



Central Foundation Girls' School



Deputy Head Application Pack



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Transform
Challenge
Value
Empower

Central Foundation Girls' School
Headteacher: Ms E Holland

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Dear Candidate,

Thank you for expressing an interest in the post of Deputy Headteacher, at Central Foundation Girls' School. This is an exciting time to be joining the school and this post offers a real opportunity to be part of the school's transformational and challenge agenda, as we take the final steps to outstanding in all areas of the school.

We are a successful, oversubscribed, Voluntary Aided girls' school in the East End of London, supported by the Central Foundation Trust. Whilst our demographics confirm we serve some of the most deprived students in the country, our outcomes demonstrate that this is never used as an excuse or a reason not to succeed. Our students are successful in many areas, both inside and outside of the curriculum, and we believe in creating opportunities for every girl to raise her aspirations and achieve her full potential.

Raising standards through teaching and learning is at the heart of all that we do. This is driven by outstanding leadership as recognised by Ofsted (2016).

The Senior Leadership Team is currently comprised of the Headteacher, Associate Headteacher, 2 Deputy Headteachers, 5 Assistant Headteachers and a Director of Finance and Administration. Deputy Headteachers are encouraged and expected to be fully involved in both strategic planning and the day-to-day running of the school, including taking direct responsibility for managing one of our buildings and being the lead person for taking forward one or more projects, identified as essential to our continued improvement.

Whilst SLT roles and responsibilities are reviewed and rotated on a regular basis, the expectation is the person appointed will initially take on the role of strategic leader for Teaching and Learning. Other than that, the full remit of the role - including what other key areas of strategic responsibility the person appointed will lead on - will be discussed with the successful candidate. The person appointed will unquestionably need to be:

- An energetic and innovative leader with a passion to transform lives through education
- A strategic leader driven to achieve success for all our students, through consistently reviewing and improving practice, closing gaps and removing barriers to success
- A leader who is strongly self-motivated and able to complete and deliver projects with tangible outcomes
- Absolutely committed to collaborative working within the senior team and to developing and supporting colleagues to improve their own practice
- A consummate professional, who both leads with integrity and serves with compassion.

I look forward to receiving your application.

Ms E. Holland

Headteacher





Ethos and Values

Our Vision

At CFGS we aim to:

- **Transform lives through our high expectations and high standards for all.**
- **Challenge and support each other to excel through our passion for learning.**
- **Value all members of our community and celebrate success.**
- **Empower ourselves to be a positive, creative, innovative and inspirational community.**

We are keenly aware that tradition alone is not enough. While we are rightly proud of our heritage, we must always keep pace with the modern, changing world. Our aim of 'Educating Tomorrow's Women' is central to the way we perceive our role.

The keywords of our vision statement underpin our ethos. Our aspiration is for the education we provide at Central Foundation Girls' School to transform our students' lives, opening doors of opportunity. We expect our students to be active participants on this journey. Challenge, coupled with good support, is a key part of life at Central. Our students are challenged to push the boundaries of their achievements; challenged to contribute; challenged to excel. We expect our students to be role models in all that they do.

Every student at Central Foundation is unique, so valuing and celebrating our diversity is central to the school ethos. Our vision statement and ethos mean that all our girls are empowered to be the best they can be in every area of their lives.

We want our students to learn how to find out what is going on in the world, how to have a say and how to make a difference.

To provide real experiences of that, we are working to help the school council become even more effective. Groups of trained Student Ambassadors research aspects of school life and inform the school staff of their findings and concerns. Student leadership opportunities exist across the curriculum from Year 7 through to the Head Girl and Student Ambassadors in the Sixth Form.

We expect all our students to show respect for the environment and for other people. We expect them to develop courtesy as well as their ability to care for others and to take every opportunity to participate in making the world a better place.

The school is deeply committed to the provision of equal opportunities and inclusion for all students and staff in every aspect of school life.

The school constantly works to ensure that all members of our school community feel valued, respected and understood. We live out our duty to oppose all forms of prejudice and discrimination so that our community is a safe, supportive and proactive environment where respect, integrity, and character are championed.

School History

Central Foundation Girls' School is one of the oldest schools in London and has its roots in the City of London. The original school was founded in 1726 to provide education for the children of Huguenot refugees who had settled in the East End of London. In 1891, the school split into separate boys and girls schools both serving the children of the East End of London.

CFGS moved to Bow in East London from its site in Spital Square, Bishopsgate in 1975. It changed from being a city selective girls' school to become a comprehensive girls' school after it amalgamated with a local girls' modern school in Bow. It is an all-ability school, which serves the East London Community within Tower Hamlets, Newham and Hackney.

Today Central Foundation is a large, oversubscribed, inclusive and successful girls' school based in Bow, East London.

We cater for 1533 girls aged 11-19, providing a dynamic and constantly improving learning environment against a background of high social deprivation, a diverse school population with greater than average learning and language needs.

CFGS is a Voluntary Aided Comprehensive School and its charitable foundation is the Central Foundation Schools of London Trust. It is linked with the Central Foundation Boys' School in Islington.

The school also works in partnership for the benefit of students with a variety of business partners and mentoring groups. The school is part of an independent state school partnership and fosters close links with a number of feeder primary schools.

The school currently is a partner school in a Schools Direct Teacher Training initiative 'City Excellence'. The school is a Leading Edge school (SSAT) and affiliated to the Mulberry Teaching School alliance.

The energy and determination of the teaching and support staff, who strive to provide the students with the opportunities to succeed and to become well-educated and confident young women, is a major factor in the school's achievement to date. It continues to develop, both as a community in its own right and as part of local, national and international learning communities.





Central Foundation Girls' School

Voluntary Aided | 11 - 19 Girls | 1500 on roll

Advertisement

Deputy Headteacher - Teaching and Learning

Required for September 2021 | Leadership Range / Group 8 | L23 – 28

We are seeking to appoint an inspirational and highly skilled leader to our dynamic senior leadership team. The successful candidate will have a proven record of strategic leadership with demonstrable impact in a senior post, alongside the ability to implement and embed best practice and professional standards in all aspects of the role. They will also be an outstanding practitioner who has a passion for teaching and learning and the tenacity and integrity to lead and inspire staff to achieve the best for all our students through quality first teaching.

If appointed, you will be joining a strong and dedicated senior team, working with talented teachers and support staff, who are fully committed to delivering the best outcomes for our students. Our vision, values and ethos are rooted in a belief that education can transform our students' lives, by opening doors of opportunity for them. We aim to both challenge and support our girls to push the boundaries of their achievements, to contribute to the wider life of the school and its community and to be role models in all that they do.

If you share our vision and believe that you can rise to the challenge of leading sustained improvement and excellence in a school where high expectations underpin all that we do, we would be delighted to receive your application.

An application pack is available to download from the school's website www.central.towerhamlets.sch.uk

Interviews are scheduled to take place on 23rd and 24th March.

Completed application forms with a supporting statement must be returned to Ms T. Masha: tmasha@central.towerhamlets.sch.uk by 9:00am on 15th March.

We recommend visiting the school before submitting an application. Please contact Ms E. Adigbli: eadigbli@central.towerhamlets.sch.uk.

CFGS is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Successful applicants will be requested to undertake an Enhanced Disclosure and Barring Service check.





Job Description

Main Purpose of the Role

- Provide strong strategic and operational leadership in support of the Headteacher, in order to successfully deliver the CFGS vision, ethos, aims and development objectives.
- Be a driving force in supporting the school to be outstanding in every area.
- To lead on the identified strategic areas of responsibility, providing vision, leadership and evidence of sustained impact in each area.
- To actively support and enhance the culture of high expectations and achievement among staff and students, through highly effective leadership, management and strategic planning.

Main Responsibilities

- Actively contribute to the strategic and operational success of the school, through full participation in the school's Senior Leadership Team.
- To be directly accountable for the strategic leadership of teaching and learning across the school including:
 - a. To lead on raising the standards of pedagogy across the curriculum and all key stages to eliminate identified variability in the quality of teaching.
 - b. To lead on sustaining a practical and robust system of lesson observation using effective strategies for supporting and developing classroom practice, including emerging areas for development such as blended learning.
 - c. Oversight and strategic leadership of the Lead Practitioner provision including research-based developmental work, including the professional development of staff.
 - d. Oversight and development of work reviews across all key stages, reporting on outcomes and identifying whole school issues for action.
 - e. To ensure effective annual reporting of strategic outcomes in all aspects of teaching and learning.

- Lead and manage the successful development of more than one major strand of the school's continuous improvement programme, as directed by the Headteacher. Responsibilities in the first instance to include (a) Teaching and Learning and (b) leadership of other key areas of strategic responsibility to be agreed with the successful candidate – probably drawn from the following:
 - a. Key Stage 5 outcomes and oversight of post-16 curriculum development
 - b. Appraisal and performance management.
 - c. Workload and staff well-being
 - d. Developing a whole school IT strategy
 - e. Strategic lead for the development of all staff
- Joint Strategic leadership of the school's Leadership forum.
- Take lead responsibility for ensuring the successful completion/delivery of time-limited or rolling projects, as directed by the Headteacher.
- Hold other staff, particularly responsibility holders, fully to account for their own and their team's performance against agreed performance targets, and the standards of all learners across their area (Deputy Headteachers line manage at least two faculties and 1 Head of Year, as well as post holders for whole school initiatives).
- Work collaboratively with all stakeholders including governors, LA Officers and external consultants as appropriate, to secure delivery of the school's Strategic Plan (SP) objectives.
- Support the school's drive to secure excellent teaching as the norm by:
 - Modelling best practice through own teaching
 - Providing high-quality mentoring and other support as appropriate
 - Role modelling the attitudes and behaviour the school expects of all its staff
 - Being the lead SLT on-site in a named building of the school, including taking a proactive role as a notable presence on corridors.
- Contribute actively to the maintenance of a consistently orderly and learning-orientated atmosphere in school, including:
 - Consistently modelling to students the attitudes and behaviour the school expects of them
 - Responding promptly and appropriately to any calls for assistance, in connection with inappropriate behaviour by students, parents/carers or members of the public
 - Carrying out Emergency Support duties as required
 - Supervising students at break / lunchtime and on entry and exit from the premises, as required
 - Carrying out Cover as required.
- Maintaining oversight of the work of any assigned Assistant Headteachers, Support Staff or other staff.
- Provide regular reports as required by the Headteacher and Governors.
- Participate fully in the work of the senior team, working collaboratively and supportively with all senior colleagues.
- Be responsible for managing a budget or budgets, as determined by the Headteacher.
- Review and monitor any SLAs relating to area(s) of responsibility.

- Participate as appropriate in the school's agreed Performance Management Programme.
- Provide ongoing CPD to staff as required, to support the development of an ethos of continuous school improvement.
- Demonstrate a commitment to own continuing professional development, through participation in appropriate training, including:
 - Working closely with the Headteacher in order to gain, as full a working understanding as possible of all aspects of his/her role
 - Providing ongoing opportunities for involvement of any assigned Assistant Headteachers, in order to ensure full readiness on their part to step up to deputise for the Deputy Headteacher in one or more aspects of his/her role, should need to do so arise.
- Deputise for the Headteacher, as required.
- Ensure that all members of all teams and individuals managed are fully aware of and comply with all relevant school policies, particularly any matters relating to confidentiality, Safeguarding, Health & Safety or Equal Opportunities.
- Undertake any additional duties or responsibilities, commensurate with the scope and grade of the post, as reasonably directed by the Headteacher.



Person Specification

Qualifications

- Educated to at least Degree level or equivalent
- QTS

Experience

- Proven experience of successful leadership and management in a relevant school environment, at Deputy Headteacher / Assistant Headteacher level.
- Proven experience of successful leadership of raising attainment strategies and impact in addressing underachievement.
- Proven experience of sustained excellent performance as a classroom teacher.
- Proven experience of ongoing commitment to own continuing professional development.

Skills and Understanding

- Exceptional organisational, communication and interpersonal skills.
- Leadership and management skills appropriate to the requirements of the post.
- Excellent command of standard software packages commonly used in school administration.
- Excellent level of technical competence in all areas relevant to the post.
- Knowledge and understanding of relevant national and local legislation and guidance.
- Understanding of and commitment to Central Foundation Girls' Schools' vision and the challenges and opportunities facing the school.
- Understanding of the need for and commitment to the importance of flexible working across the whole staff team.
- Understanding of the need for and commitment to maintaining excellent attendance and punctuality.

Qualities

- A positive attitude to work and life.
- Absolute honesty and integrity.
- A calm and clear-thinking approach to problem-solving.
- Able to adapt quickly to changing circumstances and take speedy appropriate action when circumstances require it.
- Able to innovate and lead on new initiatives, leading to clearly demonstrable outcomes.
- Confident in handling information of an exceptionally confidential nature.
- Exceptionally hard-working, resilient and professional but with an appreciation of the need to maintain a work-life balance.
- Commitment to own continuing professional development and to supporting the continuing professional development of others.



Application Process

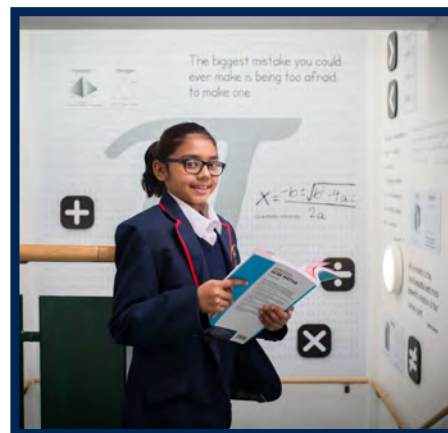
Please note, all applicants must complete the application form, downloadable from the school website: central.towerhamlets.sch.uk/Current-Vacancies

Completed applications should be emailed directly to Ms T. Masha by 9:00am on 15th March using the following address: tmasha@central.towerhamlets.sch.uk

Candidates wishing to visit the school prior to application should contact the Headteacher's PA, Ms E. Adigbli at the following address: eadigbli@central.towerhamlets.sch.uk

Once all preliminary discussions have taken place, up to 8 candidates will be invited to attend for formal interviews on 23rd and 24th March.

At the end of Day 1 of the formal process, there is likely to be a further short-listing with a maximum of four candidates progressing to the final interview day on 24th March.



Curriculum Offer

Our curriculum offer at all key stages is constantly under review. We believe that our students must receive a broad and balanced curriculum which enables them to experience a range of subject areas whilst developing the appropriate skills that are required to achieve exam success. Student progress is vital and all curriculum initiatives are reviewed to ensure that knowledge and skills are being enhanced, and that experiences enrich and add value.

Key Stage 3

The main features of the offer:

- Classes are taught as mixed ability groups in Year 7 on a standard curriculum offer.
- Students with reading ages below 9 on entry follow a Literacy intervention programme.
- All students in Year 7 and 8 use 'Accelerated Reader' as part of a structured programme to increase literacy levels.
- Year 9 is a 'preparation for GCSE' year.
- Students select one DT subject and one PA subject to major in across Year 9. Year 9 can also elect to choose a specially designed 'fitness and well-being' course, from this suite of subjects.
- Triple Science is introduced from the start of Year 9.

Key Stage 4

The main features of the offer:

- Core offer of English Language and Literature, Maths, Combined / Triple Science, RE, PE and Social Studies.
- Students are offered the Ebacc route, though this is not compulsory. All students study 9 or 10 GCSEs or equivalent subjects.
- Vocational pathway which includes Health & Social Care, Business Studies and Travel and Tourism.

Key Stage 5

The main features of the offer:

- Wide range of subjects offered at A2 including a number of facilitating subjects.
- A smaller vocational offer of level 2 and 3 courses offered in Health & Social Care, Business Studies, Science and IT.
- Bespoke programmes for students undertaking re-sits in English and Maths.
- Extensive support with post-18 pathways, including subject tutoring, UCAS guidance and support, and our 'Reach Programme' for Oxbridge applicants and those applying for highly competitive courses such as Medicine and Dentistry.



The School Day

The school currently runs a two week timetable: Week A and Week B.

			Tuesday Week B	
8:40 - 8:45	REGISTRATION		REGISTRATION	
8:45 - 9:00	FORM TUTOR TIME / ASSEMBLY		8:45 - 9:30	PSHEE
9:00 - 10:40	PERIOD 1 + 2	P1 9:00 - 9:50	9:30 - 10:15	
		P2 9:50 - 10:40	10:15 - 11:00	
10:40 - 11:00	BREAK		10:40 - 11:00	11:00 - 11:20
11:40 - 12:40	PERIOD 3 +4	P3 11:00 - 11:50	11:20 - 12:05	
		P4 11:50 - 12:40	12:05 - 12:50	
12:20 - 13:30	LUNCH		12:40 - 13:30	12:50 - 13:40
13:30 - 15:10	PERIOD 5 + 6	13:30 - 14:20	13:40 - 14:25	
		14:20 - 15:10	14:25 - 15:10	

Each Tuesday of Week B lessons are reduced by 5 minutes per session to facilitate a PSHEE period for all students Years 7 - 13.

The school day was adapted from September 2020 in response to COVID, with breaks and lunch times now staggered for KS3 and KS4, and for Year 12 and 13. The start and end times above remain in place.



Staffing Profile

The school currently employs 116 members of teaching staff and 92 members of support staff.

Senior Team

The senior team is comprised of the Headteacher, Associate Headteacher, two Deputy Headteachers, five Assistant Headteachers and the Director of Finance and Administration. Additionally, each year the school offers the opportunity for a middle leader to be co-opted into the SLT, to gain senior team experience and to complete a one-year project with defined outcomes.

Curriculum Leaders

Heads of Faculty lead curriculum areas and are responsible for Heads of Department and other post holders. There are 10 Faculties: English, Maths, Science, Humanities, Modern Foreign Languages, Art Design & Technology, Computing & Business, PEPA (Performing Arts and PE), Social Sciences and Inclusion (SEND and EAL).

Pastoral Structure

Each Year group is headed by a Head of Year and has the support of a member of the senior team. HOYs move with their Year group throughout the school, apart from the HOY for Year 7 who remains static as a Year 6 to 7 transition specialist. A team of tutors works with each HOY and, where possible, 2 tutors are assigned to each form group to support active mentoring.

The Sixth Form is headed by the Head of Sixth and works with a Deputy Head of Sixth Form. The Sixth Form team are supported by a full-time administrator.

Support Staff

The school has an extensive array of support staff in student support, administration, IT, technical support and premises. Student support includes:

- Children with additional needs who are supported through the Inclusion Faculty which include 10 Teaching Assistants, who are headed by two HLTAs.
- Vulnerable students are supported through a full-time Key Worker for Vulnerable students and Home School Liaison support. The school also has parent outreach staff.
- Underachieving students are also supported through a Key Stage 3 Academic mentor, two Key Stage 4 Academic Mentors and a Sixth Form Academic Mentor.



Continuing Professional Development

We are committed to the continuous professional development and growth of all our staff and provide an extensive suite of professional development opportunities on an annual basis, both in house development opportunities, through to externally accredited opportunities at all levels. As a school we encourage sharing of good practice within our own setting, but also encourage staff to learn from others through school visits and, where expertise already exists, we are available to support other schools.

The school also supports its middle leaders and members of the SLT to achieve national qualifications related to their role, and offers a limited number of bursaries to support colleagues to acquire masters qualifications.

The Governing Body

The Governing body is committed to supporting the school to achieve outstanding. The Governing body is comprised of the Chair and 8 Foundation Governors, including representatives from the Central Foundation Trust, 2 elected parent Governors are in post along with 1 staff Governor and 1 LA Governor.

The Full Governing Body meets on 4 occasions each year, with other work delegated to the 3 committees. Deputy Headteachers attend all full Governing Body meetings and are also expected to be lead SLT for one of the committees.

School Facilities

The school has undergone extensive building works and provides high-quality learning spaces across all our buildings.

The Sixth Form is based in a bespoke block adjacent to the main school with its own café space and roof terrace.



Key Indicators

Indicator	2017-18		2018-19		2019-20	
NOR (number on roll)	1513		1487		1533	
% Attendance	96		96.2		96.1	
% Pupil Premium	65		58		57	
% First Language other	56.9		49.1		51	
% SEND	6.8		7.1		7.8	
Main ethnic groups as % of school population	Bangladeshi	84.1	Bangladeshi	84.5	Bangladeshi	83.3
	African	3.9	African	3.3	African	3.8
	Caribbean	0.4	Caribbean	0.4	Caribbean	0.3
	Black Other	0.3	Black Other	0.0	Black Other	0.3
	White British	1.7	White British	1.9	White British	1.9
	White European	0.3	White European	0.3	White European	0.4
	White Other	0.5	White Other	0.3	White Other	0.6

Key Performance Indicators

Key Stage 4	2018	2019	2020
A* - C/9-4 English and Maths	73%	78%	82%
A* - C/9-5 English and Maths	50%	58%	63%
Attainment 8 score	5.29	5.59	5.77
Progress 8 score	+0.57	+0.76	
Ebacc APS score per pupil	4.40	4.90	5.13
5A* to A (7+)	18%	30%	32%

Key Stage 5	2018	2019	2020
Average Point Score per A Level entry as a grade	C+	C+	B
Average Point Score per A Level entry	32.79	33.31	39.26
A* - A	28%	25%	32.4%
A* - B	61%	64%	66.2%
A* - E	100%	100%	100%

Key Stage 5 BTEC	2018	2019	2020
Average Points Score per entry as a grade	Distinction	Distinction	Distinction +
Average Point Score per entry	34.95	33.37	41.57