mathematics and Science and in ability bands for Modern Foreign Languages, Geography, History RE, Art, Drama, Music and ICT. They are in mixed ability groups in Technology and PE. During the first half term, the screening tests are carried out to check reading ages and general reasoning ability. All ability groups are reviewed regularly and students repositioned, as appropriate. Progress is constantly monitored throughout a student's school career. When a student is moved to a different group, parents are informed.

Top language sets study two languages (French and Spanish) from Year 8. The remainder concentrate on just one language (French).

During the Spring Term in Year 9, students select the GCSE examination courses for study at key stage 4. From this year, Year 8 students will select GCSE courses to start in September 2017, in Year 9.

KEY STAGE 4: YEARS 9, 10 and 11

The Core subjects of English, Mathematics and Science occupy almost 50% of the teaching week.

English	Language and Literature.
Mathematics	
Science	Double Certification (i.e. a broad knowledge of the Sciences), covering the three sciences of Biology, Chemistry and Physics. Top set students will study the three separate sciences as individual GCSEs.
Physical Education	Recreational
IT	Students can choose to take GCSE ICT or GCSE Computer Science.
Options	Four subjects selected from: Humanities Geography, History, Religious Education (full GCSE course) Modern Languages French and Spanish Art and Technology Resistant Materials, Art, Food and Nutrition, VCERT Food, Graphic Communication, and from 2017, 3D Product Design Performing Arts Drama, Music Examination PE and VCERT PE Key Skills Vocational pathways involving link courses with local colleges and work related placements.
Social Science	Social Science plus careers and work experience, health and sex education, economic awareness, and environmental education.
Vocational	An extensive range of vocational courses and young apprenticeships is available from Godalming and Guildford Colleges. Students are able to undertake a further language at Godalming College as part of a vocational route or as a twilight course in Italian.

This gives all students access to a minimum of 8 subjects. A minimum of 5 GCSEs with grades A-C is the requirement for entry to a higher course such as 'A' levels. Other courses have lower entry requirements. The majority of students continue their education at Godalming or Guildford Colleges. Godalming College is an outstanding sixth form college and our students have a guarantee of a place, subject to achieving the correct standard for entry onto particular courses.

TEACHING METHODS

A wide variety of teaching methods are used to suit the requirements of each subject. Collaborative work is encouraged. Students are given opportunities within lessons to use the Library Resources Centre and the computer facilities within departments or in the computer suites. Wireless laptops, netbooks and iPads are available for use in lessons. Particular attention is paid to National Curriculum demands for practical and oral work. Emphasis is placed on differentiation, the provision of sequenced work, so that all students can advance as far as possible and the more able are

continually challenged. Philosophy for Children approaches are a strong feature of the learning as we aim to encourage deep learning and independent thinkers.

Students have access to their own school work areas from home via the internet.

PASTORAL ORGANISATION

The pastoral system is designed to enable students to be cared for as individuals. Students are placed in mixed ability vertical tutor groups. Each group is in the care of a Form Tutor who is responsible for the welfare, guidance and academic progress of each individual. Students begin each day with their Form Tutor.

- ❑ Students are allocated to 'Houses' Aquila, Pegasus and Phoenix, consisting of boys and girls drawn in equal proportions from the different year groups.
- ❑ Each form group will consist of a number of students from each year group.
- ❑ Tutors remain with the tutor group as students progress through the school.
- ❑ Staff, both teaching and non-teaching, are allocated to each House.

Form Tutors are supported by Leaders of Achievement who have overall responsibility for the academic performance, progress and welfare of all students in a House group, in developing a sense of community, and maintaining high standards of behaviour and appearance.

Students new to the school will be supported not only by their Form Tutor and Leader of Achievement, but also by responsible senior students within the same form, who will act as 'buddies' to help them settle in; they, in turn, will become buddies for younger students in the future.

Students will identify with and contribute to their particular house, learning to take responsibility as team players, group leaders or house captains.

Inter-house activities and competitions will promote achievement in a range of areas: academic, sporting, practical and artistic and so encourage motivation and a sense of achievement and worth.

THE SCHOOL DAY

The school operates 50 x 60 minute lessons per fortnight. There are opportunities for extra-curricular and sporting activities during lunchtime and after school and the Library Resources Centre is open every lunchtime and after school for reading, further study and homework club.

COMMUNICATION WITH PARENTS

We promote close partnership with parents, both formally and informally. We provide regular opportunities for contact including; letters, Parent mail, text alerts, Facebook, Twitter, the school website, Broadwater News, parents' evenings, information and open evenings, termly progress checks and the use of a work diary in which students record homework and targets, and teachers and parents record comments about student progress. The school has a hard-working and successful Friends of Broadwater group which staff actively support.

FACILITIES

In addition to standard classrooms, which all have interactive whiteboards, there is a variety of specialist accommodation including:

- ❑ well-equipped Science laboratories, three have recently been refurbished
- ❑ recently refurbished integrated Technology area and Food Technology rooms
- ❑ three ICT rooms. The school is very well equipped with computer facilities
- ❑ all departments have computer facilities in addition to the central resources
- ❑ all classrooms have networked computer points with netbooks that can be booked
- ❑ gymnasium, sports hall, dance studio, one sand based all-weather floodlit pitch, a second water-based all-weather floodlit pitch and a floodlit Centre of Excellence for netball and tennis. The pavilion for Guildford Hockey Club is also situated on site
- ❑ Library Resources Centre.

COLLECTIVE WORSHIP

Students normally attend one whole school assembly a week, and one house assembly. The school aims to meet the spirit of the Education Act through a programme of Acts of Worship conducted in the context of a weekly theme. Active pupil participation in assemblies is encouraged.

COMMUNITY LINKS

The school has strong links with the community with nearby homes for the elderly, and with local church and voluntary groups. The school operates a very extensive lettings programme for the sports facilities as well as the assembly hall and other facilities.

COMMUNICATIONS

Effective communication is achieved through a regular pattern of meetings, school calendar, assemblies and the weekly bulletin..

MEETINGS SCHEDULE

Cycle of meetings for: staff, tutors, curriculum, department, pastoral, performance management. There is a fortnightly cycle of Heads of House meetings for staff with pastoral responsibilities. A teaching and learning good practice briefing takes place weekly.

GOVERNORS

There is a harmonious and close working relationship between the Governors and the senior management. All departments have a link governor who will visit on a regular basis to gain an understanding of the subject demands.

HOW TO APPLY

Please return your completed application by email to:

m.edwards@broadwater.surrey.sch.uk

The key dates for our selection process are:

Opportunity to visit the school:

- Monday 23rd January 10.00am – 11.30am
- Wednesday 25th January 10.00am – 11.30am
- Monday 30th January 9.30am-11.00am
- Tuesday 31st January 9.00am-10.30am

We invite you to visit the school prior to submitting your application.

Please telephone Maureen Edwards, PA to the Headteacher on 01483 520622

or email: m.edwards@broadwater.surrey.sch.uk to arrange a time slot.

Closing date for applications:

Midnight on Sunday 5th February

Long-listing

Monday 6th February

Interview dates:

Monday 20th February (longlisted candidates)

Tuesday 21st February (shortlisted candidates)

Broadwater School

A Philosophy for Children Lead School

Summers Road, Godalming, Surrey GU7 3BW

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