

a folio education trust school



COOMBE
WOOD
SCHOOL

Assistant Headteacher

**For September 2019
Candidate Information Pack**



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<http://www.cws-croydon.co.uk/>

30 Melville Avenue, South Croydon, CR2 7HY

Coombe Wood School is less than a year old and working well in its erudite, temporary building: the determination and enthusiasm of Folio is driving the progress to establish the permanent, successful school. This pack is designed to introduce the ethos, values and high expectations of this new free school within the Trust.

We hope you will find this inspiring and if you buy into this vision, your application will be welcome.

Welcome from the Chief Executive Officer



Dear Candidate,

Thank you for your interest in this unusual, thrilling project to build a brand new school. This offers a unique opportunity for the staff to shape and influence the future of many Croydon students and lead the development of fresh, innovative subject delivery in a modern, multi-purpose learning environment.

The success of our Free School bid was underpinned by the distinctive ethos that contributed to the “Outstanding” Ofsted inspection at WCGS (January 2017), the other secondary phase school in Folio Education Trust. Consequently, the team at Folio are keen that this is shared and developed at Coombe Wood School and they buy into and embody this ethos, while developing what is unique to the new school. However, they will also need the strength of character to adapt these underlying aims to suit the growing needs of our new student demographic: this is a rare opportunity as our cohorts come together from varied geographical locations with no previous connections, just a strong desire to be part of a very different new school and the excitement that innovation brings.

Although we have no physical state-of-the-art building to show to parents (yet!), their commitment to our Core Ideology, and the potential future we have outlined for their children at our information evenings has resulted in two years of oversubscription for places.

Joining a dynamic team will offer you ready access to expertise and support within the Trust, but the flexibility and independence to develop your career. If you are up for this challenge, then read on and apply to join us on the journey to create something unique.

Yours faithfully,

Jonathan Wilden
Chief Executive Officer
Folio Education Trust

Welcome from the Headteacher



Dear Candidate,

Welcome to Coombe Wood School and the opportunity to be a part of a hugely demanding but rewarding project. If you relish a challenge, thrive on responsibility and have high levels of resilience and adaptability to take on new roles then please read on!

If you genuinely believe that core characteristics of successful sports people - Teamwork, Respect, Enjoyment, Discipline, Sportsmanship - are characteristics that when displayed by young learners, will equally lead to success in the classroom, you are aligned with our core values.

I am looking for passionate leaders and teachers who strive to help students understand what their very best looks like, and then work extremely hard to help students reach their best every day, because teaching matters every day.

In return I want to make your teaching experience at CWS one where you can do what you do what you came in to the profession to do - plan, teach and assess your lessons whilst accessing opportunities to 'improve your craft' on a very regular basis.

Successful candidates will join a conscientious and vibrant team that currently consists of 13 teachers and 5 non-teaching staff., we have the unique opportunity to be able to only put into place the things that make a positive difference to students and nothing else - including excessive and ineffective marking! If it doesn't make a positive difference to the whole child, let's not do it.

You will also never be alone. My job and that of my leadership group is to serve the students and serve you, the staff and to help protect the most precious thing in our school - the learning environments.

Opportunities will be many and varied for ambitious staff who produce outstanding results.

If your work ethic and educational values are aligned with mine and if you are passionate about the role that Health Related Fitness can play in developing resilient and determined young learners, then I would love to hear from you.

Yours faithfully,

Mr B Laker
Headteacher
Coombe Wood School

Mission Statement



Displaying and developing the human values of teamwork, respect, enjoyment, discipline and sportsmanship in our daily lives, as we journey together towards discovering and reaching our true personal bests.

TEAMWORK RESPECT ENJOYMENT DISCIPLINE SPORTSMANSHIP

As part of Folio Education Trust, Coombe Wood School will support and promote their core ideology and long term vision on both a national and global stage. All students, parents, carers and staff will be expected to embrace and actively work towards the school's Core Values. These will act as a guiding light to determine our words and actions as we all develop into more confident adults and young people. Sport and the values it projects will be at the heart of our school epitomised as follows:

Teamwork – children working with their friends, parents and teacher to solve a challenging mathematical problem. Collaboration often leads to better outcomes.

Respect – treating others as you would wish to be treated when a mistake is made in carrying out a science experiment. It's ok to get things wrong, as long as you learn from your mistakes.

Enjoyment – life moves too fast not to enjoy school. We will encourage all students to take every opportunity on offer and participate to the best of their ability in activities such as a school play or one of the school's sports teams.

Discipline – structure liberates and so a set of clear expectations for parents, staff and children will ensure our community is organised, positive and collaborative. All of these stakeholders are essential to achieving an outstanding education and should agree to these expectations through our Home-School-Agreement.

Sportsmanship – by showing empathy we can intensify our celebration of people's achievements. We can also offer the necessary support to ensure we all reach our personal best together.



To meet the local rising demand, CWS opened its two-year temporary accommodation in South Croydon in September 2018 to 180 Year 7 students. When full it will offer a maximum of 1680 school places. South Croydon is a combination of mixed housing with leafy suburbs.

Following a hugely successful opening period, CWS welcomed 2,500 people to its open evening in mid-September and has received in excess of 1,200 applications for 180 Year 7 places for September 2019.

The planned growth in numbers is illustrated below showing the school will be full by 2027.

Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
2018	180							180
2019	180	180						360
2020	180	180	180			150		690
2021	240	180	180	180		150	150	1080
2022	240	240	180	180	180	180	150	1350
2023	240	240	240	180	180	180	180	1440
2024	240	240	240	240	180	180	180	1500
2025	240	240	240	240	240	180	180	1560
2026	240	240	240	240	240	240	180	1620
2027	240	240	240	240	240	240	240	1680
2028	240	240	240	240	240	240	240	1680



The temporary and the future permanent accommodation are both located on a beautiful expansive green site opposite Lloyd Park in South Croydon, 150 metres from Lloyd Park tram stop. Beyond the £35 million new-build on our 75-acre site, we still have extensive green space at our disposal with outdoor learning opportunities including amphitheatres, chickens and bee keeping facilities already in the planning to enrich our students' life skills and experiences. Further details on this are in the facilities section.

Coombe Wood School students walk into lessons alive, engaged, resilient, respectful, empathetic and confident young learners as a result of positive and personalised Health Related Fitness experiences throughout the school day. They derive from a range of geographic locations and socio-economic backgrounds with a number requiring the specialist support of our Transition class; this enables them to better access the secondary curriculum. Having worked hard to establish clear expectations, our students are a pleasure to teach.



Student Experience – Learning



Curricular Features

The focus on learning and teaching at CWS is relentless. Whether it be teachers planning exciting lessons, students engaging and working to their very best, parents sending their children to school in stunning uniform after a good night's sleep or indeed the support staff at CWS making sure everything runs smoothly, it is fair to say that many people invest time every day in making our classrooms special places of learning. Our job is to make sure they stay special, every lesson, every day. That is why the leadership group visit every lesson every day and staff benefit from regular learning and teaching development sessions, looking for new ways to improve their teaching styles and techniques. In addition to this, all staff will be training as examiners as part of their professional development so that when it comes to preparing students for GCSEs, they know what the markers are looking for and can pass on this expertise directly to their students.

As part of Folio Education Trust we have adopted many of the curriculum and assessment practices put in place by our partner school, Wallington County Grammar School, to further enhance the outstanding provision we offer to our students.

We do not just have happy students, we have students who are going places and who, as our mission statement says, are given every opportunity to discover and reach their true personal best.

CWS focuses upon three main academic strands which, for some students, may overlap to provide them with a well-rounded education full of opportunity and memorable experiences.

Strand 1: Sport and Health Related Fitness

Strand 2: Creative and the Performing Arts (a developing area that will begin to flourish more fully once in our permanent accommodation)

Strand 3: Academic Studies (including non-vocational subjects leading to FE)



Key Stages 3, 4 and 5

Coombe Wood 'Lower School' will provide the necessary support mechanisms to ensure that all students transition from Key Stage 2 to Key Stage 3 with minimal disruption. This will be a particular challenge while still learning in temporary accommodation. The progress during our two-year Key Stage 3 will be monitored carefully to ensure all students acquire and develop the core skills necessary to make informed choices regarding which strand they are best suited to for Y9. By the time students arrive at Easter in Year 8 they should feel confident in their own ability, be able to choose the right GCSEs or Level 2 BTECs that will be on offer and are ready for the next stage in school life.

Sixth Form

Not all students will progress through to Key Stage 5. The Sixth Form pastoral care team will ensure that students are able to make informed choices which will include other Sixth Form colleges in the area. Our intention is that students do not stay at Coombe Wood School for reasons such as; familiarity, following the decisions of friends, etc. but will make decisions based upon aspirational career progression. For those students who choose to stay, their academic performance at GCSE will be of the highest level matching that of local selective provision. Their progress will be monitored by the school and the relevant targeted intervention applied. For those who choose to leave the school, their destinations will be monitored to ensure they find the right path. We will encourage the expectation that former students will continue to engage with Coombe Wood School to share pathway experiences with younger students. We expect the majority of Coombe Wood Sixth Form students to move into University study in the UK or to access the US College system with the support of the Trust.

At A level as well as at GCSE, CWS will draw and share expertise with its fellow trust member, Wallington County Grammar School (WCGS), to establish a curriculum offering that is academically strong and challenging where appropriate. This school, with a 0.81 Progress 8 score last year sits in the top three percent of schools nationwide for progress, from which CWS can draw useful experience.

This selective grammar school within Folio will in time support CWS with UCAS applications, progress to US colleges and other 'destination' support mechanisms.

The belief at CWS is academic excellence for all students, whatever their starting points. By holding high expectations for every student and by raising aspirations for everyone, we will ensure that outstanding teaching and excellent pastoral care combine to create one of the best schools in the country. In making progress well above national averages and adding value to all students, we will achieve excellent outcomes.

Lessons at CWS

Students at Coombe Wood School have 5, one hour lessons per day. Games lessons on a Friday morning are 90 minutes. Lessons at CWS should contain the following six strategies, this is what we believe makes an excellent lesson:

1. The big picture and measurable lesson objectives
2. Positive Behaviour and Environment for Learning
3. Differentiation
4. Assessment for Learning
5. Outstanding visible progress by all
6. Engagement and Enjoyment

Lessons are expected to be clearly planned, the saying 'structure liberates' is very true for teaching and consistency conveys and reinforces expectations for all our students. However, we do not want to 'straight jacket' our teachers. You will own your classroom and you have the flexibility to adapt our lesson structure according to individual requirements. We are looking for a sensible balance between common structure to bring a shape and focus to lessons whilst at the same time never wanting to curb or limit your creativity in delivering your subject.



Pastoral Care – The House system at CWS

Initially we have six houses named after people and places linked to Croydon history. Students and staff are assigned to houses and with the arrival of more year groups will create a vertical system bringing the age groups together and fostering healthy competition in both creative and performing arts, sports and academic challenges.

Health Related Fitness

Coombe Wood School is not a 'sports college'. We are a school that has a relentless focus on Health Related Fitness through our core values – TEAMWORK, RESPECT, ENJOYMENT, DISCIPLINE and SPORTSMANSHIP. We are striving to become the healthiest school in the country.

Every student follows an individual HRF plan, which motivates them to make remarkable HRF progress. This happens in an individual and private way, from the student who has never played sport or even thought about HRF before, to our elite athletes (some, but not all, of whom may have gained a place via our sporting aptitude assessment) who are already competing at a high standard of sport outside of school – and everyone in between. With the latest fitness tracking technology in place, our less confident HRF students can visibly see themselves getting fitter, this is likely to inspire them to want to compete in a chosen sport. Games lessons and after school clubs, all delivered by our professional coaching partners, gives them the platform to begin to do this, as do our sporting house competitions.

We have committed to investing in MyZone technology to provide HRF monitoring belts for every student. Using MyZone will mean the teachers will be truly engaged with every aspect of the students' health providing motivation and rewarding effort whilst allowing the students to flourish in the development of their health and wellbeing. Coombe Wood School has secured the services of Adam Daniel MBA who is the Lead Educator for MyZone to support the PE team in effectively integrating MyZone into the Health Related Fitness Programme.

HRF is not competitive between students; the only competition is each student pushing themselves along. The systems and technology we have in place enables students to see and take inspiration from the progress they are making on a daily basis. We are rigorous in ensuring that no student 'slips through the net' and is allowed to ignore their HRF plans. We celebrate the HRF progress students make but equally they are not allowed to be passive in this area. Our HRF programme is a real and positive step towards better student well-being, self-esteem, confidence and concentration.





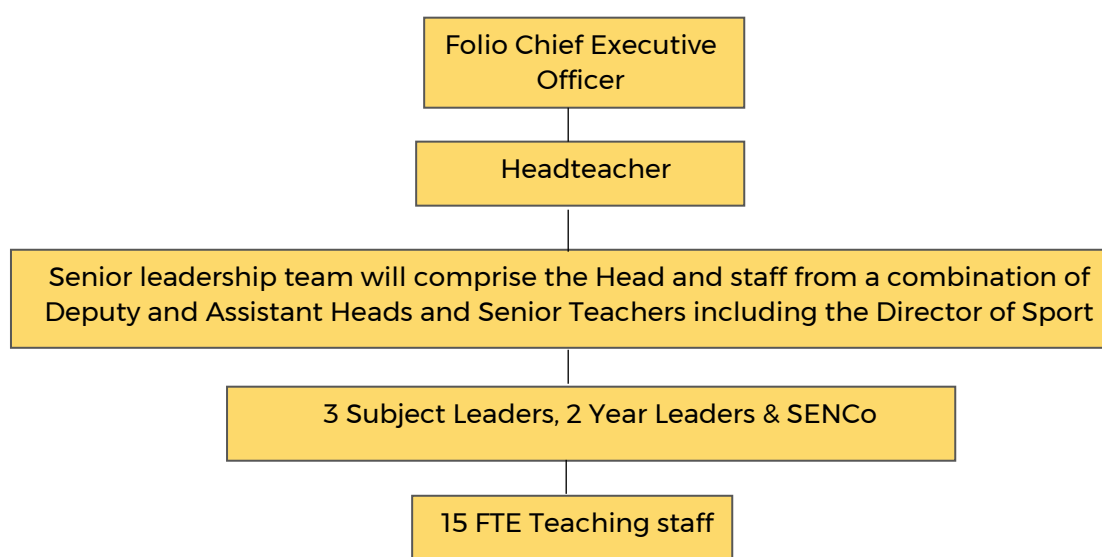
Appraisal and CPD

All staff (teaching and non-teaching) will meet individually for 15-20 minutes with the Headteacher in the Summer term to build upon the job description and is the opportunity to agree a focus for the academic year ahead, take ownership of how staff want to structure their professional growth and develop their key areas of interest. In particular, during the growth of the school there is ample potential for role development and this is an important meeting for staff to highlight the areas they feel they might like to explore.

Your CPD is something that we take very seriously. As a result, we have taken the unusual step of building nine INSET days to our academic calendar year in order to adequately cater for staff CPD requirements.

Staff Structure

Recruitment will complete the senior team outlined below; the SLT posts will be allocated following recruitment.



Facilities

Wates have been awarded the contract for the permanent buildings which are due for completion in July 2020. Over £35 million is to be invested in building a purpose built, state-of-the-art school funded by the EFSA, which will include enhanced sports facilities such as a competition venue within the sports hall for Basketball and Netball and a full-size 3G artificial floodlit surface.

In addition to the sporting facilities, Coombe Wood School aims to be a centre for the creative and performing arts developing close links with other providers and performance venues in the local area. We anticipate that these superb facilities will encourage our students to participate in their chosen activity in the evenings and at weekends, as well as creating a hub for extra-curricular activities for other children and members of the community in the local area. (Local Plan Ref: 662 - Coombe Road Playing Fields, CR0 5RB).



What the staff are saying:

'It has truly been a roller coaster so far, full of uphill challenges that sometimes cannot be expected, but also full of so many rewarding loop the loops!'

'I couldn't imagine anything better than working with such a close-knit and enthusiastic group of people who are striving to make a difference to Croydon. It is amazing to be able to mould the school and be a part of what will continue to be a huge project.'

'Working with more limited resources and space is certainly challenging but also throwing up new ways of doing things, some of which I will never look back from and it is also pushing me to realise strengths I didn't know I even had!'

'I wake up feeling full of purpose each morning to experience the blueprint coming to life.'

'Our core values prepare students to be productive citizens and simply kind people.'

'I could also never have imagined how vibrant every member of the team is, and their passion rubs off on me. I can feel myself becoming a better teacher through the ethos and systems of the school which are all put in place perfectly to protect the learning environments, and the pupils and parents/carers all understand and support these elements of the school. It's lovely that even the pupils feel that we are all part of the same family or team.'



Profile of the Role



In addition to the requirements specified in the School Teachers' Pay and Conditions document expected of teachers, the following details key aspects of the upcoming tasks and requirements of this vacancy. You are invited to address these details in your personal statement accompanying your application, on no more than 2 sides of A4/1350 words.

Salary: L11-L15 (Outer London scale)

Post tenable: September 2019

Accountable to: Headteacher

The Assistant Headteacher will be an experienced professional with a good strategic grasp, sound classroom practice, a relentless drive and skill to build and foster a culture of high aspiration, motivation and achievement for all, aligned with our values and creating an environment where all students and staff feel safe, well cared for and can flourish.

Working with the Headteacher initial areas of focus will be:

- Planning and managing data to inform teaching strategies
- Development and implementation of curriculum/timetable, teaching and learning strategy, schemes of work, assessment and reporting, ICT strategy
- Strengthening pastoral structure and house systems

Candidates need to evidence:

- Ability to pioneer and complete initiatives/projects at whole school level
- Developing staff and modelling good practice and expertise in teaching and learning
- Support and promotion of a values-based education and an understanding of the fundamental principles underpinning a good working school with strong effective communications

Attributes sought in our successful candidate

- Swiftly earn respect from staff and pupils and lead with authority
- Promote a strong team ethic through collaborative working
- Vision to see and determination to reach future goals
- Demonstrate the ability to effectively manage and balance competing priorities of leadership and teaching
- Inspire, engender and communicate an innovative, can-do attitude
- Be results focussed, tackle and remedy problems with drive for ongoing improvement
- Demonstrate resilience, energy and react with a positive approach to opportunities and challenges encouraging enthusiasm and loyalty within teams
- Respond calmly under pressure, cope with the unexpected and maintain sound judgments
- Easily align with the ethos and values of Coombe Wood School and Folio Education Trust

Application procedure



For a confidential discussion on current vacancies please contact Jacqueline Baker our HR Manager on 07891 671226 or careers@cws.foliotrust.uk

Please complete the Trust's application form – available for download at www.cws-croydon.co.uk/career-opportunities and return this with your supporting statement to careers@cws.foliotrust.uk.

PLEASE ENSURE YOUR NAME IS AT THE START OF THE TITLE OF ANY DOCUMENTS YOU SUBMIT.

In compliance with Safer Recruitment Guidelines CVs will not be accepted.

Visits by appointment, please enquire via Jacqueline Baker.

Closing date: 10am Monday 14th January 2019

Interviews: Thursday 17th January 2019

Shortlisted candidates will be contacted with details of the interview process. If you have not heard from us within two weeks of the closing date, please assume your application has been unsuccessful.

Safer Recruitment

Folio Education Trust is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our students and staff and therefore have a rigorous recruitment process which includes assessing candidates' suitability to work with children. All staff will be required to hold an enhanced DBS Disclosure.

Equal Opportunities

At Coombe Wood School, we believe that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in the school have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief.

The Candidate Privacy Notice can be viewed on the website at www.cws-croydon.co.uk/career-opportunities

Key Dates for Coombe Wood School

Some notable dates; where practical successful candidates will be asked to attend on 21st June.

Date	
Friday 21 st June	Induction day for all new Coombe Wood teachers, covering ethos, values and team building
21 st June	Staff INSET and Taster day for some Y7 students (EHCP)
24 th June	Staff INSET and Induction day for all Y7 students
2 nd , 3 rd , 4 th September	Staff INSET days
5 th September	Y7 & Y8 students arrive

Assistant Headteacher – Job Description



Salary

L11-L15 (Outer London scale)

Duties

The duties and competencies outlined in this job description complement those covered by the latest School Teacher's Pay and Conditions Document. The Job Description includes a broad range of duties that will be focussed on to differing degrees depending on how the person has been deployed in the Senior Leadership Team. The precise activities described below may develop and vary over time according to the needs and demands of the leadership within the school and other school-wide or Trust-wide demands. Such changes are to be anticipated whilst still falling with the spirit and intent of this job description.

Responsible to

The Headteacher.

Responsible for

Ensuring high standards in: Teaching, Learning and Assessment; Outcomes for Students; Personal Development Behaviour and Welfare; Leadership and Management.

During the growth phase of the school, teachers may be called upon to be flexible in the delivery and discharging of their duties. This role will support the school in preparing for the arrival of a further 180 students in September 2019 which (with the current intake) will form the 'Lower School' (Key Stage 3). Following on from this the school will open its 'Upper School' and 'Sixth Form' in September 2020. It is important to recognise that the responsibilities of this role are likely to vary during the start-up phase.

The role requires a relentless focus on presence and achievement so that our learning environments continue to be cherished places. This is an incredibly exciting opportunity to join a thriving, heavily oversubscribed school with a conscientious and ambitious team of staff. The successful candidate will benefit from joining a school that has very successfully come through the initial opening year and established a clear ethos and set of rules that all stakeholders adhere to. However, CWS is only part way into its journey; this role also presents the opportunity to play a hugely significant part in shaping the future for our students.

Purpose of the role

The Assistant Headteacher will work alongside the Headteacher, inspiring staff to achieve the highest possible standards in teaching and develop well-rounded and ambitious students. They will be a main point of contact for all staff, students, parents and carers dealing with the daily routines of school life to ensure all members of the community are safe, happy and able to reach their personal best.

Description of the role

The exact responsibilities of the role of Assistant Headteacher will be selected from the ones outlined below. They will be decided with the Headteacher to fit with the current and developing areas of management skills that the successful candidate possesses.

Leadership and Management

- Support the Headteacher in creating a culture in the School that enables students and staff to excel. Commit unwaveringly to setting high expectations for the conduct of students and staff.
- Assist in developing exemplary relationships between staff and students.
- Focus on consistently improving outcomes for all students, but especially for disadvantaged students.
- Support Local Advisors in systematically challenging you as a senior leader.



- Ensure the effective deployment of staff and resources, including the pupil premium and special educational needs funding, to secure excellent outcomes for students.
- Maintain a deep, accurate understanding of the school's effectiveness informed by the views of students, parents and staff. Use this to keep the school improving by focusing on the impact of your actions in key areas.
- Use high quality professional development to encourage, challenge and support teachers' improvement.
- Encourage staff to reflect on and debate the way they teach and ensure they feel deeply involved in their own professional development. Create a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their students.
- Assist in the development of a broad and balanced curriculum that inspires students to learn. Ensure the range of subjects and courses helps students acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
- Ensure that students' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Promote equality of opportunity and diversity, for students and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Take robust action against prejudiced behaviour.
- Ensure that safeguarding is effective and act as the Designated Safeguarding Lead as required. Create a culture of vigilance where students' welfare is actively promoted, students are listened to and feel safe. Help to train staff to identify when a student may be at risk of neglect, abuse or exploitation and they report their concerns. Work effectively with external partners to support students who are at risk or who are the subject of a multi-agency plan.
- Work to protect students from radicalisation and extremism. Respond swiftly where students are vulnerable to these issues and ensure high quality training develops staff's vigilance, confidence and competency to challenge students' views and encourage debate.
- Line-manage non-teaching staff as required.

Quality of Teaching, Learning and Assessment:

Model the following criteria as well as developing them in all teaching staff:

- Demonstrate deep knowledge and understanding of the subjects you teach. Use questioning highly effectively and demonstrate understanding of the ways students think about subject content. Identify students' common misconceptions and act to ensure they are corrected.
- Plan lessons effectively, making maximum use of lesson time and coordinating lesson resources well. Manage students' behaviour highly effectively with clear rules that are consistently enforced.
- Provide adequate time for practice to embed the students' knowledge, understanding and skills securely. Introduce subject content progressively and continuously demand more of students. Identify and support any student who is falling behind, and enable almost all to catch up.
- Check students' understanding systematically and effectively in lessons, offering clearly directed and timely support.



- Provide students with incisive feedback, in line with the school's assessment policy, about what students can do to improve their knowledge, understanding and skills. The students use this feedback effectively.
- Set challenging homework, in line with the school's policy and as appropriate for the age and stage of students, that consolidates learning, deepens understanding and prepares students very well for work to come.
- Embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all students with the necessary skills to make progress. For younger students in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Be determined that students achieve well. Encourage students to try hard, recognise their efforts and ensure that students take pride in all aspects of their work. Teachers have consistently high expectations of all students' attitudes to learning.
- Help students to love the challenge of learning and be resilient to failure. Nurture them to be curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. Help them to thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Ensure students are eager to know how to improve their learning and that they capitalise on opportunities to use feedback, written or oral, to improve.
- Ensure parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Ensure parents are given guidance about how to support their child to improve.
- Ensure teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of students' experiences and provide students with a comprehensive understanding of people and communities beyond their immediate experience.

Outcomes for Students:

Support student tracking and intervention and ensure that:

- Throughout each year group and across the curriculum, including in English and mathematics, current students make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of disadvantaged students and students who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other students with the same starting points.
- Students are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Students read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.
- For students generally, and specifically for disadvantaged students and students who have special educational needs and/or disabilities, progress from starting points is above average across nearly all subject areas.
- From different starting points, the progress in English and in Mathematics is high compared with national figures.
- The attainment of almost all groups of students is broadly in line with national averages, if below these, it is improving rapidly.



- Students are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all students, higher proportions of students and of disadvantaged students, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

The Sixth Form

- Work to improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as students' retention, progress and skill development.
- Plan, manage and evaluate study programmes so that students undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment.
- Ensure that high quality and impartial careers guidance means that students follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future. Ensure students understand the options available and are informed about local and national skills needs.
- Ensure that teaching, learning and assessment supports and challenges students to make sustained and substantial progress in all aspects of their study programme. Ensure teaching enables students who fall behind to catch up swiftly and the most able to excel.
- Help students to be confident and conduct themselves well. Manage systems to ensure they are punctual and attendance rates are high. Help them develop excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their needs.
- Ensure students are safe and feel safe. Help them to be thoughtful, caring and respectful citizens who take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain.
- Ensure students and groups of students make substantial and sustained progress from their starting points and that rates of retention are high for almost all groups of students. Help close any gaps in the progress or retention of groups with similar starting points.
- Ensure almost all students progress swiftly to higher levels during their study programme and that all students complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.
- Support staff so that progress on level 3 qualifications, in terms of value added, is above average across nearly all subjects.

Personal Development, Behaviour and Welfare:

- Support students in being confident, self-assured learners ensuring that their excellent attitudes to learning have a strong, positive impact on their progress. Help students to be proud of their achievements and of their school.
- Help students discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- Ensure high quality, impartial careers guidance helps students to make informed choices about which courses suit their academic needs and aspirations. Ensure they are prepared for the next stage of their education, employment, self-employment or training.



- Ensure students understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Help students to value their education and rarely miss a day at school. Ensure no groups of students are disadvantaged by low attendance.
- Ensure students' impeccable conduct reflects the school's strategies to promote high standards of behaviour. Ensure students are self-disciplined and that incidences of low-level disruption in class are extremely rare.
- Ensure students work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Ensure staff and students deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- Ensure the school's open culture actively promotes all aspects of students' welfare and that students are safe and feel safe at all times. Ensure they understand how to keep themselves and others safe in different situations and settings and that they trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Help students to explain accurately and confidently how to keep themselves healthy. Help them make informed choices about healthy eating, fitness and their emotional and mental well-being. Help them have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Ensure students have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Ensure students' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Other duties

- Attend all training and events required as part of directed time.
- Perform supervision duties as required.
- Contribute to the wider life of the school.
- Perform all other reasonable requests from the Headteacher.

Outcomes:

The work carried out helps raise student motivation, aspiration and achievement, improving behaviour and contributing to a wide range of school objectives within the School Development Plan (SDP).

Person Specification



Area	Essential	Preferred
Qualifications	<ul style="list-style-type: none"> ➤ Good Honours Degree ➤ PGCE, QTS 	<ul style="list-style-type: none"> ➤ Higher degree or evidence of further study
Professional Development	<ul style="list-style-type: none"> ➤ Evidence of relevant Continuing Professional Development (CPD) at Leadership Level ➤ Evidence of delivering training as part of the School's internal CPD Programme ➤ Experience of developing colleagues to raise standards within the School as part of the School Development Programme (SDP) 	<ul style="list-style-type: none"> ➤ Experience of working with other institutions to raise standards and share outstanding practice
Experience	<ul style="list-style-type: none"> ➤ Teaching up to Advanced Level ➤ Responsibilities as part of the Senior Leadership team or alternative management post within a secondary school setting ➤ Responsibility for planning and leading change within an aspect of school life ➤ Experience of staff management ➤ Recruitment of staff ➤ Experience of developing Teaching & Learning through the line management of Subject Areas ➤ Experience of developing Behaviour & Safety through the line management of Pastoral Areas ➤ Familiarity with or understanding of specific subject focused curriculum development initiatives for students aged 11-19 ➤ Advanced ICT skills and an imagination about the future impact of ICT on learning ➤ Aware of how to deal effectively with child protection issues 	<ul style="list-style-type: none"> ➤ Teaching in Key Stage 5 ➤ Experience of curriculum planning ➤ Analysis and use of whole school data systems that improve standards ➤ Experience of researching and initiating whole school initiatives which have an impact on an aspect of school life ➤ Experience of engaging with parents to solve and support pastoral issues
Knowledge and Skills	<ul style="list-style-type: none"> ➤ High expectations of staff and students ➤ The ability to teach outstanding lessons ➤ The ability to communicate how to teach outstanding lessons ➤ The ability to coach colleagues to improve standards of Teaching & Learning ➤ Thorough knowledge of Safeguarding and Child Protection procedures and promotion of Student Welfare ➤ The ability to coach colleagues to improve standards of Pastoral Care ➤ The ability to coach colleagues to improve their understanding of academic tracking and targeted intervention ➤ The ability to develop and articulate a 	<p>Evidence of conducting extended research to inform:</p> <ul style="list-style-type: none"> ➤ Curriculum Development ➤ Quality of Teaching ➤ Behaviour & Safety ➤ Leadership & Management



	<p>clear vision and to motivate both learners and colleagues</p> <ul style="list-style-type: none"> ➤ Strong interpersonal & communication skills ➤ Effective time management, organisational and administrative skills ➤ Ability to generate, organise analyse data for specific purposes ➤ Up-to-date knowledge of the best pedagogic practice and an understanding of strategies to improve Teaching & Learning ➤ Up-to-date knowledge of the best pedagogic practice and an understanding of strategies to improve Pastoral Care ➤ To lead and manage high performing teams ➤ Contribution to and understanding of whole school self-evaluation processes (SEF) ➤ Contribution to and understanding of whole school development planning (SDP) ➤ Evidence of creating policy through consultation and review ➤ A proven record of distributing tasks and responsibilities where accountability is clearly defined, understood and agreed ➤ Knowledge and experience of the Ofsted inspection process 	
Personal Qualities	<ul style="list-style-type: none"> ➤ The ability to lead and earn respect from staff and students ➤ A drive for continuous improvement ➤ High standards embracing presence, honesty , integrity, loyalty and trustworthiness ➤ Strong intellect, energy and a positive approach to opportunities and challenges ➤ Capacity to think incisively and strategically ➤ The capacity to inspire confidence in stakeholders and work collaboratively ➤ Ability to be flexible and to manage change ➤ Ability to show good judgement under pressure ➤ Good team player ➤ Willing to contribute to the wider life of the school through co-curricular activities 	



Coombe Wood School is part of the Folio Education Trust.

Our Future – what do we want to see in 10 years?

Our Academy Trust will support academies that are the first choice of local families because of the 'gold standard' education that is provided. All academies within the Trust are student centred and this drives our decision making. Smiling faces are common place for students and staff as they are happy being part of the academy and part of a wider Trust community. Being educated as part of this Trust will mean something to not only the individual but also those who provide the next step of a young person's education, training or employment.

The service provision which helps drive the individual organisations within the Trust is focused on quality –listening, understanding and adjusting to meet the needs of those it is designed to serve. A main objective is to provide a system of self-challenge, self-improvement and collaboration with a shared passion to raise standards and allow all students to reach their personal best. No student or member of staff is neglected but inspired to develop improved life chances and live long and happy lives. As part of the collaboration between academies there is a desire to research pedagogy and influence social change to remove the barriers which limit well-being and opportunities for recognising and reaching personal best. Every person deserves the best and the Trust will do what it takes to deliver this while ensuring efficiencies and economies of scale which deliver outcomes beyond outstanding on a global scale.

Long term goal on a national scale

Contribute towards the changing face of British Education and be one of the top five performing Multi –Academy Trusts in the country, designing and sharing academy improvement strategies.

Long term goal on a global scale

Open an international school which removes barriers to poor education and limited life chances.

