



WELCOME TO
JOHN COLET SCHOOL

"EMPOWERING EVERYONE TO ACHIEVE"



HEADTEACHER
INFORMATION PACK

VISION

“Through hard work, inspiration, mutual respect and enjoyment, we will achieve success together.”

OUR VALUES

We place great emphasis on achievement and developing strong relationships within a secure, caring and purposeful school. Everyone is treated equally and encouraged to show respect for the feelings and views of others.

OUR DISTINCTIVE FEATURES:

- John Colet School is a “Good” (Ofsted 2016) secondary school where we pursue and achieve academic excellence, celebrate success and constantly strive to improve.
- The school environment is positive, enthusiastic and supportive so that our students fulfil their potential and become active citizens both within our school and local community.
- This success is due to the hard work and dedication of our talented staff, governors and students, and the vital support given by their families. Through teamwork, as a whole school community, we share high expectations.
- The school now has over 1000 pupils aged 11 to 18 and this is growing due to parental preferences.

WE CAN OFFER THE SUCCESSFUL CANDIDATE:

- An opportunity to lead a well-regarded, “Good” (Ofsted 2016) and over-subscribed school operating with bulge classes due to high parental preferences in current Year 7 and Year 7 2017/18.
- A vibrant community with excellent relationships between staff, students and parents.
- A hardworking, dedicated staff who go “the extra mile”.
- A strong partnership with local schools which strives to develop and extend provision for our prospective students.
- A forward thinking governing body that is self-evaluating and supportive.
- A well-managed school with robust financial systems.

LEARNING ENVIRONMENT

Students are placed in tutor groups that cover a wide range of ability. Each tutor group is placed under the guidance of a Form Tutor who reports to a Head of Year. The Heads of Year are overseen by Key Stage Managers. Teaching is either done through setting (Maths, English and Science) or mixed ability through tutor groups or option groups at GCSE.

Students follow a broad and balanced curriculum in Years 7 and 8 and start their GCSEs in Year 9. At GCSE all students must take Maths, English Language and English Literature, double or triple sciences in addition to 1 course from History, Geography, French or Spanish. Students also opt for 4 other GCSEs based on their particular preferences. At post 16 we offer 17 Level 3 courses and the Extended Project Qualification for students who wish to take a 4th subject at post 16.

We believe in firm but fair discipline in school. This begins with strong classroom teaching. With support, students are expected to work purposefully, with interest and respond to challenges. We believe that parents should be involved in matters relating to learning and academic progress.

WHAT MAKES JOHN COLET SCHOOL UNIQUE

We have strong relationships with our feeder primary schools, which combined with our transition programme, ensures that every Year 7 student makes a smooth and confident start at John Colet School.

The focus in Years 7 and 8 ensures that core skills of literacy and numeracy are embedded. Year 7 catch-up in literacy and numeracy and other bespoke programmes are used for students who are not considered secondary ready. Classroom teaching incorporates stretch and challenge for many students, who according to current DFE criteria are upper ability.

Our GCSE programme is based on traditional GCSEs with all students expected to take at least 8 separate GCSE courses. They are encouraged to choose a broad and balanced programme which serves as a strong foundation for further post 16 progression. The option blocks are based on student choices for that particular year group. We pride ourselves on ensuring the curriculum meets all of our students' needs.

The sixth form attracts students from Year 11 and students from other schools. Students are presented with opportunities to enrich their learning and become active citizens within our school and local community. We develop the confidence of our sixth form to become leaders of the future. We appoint a Head Boy and Head Girl, subject mentors, prefects and anti-bullying ambassadors. They take a keen interest in organising events and challenges for younger year groups and participating in World Challenge. The sixth form plays an important role in modelling high standards of work and attitude, and the sixth form provide an excellent example to younger students in the school.

The destinations data and student satisfaction comments indicate that our students are well informed to embark upon the next stage of their education.

OUR SCHOOL COMMUNITY

John Colet School has a strong sense of community and high academic standards, which makes the school a preferred choice. All students participate in "Make a Difference week" where each tutor group raises the profile of a charity, issue or cause.

Developing student leadership is important and there are a number of opportunities for students to take on leadership roles. Students have the opportunity to become anti-bullying ambassadors, year council representatives, student council representatives, subject mentors, librarian assistants, and primary liaison leaders in PE. School activities include school productions, choirs and musical groups, team sports, school fundraising events and community activities.

We listen to our students and we have regular student voice activities. John Colet students have actively helped to shape the mission statement, uniform and school values. John Colet School strives to achieve its vision to inspire students to be enthusiastic and confident leaders who take responsibility for their school community.



SUPPORTING LEARNING

At John Colet School we support all students to enable them to achieve their potential. Quality teaching is vital. However, for some students there are occasions during their school life when additional support may be needed and Learning Support Assistants are deployed to provide bespoke support.

The school has 3 Student Support Officers (SSO's) who are dedicated to providing pastoral support to the school community. Students are encouraged to resolve conflict and develop resilience when dealing with difficulties.

John Colet School has an effective Inclusion Unit where students can go to work independently under the guidance of trained, dedicated staff. We recognise that for some students, school life is not always smooth and with the support of the staff in the Inclusion Unit, all students can make progress. We have an excellent working relationship with external agencies and John Colet School has a counselling service operated by a fully qualified counsellor.

John Colet School has a successful behaviour management system in place which is evident as fixed term exclusions are below the national average within all subgroups. The school operates a consistent and effective rewards scheme. Students are encouraged to participate in the scheme and success is always celebrated. We recognise that this plays an important part in the progress and success that a student achieves.

We believe that our partnership of school, home and community helps to make John Colet School a desirable choice. Parental attendance at parents evening is normally over 90%. Student attendance is above the national average for all subgroups reflecting the high aspirations of our students, staff and parents.

HOW TO APPLY

CLOSING DATE FOR APPLICATIONS: 9am Friday 9th June 2017

SCHOOL VISITS: The mornings of Wednesday 17th, Thursday 18th and Monday 22nd May 2017

To arrange a visit please contact Coralie Perry, Headteacher's PA

Tel: **01296 623348**

Email: **cperry@johncolet.co.uk**

A supporting statement addressing the skills and experience outlined in the person specification and job description, along with a teaching post application form and the equal opportunities form (available in electronic format on the school website) should be addressed to Jeremy Hodge, Chair of Governors via **recruitment@johncolet.co.uk**.

Interviews will be on Tuesday 20th June and Wednesday 21st June 2017



QUALITIES AND KNOWLEDGE

- Hold and articulate clear values and moral purpose, focused on providing the students of John Colet School with an outstanding education.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards the school's students and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, regionally and nationally and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel.
- To present a coherent and accurate account of the Academy's performance in a form appropriate to the range of audiences, including governors, OFSTED, Local Authority body, the local community and others, as appropriate.

STUDENTS AND STAFF

- Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
- Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

SYSTEMS AND PROCESS

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for students, staff and financial performance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students achievements and the school's sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

PROMOTING A SELF-IMPROVING SCHOOL

- Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

OTHER

The current main duties and responsibilities of this post are outlined in this job description. The list is not intended to be exhaustive. The need for flexibility, shared accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities and commensurate with the post's salary scale.

It is the practice of the school's governing body to review job descriptions annually to ensure they relate to the present role and to incorporate whatever reasonable changes that have occurred over time or are being proposed. This review will be carried out by the governing body in consultation with the post-holder before any changes are implemented. The post-holder is expected to participate fully in such discussions and implementation.



CRITERIA

Qualifications

- Degree
- Teaching Experience

Experience

- Teaching experience outside of Buckinghamshire
- Currently serving as Secondary Deputy Headteacher or above, having been in post for at least 3 years including current academic year
- Leadership in curriculum development and innovation including monitoring and evaluation strategies
- Leadership in at least two secondary schools
- Experience in analysing, interpreting and responding to school data
- Proven track record of raising educational standards in line with most recent research
- Knowledge and experience of the OFSTED framework and assessment

Shaping the Future

- Capacity to recognise and build on the successes of the school and implement a vision for innovation and improvement
- Create a culture of accountability and transparency
- Sound knowledge of current and future educational developments
- Experience of successfully leading change and inspiring others
- Experience in developing a clear post 16 strategy
- Strategic response to government changes in education
- Liaison within the education sector to enhance the standing of the school

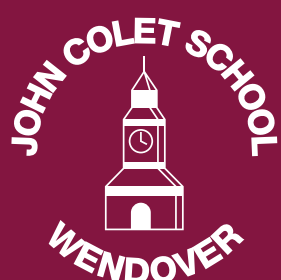
Leading Learning & Teaching

- Ability to lead and inspire high quality teaching and learning
- Be accountable for pupils progress and achievement
- Ensure that teachers develop and update their subject knowledge
- Evidence of impact in closing the gaps: FSM6, gender, SEND and sub groups including upper ability
- Experience in achieving consistently good results across all departments
- Ability to establish an ethos where students and staff treat each other respectfully
- Rigorously monitor the quality of teaching, holding teachers accountable
- Promoting high and consistent standards of behaviour and attendance management ensuring these are promoted by all staff
- Promoting aspiration and resilience within the school community
- Implementation of performance management to enhance teaching and learning

DESIRABLE

- Relevant further degree or NPQH
- In a leadership role for 5 years
- Record of developing good extra curricular activities
- Effective and sustained school improvement
- Evidence of moving to good or outstanding gradings within the Ofsted framework
- Experience in an outstanding school
- High profile in education and community
- A working knowledge of different MAT models and structures
- Experience of engaging parents in student's teaching and learning
- Experience of effective change management
- Capitalise on appropriate sources of support and expertise
- Use of new technologies to promote learning

<p>Developing Self & Working With Others</p>	<ul style="list-style-type: none"> • Skilled in setting appropriate and challenging targets • Capability to make strategic decisions and delegate appropriately • Commitment to encouraging, empowering and training of staff • Commitment to own self development • Fostering collaboration and partnerships with the education sector, community and businesses • Ability to work effectively as a part of a school team with governors, pupils, parents and other stakeholders • Ability to make staff feel valued and fostering loyalty to the school 	<ul style="list-style-type: none"> • Identify and develop future leaders • Commitment to a healthy working environment
<p>Managing the Organisation</p>	<ul style="list-style-type: none"> • Capacity to build, inspire and work within a team • Ability to use strong and effective management systems underpinned by clear communication • Ability to produce and implement improvement plans and policies • Understanding and dealing with the challenges of recruitment • Experience of financial management in a school • Risk and crisis management • Effective negotiating skills • Leadership on equality issues and legislation 	<ul style="list-style-type: none"> • A clear vision as to how to maximise the benefits of academy status • Experience of Union negotiation
<p>Strengthening Community</p>	<ul style="list-style-type: none"> • Ability to continue to develop the school’s response to its changing community • Recognise and build on the school’s multi-agency links • Effective promotion of the school 	<ul style="list-style-type: none"> • Use of school website and twitter to promote the school
<p>Personal Qualities & Attributes</p>	<ul style="list-style-type: none"> • Passionate about education • Effective communication skills providing clear and accurate information • Decision making skills • Highly developed emotional intelligence • Resilient, dynamic and inspirational • Leading by example with high professional standards • Effective time management • A sense of humour • Capable of working under pressure • Good attendance • Excellent references • Personal and professional integrity 	<ul style="list-style-type: none"> • Open door policy
<p>Safeguarding Children</p>	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people 	



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