



WALTHAMSTOW SCHOOL FOR GIRLS

"NEGLECT NOT THE GIFT THAT IS IN THEE"

Headteacher

Candidate Information Pack





Welcome letter from Gillian Barker, Chair of Governors

February 2020

Dear Candidate,

Thank you for your interest in considering an application for the post of Headteacher at Walthamstow School for Girls.

After more than eight years in post, our current Headteacher Meryl Davies has decided to retire. During her leadership of the school, we have been judged outstanding by Ofsted, become a Teaching and a National Support School and GCSE results have been consistently in the top 10% nationally for progress, so she will be handing over the school in excellent shape.

This is an important moment in the life of the school, its staff and students, as well as parents/carers and the wider community. The Governing Body is ambitious for the school to become 'world class' and is committed to seeing its students and staff continue to flourish.

The school is in a strong position, so this is a rare and exciting opportunity for the right person to lead the next phase of its development. The governors are looking for an exceptional individual who has the experience and personal qualities to inspire and lead the school with moral purpose and an unswerving commitment to girls' education.

I would encourage you to visit our school, where you will receive a warm welcome and have the opportunity to experience for yourself its facilities and unique character, which include a listed building with an award-winning extension. Possibly uniquely, we even have a Greek amphitheatre in the grounds! Visits are available on Tuesdays and Thursdays during the weeks commencing 2nd and 9th March. Please contact m.madhani@wsfg.waltham.sch.uk – Mandy Madhani, Human Resources Manager, to arrange an appointment.

The recruitment panel will be meeting on 18th March to decide which applicants to interview. The selection process will take place on Wednesday 25th March and Thursday 26th March 2020. The panel will shortlist candidates after the first day and make a decision at the end of day two.

I hope you will decide to apply for the post of Headteacher at Walthamstow School for Girls and wish you every success with your application. **Please note that the application process includes writing a short essay on the subject set out in the candidate information pack.**

Yours faithfully

A handwritten signature in blue ink that reads 'Gillian Barker'.

Gillian Barker
Chair of Governors
National Leader of Governance

Key Selection Process Information

Application Form and Additional Task

As well as completing your personal statement and application form, candidates are required to submit an essay, it should be no more than two sides of A4 paper in (Arial point 12) with the following title:

“Through my leadership of WSfG, how I would empower girls from a diverse and multicultural community to become successful and resilient women in a fast-changing world.”

Your essay should be submitted with your application form by the deadline.

Key dates	
3 rd March 2020	Visits to the school available
5 th March 2020	Visits to the school available
10 th March 2020	Visits to the school available
12 th March 2020	Visits to the school available
16 th March 2020	Closing date for applications (12 noon)
18 th March 2020	Recruitment Panel shortlisting meeting
25 th March 2020	Interview - Day One
26 th March 2020	Interview – Day Two



About Walthamstow School for Girls

History

In January 1890, a circular stated that a “school for girls” was to be opened in Walthamstow. Miss Hewett was appointed as the first Headmistress and remained until she retired in 1924. There were 49 girls, whose ages ranged from 7-16 years. At this time there were only five teachers, two of whom were graduates.

Our original building was in West Avenue Road and when student numbers grew the school moved to Church Hill House, where a church now stands. It was in September 1913 that 243 girls came to the present building with the Greek Amphitheatre being added in the 1920s. In January 2010 our most recent refurbishment and rebuilding work was completed as part of the Building Schools for the Future Programme. This work has given us the unique blend of traditional and state of the art facilities that we currently enjoy at our school.



Our school in 2020

Walthamstow School for Girls is a high achieving, oversubscribed, diverse school which is regularly in the top 10% nationally for progress, significantly above the national average in all key indicators at Key Stage 4, and is at the centre of the vibrant local community of Waltham Forest (the 2019 and first London Borough of Culture). Our most recent results can be found on our website.

We have an ambition to become ‘world class’ and a commitment to work with other professionals both locally, nationally and internationally, through our Erasmus links. We won the national High Aspiration Award for the progress made by disadvantaged students in 2015 and have won SSAT Achievement and Progress awards annually since 2014.

We have been awarded the SSAT Exceptional Education standard twice; in 2017, for *Leadership through Moral Purpose*, and, in 2018, for *Systems: use of assessment, data, policies and monitoring to support teaching and learning*. We were awarded Teaching School and National Support School Status in July 2017. In June 2018, following a Section 8 inspection, we were awarded an ‘outstanding’ judgement in all categories.

“Middle Leaders are exceptional and collaborate well to share best practice. They drive their teams with energy and enthusiasm. They share the strong moral purpose of the Headteacher to ensure that no pupil is left behind. As a result, outcomes for pupils are outstanding, giving them essential life chances.” Ofsted 2018.

Students and staff

Every one of our 900 students is valued equally as an individual with different gifts and talents, reflecting our commitment to the school motto “Neglect not the gift that is in thee”. We offer strong pastoral support and regular monitoring, target setting and dialogue with students and parents/carers.

Our students are encouraged to express themselves, to be creative, to have high aspirations and to challenge stereotypes. There is a strongly ethos of equality at this school.

Our students are also ambitious and hard-working; they embrace the range of opportunities offered to them both during and beyond the school day. This is highlighted not only by our exceptional examination results but also by the maturity of the girls, their sense of responsibility, community and fun. They are a delight to work with.

One of the school's strengths is the quality of the staff we are able to attract and keep. Our teachers ensure lessons are stimulating and challenging. Students work with enthusiasm and interest in classrooms where there is a calm atmosphere suitable for learning. The broad and balanced curriculum ensures that all students are extremely well equipped to continue their education.

Our environment



We offer excellent facilities to both staff and students. Our acclaimed architect designed buildings and facilities make a stunning learning and working environment. Our £18 million rebuild project, completed in 2010, dramatically extended and enhanced our accommodation. We have state-of-the-art facilities in science, technology and performing arts, as well as a fantastic dining hall, two assembly halls and social areas.

Situated in beautiful landscaped grounds, the school's outside space encourages play and creativity as well as quiet reflection and study. Unusually for a London school, our buildings are surrounded by mature trees and lawns, a pond area and our Greek amphitheatre. We have an allotment area which invites students to learn how to grow fruit and vegetables, some of which are then used by our chef.

Our site is an oasis of green and a pleasure to work in. It is well served by transport connections, being just ten minutes' walk away from Walthamstow Central tube and rail station and five minutes' walk from the popular Walthamstow 'village', creative and restaurant quarter. We pride ourselves

on working hard to retain our role as an important part of the local community. Examples of this commitment can be seen in our weekly *Greensheets*. Our staff are inclusive and friendly, with regular social and wellbeing events as well as charity fundraising.

Educating and empowering young women

Our role is to educate tomorrow's women to be confident, articulate and able to discuss and debate intelligently. Through a range of activities and opportunities, students are helped to develop their leadership qualities, their sense of community and global responsibility as citizens of the world in line with our G.R.E.E.N. values.



Our G.R.E.E.N. Vision

The G.R.E.E.N. values



The value **GROWTH** is based on the work by Carol Dweck on growth mindset. Having a growth mindset encourages the belief that we can all improve at whatever we put our minds to with practice and perseverance. It encourages learning, effort and stickability. It also promotes the importance of reflection and criticism as tools to move us forward.



The value **RESILIENCE** represents the notion that, on any learning journey, there will be obstacles. With **RESILIENCE** and perseverance, these obstacles can be overcome and the final goal more rewarding. The key is not to be fearful of these obstacles and to accept that mistakes and challenges are an important part of learning. The learning line is an effective symbol for resilience and for assessment for learning.



The value **ENERGY** is the centre of our vision. It encourages focus and enthusiasm from everyone. This **ENERGY** could be represented in the attitude of students as well as in staff morale, parent and governor involvement. It promotes positivity and supports all of the other G.R.E.E.N. values.



The value **EMPATHY** promotes community spirit in many dimensions. It signifies self-awareness as well as respect for each other despite our differences. In addition to this, it illustrates that none of us are alone on our learning journey and that, through collaboration, success can be greater.



The value **NEWNESS** is vital in an ever changing world. This encourages us to be open to new ideas, techniques, technologies and challenges. It encourages us all to step out of our comfort zones as this is where the deepest learning and the greatest success can be achieved.

“The school’s values of Growth, Resilience, Energy, Empathy and Newness (GREEN) are lived by staff and pupils in all aspects of the school’s work.” Ofsted 2018.

What staff value about the school

- This school feels safe, kind and caring. We are not driven by results – we seem to be driven to produce fabulous young women
- Ethos of the school, supportive colleagues and strong management with compassion
- I value the ethos of hard work in the students and how the school promotes kindness, tolerance and maturity amongst the students
- Atmosphere of diversity, respect and inclusion
- Freedom to teach in a range of styles

“There are very strong working relationships between staff and pupils based on mutual trust and respect.” Ofsted 2018

What staff and students look for in a new Headteacher

Staff

- Honesty and integrity, support and trust
- Strong leadership with a clear vision and focus to build on the school’s success
- Emotionally intelligent, fair and open to input from staff at all levels
- Passionate about leading the school, its staff and students

Students

- Someone who listens to people’s concerns but REALLY listens and has an open ear and mind
- Someone with a good emotional intelligence
- Someone who supports diversity and equality of opportunity
- Someone with strong behavioural management skills but who is not too strict or unapproachable



“Pupils very much enjoy coming to school.” Ofsted 2018

Job Description

This job description is based on the National Standards of Excellence for Headteachers (DfE 2015). It is subject to annual review as/when required.

The Headteacher will carry out her/his professional duties in accordance with the national conditions of service for teachers and the STPCD and all other relevant education, employment and equalities legislation.

The Headteacher is accountable to the Governing Body for the standards achieved and for the conduct, management and administration of the School, subject to any policies that the DfE, the LBWF and the governing body may make or ratify.

The Governing Body and the Local Authority are committed to safeguarding and promoting the welfare of children and young people. The Headteacher must ensure that the highest priority is given to following the latest national guidance and regulations on safeguarding and child protection. This role is subject to an enhanced DBS check.

Job title:	Headteacher
Reporting to:	Governing Body
Responsible for:	Effective leadership and management of Walthamstow School for Girls
Salary:	£89,089 - £97,927 (L31 - L35 Outer London)
Disclosure:	Enhanced

Core Purpose

- To provide professional leadership for Walthamstow School for Girls, securing its success and development, ensuring high quality education for all its students and improved standards of independent learning and achievement
- To lead by example – in accordance with the Framework for Ethical Leadership in Education and the Nolan Principles – solely in the interests of children and young people
- To work with the Governing Body to create a shared vision and strategic plan that inspires and motivates students and staff as well as stakeholders in the wider community, and which reflects the core values of G.R.E.E.N and ethos of the School
- Drawing on own professional experience and expertise, along with that of others, provide strong leadership for the School to ensure it is managed and organised efficiently and effectively to meet its aims and objectives
- To promote and safeguard the welfare of all children and young people within the school by ensuring that: the School's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, students, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.
- Plan and deliver a broad and balanced curriculum together with the personal, social and cultural development that empowers students to become successful women of the future
- Value and celebrate the diversity of the community that the School serves
- In carrying out their duties, the Headteacher shall consult, where this is appropriate, with the Governing Body, the Local Authority, the staff of the School and the parents of its students.

Principal Accountabilities	<ul style="list-style-type: none"> • Strategic development and direction of Walthamstow School for Girls • Providing a safe, calm, well-ordered environment for students and staff, based on mutual respect and self-regulation • Securing and sustaining effective teaching and learning • Achieving any performance criteria, objectives or targets agreed with the Governing Body • Ensuring the girls are well-prepared for the next stage of their lives and education by the time they leave this school • Leading, motivating, supporting and developing all staff • Deploying staff and resources efficiently and effectively • Accounting for the efficiency and effectiveness of the school to governors and the Local Authority • Strengthening the School's relationship with stakeholders/local communities • Ensure the reputation of the School in the wider community is maintained, and enhanced whenever opportunities arise
Strategic direction and development of the school	<ul style="list-style-type: none"> • Work with the Governing Body and leadership team to develop a strategic plan for the school and its community, analysing the needs and further development of the school within the local and national context • Create an ethos and provide educational vision and direction which secures effective teaching, successful learning and achievement by students, as well as sustained improvement in their spiritual, moral, social, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life and the next stage of their education • Articulate clear values and moral purpose for the leadership of Walthamstow School for Girls, focused on providing a first class education for all students. • Maintain and enhance staff, students, parents and governors' commitment to equal opportunities in an environment which challenges discrimination and celebrates diversity and everyone feels a valued member of the school community • Secure the commitment of parents/carers and the wider community to the vision and direction of the school • Ensure that all those involved in the school are committed to its aims and objectives, and are motivated to achieve these through the School Improvement Plan, appropriate CPD and performance management, which secure the educational success of the school • Ensure that the management, finance, organisation and administration of the school supports its vision and aims • Ensure that policies and practices take account of: legislation and guidance; national, local and school data; and inspection research findings • Monitor, evaluate and review the effects of policies, strategies, priorities and targets for impact and update/revise as necessary
Securing and sustaining effective teaching and learning	<ul style="list-style-type: none"> • Work with governors to sustain effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of students' achievement • Ensure that all students receive a high-quality education through programmes of study designed to promote a stimulating style of learning in a safe and healthy school environment • Ensure a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress in every child's learning

	<ul style="list-style-type: none"> • Maintain and develop creative, responsive and effective approaches to learning and teaching, including new and emerging technologies to enhance and extend the learning experience of students • Ensure a culture and ethos of challenge, aspiration and support where all students can achieve success and be engaged in their own learning, underpinned by our G.R.E.E.N values of Growth, Resilience, Energy, Empathy and Newness • Model and articulate high expectations and set stretching but realistic targets for the whole community • Maintain high standards of behaviour within and outside school and ensure that attendance remains above national expectations • Ensure that underperformance is challenged at all levels through the adoption of appropriate improvement strategies and interventions
Leading, motivating, supporting and developing all staff	<ul style="list-style-type: none"> • Lead, motivate, support, challenge and develop staff to maintain high standards • Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are maintained between staff and students • Hold all staff to account for their professional conduct and practice • Ensure a reasonable life/work balance for all staff, with regards to work expectations • Sustain effective systems for staff performance management, encouraging and supporting aspirational targets linked to the School Improvement Plan • Maintain transparent and rigorous systems for managing the performance of all staff, addressing under-performance, supporting staff to improve and valuing excellent practice • Ensure high quality, engaging CPD that staff value and that has a positive impact on teaching and learning
Deploying staff and resources efficiently and effectively	<ul style="list-style-type: none"> • Deploy people and resources efficiently and effectively in line with the school's strategic plan and financial context and recruit staff of the highest quality available • Advise governors on appropriate priorities for budget expenditure and ensure effective administration and control • Manage and organise the supervision of the school buildings, contents and grounds effectively, to ensure that this meets the needs of the curriculum, health & safety regulations and security • Ensure that appropriate risk assessments are undertaken before sanctioning and participation in any potentially hazardous activity • Ensure that fire drills and lockdown/crisis management practice are carried out as required
Accounting for the efficiency and effectiveness of the school to the governing body, parents, staff and students	<ul style="list-style-type: none"> • Be accountable for the efficiency and effectiveness of the school to the governors and other stakeholders • Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of achievement and the school's sustainability • Provide information, objective advice and support to the governing body to enable them to meet their responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money

	<ul style="list-style-type: none"> • Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences • Ensure that parents and students are well-informed about the curriculum, attainment and progress and about the contribution that they can make to their children's targets • Report to the governors annually on the performance management of teachers at the school in relation to the School Teachers' Pay and Conditions Document, including monitoring for equality purposes
Strengthening the school's relationship with stakeholders and local community	<ul style="list-style-type: none"> • Safeguard the wellbeing of all members of the school community through co-operating and working with relevant agencies to protect children and ensuring that the school-wide policies and practices are fully implemented • 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 and dealing with all forms of prejudice and discrimination • Ensure a range of learning experiences for students are linked to and integrated with the wider community • Work in partnership with other agencies in providing for academic, spiritual, moral, social, emotional and cultural well-being of students and their families • Seek opportunities to invite parents and carers, community figures, business or other organisations into the school to enhance and enrich the school and its value to the wider community • Contribute to the development of the wider education system through sharing effective practice, working in partnership with other schools and promoting innovative initiatives, nationally and internationally • Collaborate with other local schools as part of the Waltham Forest Challenge, in which the school is a key player
Additional responsibilities	<ul style="list-style-type: none"> • To ensure that students needs are prioritised and to have a clear sight of how this role impacts on the school's students at all times • To be accountable for your own continuing self-development and attend meetings as appropriate • To undertake other duties appropriate to the post as required • Take an active role in the Teaching School and National Support School (as appropriate) and in other educational networks/initiatives in the borough and beyond

Person Specification

	Criteria	Essential	Desirable		Assessed by application	Assessed by selection process
	Qualifications					
1	A good honours degree or equivalent	/			/	
2	Qualified Teacher Status (QTS)	/			/	
3	NPQH and/or relevant Higher Education qualification		/		/	
4	Evidence of recent and relevant training and development in preparation for and / or development of leadership	/			/	
	Professional experience and knowledge					
5	Substantial experience of teaching	/			/	/
6	Experience of teaching/working in a single sex educational environment		/		/	/
7	Successful strategic experience of leading and managing at headship / deputy headship level in a multicultural secondary school or other educational organisation	/			/	/
8	In-depth knowledge and understanding of the wider educational agenda including current national policies and educational issues as well as the statutory and legal framework governing the operation of a maintained secondary school	/			/	/
9	Proven track record in leading and managing staff including building/developing a successful team, delegating effectively and implementing and managing change	/			/	/
	Professional aptitudes, qualities and skills					
10	Successful experiences of raising standards for all, with measurable outcomes, as a result of own contribution in a school or other educational institution, in the pursuit of excellence	/			/	/
11	To have high expectations and the ability to think and plan strategically to reflect, promote and deliver the school's vision, ethos, priorities and targets whilst empowering others	/				/
12	To be articulate and approachable with excellent interpersonal skills both verbally and in writing	/			/	/
13	Ability to form excellent working relationships with staff, students, parents, governors and external partners	/				/
14	To have proven sound decision-making skills combined with the ability to lead, influence and manage change	/			/	/

15	To be astute and perceptive, with strong analytical skills and the ability to use sound professional judgement and emotional intelligence in order to anticipate conflict and resolve issues imaginatively	/			/
16	To be proactive, innovative and versatile with a high level of drive, optimism, resilience, integrity, empathy and a sense of humour	/			/
17	To be able to prioritise, plan and organise effectively and have the capability to adapt and be flexible when appropriate	/		/	/
Shaping the future					
18	Experience of and commitment to, working with the Governing Body to develop collaboratively the school's G.R.E.E.N vision, which embraces excellence, high standards, inclusion and creativity	/		/	/
19	Proven record of providing vision, a sense of purpose and high aspirations for a school or other educational institution with a determined focus on raising student achievement	/		/	/
20	A commitment to providing a wide range of extra-curricular activities to all students and to building cultural capital to enable students to become successful future citizens	/		/	/
21	A commitment to a student-centred approach, within an equitable and inclusive school in which the academic and personal welfare of each student is paramount	/		/	/
22	Actively encouraging research-led development by staff and innovation in teaching practices	/		/	/
Leading teaching and learning					
23	An excellent classroom practitioner with the ability to monitor and evaluate performance, coupled with the ability to lead and motivate colleagues to improve classroom effectiveness and raise achievement continuously whilst maintaining high standards	/		/	/
24	Successful experience of promoting equality, respecting diversity and challenging stereotypes, to support the rights of children and young people through positive behaviour management and a student-focused, inclusive and effective learning environment; so that behaviour and attendance continue to be outstanding	/		/	/
25	Successful experience of curriculum development along with an understanding of the issues associated with choice and flexibility to meet the personalised learning agenda	/		/	/
26	Proven experience of the implementation of effective assessment procedures and an understanding of AfL needs of students	/		/	/
27	Knowledge and understanding of the varying needs and abilities of students with SEND and those with social, emotional and mental health needs	/		/	/
Developing self and working with others					
28	To be a visible, high-profile professional role model, who inspires excellence, confidence, trust and respect from both the whole school and the wider community	/			/

29	To have substantial experience of building on the good practice and expertise of staff so that they have the necessary skills and knowledge to maintain high standards	/			/	/
30	To demonstrate a successful work/life balance and a commitment to that of others	/			/	/
31	Evidence of highly developed skills in performance management, recognising high performance and tackling underperformance through to resolution	/			/	/
Managing the school						
32	Successful experience of effective strategic financial and resource management to achieve educational priorities and to ensure efficiency and value for money	/			/	/
33	Evidence of vision and skills to harness and deliver the potential of capital projects and investment in new technologies for the benefit of the school in the delivery of the curriculum and in-school support systems	/			/	/
34	A commitment to the health, welfare and wellbeing of students and staff through effective pastoral care	/				/
Securing accountability						
35	Proven successful experience of school self-evaluation and accountability including the design and use of appropriate performance measures	/			/	/
Building the school profile						
36	A commitment and vision to collaboration with neighbouring schools in support of the development of the wider school community, particularly in the context of being a Teaching/National Support School	/			/	/
37	Successful experience of securing and raising standards with external agencies and networks. Working effectively with external agencies locally, nationally and internationally	/			/	/
Specific requirements						
38	A commitment to and evidence of promoting inclusion, diversity and equal opportunities within the school, the curriculum and in employment practice	/			/	/
39	A demonstrable commitment to girls' education and an understanding of the benefits it brings	/			/	/
Safeguarding and Safer Recruitment						
40	A demonstrable understanding and experience of the process and monitoring of child protection, safeguarding and safer recruitment.	/			/	/

Staff Benefits

Outlined below are some of the additional benefits available to staff working at Walthamstow School for Girls.

Cycle 2 work scheme

This benefit offers staff the opportunity to make tax and national insurance savings whilst keeping fit at the same time.

Commitment to CPD

We actively encourage CPD to all staff. We regularly provide whole school CPD as part of the school calendar, as well as opportunities for individual CPD requests.

“I have been given some fantastic CPD opportunities with an amazing amount of training. My personal knowledge and confidence has increased immensely.”

Eye Tests

All staff using computer equipment should have eye and eyesight checks at regular intervals. Eyesight testing should also happen where staff experience visual difficulties, which may reasonably be considered to be caused by computer work. Staff working within schools in the London Borough of Waltham Forest may be entitled to reimbursement of some costs associated with vision testing and the frames and lenses needed to enable them to work safely on display screen equipment.

Staff Wellbeing

As part of our CPD for staff we include session related to staff wellbeing. There are also opportunities for staff to participate in various activities as individuals.

At Walthamstow School for Girls we also offer a staff running club, Badminton club, Boxfit exercise sessions, yoga and the London Club (historical walks around London).

“Since joining WSFG I have felt totally reinvigorated and I am excited to teach again. This is undoubtedly because the atmosphere in school is a very positive one.”

Workplace Options - Employee Assistance Provider

A confidential counselling, help and information service is provided for all those employed by Waltham Forest and is available free of charge 24 hours a day, every day of the year. This service can help with a range of problems from practical everyday matters to sensitive and emotional issues. For further information please call 0800 328 1437 or contact: www.employeeassistance.org.uk





For further information about our school please visit our website: www.wsfg.waltham.sch.uk