



Assistant Headteacher at Central Foundation Girls' School





Contents

- | | |
|--------------------------------|---|
| 1. Letter from the Headteacher | 7. Ethos and Values |
| 2. Advertisement | 8. Staffing Profile |
| 3. Job Description | 9. Curriculum Offer |
| 4. Person Specification | 10. Continuing Professional Development |
| 5. Application Process | 11. Governing Body |
| 6. Brief History of CFGS | 12. School Facilities |
| | 13. School Key Indicators |

Dear Candidate,

Thank you for expressing an interest in the post of Assistant Headteacher, at Central Foundation Girls' School. This is an exciting time to be joining the school and this post offers a real opportunity to be part of the school's transformational and challenge agenda, as we take the final steps to outstanding in all areas of the school.

We are a successful, oversubscribed, Voluntary Aided girls' school in the East End of London, supported by the Central Foundation Trust. Whilst our demographics confirm we serve some of the most deprived students in the country, our outcomes demonstrate that this is never used as an excuse or a reason not to succeed.

Our students are successful in many areas, both inside and outside of the curriculum and we believe in creating opportunities for every girl to raise her aspirations and achieve her full potential.

Raising standards through learning and teaching is at the heart of all that we do. This is driven by outstanding leadership as recognised by Ofsted (October 2016).

The Senior Leadership Team currently is comprised of Headteacher, 3 Deputy Headteachers, 4 Assistant Headteachers and a Director of Finance and Administration. Assistant Headteachers are encouraged and expected to be fully involved in both strategic planning and the day-to-day running of the school — including taking shared responsibility for managing one of our buildings and being lead person for

taking forward one or more projects, identified as essential to our continued improvement.

SLT roles and responsibilities are reviewed and rotated on a regular basis. However, this post will involve strategic leadership and active development of at least one of the specified areas of responsibility outlined in the job description. This position has been created to strengthen and enhance the strategic leadership of the school and is in addition to the four Assistant Headteacher posts already in place.

The person appointed to this post will unquestionably need to be:

- ♦ An energetic and innovative teacher with a passion to transform lives through education.
- ♦ A strategic leader driven to achieve success for all our students, through consistently reviewing and improving practice, closing gaps and removing barriers to success.
- ♦ Absolutely committed to collaborative working within the senior team and to raising attainment for all students in an inclusive school.
- ♦ A leader who is strongly self-motivated and able to complete and deliver projects with tangible outcomes.
- ♦ A professional who leads with integrity, serves with compassion and drives standards up with relentless enthusiasm.

I look forward to receiving your application.

Ms E. Holland
Headteacher



Central Foundation Girls' School
Voluntary Aided, 11 - 19 Girls, c1500 on roll

Advertisement

Assistant Headteacher

Group 8, Points 16 - 21

We are seeking to appoint an inspirational and highly skilled leader to our dynamic senior leadership team. This post has been created to enhance the strategic leadership of the school in one of the identified areas of responsibility or in an area where the candidate may hold significant experience and proven outcomes. If appointed, you will be joining a strong and dedicated senior team, working with hugely talented teachers and support staff, committed fully to delivering our ambitious vision and taking the school forward to even greater success.

Our vision, values and ethos are rooted in a belief that education can and must transform our students' lives, opening doors of opportunity for them. We aim to both challenge and support our girls to push the boundaries of their achievements, to contribute to the wider life of the school and its community and to be role models in all that they do.

The successful candidate will have a proven record of leadership with demonstrable impact in a middle or senior leadership post alongside the ability to implement and embed best practice and professional standards in all aspects of the role. They will also be an outstanding practitioner who is able to inspire and challenge students to achieve the highest standards of attainment and progress.

If you share our vision and believe that you can rise to the challenge of leading improvement in a school where high expectations and strong values underpin all that we do, we would be delighted to receive your application.

An application pack is available to download from the school's website
www.central.towerhamlets.sch.uk

Long-listing to take place on Wednesday 1.4.20

Interviews to take place on Tuesday 21.4.20 and 22.4.20 if successful in round 1 of the selection process.

Completed application forms with a supporting statement must be returned to the school's HR lead Ms Atour natour@central.towerhamlets.sch.uk by Tuesday 31.03.2020

Candidates wishing to visit the school prior to application should contact the Headteacher's PA, Ms E. Adigbli direct at eadigbli@central.towerhamlets.sch.uk

CFGs is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Successful applicants will be requested to undertake an Enhanced Disclosure and Barring Service check.



Assistant Headteacher Role and Job Description

Leadership Scale L16 - 21

The role of Assistant Headteacher at Central Foundation is a developmental role. All AHTs will hold a job description specific to their agreed role as well as holding generic responsibilities of an Assistant Headteacher in the school.

These responsibility areas are subject to review and each member of the team will be provided with opportunities to rotate responsibilities or develop new ones, both to meet the needs of the school and to provide professional development for future career opportunities.

Shared responsibilities of Assistant Headteachers within the Senior Leadership team:

To be an active member of Senior Team and to contribute actively to the maintenance of a consistently orderly and learning-orientated atmosphere in school, including:

- * Consistently modelling to students the attitudes and behaviour the school expects of them.
- * Responding promptly and appropriately to any calls for assistance, in connection with inappropriate behaviour by students, parents/carers or members of the public.
- * Supervising students at break/lunchtime and on entry and exit from the premises, as required.
- * Carrying out cover as required.
- * Being a responsible person on site in a named building of the school, taking a proactive role as a notable presence on corridors.

To assist and support the Headteacher at all times in the effective organisation, strategic management and leadership of the Central Foundation Girls' School.

- * Support the school's drive to secure excellent teaching as the norm by modelling best practice through own teaching and providing high quality mentoring and other support, as appropriate.
- * To deputise for other SLT members as required.
- * To actively contribute and implement the CFGS Strategic Plan (SP), taking leadership for key elements of the plan.
- * To effectively line manage and support faculties and/or 1 Head of Year or other post holders, working with relevant staff to ensure each area develops and that the school raising achievement agenda is implemented across all year groups.
- * To advise the Headteacher on issues relating to the Line Management of the allocated Year teams / Curriculum teams or post holders.
- * Participate as appropriate in the school's agreed Performance Management Programme.

- * Hold other staff, particularly responsibility holders, fully to account for their own and their team's performance against agreed performance targets and the standards of all learners across the faculty.
- * To assist in the appointment of staff following 'safer recruitment' procedures.
- * Take lead responsibility for ensuring the successful completion/delivery of time-limited or rolling projects, as directed by the Headteacher.
- * Be responsible for managing a budget or budgets, as determined by the Headteacher.
- * To provide a report(s) for the Headteacher / LA / DFE / Governing Body / Committees on area(s) of direct responsibility, as required.
- * To attend Governors' Committee Meetings, as identified by the Headteacher to provide reports and to gain experience as part of Continuing Professional Development.
- * To actively participate in whole school events.
- * Ensure that all members of all teams and individuals managed are fully aware of and comply with all relevant school policies – particularly any matters relating to Confidentiality, Safeguarding, Health & Safety or Equal Opportunities.
- * To take responsibility for personal professional development keeping up to date with new educational initiatives, national and local policy documents and guidance.

The successful candidate will lead on one of the following areas of continued development for the school, however the school will also consider developing a current strength of the applicant or an area of specific interest to the applicant that matches the strategic direction of the school. The full details of the remit for the successful candidate will be discussed on appointment and a clear job description for the specific roles assigned will be set out and agreed.

Possible areas of continued development for the school currently under consideration for this role include:

- A. **The raising standards agenda for Key Stage 4:** to include reviewing practice in the classroom, use of data to inform good practice, sharing strategies for enhanced student progress, and supporting accountability of subject leads and class teachers.
- B. **Strategic leadership of Inclusion:** to include oversight of the work on the Inclusion Faculty. Raising standards of attainment and progress for all SEND students. Oversight of intervention and support strategies delivered through the inclusion faculty. Working with LA colleagues To support the Fair Access Protocol.
- C. **The development of data and assessment across all Key Stages:** to include leading on the management and use of effective data systems and process to support learning and reporting to parents. Oversight of data systems.

Person Specification

Qualifications

Educated to at least Level 4. (Degree level or equivalent)

QTS.

Experience

Proven experience of successful leadership and management in a relevant school environment.

Proven experience of successful leadership of raising attainment strategies and impact in addressing underachievement.

Proven experience of sustained excellent performance as a classroom teacher.

Experience of active involvement in successful whole school developments as an effective team member and personal leadership in the implementation of innovative development in you current role and area of responsibility.

Proven experience of ongoing commitment to own continuing professional development.

Skills and Understanding

- ◇ Leadership and management skills appropriate to the requirements of the post.
- ◇ Exceptional organisational, communication and interpersonal skills.
- ◇ Exceptional skills as a classroom practitioner across a range of key stages. Ability to demonstrate the understanding of and ability to support subject teachers in implementing good and outstanding teaching, including effective assessment for learning, and appropriate target setting, recording and reporting.
- ◇ Ability to analyse data indicating students potential, performance and needs, providing appropriate and effective intervention, demonstrating a commitment to ensuring high quality learning and achievement for all.
- ◇ Ability to effectively interact with young people and maintain and promote high expectations for students' behaviour and to maintain a good standard of discipline.
- ◇ Ability to communicate effectively with a range of stakeholders and a sensitive and skilled manager of people.
- ◇ Ability to be self reflective and adaptive in approaches to achieve the best possible outcomes for students.
- ◇ Knowledge and understanding of relevant national and local legislation and guidance.
- ◇ Understanding of and commitment to Central Foundation Girls' Schools' vision and the challenges and opportunities facing the school.
- ◇ Excellent command of standard software packages commonly used in school administration.
- ◇ Understanding of the need for and commitment to the importance of flexible working across the whole staff team.
- ◇ Understanding of the need for and commitment to maintaining excellent attendance and punctuality.

Qualities

- ⇒ A positive attitude to work and life.
- ⇒ Absolute honesty and integrity.
- ⇒ A calm and clear-thinking approach to problem-solving.
- ⇒ Able to innovate and lead on new initiatives, leading to clearly demonstrable outcomes.
- ⇒ Able to adapt quickly to changing circumstances and take speedy appropriate action when circumstances require it.
- ⇒ Able to inspire, lead and motivate staff and students.
- ⇒ Confident in handling information of an exceptionally confidential nature.
- ⇒ Exceptionally hard-working, resilient and professional but with an appreciation of the need to maintain work-life balance.
- ⇒ Commitment to own continuing professional development and to supporting the continuing professional development of others.

Please note:

These generic and specific areas of responsibility may be amended or added to, following discussions of the School Leadership Group and confirmation by the Headteacher.

Whilst every effort has been made to explain the main duties and responsibilities of this post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to present themselves and to act in a professional manner at all times.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for an employee who develops a disabling condition.

Application Process

Please note, all applicants must complete the Application Form, downloadable from the school website - <https://www.central.towerhamlets.sch.uk>

Completed applications should be emailed direct to Noura Atour HR by absolute latest **9.00am on Tuesday 31st March 2020** using the following address: **natour@central.towerhamlets.sch.uk**

Applicants must complete the application form provided and a supporting statement of no more than 3 sides of A4 (Font 11).

CVs are not accepted.

Candidates should also include with their application a statement of no more than 300 words outlining which of the 3 identified roles they would be interested in leading. Applicants can identify additional areas of expertise or interest, in line with the schools strategic direction, that if developed further, would enhance the provision at Central Foundation Girls' school.

Candidates wishing to visit the school prior to application should contact the Headteacher's PA, Ms. E. Adigbli at the following address: eadigbli@central.towerhamlets.sch.uk. The dates available for visits are -

Tuesday 24th March from 2.00pm

Thursday 26th March from 8.30am

Once all preliminary discussions have taken place, up to 8 candidates will be invited to attend for formal interviews on Tuesday 21st April and Wednesday 22nd April 2020.

At the end of Day 1 of the formal process, there will be a further short-listing with a maximum of four candidates progressing to a final interview day on Day Wednesday 22nd April 2020.



School History

Central Foundation Girls’ School is one of the oldest schools in London and has its roots in the City of London. The original school was founded in 1726 to provide education for the children of Huguenot refugees who had settled in the East End of London. In 1891, the school split into separate boys and girls schools both serving the children of East End of London.

CFGGS moved to Bow in East London from its site in Spital Square, Bishopsgate in 1975. It changed from being a city selective girls’ school to become a comprehensive girls’ school after it amalgamated with a local girls’ modern school in Bow. It is an all ability school, which serves the East London Community within Tower Hamlets, Newham and Hackney.

Today Central Foundation is a large, oversubscribed, inclusive and successful girls’ school based in Bow, East London. We cater for 1500 girls aged 11-19, providing a dynamic and constantly improving learning environment against a background of high social deprivation, a diverse school population with greater than average learning and language needs.

CFGGS is a Voluntary Aided Comprehensive School and its charitable foundation is the Central Foundation Schools of London Trust. It is linked with the Central Foundation Boys’ School in Islington.

The Trustees of the Central Foundation Schools of London are represented on both Governing Bodies. The Trust receives its financial support from the original Alleyn’s College of God’s Gift, now named Dulwich Estates. CFGGS is linked through this Dulwich Estate with the three independent schools and two other Voluntary Aided single sex schools in South London, which are part of the St. Olaves and St. Saviours Foundation.

The school also works in partnership for the benefit of students with a variety of business partners and mentoring groups. The school is part of several groups including a primary secondary partnership and an independent state school partnership.

The school currently is a partner school in a Schools Direct Teacher Training initiative ‘City Excellence’. The school is a Leading Edge school (SSAT) and affiliated to the Mulberry Teaching School alliance.

The energy and determination of the teaching and support staff, who strive to provide the students with the opportunities to succeed and to become well-educated and confident young women, is a major factor in the school’s achievement to date. It continues to develop, both as a community in its own right and as part of local, national and international learning communities.

The School Day

The school currently runs a two week timetable. Week A and Week B.

			Tuesday Week B	
8:40 – 8:45	REGISTRATION		REGISTRATION	
8:45 - 9:00	FORM TUTOR TIME / ASSEMBLY		8:45 – 9:30	PSHEE
9:00 - 10:40	PERIOD 1 + 2	P1 9.00 – 9.50am	9:30 - 10:15am	
		P2 9.50 – 10.40am	10:15 – 11:00am	
10:40 - 11:00	BREAK	10:40 – 11.00am	11:00 - 11:20am	
11:00 - 12:40	PERIOD 3 + 4	P3 11.00 – 11.50am	11.20 – 12:05pm	
		P4 11.50 – 12.40pm	12:05 – 12:50pm	
12:40 - 13:30	LUNCH	12:40 – 1.30pm	12:50 – 1:40pm	
13:30 - 15:10	PERIOD 5 + 6	P5 1.30 – 2.20pm	1:40 – 2:25pm	
		P6 2.20 – 3.10pm	2:25 – 3:10pm	

Each Tuesday of Week B lessons are reduced by 5 minutes per session to facilitate a PSHEE period for all students Years 7—13.

Ethos and Values

We are keenly aware that tradition alone is not enough. While we are rightly proud of our heritage, we must always keep pace with the modern, changing world. Our aim of 'Educating Tomorrow's Women' is central to the way we perceive our role.

The key words of our vision statement underpin our ethos. The education we provide at Central Foundation Girls' School **transforms** our student lives; opening doors of opportunity. We expect our students to be active participants on this journey. **Challenge** is a key part of life at Central, coupled with good support our students are challenged to push the boundaries of their achievements; challenged to contribute; challenged to excel. We expect our students to be role models in all that they do.

Every student at Central Foundation is unique, so **valuing** and celebrating our diversity is central to the school ethos. Our vision statement and ethos means that all our girls are **empowered** to be the best they can be in every area of their lives.

We want our students to learn how to find out what's going on in the world,

how to have a say and how to make a difference.

The school has successfully launched a variety of student leadership initiatives and currently have over 150 students who hold the SSAT student leadership accreditation. Students can access a variety of student leadership initiatives which not only enable them to develop their own leadership skills, but also help them impact on the life of the school.

We expect all our students to show respect for the environment and for other people. We expect them to develop courtesy as well as their ability to care for others and to take every opportunity to participate in making the world a better place.

The school is deeply committed to the provision of equal opportunities and inclusion for all students and staff in every aspect of school life.

The school constantly works to ensure that all members of our school community feel valued, respected, and understood. We live out our duty to oppose all forms of prejudice and discrimination so that our community is safe and supportive an proactive environment where respect, integrity and character are championed.



Our Vision

At Central Foundation
Girls' School we

Transform lives through our high expectations and high standards for all.

Challenge and support each other to excel through our passion for learning.

Value all members of our community and celebrate success.

Empower ourselves to be a positive, creative, innovative and inspirational community.

Staffing Profile

The school currently employs 114 members of teaching staff and 86 members of support staff.

Senior Team

The senior team is comprised of the Headteacher, three Deputy Headteachers, four Assistant Headteachers and the Director of Finance and Administration.

Curriculum Leaders

Heads of Faculty lead curriculum areas and are responsible for heads of department and other post holders. There are 10 Faculties: English, Maths, Science, Humanities, Modern Foreign Languages, Art Design & Technology, Computing & Business, PE and Performing Arts (PEPA) and Social Sciences. The Inclusion faculty supports all students across the school, but especially SEND, EAL and our most vulnerable students.

Pastoral Structure

Each Year group is headed by a Head of Year and has the support of a member of the senior team. HOYs 8—11 move with their Year group throughout the school. There is currently a static HOY 7. A team of tutors works with each HOY and, where possible, 2 tutors are assigned to each form group to support active mentoring.

The Sixth Form is headed by the Head of Sixth. This member of staff works with a

deputy, a full time administrator and a Key Stage 5 Mentor who staffs a learning Hub for Sixth Form students. The team are line managed by a Deputy Headteacher.

Support Staff

The school has an extensive array of support staff in student support, administration, IT, technical support and premises. Student support includes an extensive team of Teaching Assistants who support students with SEND and EAL.

Vulnerable students are supported through a full time Key Worker for Vulnerable Students, Home School Liaison and support. The school has several parent outreach staff, these include a Parent Outreach worker and workers for underachieving targeted students.

Underachieving students are also supported through a Key Stage 3 Academic Mentor, two Key Stage 4 Academic Mentors and a Sixth Form Academic Mentor.

Central+

The school has an extensive programme of after school and holiday activities run by the Central+ team and our Community Manager.



Curriculum Offer

Our curriculum offer at all Key Stages is constantly under review. We believe that our students must receive a broad and balanced curriculum which enables them to experience a range of subject areas whilst developing the appropriate skills that are required to achieve exam success. Student progress is vital and all curriculum initiatives are reviewed to ensure that skills are being enhanced and that experiences enrich and add value.

Key Stage 3 The main features of the offer are:

- Classes are taught as mixed ability groups in Year 7 on a standard curriculum offer.
- Students with reading ages below 9 on entry follow a literacy intervention programme.
- Specific support programmes exist for students who transition from KS2 with below 100 scores.
- All students in Year 7 and Year 8 use 'Accelerated Reader' as part of a structured programme to increase literacy levels.
- Students major in one of four DT subjects in Year 9.
- Students opt to study either music, drama or our bespoke health and fitness programme in greater depth in Year 9.
- Triple Science is introduced from the start of Year 9.

Key Stage 4 The main features of the offer are:

- Core offer of English Language and literature Maths, Science, (double or triple) RE, PE.
- Students are offered the Ebacc route, however this is a guided choice and not compulsory at present. All students study a minimum of 9 GCSEs or equivalent subjects. BTECs are offered in Health and Social care, Business and Travel and Tourism
- The school has adapted its curriculum offer to support Attainment 8 and Progress 8 by increasing curriculum time for English and Maths and by reducing the average number of GCSEs to 9, although up to 30% of students still take 10 subjects. This has enabled greater curriculum time for all.

Key Stage 5 The main features of the offer are:

- Wide range of subjects offered at A2.
- BTEC Level 2 and 3 offered in Health & Social Care and Business.
- Bespoke programmes for students under taking re-sits in English and Maths.
- Some bespoke programmes at Level 1 for a small number of identified students.

Professional Development

We are committed to the continuous professional development and growth of all our staff and provide an extensive list of professional development opportunities on an annual basis, both in house development opportunities to externally accredited opportunities at all levels. As a school we encourage sharing of good practice within our own setting, but also encourage staff to learn from others through school visits and ,where expertise already exists, we are available to support other schools.



The school also supports its middle leaders and members of SLT to achieve National qualifications related to their role and offers a limited number of bursaries to support colleagues to acquire Masters qualifications.

The Governing Body

The Governing body is committed to supporting the school to achieve outstanding. The Governing body is comprised of the Chair and 9 Foundation Governors, including representatives from the Central Foundation Trust, 3 elected parent Governors are in post along with 2 staff Governors and one LA Governor. The Full Governing Body meets on 4 occasions each year, with other work delegated to the 4 committees. Deputy Headteachers attend all full Governing Body meetings and are also expected to be lead SLT for one of the committees.

School Facilities

The school has undergone extensive building works and provides high quality learning spaces across all our buildings.

The Sixth Form is based in a bespoke block adjacent to the main school with its own café space and roof terrace.

Key Indicators

	2016	2017	2018	2019
Number on Roll	1501	1512	1492	1520
% Attendance	96.	96.	96	96
% Pupil Premium	69.	67.	67	60
% Pupils without English as a first Language	54.	53.	54	49
% SEN	6.8	7.4	6.1	6.7
Main Ethnic Groups % of school population	Bangladeshi 84.9 African 5.3 British 1.7	Bangladeshi 85.5 African 4.5 British 1.8	Bangladeshi 86 African 5. British 2	Bangladeshi 84 African 4 British 2.8

Key Performance Indicators

Key Stage 4	2016	2017	2018	2019
Attainment 8 score	53.8	53.7	53.2	55.9
Progress 8 Score	0.41	0.83	0.58	0.73
4 + English and maths	63 (A*-C)	65	73	78
5 + English and Maths	40 (A*-B)	47	50	58
English 5 +		86	83	87
Maths 5 +		47	51	58

Key Stage 5	2016	2017	2018	2019
No of A level students	73	107	78	119
% A* - A	13	24	28	25
% A* - B	41	62	61	64
% A* - C	81	85	85	91

