

**WALTHAMSTOW SCHOOL FOR GIRLS**

***“NEGLECT NOT THE GIFT THAT IS IN THEE”***

Candidate Information Pack



**Information for applicants for the post of**

**Deputy Headteacher**

**Required for September 2021**

# 

Welcome letter from Meryl Davies, Headteacher

# April 2021

# Dear Applicant

Thank you for requesting an application pack for the post of Deputy Headteacher.

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, and is at the centre of the vibrant local community of Waltham Forest (the first London Borough of Culture). 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 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 September 2017. In June 2018, following a Section 8 inspection, we were awarded an Ofsted ‘outstanding’ judgement in all categories.

Our students are 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.

We offer excellent facilities to both staff and students. Our acclaimed architect designed 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 overground station and five minutes’ walk from the popular Walthamstow ‘village’, and 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.

We are committed to Safer Recruitment practices and procedures and shortlisted applicants will be questioned about their commitment to the safeguarding of young people. The successful candidate will be subject to an enhanced DBS clearance.

Thank you for taking an interest in this position. I do hope that having read more about the school you will decide to apply for the post. I look forward to receiving your application. Please note that it will not be possible to give feedback to unsuccessful applicants, other than those called for interview. Thank you for your understanding and good luck with your career in education.

Helen Marriott

Headteacher, MA (Cantab), NPQH

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**

| https://www.wsfg.waltham.sch.uk/_site/data/files/images/values/C52FA90503F596A26EE2DC7FE1E19642.png | 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. |
| --- | --- |
| https://www.wsfg.waltham.sch.uk/_site/data/files/images/values/3FEE02382FB6B8CCE94E0DF659218767.png | 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. |
| https://www.wsfg.waltham.sch.uk/_site/data/files/images/values/38C6CD54B28E286D9A8410BF39911E01.png | 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. |
| https://www.wsfg.waltham.sch.uk/_site/data/files/images/values/BC7D9BD0A310876A7B76D38599477A89.png | 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. |
| https://www.wsfg.waltham.sch.uk/_site/data/files/images/values/AABBE9BC30E8511FD418D7E3A2E90E56.png | 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

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

* 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



Job Description

**WALTHAMSTOW SCHOOL FOR GIRLS**

***“NEGLECT NOT THE GIFT THAT IS IN THEE”***

**The specific responsibilities will be defined following the successful appointment.**

**Job title:** **Deputy** **Headteacher (KS4)**

**Reporting to**: Headteacher

**Responsible for:** Allocated Head of Faculties (HOF) and other named members of staff

**Line management of:** HOFsother named members of the Faculty.

**Liaising with:** LT, other HOFs, Student Progress Leader (SPL), Student Support Services, relevant staff with cross-school responsibilities, relevant teaching and support staff, LEA personnel, governors, parents/carers and external agencies.

**Working time:** 195 days per year – full time. Attendance at identified calendared events during the school year

**Salary / TLR Allowance:** L25-L29

**Disclosure:** Enhanced

|  |  |
| --- | --- |
| **Core Purpose** | The Deputy Headteacher will lead by example and provide inspiration and motivation to the school community by:   * Proactively supporting and embedding the school ethos and associated policies * Sharing responsibility for the development of whole school improvement initiatives and strategically planning for both the short and long term to sustain the momentum of an initiative * Working in partnership with staff and governors to create a sense of shared ownership and to ensure that school improvement strategies are monitored and evaluated rigorously * Developing appropriate evidence informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school’s context * Ensuring strategic planning takes account of the vision, values and aspirations of the school community, as well as our commitment to equalities * Demonstrating an awareness of current educational events and how this might impact on whole school provision, anticipate trends and embrace future opportunities with a positive mindset * Maintaining a highly informed approach to the development of initiatives relating to education. |
| **Leadership** | The Deputy Headteacher will work with the Headteacher to:   * Provide effective professional challenge and support to senior and other colleagues * Provide information and advice to colleagues and the governing body and support robust accountability processes throughout the school * Ensure that highly effective learning and teaching is at the heart of the school at all times and share responsibility for raising the quality of learning and teaching * Promote a culture of ownership through rigorous self- evaluation across the school so that everyone feels accountable for their part in its success. |
| **Leading and Developing Others** | The Deputy Headteacher will lead, motivate, support, challenge and develop staff in specified teams and departments to ensure the best outcomes for the school through:   * Being a role model for others, demonstrating a high standard of leadership * Recognising, developing and maximising the potential of others * Challenging ineffective practice and providing strategies for improvement * Building a collaborative culture which positively embraces change and progress through staff empowerment and teamwork * Treating people fairly, equitably, with dignity and respect to create and maintain a positive school culture and to allow an appropriate work-life balance * Creating a climate which enables staff to develop and maintain a passion for their subjects and confidence in their roles * Making sure that learning and teaching across the school ensures the highest standards in every students’ learning and the best possible academic outcomes * Supporting the development of positive working relationships with and between all staff and provide and sustain high levels of motivation * Leading groups of staff in appropriate professional learning activities, delegating appropriately and evaluating outcomes * Supporting the implementation of the school’s Performance Management Policy and Teacher’s Pay Policy * Supporting, guiding and coaching staff to ensure that everyone achieves their full potential * Developing the role of subject leaders in their work of mentoring, curriculum development, teaching and learning and assessments so that there is a measurable impact on student learning * Developing the role of pastoral leaders so that the monitoring and improvement of students’ attendance, behaviour and home learning is systematic and highly effective. |
| **Curriculum Development and Assessment** | The Deputy Headteacher will contribute development and assessment by:   * Ensuring that the curriculum development is a dynamic and creative process resulting in a provision that is both inclusive and academically challenging, meeting the changing needs of students and the changing requirements and pressures from the external environment * Leading successful curriculum initiatives * Having a holistic understanding of whole school data and the relationship to individual student performance * Knowing how to analyse and evaluate data in order to monitor and measure the impact of school developments * Knowing how to utilise other sources of evidence to inform action and sustain good progress * Ensuring assessment is appropriate to the curriculum and meets the needs of students and parents. |
| **Leading Learning and Teaching** | You will have responsibility for raising the quality of teaching and learning:   * Creating strategies to provide active and engaging learning * Ensuring that all students have full access to learning in this inclusive school * Providing learning that is matched to the ability of the students * Enhancing teachers’ ability to improve metacognition in their students * Developing assessment for learning * Using evidence-based research to inform future developments |
| **Effective deployment of staff and resources** | The Deputy Headteacher will utilise staff resources effectively by:   * Supporting the appointment, deployment and development of staff to make the most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities * Managing the school effectively in the absence of the Headteacher * Working with the School Business Manager and faculty leaders to identify priorities for expenditure and secure best value for money |
| **Quality Assurance** | The Deputy Headteacher will work to create a highly effective educational experience for all students by:   * Ensuring the whole school evaluation and monitoring procedures are rigorous, and rigorously applied and that they make substantial contribution to improving student and teacher performance * Leading self-evaluation of curriculum areas and making recommendations for improvement based upon process outcomes. |
| **Governance, accountability and working in partnership** | Under the direction of the Headteacher, the Deputy Headteacher will:   * Understand and welcome the role of effective governance, including accepting responsibility * Ensure that staff understanding their professional responsibilities and are held to account * Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties * Work successfully with other schools and organisations * Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students. |
| **School Ethos** | * To contribute to the development of whole school policy * To support the school ethos, aims and policies. |
| **Whole School Contribution** | * To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example * To undertake continuous professional development * To comply with the school’s Health and Safety policy * To undertake any other duty as specified by STPCD not mentioned above. |

These are the main areas of responsibility but all job descriptions may be reviewed according to the needs of the school.

This job description is carried out in accordance with provisions of the School Teachers’ Pay and Conditions document and within the range of teachers’ duties set out in that document.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunity for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

April 2021

*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

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 | Registered with GTC | / |  |  | / |  |
| 4 | Further relevant post graduate study or NPQH |  | / |  | / |  |
|  | **Experience** | | | | | |
| 5 | Substantial experience of highly effective training in an 11-16 setting | / |  |  | / | / |
| 6 | At least 3 years of senior leadership experience in a secondary school | / |  |  | / |  |
| 7 | Outstanding classroom practitioner with a strong track record of results | / |  |  | / | / |
| 8 | Successful recent strategic impact as an AHT or DHT in a comprehensive school setting | / |  |  | / | / |
|  | **Qualities and Knowledge** | | | | | |
| 9 | A vision for education that is closely aligned with the ethos and ambition of the school | / |  |  | / | / |
| 10 | Successful recent strategic impact as an assistant or Deputy Headteacher in a fully comprehensive 11-16 setting | / |  |  | / |  |
| 11 | Optimism and the desire to find positive solutions to problems, often in pressurised and challenging circumstances | / |  |  | / | / |
| 12 | A comprehensive understanding of the current educational landscape, including national policy and safeguarding | / |  |  | / | / |
| 13 | Be able to analyse data meaningfully and act effectively on outcomes by leading colleagues in the planning and delivery of appropriate responses | / |  |  | / | / |
| 14 | Be articulate with excellent verbal and written communication skills and the ability to present effectively to a range of audiences | / |  |  | / | / |
| 15 | Be a visible and high-profile leader who models excellence and can support and challenge others to achieve this | / |  |  | / | / |
| 16 | Be ambitious for all our students, determined to overcome disadvantage and instil in all colleagues a strong sense of accountability for the impact of their work on student outcomes | / |  |  | / | / |
| 17 | Have a thorough understanding of the key features of effective learning, teaching and assessment and the ability to embed such practice across the school | / |  |  | / | / |
| 18 | Evidence of leading continued improvement in the attainment and progress of students in key areas of the curriculum over a sustained period | / | / |  | / | / |
| 19 | Evidence of substantial and successful line-management experience that has developed the skills and competency of post-holders | / |  |  | / | / |
| 20 | Be able to create an environment in which colleagues are keen to develop their own skills and knowledge and to collaborate in their support of one another | / |  |  | / | / |
| 21 | Appreciate and promote the safety and wellbeing of all students and staff | / |  |  | / | / |
|  | **Systems and Process** | | | | | |
| 22 | Be able to maintain and further develop a safe, calm, and ordered environment for students and staff that is rooted in the effective safeguarding of students and the promotion of their exemplary behaviour in school and the wider society | / |  |  | / | / |
| 23 | Have experience of effectively managing the performance of staff and addressing underperformance | / |  |  | / | / |
| 24 | Have experience of developing effective systems to identify and share effective practice | / |  |  |  | / |
| 25 | Have experience of successful contribution to whole school self-evaluation, including successfully leading and sustaining change in response to outcomes | / |  |  | / | / |
| 26 | Have experience of successfully working with Governors in pursuit of whole school, strategic objectives |  | / |  | / | / |
| 27 | Have experience of effectively monitoring the distribution of resources to meet strategic objectives |  | / |  |  | / |
| 28 | Understand how to distribute leadership across teams in a way that encourages responsibility and accountability | / |  |  | / | / |
|  | **The self-improving school system** | | | | | |
| 29 | Experience of successfully working with external agencies to facilitate learning opportunities and improve standards |  | / |  | / | / |
| 30 | The ability to work collaboratively with other schools to facilitate staff development and improve standards | / |  |  |  | / |
|  | **Personal Attributes** | | | | | |
| 31 | Reflective, self-motivated and driven to achieve the best for all students | / |  |  | / | / |
| 32 | Excellent team building and coaching skills | / |  |  | / | / |
| 33 | Approachable, reliable and has a presence | / |  |  | / | / |
| 34 | Thinks creatively, solves problems and make informed decisions | / |  |  | / | / |
| 35 | Demonstrates high levels of professionalism, loyalty and integrity | / |  |  | / | / |
| 36 | Models and exemplifies the school’s values | / |  |  | / | / |
| 37 | Able to work under pressure and to be resilient | / |  |  | / | / |

April 2021

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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**](http://www.employeeassistance.org.uk)







For further information about our school please visit our website: [**www.wsfg.waltham.sch.uk**](http://www.wsfg.waltham.sch.uk)