



LIFE Education Trust



Frances Bardsley Academy for Girls
Assistant Headteacher
(Head of Sixth Form)

Application Pack

Dear Applicant,

Thank you for considering joining one of the schools within the LIFE Education Trust. LIFE was established in 2016 with two schools and now comprises ten schools in Havering and Essex which serve a student community of over 2450 pupils. The Trust has a small core team in addition to all our school-based colleagues, totalling over 370 employees. The organisation as a whole works collaboratively to ensure that everything we do can positively impact the lives of our pupils and staff.

I became the CEO of LIFE July 2016, having previously been Head Teacher of The Frances Bardsley Academy for Girls for 5 years, and before that, Deputy Head Teacher at Chelmsford County High for Girls. I chose to lead LIFE because I genuinely believe in its core purpose ***“to build great learning communities where children flourish”***. To accomplish our purpose, we use our 3 core beliefs: **‘Courageous Optimism’, ‘Boundless Creativity’** and **‘Heartfelt Compassion’**. As a Trust we believe in helping colleagues and pupils achieve their personal best and are keen to recruit the very best talent for our Trust.

We are looking for individuals who share our passion for providing excellent learning environments, making our schools the best they can be and having a positive impact in the community. You will be joining an organisation that can offer you many opportunities to progress and make a real difference!

Yours sincerely,

Julian Dutnall

Julian Dutnall
CEO - LIFE Education Trust



Dear Applicant,

Thank you for your interest in Frances Bardsley Academy for Girls, a thriving, oversubscribed and highly successful 11-18 comprehensive school for girls in the heart of Romford. As founder of LIFE Education Trust, we are committed to the LIFE mission to 'build great learning communities', working collaboratively with schools in Havering and Essex.

Through working with the best girls' schools in UK and abroad we have developed our holistic approach to support the physical, mental and spiritual development of our pupils. Our school exists to empower young women, with the knowledge and personal characteristics to be able to live successful and fulfilling lives.

At FBA, we are committed to high standards of behaviour and achievement. A calm and enriched environment is key to successful learning and we pride ourselves on providing this with our many extra-curricular activities and facilities, including our on-site farm and extensive trips and visits programme. Our school is a rewarding and dynamic place to work and it is an exciting time to be part of the school and the trust. You can really make a difference to our students' futures. We look forward to receiving your application.



Yours sincerely,

David Turrell & Emilie Darabasz

David Turrell & Emilie Darabasz
Joint Headteachers at FBA



Our History:

1902

FBA originated in 1902 in a front room of a house in Romford, where Frances Bardsley set up a school.

1935

The school split into two sister schools and The Romford County High School for Girls moved to the current Brentwood Road location

1906

In 1906, the school combined with Cloughton College and on 4th October 30 fee paying pupils, 30 teachers and 3 scholars met to become The Romford County High School for Girls, a title given by headmistress, Miss Frances Bardsley.

1973

The two sister schools merged to become the Frances Bardsley Academy for Girls - the name was chosen to honour Miss Bardsley who had encouraged young women to pursue their dreams and aspirations.

1910

The school moved in to a site on Heath Park Road in 1910. The girls were encouraged to study a broad curriculum and attended classes in botany, arithmetic, English, French, history and art.

2004

All students were united on the Brentwood Road site after completion of the extension to the building.

2016

FBA Becomes a Multi-Academy Trust called LIFE Education Trust



The old school in 1911



Frances Bardsley

The school's rich history and the beliefs of our founder remain a strong part of the FBA culture. The school motto was set in 1906 by Miss Bardsley and remains today as we aim to instil a love for learning in all who join us:

“Gladly Lerne, Gladly Teche”

Every year in October, we celebrate the school's birthday with events and activities that are a part of the school's tradition. The uniform is a strong reminder of Miss Bardsley as a feisty feminist who challenged the male establishment and battled against prejudice.



Our School Now:



The Grounds

A large and beautiful campus with buildings and facilities that reflect both the heritage of the school and the innovative nature of the education and experiences we provide for our students.



Facilities

The sporting facilities are excellent with a large sports hall and 3G all weather pitch.



The Farm

Our on-site farm gives our students (and staff!) a break away from school life, where they can spend time with our goats, shetland ponies, chickens, ducks, ginea pigs and rabbits

Students

Over 1400 girls attend FBA.





"A purposeful, safe, welcoming and happy environment" with "confident, courteous and articulate pupils."

Ofsted



The LIFE Education Trust is a multi-academy trust established in 2016 and currently consists of 9 Academies and one independent school across Havering and Essex:



Our purpose as the LIFE Education Trust is to build great learning communities where children flourish through our beliefs. Our schools, pupils and colleagues share and demonstrate these beliefs:



Courageous optimism

It takes courage to hope for a better future. We champion a 'can do' attitude and encourage our pupils and staff to tackle challenges with resilience and perseverance as they reach for ambitious targets.

Boundless Creativity

Through captivating discoveries in the classroom and eye-opening adventures in the outside world, we give pupils freedom and promote varied learning experiences which stimulate innovation and develop adaptability.



Heartfelt compassion

We show love and respect to each member of our community as we nurture a powerful collective spirit. In humility we embrace difference and individuality, show forgiveness when necessary, and are united by compassion.

For more information on why to choose LIFE, head to the website [here](#)

KNOWLEDGABLE • RESILIENT • ARTICULATE • CREATIVE • EMPATHETIC • REFLECTIVE • STUDIOUS

Our mission is simple:

"The Frances Bardsley Academy for Girls exists to empower young women with the knowledge and personal characteristics to live successful and fulfilling lives."

We believe that alongside knowledge, students need the characteristics shown below and we endeavour to provide opportunities and experiences for our students to develop these during their time at FBA.

KNOWLEDGEABLE

We acquire knowledge so we can confidently move onto further and higher education, join the world of work, make sense of the world and live successful and fulfilling lives.

RESILIENT

We learn to be optimistic and will not give up when things are challenging. We learn a range of strategies to manage difficult situations so that we can cope when things are tough.

ARTICULATE

We develop the skills to communicate effectively with a wide range of audiences in whatever situation we find ourselves.

CREATIVE

We learn to think and act creatively so that we can solve problems and express ourselves. We explore sports and arts and engage in a wide range of imaginative and innovative activities so we find the things we love to do and ways we can contribute to society.

K-RACERS

EMPATHETIC

We know how to relate well and show compassion towards others. We are learning how our actions and words can positively impact the lives of others and how we grow from listening and understanding them.

REFLECTIVE

We recognise that thinking is important and that thoughtfulness enables us to make considered judgements. We spend time weighing things up so that we better know ourselves and can make better decisions.

STUDIOUS

We are self-motivated and work hard in the pursuit of excellence and our personal goals. We are proud of spending time and energy to find out more.



In 2019, Ofsted praised the fact that pupils, parents and staff are all proud to be part of our community.



Our school is located in the market town of Romford in the London Borough of Havering. Romford is served by excellent transport links in to London and Essex, with over ground TFL Rail trains to London Liverpool Street, Chelmsford and Southend. The school is a 15 minute walk from the town centre and train station, with many bus routes stopping outside. Nearby Hornchurch offers Underground trains on the District Line. For driving, we are located close to the M25 and the Dartford Crossing and the A12 taking you into London, Essex and Suffolk. The A127 gives an easy route from Southend. For international links, Stansted Airport is a 45 minute drive.



Romford Market



Beautiful open spaces in Rapheals Park close by.

What We Offer Staff

Continual Professional Development

We are committed to the development of our staff through a range of continual professional development. We are actively engaged with the NPQ programme and we help support staff who wish to continue their academic study with higher degrees and doctorates. We offer tailored CPD with a strong commitment on developing individual career paths and an approach that supports and stimulates professional growth. Of current staff in January 2022, 33% had received an internal promotion.

Excellent Results

Our school has an excellent track record of results. In 2023, 79% of students achieved a standard pass in both English and Maths GCSE, compared to 69% nationally. Our Attainment 8 score of 52.5 and Progress 8 score of +0.24 are above the national average. At A-level, 15% of grades were A*-A, 38% of grades were B+ and 70% of grades at Grade C+. Our students are enthusiastic and keen to progress.

Our School & Our People

FBA is a stimulating and welcoming learning environment in a fantastic school community, set in beautiful grounds. We have a supportive and forward-thinking leadership team in an inclusive academy and MAT. Our staff are well qualified, dedicated and innovative and we boast high retention rates and a large number of colleagues with over 20 years' service.

Why Choose LIFE Education Trust

For more information on why to choose LIFE, head to the website [here](#).

LIFE Education Trust, a group of schools that work together and have the same mission, to build great learning communities where children flourish.

We are looking for brilliant people to join our school and Trust who demonstrate our beliefs:

- Courageous Optimism
- Boundless Creativity
- Heartfelt Compassion

Scale: L12 – L16

(inclusive of outer London allowance)

Contract Type: Full-Time, Permanent

Reports to: Headteachers, SLT

Job Title:

Assistant Headteacher/Head of Sixth Form

Responsible For:

Welfare, pastoral and academic achievement of the Sixth form students

Assistant Headteacher: Head of Sixth Form - Job Particulars

- To lead on the strategic vision for the Sixth Form in partnership with the Joint Headteachers
- To lead the Sixth Form leadership team and oversee the 6th form tutor team
- To lead on student progress and attainment in the Sixth Form
- To lead on raising standards of Teaching & Learning in the Sixth form
- To lead on student attendance and punctuality in the Sixth Form
- To oversee student behaviour, welfare and pastoral support in the Sixth Form
- To oversee the provision of counselling and additional support in the Sixth Form
- To oversee the 6th form assembly programme and lead assemblies
- To oversee the revision and intervention programme for the Sixth Form
- To co-ordinate Parents' Evenings in the Sixth form
- To link with outside agencies to support your work including PixL6
- To manage the recruitment process for the Sixth Form including Results Days
- To oversee all aspects of Sixth Form induction, and transition between Year 12 and 13
- To lead on transitions to post 18 and be the link for Alumni
- To oversee the RACERS core enrichment programme and Future Ready programme
- To co-lead the annual Speech Night
- To oversee Student Voice in the Sixth form
- To lead on whole school careers and line manage the Careers Manager



Assistant Headteacher: Head of Sixth Form - Duties & Responsibilities

- To be an integral part of the Senior Leadership Team
- As a member of the senior leadership team, to play an active role in the life of the school, upholding the values of the School and inspiring confidence in those on the staff
- To line manage departments
- To be active before school, at break, lunchtime and after school, to ensure excellent standards of behaviour upholding the school behaviour policy
- To be available to respond to unplanned situations and react professionally
- To contribute to public events supporting the school's aims and values
- To attend local governance committee meetings as required
- To comply with any reasonable request from the headteachers to undertake work of a similar level that is not specified in this job description
- To manage budgets efficiently and effectively, liaising with the Finance Team and Joint Headteachers as appropriate
- To create, monitor and review policies appropriate to the role
- To consistently support and implement the whole school behaviour policy

TEACHING – Duties & Responsibilities

- To keep up to date and develop your subject knowledge
- To prepare stimulating materials for teaching
- To use a variety of teaching and learning methods and adaptive teaching to ensure all students have access to the curriculum
- To set homework regularly in accordance with the school policy
- To assess and provide regular feedback on student work in accordance with departmental and school policy
- To record marks and assessment data in a way agreed by the department and in accordance with school policy
- To ensure the academic progression and development of all students
- To keep up-to-date records showing schemes of work and the progress of classes
- To prepare individual student and group reports; analyse and report on summative data
- To attend and contribute to departmental meetings
- To keep a record of student attendance at lessons
- To ensure that statutory requirements, e.g. in relation to health and safety with regard to students' work
- To demonstrate and encourage high levels of professionalism including in the accurate completion of the administration needs of the role and meeting all deadlines.
- To take responsibility for the fabric and furnishing of your teaching area
- To use resources effectively
- To assist with the delivery of extra-curricular activities
- To consistently support and implement the whole school behaviour policy



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GENERAL – Duties & Responsibilities

- To undertake any training commensurate with the post
- To take part in the Trust appraisal system, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager and attend SDP/inset days.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace and to take appropriate action to identify, evaluate and minimise any risks to health, safety and security in the immediate working environment
- To work in accordance with the values, culture, ethos, equalities and inclusion policies of the School and Trust proactively promoting anti-racist, anti-sexist and anti-discriminatory behaviours in the day to day operation of the job
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy
- The Local Governing Committee is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Head teacher to carry out appropriate duties within the context of the job, skills and Grade.



Assistant Headteacher (Head of Sixth Form)

The Frances Bardsley Academy for Girls, Romford

Required: September 2024

Contract Type: Permanent

FTE: 1.0

Application Deadline: 22nd April 2024

Salary: L12 to L16, £65,629 to £72,144 per annum (including Outer London Allowance)

Building Great Learning Communities

Our Mission is 'To build great learning communities where children flourish'. To accomplish our mission, we keep our 3 core beliefs at the heart of everything we do: Courageous Optimism, Boundless Creativity and Heartfelt Compassion. We support our schools to deliver excellent pupil outcomes, create vibrant, exciting environments and offer rewarding careers for employees. To help us with this, we are looking to appoint a passionate and inspiring **Assistant Headteacher, Head of Sixth Form** at The Frances Bardsley Academy for Girls to join a talented and supportive Leadership Team.

The successful candidate will:

- The vision, skills and experience to successfully lead the Sixth Form
- Have the drive and creativity to help achieve our mission to empower young women
- Be creative, empathetic and reflective in your approach
- Demonstrate strategic thinking and planning
- Have the ability to lead others
- Be a team player who enjoys hard work and responsibility that comes with senior leadership
- Share our commitment to building great learning communities where children flourish

The successful candidate will become part of an oversubscribed, successful girls school for 11 to 18 year olds, with an ethos rooted in female empowerment, and dedicated colleagues who strive for excellence. The school is committed to providing the best learning opportunities for students in a safe, secure and friendly environment with *"Confident, courteous and articulate students"*.

In return we can offer you:

- Welcoming and friendly colleagues and an experienced and supportive leadership team
- Opportunities to develop your leadership experiences and ongoing support with your career development
- Opportunities to teach across Key Stages 3, 4 and 5
- A stimulating and welcoming learning environment with excellent facilities, including our Sixth Form Centre, purpose-built Wellbeing Centre, a farm, an art gallery and our own railway
- High-quality CPD including NPQ and other further qualifications
- Strong links with girls' schools in the UK and abroad through the International Coalition of Girls Schools' (ICGS)
- Access to the Schools Advisory Service (SAS), the Trust's employee well-being support and medical programme. This includes 24-hour-a-day access to a GP helpline for you and those within your household, a counselling service, stress management, weight loss programme, physiotherapy, menopause support and much more.
- Increased priority in admission to our school for your child/ren
- Close proximity to the M25, Romford Railway Station (Elizabeth Line) and on a main bus route

Applications: Please forward your completed application form, together with a letter of application and supporting paperwork to recruitment@lifeeducationtrust.com by **9am on Monday 22nd April 2024 and interviews will be scheduled during the week after**. A copy of the school's [Teaching Colleague Application Form](#) can be found on the school website www.fbaok.co.uk. For further information about this role, please contact the People Department, via email at recruitment@lifeeducationtrust.com. Visits to the school are welcomed.

[Watch our school video](#)



The Trust reserves the right to interview prior to the deadline date. We encourage and welcome applications from all backgrounds and all parts of the community, particularly people from ethnic minorities who are currently under-represented. LIFE Education Trust is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the DBS.

www.fbaok.co.uk

www.lifeeducationtrust.com



01708 447368



[@fba_official](#)

[@lifeedutrust](#)

We are looking for someone who has the following qualifications, experience and demonstrates the following behaviours to be truly successful in the role...

Key Criteria	Essential /Desirable		How Assessed
	E	D	
Qualifications			
QTS (Qualified Teacher Status)	✓		A/Q
NPQSL (National Professional Qualification for Senior Leadership)		✓	A/Q
First degree or Certificate of Education	✓		A/Q
Relevant recent professional development	✓		A/Q
Has undergone recent safeguarding training	✓		A/Q/R
Leadership Experience			
Senior leadership experience		✓	A/R
Middle leadership experience	✓		A/R
Places a high value on the safeguarding of pupils and staff in all aspects of their work and the school environment	✓		A/I/R
Confident and competent in all financial matters related to budgeting and the allocation of resources	✓		A/I/R
Recognises the importance of work-life balance in order to ensure the effective deployment and management of all staff	✓		A/I/R
Has knowledge, understanding and experience of using a range of data sources, internal and public to set and achieve ambitious targets	✓		A/I/R
Engages the school community in systematic and rigorous self-evaluation, combining this with external evaluations to develop the school	✓		A/R
Proven ability in action planning which develop, manage and evaluate the impact of actions in a timely fashion, having engaged all stakeholders	✓		A/R
Understands and welcomes the role of effective governance in challenging the school as a key function of their role and responsibility	✓		A/I/R
Able to communicate high expectations to all staff, conducting difficult conversations when necessary, to secure high standards	✓		A/R
Able to set targets and hold staff to account, including through line management and the appraisal process	✓		A/R
Managing Behaviour			
Creates and maintains high standards of pupil behaviour, built upon clear communication and mutual respect	✓		A/R
Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	✓		A/I/R
Understands the importance of consistent behaviour management systems to a school environment and the ability to establish these	✓		A/R
Acts as a role model in ensuring that all adults within the school model and teach the expected pupil behaviours	✓		A/R
Quality of Education			
An outstanding teacher with proven track record and varied experience and understanding of Teaching and Learning	✓		A/I
Able to access, analyse and interpret data to ensure all teachers target their teaching accordingly	✓		A/I
Initiates and supports research and debate on effective learning	✓		A/I
Leads by example in continuously reflecting on and developing quality of own teaching	✓		A/I
Committed to innovative and creative forms of teaching and learning to meet the personal learning needs of every child	✓		A/I/R
Behaviours			
Able to think strategically, and to build and communicate a coherent vision	✓		A/I
Able to inspire, challenge, motivate and empower others to carry the vision forward	✓		A/I
Committed to creating an inclusive environment which ensures everyone can achieve their full potential	✓		A/I
Committed to setting and achieving ambitious, challenging goals and targets and thereby securing high standards	✓		A/I
Values the role of high-quality, professional development in developing staff and improving practice	✓		A/R
Has shown a commitment their own personal professional development to stay abreast of key educational developments and self-improve	✓		A, R, Q
Committed to providing an inclusive and welcoming school environment for all pupils, families and adults regardless of ability or background	✓		A/I/R
Committed to establishing and supporting a learning environment which has ambitious expectations for all pupils, including those with SEND	✓		A/I/R
Values working in partnership with parents, carers and professionals, to identify and meet the additional needs of all pupils	✓		A/R
Committed to forging constructive relationships beyond the school, working in partnership with parents, carers and the local community	✓		A/I/R
Committed to working with other schools and organisations in a climate of mutual challenge and support	✓		A/I/R
Keen to work in a Multi Academy Trust in order to derive benefits for the school as well as working collaboratively for the benefit of all Trust schools	✓		A/I

Assessment Key:

I: Interview

A: Application form and supporting statement

R: References

Q: Certificated evidence



The closing date for all applications is **22nd April 2024**
Interviews will be held during the following week.

How to Apply

- Read carefully all of the information in this pack
- If you have any questions, please do not hesitate to email: recruitment@lifeeducationtrust.com
- Complete the Teachers Application Form
- Send your completed application by email to: recruitment@lifeeducationtrust.com

If you have previously sent an application for this role, please do not reapply.

Appointment Process

- Suitable applications will be shortlisted for interview as quickly as possible. Unfortunately, we are unable to give feedback if you do not get shortlisted.
- If you are successful, you will receive either a phone call and/or email inviting you to attend for interview. If you require any assistance in attending for interview, please let us know the nature of that assistance in good time so that we may make appropriate arrangements.
- The School reserves the right to interview prior to the deadline date.

References and DBS Checks

All offers of appointment will be subject to receipt of satisfactory references. Benhurst is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the DBS.

Inclusion

As a Trust we are an inclusive employer. We encourage and welcome applications from candidates of all backgrounds and all parts of the community, particularly those from ethnic minorities who are currently under-represented. We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, sexual orientation or disability. The person specification sets out the criteria used to assess candidates through the selection process.

