



# HEADTEACHER RECRUITMENT PACK

February 2023



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## Welcome from the CEO

Dear Colleague,

Thank you for your interest in the position of Headteacher at Wallington High School for Girls (WHSG)– a truly exceptional school with a reputation for academic excellence, the very best pastoral care, guidance and support as well as superb extra-curricular provision.

WHSG is an inclusive, happy and caring learning community that is ambitious for all of its students, seeking to ensure that they are challenged to make the very best of their abilities and to achieve success in all they do. All the staff, both teaching and support, play an integral role in achieving this.

The school is also part of the Girls' Learning Trust (GLT) which aims to empower girls and young women by delivering a first-class education and providing an inspirational start to their futures. The Headteachers of our three trust schools work closely with the CEO and COO as part of a lively, professionally collaborative executive team supporting trustees in delivering the GLT vision and in maximising the potential of centralised support for schools.

A feature of our trust is that schools have a tangible sense of their own special identity and heads are very much the leaders and shapers of their school's character and ethos. While our central services offer the very best support to schools and while we take every opportunity to collaborate for the benefit of all our staff and students, it is important to us that headteachers have a substantial degree of autonomy.

If you have the energy, passion and integrity to bring to this role, you can look forward to:

- Working with an outstanding senior leadership team who will give unstinting support
- Leading a highly qualified, skilled and committed staff team who work extremely hard for their students and who are proud to teach at Wallington High School for Girls
- Working with a talented Governing Body and Trust Board to plan strategically for school improvement whilst allowing you operational autonomy
- Most importantly, you will have the pleasure of working with the most inspiring students – the very best ambassadors and advocates for their school

I hope you will want to learn more about the school and the GLT by visiting our websites at [www.wallingtongirls.sutton.sch.uk](http://www.wallingtongirls.sutton.sch.uk) and [www.girlslearningtrust.org](http://www.girlslearningtrust.org) and that you are motivated to join our team and take Wallington High School for Girls to the next stage of its development.

Yours sincerely,

**Jennifer Smith, Chief Executive Officer**





# Welcome from the Chair of the Girls' Learning Trust

Dear Applicant,

Thank you for your interest in the post of Headteacher at Wallington High School for Girls (WHSG).

I am proud to be the Chair of a Trust that prioritises the empowerment of girls and young women by delivering a first-class education and providing an inspirational start to their futures. All of our students are known and valued for their unique contribution. Their successes are recognised and celebrated at every opportunity, and they leave us as confident, resilient and resourceful individuals equipped with the skills and qualities needed for future success.

The staff in our schools are our greatest asset: they are highly committed, well-qualified and work hard to ensure every student reaches her full potential and becomes the best she can be.

Our overarching aim is for our Trust schools to deliver an outstanding education for our students, ensuring they have access to the highest standards of teaching, resources and opportunities. Our role as trustees is to oversee the leadership and vision of our schools and to develop partnerships between them. We encourage staff from our schools to meet together and share best practice, while our students benefit from access to a range of joint resources and opportunities.

Each school in our Trust has its own identity and headteachers have the autonomy to develop their school's own ethos. Wallington High School is no exception. We welcome candidates who have an ability to lead with values and vision which encourage diversity and creativity.

We warmly welcome prospective applicants to visit the school. Visits will be available on the mornings of Thursday 9th February and Tuesday 21st February between 10am and 12 noon. To book a visit, or if you would like to discuss the post in more detail, please contact our recruitment consultant at ASCL: [Carol.Jones@ascl.org.uk](mailto:Carol.Jones@ascl.org.uk).

I hope that after reading about our school, you will be inspired to apply for this exciting and rewarding role.

I look forward to receiving your application.

Yours sincerely,

**Sandy Gillett, Chair of Girls' Learning Trust**





## Our Trust

### What is a Multi-Academy Trust?

Multi-Academy Trusts (MATs) are created when more than two schools have joined to form one organisation, governed by one Trust board. Our MAT is both a registered (exempt) charity and a company limited by guarantee, and since we operate within the state sector, we are regulated by the Education and Skills Funding Agency (ESFA). We receive our funding direct from the government on a per pupil basis, and we also generate some income through various additional activities (including targeted capital funding bids, and out of hours lettings), which we invest directly into our educational activities.



### What makes Multi-Academy Trusts different?

The original academies programme started in 2010 and was intended initially to provide an alternative governance model for schools. Since this process started, many schools have now identified the significant benefits associated with forming partnerships with other schools – enabling cost savings across central services, alongside the ability to invest in strategic roles supporting schools to become more effective. By 'clubbing together', our three schools have access to resources and support that individually they would not be able to afford, and ultimately, we are able to collaborate to provide better outcomes for our pupils.



### What is the history of the Girls' Learning Trust?

In 2015, Nonsuch High School for Girls formed a multi-academy trust with Wallington High School for Girls; the Nonsuch & Wallington Education Trust. In 2018, the company changed its name to Girls' Learning Trust (GLT) and later that year Carshalton High School for Girls joined the MAT.

Our schools share many characteristics and are held in high regard by the local community. They are high performing and deliver a broad, balanced and challenging curriculum setting high expectations. Students benefit from being taught by well-qualified, dedicated and committed staff who are experts in girls' education. The Trust benefits from the expertise within an executive support staff team that provides shared services for schools, including Finance, Estates, IT, Procurement, Capital Development Projects, HR, Governance, Audit and Risk.

This core team of professionals ensure consistent methods of operation, strong quality assurance and best value across the Trust.

Relationships in the Trust, between staff and students or between colleagues, are built on mutual trust and respect. These relationships drive school improvement and contribute to the wellbeing of everyone. Visitors often comment on the high levels of motivation and positive behaviour of the students, the commitment and professionalism of the staff and the well-equipped school buildings. Strong academic performance is complemented by highly effective pastoral care. We believe in offering a broad experience that goes well beyond the academic, and girls are encouraged to develop their confidence, independence and resilience across a wide range of enrichment and extra-curricular activities.



### What makes the Girls' Learning Trust special?

While we work across the Trust to support school performance and ensure value for public money, we believe in allowing our schools autonomy in developing approaches to pedagogy and the curriculum that will deliver the very best outcomes for their students. Nevertheless, our shared values and the many opportunities we have for collaboration across our schools mean that we learn lots from each other and that we remain outward-focussed.



### What is it like working at the Girls' Learning Trust?

All of our support staff are located at offices in one of our schools, ensuring our shared services gain an understanding of the challenges and opportunities that face our pupils, teachers and school leaders. The environment is fun, fast paced and collegiate. Colleagues join us from all different walks of life and for a host of different reasons. But the one thing that we all share is a passion for education and a desire to make sure young people get the best education possible.

### There are some common features to working in any role at the GLT:

- A passionate and dedicated staff team who believe in the transformative power of education and take pride in the positive impact their roles have both inside and outside of the classroom
- A team of problem solvers who constantly figure out ways to help pupils achieve better outcomes, tackling challenges both big and small together
- A fun and empathetic environment: staff who support and take care of each other, bringing a sense of humour to the workplace
- A commitment to professional development: we are proud of our culture of promoting GLT staff within and across our trust and have an excellent record of developing outstanding staff and preparing them for senior leadership
- A commitment to safeguarding and wellbeing: we operate a rigorous recruitment procedure that includes DBS, medical screening and confirmation of qualifications, and we are committed to ensuring this remains our top priority



## Our School

Wallington High School for Girls (WHSG) is a selective academy for approximately 1500 girls aged between 11 and 18. We are part of the Girls' Learning Trust, a multi-academy trust that also includes Nonsuch High School for Girls and Carshalton High School for Girls. The school first opened in 1888 and moved to its present site in 1965. The school is heavily over-subscribed with more than 2000 applications each year for the 210 places in Year 7. Our sixth form has expanded over recent years and although our retention rate is very high, many external students also apply and gain places into our sixth form. We are a multicultural community with an increasing percentage of minority ethnic groups. Over 47 different first languages are spoken and this brings a rich diversity to our school.



Our students achieve at the highest level academically. In 2022, 91% of our GCSE entries were awarded 9/7 grades. At A-level, 65% of our entries were awarded A\*/A grades. The vast majority of our students move from WHSG into higher education including Oxford and Cambridge and with an increasing number of students (over 60%) gaining places at Russell Group universities or medical schools. Our students are highly able, motivated and a delight to teach. Students enjoy positive and co-operative relationships with staff and it is very rare if an external visitor to the school does not comment on the high calibre of the students.





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

Outside of the classroom we are fortunate in having staff who provide a wide range of extra-curricular opportunities for students and this is central to our ethos. Sport plays an important part in the life of the school and we are successful at national and regional level in a number of sports including tennis and badminton. Similarly, we have many opportunities for students to showcase and develop their talents in Music, Dance, Drama and the Arts. We enjoy a successful Combined Cadet Force (CCF) partnership with Wilson's School which is very popular with girls in Year 9 and above and an equally successful Duke of Edinburgh scheme. Our commitment to this ethos is reflected in our curriculum provision where a number of enrichment days are set aside, the timetable suspended, and students take part in a number of activities and events that allow them to develop and prepare for life beyond the school.





### Our Sixth Form

We are proud of our thriving and growing Sixth Form that has an excellent academic reputation and provides first class guidance and support so that students enjoy a positive and successful post-16 experience and leave us well prepared for life beyond school. With around 500 students we offer an extensive choice of A-Levels taught in excellent facilities by subject experts. The vast majority of our students in Year 11 stay with us for their Sixth Form education and we also warmly welcome external applicants who meet our entry requirements.

In addition to A-Levels, all students in Year 12 will take an elective intended to develop their communication skills and build their cultural capital. There are a number of options available, including the Extended Project Qualification (EPQ) which develops skills of analysis and independent research, vital for success in undergraduate study. Students also follow a wellbeing programme, including dedicated PSHCE time (Personal, Social, Health and Citizenship Education) and Physical Education.

WHSG Sixth Formers continue their education at some of the most prestigious universities in Britain and

abroad. To support our students in achieving this, we run an extensive Higher Education programme that includes Oxbridge preparation as well as clear guidance on 'informed choices', Russell Group Universities and the UCAS process. We also provide information about other pathways which may suit some of our students

However, our Sixth Form is about so much more than excellence in academia, and we offer a wealth of leadership and extra-curricular opportunities. The prefect team are an integral and highly valued part of the Sixth Form. Led by our two Head Girls they are a dynamic team who coordinate a large number of activities giving them brilliant leadership opportunities. In addition, our Sports Leaders run clubs and contribute to our annual gym and dance display as well as doing outreach work with local primary schools. Furthermore, it is Sixth Form students who run some of our most successful clubs and societies, including the Model UN, African-Caribbean Society and our award-winning Glee club. All students are actively involved in our local community as part of our volunteering programme, this includes working in charity shops, visiting nursing homes and working in local primary schools.



### Our Curriculum

We currently run a three-year KS3, although students begin their GCSE courses in Science in Year 9 allowing them all to do three separate sciences at GCSE. Our KS3 students study two modern foreign languages alongside the other national curriculum subjects. At KS4, students study for ten GCSEs, which includes a Language option and a Humanities option. The vast majority of our students continue into the Sixth Form at WHSG where they can choose from a wide range of A-level subjects. Many students can opt to study for the Extended Project Qualification (EPQ) in Year 12.



### Our Senior Leadership Team

From September 2022, the Senior Leadership Team consists of one Deputy Head, four Assistant Heads and five Directors of Faculty, who work closely and supportively to plan for the future development of our highly successful school. Collaborative and open working practices ensure coherence and clarity in the leadership and management of the school.

The Local Governing Body is a strong and supportive team with considerable professional expertise. In addition, the CEO of GLT and the Trust Board provide support and challenge to the school. The Leadership Team meets together twice weekly. The first meeting focusses on operational matters and the second has a strategic focus. In the strategic meeting we work on or report back on current leadership priorities. Each member of the SLT is responsible for project planning their priority areas on the SDP. There is a personal assistant who provides administrative support for all members of the leadership team.



## Our Staff Wellbeing

Staff are our most valued asset and we place a high emphasis on staff wellbeing and professional development. We work to ensure that staff workload is focused. In a recent survey amongst our staff, 91% agreed or strongly agreed that there was an atmosphere of trust and mutual respect within the school and 96% said that they were proud to work at the school. As part of our commitment to staff wellbeing and development, we offer the following to teaching staff:



### Professional Development

- CPD programmes tailored to each individual's aspirations which are based both in school and across the wider Trust
- An additional INSET day at the beginning of the academic year dedicated to teacher planning and preparation
- Our "No lesson judgements" policy ensures our lesson observations are developmental and supportive
- One INSET day a year dedicated to moderation and curriculum preparation
- An annual cross-Trust teaching conference allowing the chance to meet and network with other staff
- 'Pop-up' CPD run by staff for staff on issues of their choosing, including pastoral

### Staff Welfare

- A Marking and Feedback policy designed from the bottom up, with regard for teacher workload, based upon a set of principles, different according to department
- Data capture that is measured and timely - we report progress home twice a year
- Minimal written reports
- No requirement for teachers to submit lesson plans, even for lesson observations
- Teaching staff are only required to do a maximum of one twenty minute break duty each week
- Supportive yet challenging governance, which understands that teachers are our most valuable resource
- End of school day at 2.50pm making it easier for staff to pick up their children from local schools
- Work scrutiny is departmentally-based and developmental
- We are a school that appreciates the importance of family and do our best to support staff when there are issues and requests for additional leave regarding family events and an Additional Leave policy that supports staff when they may need time off school
- A teaching load of 43/50 1 hour periods of teaching per fortnight maximum
- The average size of our A-level classes is 13 students and GCSE is 24 students. We also continue to run many A-level classes even if their numbers are small



### Support

- The school calendar and training is planned in advance across the whole year so people know what is happening and when
- In-house cover supervision team
- A highly effective and proactive support staff that play an important role in supporting teaching and learning
- An Events, Communication and Visits team that are responsible for organising key school events and trips
- Every full-time teacher operates from a base classroom and has an office-based work station which means our large staff room can be work station free



### Environment

- We have a pleasant working environment with very well-behaved students
- The school has invested heavily in new buildings and in IT in every classroom
- Our eleven acres of school grounds are set in Green Belt land

### Benefits

- School budgets are set making the assumption that everybody will get their incremental pay rise
- A two-week half-term in the Autumn Term
- Free tea and coffee provided in the staff room
- Access to our fitness suite
- A Staff Association that responds to the welfare of the staff and organises social events
- Use of onsite canteen offering hot meals and salad bar
- Teaching staff can go home if they have PPA time during the last period of the day
- Opportunities to participate in enrichment activities e.g. theatre visits
- Assisted cycle purchase scheme and designated cycle parking bay
- Opportunities for flexible working
- Access to Workplace Options scheme, for confidential independent employment advice
- Outer-London salary scales with easy access to central London
- Free on-site parking
- Membership of the Teachers' Pension Scheme (TPS) or Local Government Pension Scheme (LGPS)



## The Opportunity

Following on from the very successful leadership of the existing Headteacher, the Governors and Trustees now seek an exceptional leader to join as the Headteacher of Wallington High School for Girls to make a significant contribution to the continued success of this high-achieving and over-subscribed selective school.

As part of the Executive Group, this role provides an exciting opportunity for an experienced educationalist and leader to help a high-performing trust seize the opportunities and meet the challenges of a rapidly changing local and national educational landscape.



You will be able to demonstrate that you have the skills and experience to maintain the excellent relationship that exists with both staff and students, whilst setting challenging goals that motivate and foster continued improvement.

The successful candidate will possess strong intellectual abilities, first class strategic and communication skills, and a substantial background in senior leadership. In return you will have the opportunity to build on our strong foundations, grow as a professional and lead one of the most successful schools in the country.

You must be a qualified teacher who will be a strong and confident advocate for the school in order to build upon its already excellent reputation. Previous experience as a Deputy Headteacher, Head of School or Headteacher, and a proven track record of successful whole school improvement are essential.



# Job Description

<b>JOB TITLE:</b>	Headteacher
<b>REPORTING TO:</b>	Chief Executive Officer
<b>SALARY SCALE:</b>	L30 - L35 (£93,877 - £105,651)

This role description is underpinned by the Headteachers' Standards (October 2020), which are informed by The Teaching Standards (2011) and apply to all teachers, including headteachers.

## Legal Requirements

The Headteacher is required to carry out all the statutory duties and the professional responsibilities in the contractual framework, Part 7 of the School Teachers' Pay and Conditions Document (STPCD).

## Ethics and Professional Conduct

The Headteacher is expected to demonstrate consistently high standards of principled and professional conduct and to uphold the Seven Principles of Public Life at all times.

## Main Purpose

- Being the 'standard bearer' for the vision, values and ethos of Wallington High School for Girls
- Fostering a culture of continuous improvement, underpinned by effective systems and high professional standards, in order to attain excellence in every aspect of the school's provision
- As a member of the executive group, supporting the trustees in the future strategic development of the Girls' Learning Trust

## Key Responsibilities

The Headteacher's main role is to provide highly effective, professional leadership for the school which secures its continuing success and improvement, ensuring high quality education for all its students and excellent standards of learning, achievement and pastoral care.

## SCHOOL CULTURE - PROMOTING IMPROVEMENT AND SHAPING THE FUTURE

The Headteacher will:

- Ensure a culture of high expectations by promoting a constant focus on raising achievement, improving teaching, promoting the highest standards of behaviour and safety, and developing the leadership skills of self and others
- Work with the local governors, staff and parents/carers to create a shared vision and strategic plan
- Ensure that the vision for the school is clearly articulated, shared, understood and acted upon effectively by all



- Work with the school community to translate the vision into agreed objectives and operational plans which will promote and sustain improvement
- Demonstrate the vision and values in everyday work and practice
- Inspire and motivate others
- Create a shared culture and positive climate
- Challenge any form of prejudice and inequality, and promote the richness of cultural and religious diversity
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence
- Contribute to the leadership and development of the Trust
- Promote innovation which improves outcomes for young people

### **LEADERSHIP AND MANAGEMENT OF THE SCHOOL**

The Headteacher will, in collaboration with the Trust:

- Provide exceptional leadership to all teaching and support staff through outstanding communication and timely, insightful, decision making
- Provide effective school management and continuously seek to improve organisational policies and structures based on effective self-evaluation
- Ensure that all safeguarding policies and procedures are in place and are acted upon by all staff and governors
- Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements and the school's aims and objectives
- Ensure that policies and practices take account of national and local circumstances, policies and initiatives
- Working with the Trust Director of Finance, manage the school's financial and human resources effectively and efficiently to achieve the school's educational aims and objectives
- Working with the Trust Director of People, recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school
- Implement successful performance management processes for all staff
- Working with the Trust Director of Estates, manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum, and health and safety regulations
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money
- Working with the Trust Director of IT, use and integrate a range of technologies effectively and efficiently to manage the school
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Identify a deputy or other suitable person to assume responsibility for the discharge of the Headteacher's role during any absence from school





## **LEADING TEACHING AND LEARNING, CURRICULUM AND ASSESSMENT**

The Headteacher will:

- Take the leading role in improving students' learning through a constant drive to raise the standards of teaching throughout the school
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Use data and other benchmarks to monitor the quality of teaching through evaluating students' progress
- Ensure that learning is at the centre of strategic planning and resource management
- Establish creative, responsive and effective approaches to teaching and learning
- Ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning
- Demonstrate and articulate high expectations and set challenging targets for staff and students
- Implement strategies which secure high standards of behaviour and safety, and attendance
- Determine, organise and implement a diverse, flexible curriculum and an effective assessment framework
- Take a strategic role in the development of new and emerging technologies to enhance and extend students' learning experiences
- Monitor, evaluate and review classroom practice and promote improvement strategies
- Challenge underperformance at all levels and ensure rapid improvement
- Establish a culture which is aspirational, applauds success and celebrates high achievement

## **ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

The Headteacher will:

- Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- Establish and sustain culture and practices and enable students to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate
- Ensure that the school fulfils its statutory duties with regard to the SEND code of practice

## **PROMOTING CONTINUING PROFESSIONAL DEVELOPMENT AND WORKING WITH OTHERS**

The Headteacher will, in collaboration with the Trust:

- Promote and provide opportunities for the continuing professional development of all staff
- Ensure effective communication systems and relationships within the school, and between the school and all external support agencies and the wider community



- Treat people fairly, equitably and with dignity and respect, creating and maintaining a positive school culture in which people are happy to come to work and feel valued and respected
- Build a collaborative learning culture and actively engage with other GLT and local schools to build effective learning communities with and beyond the Trust
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals
- Ensure clear delegation of tasks and devolution of responsibilities
- Acknowledge the responsibilities of individuals and teams, and celebrate their achievements
- Develop and maintain a culture of high expectations for self and others and take appropriate swift action when performance requires improvement or is inadequate
- Regularly review own practice, set personal targets and take responsibility for own professional development
- Manage their own workload and that of others to allow an appropriate work/life balance

### **SECURING ACCOUNTABILITY**

The Headteacher will:

- Effectively fulfil commitments arising from contractual accountability to the Trust
- Work with local governors (providing information, objective advice and support) to enable it to meet its responsibilities
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed, and are subject to rigorous review and evaluation
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including the Trust, local governors, parents/carers
- Reflect on personal contribution to school achievements and take account of feedback from others
- Ensure a robust quality assurance mechanism is in place in collaboration with the Trust

### **STRENGTHENING COMMUNITY**

The Headteacher will:

- Build a school culture and curriculum which takes account of the richness and diversity of the school's communities
- Create and promote positive strategies for challenging racial and other prejudice
- Ensure learning experiences for students are linked into and integrated with the wider community
- Collaborate with a range of external agencies to provide effective support for students and their families



- Create and maintain an effective partnership with parents to raise students' achievement and support their personal development
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to promote students' learning

## SAFEGUARDING

The Headteacher will, in collaboration with the Trust:

- Take overall responsibility for promoting the safety and welfare of all students
- Create an organisational culture which is vigilant to and monitors and prioritises the safeguarding of students above all considerations
- Co-operate and work with relevant agencies to protect children
- Ensure the school provides a safe environment for students, staff and visitors and maintains a detailed risk register
- Ensure all statutory requirements are adhered to, including Prevent

This job description may be amended at any time following discussions between the CEO and the Headteacher and will be reviewed regularly. It is not prescriptive, nor necessarily a comprehensive definition of the post.





# Person Specification

	CRITERIA	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
<b>A</b>	<b>QUALIFICATIONS AND TRAINING</b>			
1	Good first degree	✓		A
2	Qualified Teacher Status	✓		A
3	Masters degree, NPQH or equivalent qualification		✓	A
4	Evidence of continuing professional development at Headteacher / Deputy Headteacher level and / or in preparation for Headship	✓		A
<b>B</b>	<b>PROFESSIONAL QUALITIES AND EXPERIENCE</b>			
5	Proven experience of successful Senior Leadership at either Head or Deputy level within secondary education	✓		A/I
6	Hold and articulate clear values and moral purpose in promoting and delivering those values through the culture, ethos and traditions of the school	✓		A/I
7	Experience of successfully leading and managing change to deliver school wide improvement with impact	✓		A/I
8	Outstanding practice as a teacher within secondary education	✓		A/I
9	Evidence of the application of strategies to review, evaluate and improve teaching and learning	✓		A/I
10	Demonstrable success of delivering high quality achievement and educational outcomes	✓		A/I
11	Successful track record in leading, developing and managing staff including delegating effectively and implementing and managing change	✓		A/I
<b>C</b>	<b>KNOWLEDGE AND UNDERSTANDING</b>			
12	A clear understanding of what constitutes an outstanding learning experience for girls and young women	✓		A/I
13	Knowledge of the National Curriculum, including latest developments, initiatives and current issues and their translation into school improvement plans	✓		A/I



	CRITERIA	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
14	Knowledge of effective assessment strategies and the ability to direct school practices	✓		A/I
15	Clear understanding of successful strategies for raising achievement and the ability to engage all staff in these	✓		A/I
16	Good knowledge of pedagogy, how students learn and teaching styles and the ability to support other teachers	✓		A/I
17	Up-to-date knowledge of KCSIE and best practice safeguarding arrangements to promote student welfare	✓		A/I
18	An understanding of the statutory and legal framework across secondary education and the academy sector	✓		A/I
19	Understanding of and commitment to inclusive education	✓		A/I
20	Knowledge of statutory requirements and experience of Child Protection, Safer Recruitment, Safeguarding procedures and Prevent	✓		A/I/R
<b>D</b>	<b>SKILLS AND ABILITIES</b>			
21	Able to lead, inspire, develop and manage high performing teams at all levels	✓		I
22	Able to think strategically, communicate a vision and engage others	✓		I
23	An innovative and collaborative leader who can forge positive relationships	✓		I
24	Ability to form and maintain appropriate professional boundaries with students	✓		I
25	The ability to communicate well and persuasively with a range of audiences, staff, families, students, external agencies	✓		A/I
26	Highly developed organisational skills	✓		I
27	The ability to absorb and analyse detailed and sometimes conflicting information/data, make sense of it and use it to raise standards and address weaknesses to drive forward school improvement	✓		I



	CRITERIA	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
28	The ability to plan and to create and evaluate effective systems	✓		I
29	Good IT skills with the confidence to exploit new technology	✓		I
30	Ability to effectively manage behaviour	✓		I
<b>E</b>	<b>ACCOUNTABILITY</b>			
31	Experience and evidence of highly developed skills of robust appraisal and performance management of all staff, recognising high performance and tackling underperformance through to resolution	✓		A/I
32	Proven successful experience of systematic, rigorous school self- evaluation, combining with external evaluations to inform school improvement planning, raise educational standards and understand the requirements of the inspection framework for schools	✓		A/I
<b>F</b>	<b>PERSONAL QUALITIES AND PERSONAL ATTRIBUTES</b>			
33	Commitment to the totality of students' experience; how they can be enabled to develop as independent, resilient and responsible young women, and how this can be realised through the curriculum and provision	✓		A
34	Personal resilience and the ability to self-manage and shoulder a significant weight of responsibility whilst managing diverse work pressures	✓		I
35	Unconditional positive regard for young people	✓		I
36	A strong and supportive team player	✓		I
37	Character development, mental toughness, resilience, and how this can be learnt in schools	✓		I
38	Personal presence and confidence; warmth & sensitivity	✓		I
39	Enthusiastic and determined	✓		I
40	Courteous and tactful. Relates well to young people and staff	✓		I

# Application Process

## SAFEGUARDING

The Girls' Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Candidates are expected to demonstrate a sound understanding of the leadership of and contribution to a safeguarding environment. The successful candidate will be required to undergo an enhanced DBS with barred list check followed by safeguarding training as part of their induction.

## DATA PROTECTION

As part of our recruitment process, Girls' Learning Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations. For further information about this and to read our Data Protection and Freedom of Information Policy, please visit: [www.girlslearningtrust.org/our-governance/policies](http://www.girlslearningtrust.org/our-governance/policies).

## APPLICATION PROCESS

To apply, please send the completed Application Form (CVs are not accepted), along with your supporting statement and Equal Opportunities monitoring form to Carol.Jones@ascl.org.uk. Your supporting statement should be no more than 3 sides of A4 paper, font size 11, and should demonstrate how you meet the requirements set out in the **Person Specification**.

## CLOSING DATE

Applications must be received by no later than **9am on Monday 27th February 2023**. **Shortlisted candidates will be contacted on 3rd March** (end of the day) so please ensure that you have provided day and evening numbers on which you can be reached.

## INTERVIEWS

Interviews will take place on **Thursday 9th and Friday 10th March 2023**.

## NOTIFICATION & FEEDBACK

Candidates who have been interviewed will be notified of the outcome as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached. Unsuccessful candidates will also be given constructive feedback.

## ADDITIONAL INFORMATION

- School visits have been arranged to take place on the mornings of **Thursday 9th February and Tuesday 21st February**.
- There will also be an opportunity to ask the CEO questions about this post, remotely via Teams, on **Tuesday 21st February, late afternoon**.

Please contact **Carol.Jones@ascl.org.uk** if you wish to book in for any of the visits or Q&A session with the CEO. These visits/online Q&A do not form any part of the interview process.

*ASCL Leadership Appointments Service will be providing professional support to the Trustees' Appointment Panel throughout the selection and appointment process. Please copy Carol.Jones@ascl.org.uk into any correspondence with the school.*

