



## **Application Pack for the position of Headteacher**

Glenthorne High School

Required from September 2021

[www.glenthorne.sutton.sch.uk](http://www.glenthorne.sutton.sch.uk)

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## LETTER FROM THE CHAIR

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January 2021

Dear Candidate

Thank you for your interest in this exciting opportunity to lead our exceptional school.

Glenthorne High School is a highly respected school with an excellent reputation. We provide outstanding education to our local community in Sutton and Merton. You can see a little of the excellent work we undertake on our website, follow the links below to see our virtual Prospective Parents Evening 2020 and 6th Form Open Evening 2020:

For a virtual tour: [www.glenthorne.sutton.sch.uk/About Glenthorne/Virtual Presentation](http://www.glenthorne.sutton.sch.uk/About%20Glenthorne/Virtual%20Presentation)

For our 6th form: [www.glenthorne.sutton.sch.uk/Joining us/Welcome to 6th form](http://www.glenthorne.sutton.sch.uk/Joining%20us/Welcome%20to%206th%20form)

The vacancy for Headteacher has arisen since the promotion of our current Headteacher, Steve Hume, to CEO of the Willow Learning Trust. Whilst it is expected that the successful candidate will be an active contributor to the WLT, the key focus will be as Headteacher Glenthorne High School.

The School Governors and Trustees feel extremely fortunate to have worked alongside Steve for twenty years and to have been a part of the development of the 'outstanding' school Glenthorne is today. We are keen to appoint a Headteacher with vision, excellent leadership and management skills, to take the school forward during the years ahead: maintaining and enhancing our standing in the local community and our 'outstanding' status we have worked hard to achieve. Steve Hume and the Governing Body look forward to working closely with the successful candidate to develop and deliver the strategic vision for Glenthorne High School.

Included within this pack are the instructions on how to apply, together with the dates for the various stages of the selection process.

We hope to hold our selection process face-to-face and will ensure strict Covid safety measures are in place in order that this can go ahead.

Once again, thank you for your inquiry for the appointment of Headteacher at Glenthorne High School, I look forward to receiving your application.

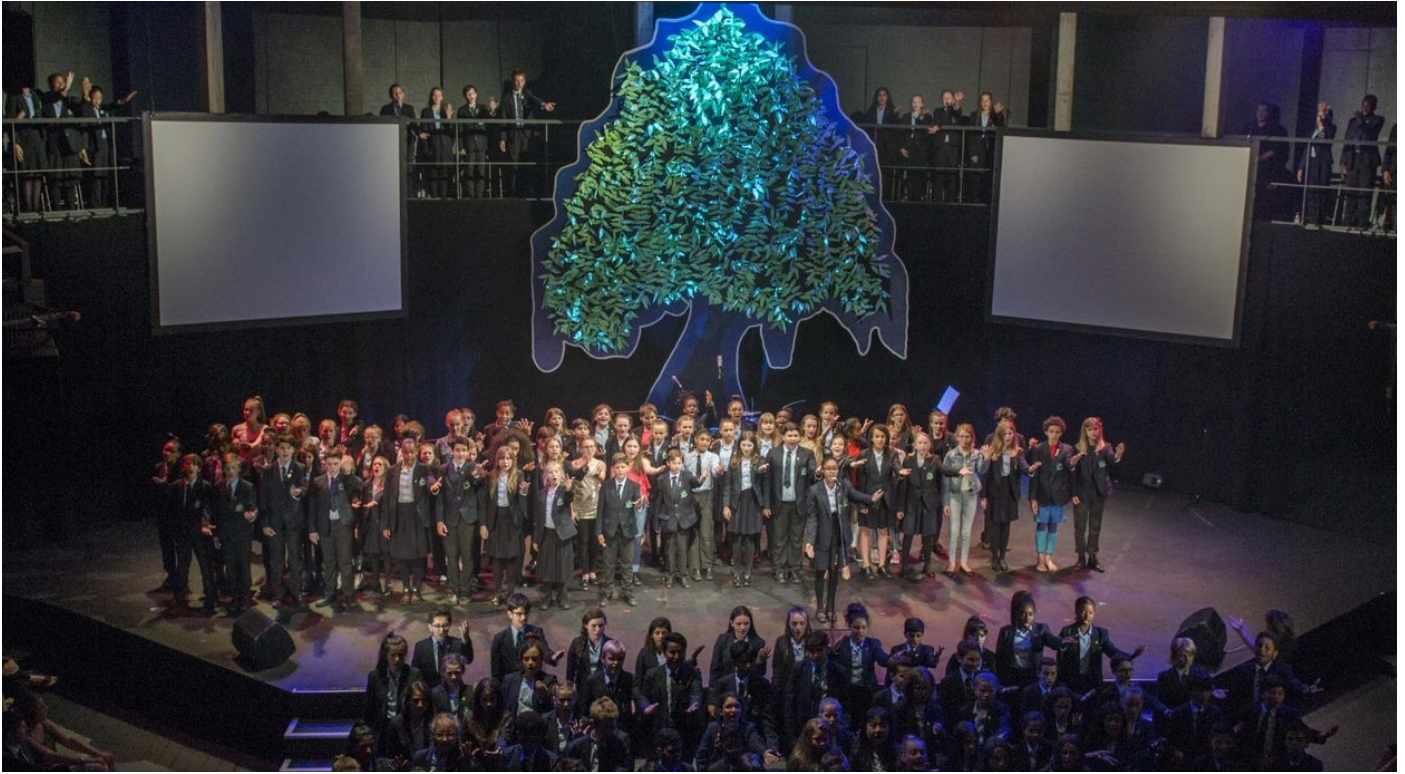
Kindest regards

Steve Waring  
Chair of Governors





## INFORMATION FOR APPLICANTS



Glenthorne High School is a successful, over-subscribed, mixed comprehensive school for pupils between the ages of 11 and 19 situated in the London Borough of Sutton and judged outstanding by Ofsted. In July 2017 we became part of the Willow Learning Trust with Aragon and Abbey Primary Schools.

We believe in Achievement for All. We have a reputation for excellence and are well known for high standards of achievement and behaviour. Significant investment in facilities over the last few years has seen the building of the Hub incorporating specialist classrooms and a state-of-the-art Library. Our current project is the construction of two new science classrooms and a connecting corridor between buildings to improve circulation due to be completed Summer 2021.

We were inspected by OFSTED in May 2012 and were judged outstanding in all five categories. Inspectors recognised and celebrated the school's achievements, praising the school's "relentless drive for realising the highest academic standards for each student" and teachers' high expectations. Achievement was judged to be outstanding with "students making exceptionally rapid and sustained progress". Teaching was judged to be outstanding and inspectors highlighted the "wonderful opportunities" offered by the school both in and out of the classroom. Behaviour was judged to be outstanding and the report identified pupils' exceptional courtesy and respect. Leadership was also judged to be outstanding and inspectors praised the school's "very inclusive environment, where success is conspicuous and valued by students, parents, carers and staff alike".

The school was designated as a National Teaching School in March 2013 and we developed the Sutton Teaching School Alliance to support professional development and further improve best teaching practice across the Borough of Sutton. Glenthorne became a SCITT in 2014, leading secondary and primary schools in Sutton and Merton to deliver high quality ITT. The SCITT was judged 'Outstanding' in 2017. The SCITT comprises over 20 high-performing local, yet diverse secondary and primary schools, which have made rapid progress over recent years, have high expectations of students and view teacher training as the key to future success.

We also have a specialism in the arts. We are a centre of excellence in the arts and hold the Artsmark Gold Award. We hold the Challenge Award recognising excellence in meeting the needs of our more able pupils. We have also been recognised as an Investor in People since 2005 and currently hold Investors in People Gold status. Professional development is encouraged at all levels of the school and is supported by performance management.

We value professional development and there are opportunities to develop subject, pastoral, and management skills. We have a strong focus on CPD and run a comprehensive CPD programme for all staff at the school, including CPD for staff on every other Wednesday afternoon, known as CPD Wednesdays.

Our priorities are to continue to improve specific aspects of teaching and learning, develop our curriculum and raise standards of attainment. Standards achieved by our pupils in public examinations are high; GCSE results stand at:

37% of entries obtained A*/A grades or 9-7 grades	(2019 – 30.9%)
86% of pupils gained at least a standard pass in English and Maths	(2019 – 82%)
65% of pupils gained at least a strong pass in English and Maths	(2019 – 61%)
91% of pupils achieved at least a standard pass in English Language or Literature	(2019 – 91%)
78% of pupils achieved at least a strong pass in English Language or Literature	(2019 – 78%)
90% of pupils achieved at least a standard pass in Maths	(2019 – 85%)
71% of pupils achieved at least a strong pass in Maths	(2019 – 67%)
49% of pupils achieved the E-Bacc with a standard pass	(2019 – 42%)

#### A Level results:

100% Pupils achieved A*-E	(2019 -100%)
10.5% Pupils achieved A*	(2019 - 8%)
31.4% Pupils achieved A*/A	(2019 - 28.1%)
63.7% Pupils achieved A*-B	(2019 - 56.9%)
94.1% Pupils achieved A*-C	(2019 - 88%)

The curriculum at Glenthorne is organised into Subject Areas, each with its own Subject Leader. In Year 7, pupils are set in core subjects and languages with mixed-ability groups for other subjects. A wide range of GCSE and A Level courses are taught together with BTEC and other vocational courses. Subjects are taught in their own suites of well-equipped classrooms. Extra-curricular activities are a further strength of the school. Subject Areas encourage a wide range of extra-curricular activities - visits to galleries and theatres, clubs in Science and Technology, field trips, museum visits and so on. Recent school productions have included "Les Miserables", "Starlight Express", "Annie", "Bugsy Malone", "Billy Elliot" and "We Will Rock You". All involved over 100 pupils and proved to be huge successes.



Sport is a key area of achievement and the school runs a Football Academy for Sixth Form students. We run many teams and clubs in a variety of different sports. There is also an excellent Challenge Week for all KS3 students in July each year designed to promote teamwork, problem solving, creative thinking and resilience.

Pupils at the school are organised in mixed-ability tutor groups with nine (ten in Y7) in each year group. Most form tutors and Heads of Year move up the school with the year group. Together they play an important role in the monitoring of pupil progress as well as in supporting individual pupils. We introduced a House System in September 2015 with all pupils (and staff!) being allocated to one of four Houses: Rollason, Rutherford, Turing and Morris. This has provided opportunities for pupils in all year groups to work together in friendly competition.

The SEN Department at the school is fully committed to supporting the needs of pupils who experience learning, behavioural or emotional difficulties. We offer a wide provision of intervention and support encompassing literacy, numeracy, speech and language, social skills, anger management and individual mentoring.



For those members of staff who use childcare facilities, we operate a Childcare Voucher scheme which assists employees meet the costs of their childcare. We also offer the cycle to work scheme to all staff.

Glenthorne High School is committed to promoting and safeguarding the welfare of children. As such, all posts are subject to an enhanced DBS disclosure and pre-employment checks.

For further information about the school, please visit our website at [www.glenthorne.sutton.sch.uk](http://www.glenthorne.sutton.sch.uk)



# GUIDANCE TO APPLICANTS

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Please read these carefully before making your application.

## THE APPLICATION FORM

Please complete in **black** pen or type. Additional sheets may be used.

The application form will play a key part in whether you are called for an interview, so it is important that you take your time and complete it as fully and accurately as possible.

When selecting candidates for interview we have to base our decisions on the information you give us. The Person Specification is enclosed with this application form. This is a list of the skills, knowledge, qualifications, experience, aptitudes and abilities that are required to perform the job. When we read your application form we will be looking for evidence of examples which demonstrate how you meet the criteria in the person specification. You must include sufficient evidence and examples to show that you meet the requirements.

## PERSONAL DETAILS

For monitoring purposes we would ask that you provide the information requested on the Equal Opportunities Monitoring Form at the back of the application form. This form is removed before shortlisting and will be destroyed after monitoring.

## CAREER HISTORY

This is the record of your work history. It may include periods of unpaid or voluntary work as well as paid employment e.g. you may include time spent as a carer for one of your family or a voluntary helper in a school. Please account for any gaps in your employment history.

If the title of the position does not make it clear what work you did e.g. twilight crew, canvasser, please briefly describe the main duties.

You may continue on another sheet if you need extra space.

## EDUCATION, QUALIFICATIONS, TRAINING

The Person Specification may ask for specific qualifications or training. You should list the relevant qualifications or courses undertaken. Where you have additional qualifications or training, mention these if they relate to your knowledge or skills. Proof of qualifications will be required at interview.

## STATEMENT OF SUITABILITY

This section is your opportunity to show us that you meet the Person Specification. Take each criterion of the Person Specification and tell us the details of your knowledge and experiences. Give specific examples of things you have done which demonstrate your ability.

When reading your application, we cannot assume that because you have experience you also have the ability to carry out a task and vice versa. You may have experience of managing staff, but we need to know how you motivated your staff. We don't expect you to have formal experience, but if you can show that you have the ability to do the component tasks, that will be equally acceptable e.g. to organise a meeting you need to be able to: liaise with others, book accommodation, organise refreshments, and compile agendas.

You may already have prepared a CV and want to send that instead of answering the Statement of Suitability. You may send it, but you must also complete the Statement of Suitability. CVs often list the jobs you have had and their responsibilities, but they often do not properly describe your skills and abilities. It is unlikely that we will be able to find enough evidence in a CV alone.

You may use examples and evidence from outside paid employment. You may use examples from voluntary work or your hobbies or interests.

## REFEREES

If you are offered the job, the offer will be made subject to receipt of satisfactory references, pre-employment medical clearance, an enhanced DBS disclosure and, for teaching staff, a check on your teaching qualification status. If your referees do not confirm what you have told us, we may want to discuss this with you. We will ask you to complete an online Medical Questionnaire which will be sent to our Occupational Health Department. It is their job to make sure that you are fit to do the job we have offered you. In some instances, you may be asked to go for a medical examination. You will also be asked to supply evidence of any qualifications that are required.



All employees are required to have DBS clearance. Unless you have a clearance issued within three months of being appointed, and have had no break in employment, we will require a new check to be carried out.

#### **RELATIONSHIPS**

We do not have a policy of excluding people who are related to school staff, Trustees or Governors, but if you are related to someone we will make sure that they are not involved in the selection process for this post. If we find out after you have been appointed that you are related to someone who interviewed you, we may dismiss you. 'Related' includes co-habiting with someone.

#### **INTERVIEWS**

Glenthorne has a policy of using a wide range of selection methods to assess whether people meet the criteria. All teaching staff will be asked to take a lesson but you may also be asked to take an ability test, do a presentation or other work related exercise. You will be advised of any method being used for the post when called for interview. At the interview, you will be asked questions related to your Personal Statement as well as issues relating to safeguarding and promoting the welfare of children. Any issues of concern arising from a reference will also be explored during the interview process.

#### **COMPLAINTS**

The school is keen to ensure equality of opportunity in its recruitment and selection process. If you think that you have been discriminated against during the selection process on the grounds of your race, age, gender, marital status, caring responsibilities, gender re-assignment, sexual orientation, social class, religion, belief or disability you may make a complaint and we will investigate. If you feel you have been unfairly treated you must contact the CEO, in writing, within 3 working days of being rejected after an interview. You should explain the reason for your complaint to the Headteacher, or his/her representative. The CEO, or his/her representative, may want to talk to you before confirming the outcome of the investigation.

## JOB DESCRIPTION

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<b>POST TITLE:</b>	Headteacher
<b>SALARY:</b>	Leadership L33 – L38 (Outer London)
<b>REPORTING:</b>	Chief Executive Officer & WLT Trustees
<b>JOB PURPOSE:</b>	To provide dynamic and strategic direction and leadership to Glenthorne High School. The role will hold statutory headship responsibility for Glenthorne High School.

### MAIN DUTIES/RESPONSIBILITIES

1. Fulfil the statutory role of Headteacher to Glenthorne High School ensuring all the professional duties required of a Headteacher in accordance with the School Teachers' Pay and Conditions document are met.
2. Provide dynamic strategic direction and inspirational leadership at all levels of the school to ensure the school's continued success, continuous improvement and raising standards further.
3. Lead the school through rigorous self-evaluation, including quality assurance and appraisal at all levels.
4. In conjunction with the Chief Executive Officer, ensure that all in the school are committed to the Trust's aims, motivated to achieve them and involved in meeting long, medium and short-term objectives and targets, which secure the educational success of the school and of the Trust.
5. Have responsibility for the school budget and the effective deployment of resources across the school.
6. Manage, monitor and review the range, quality, sufficiency and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.
7. Recruit, appoint, deploy and develop staff within the staffing structure for Teaching and Support Staff, including senior and middle leadership teams, to ensure the effective implementation of the School Improvement Plan.
8. Promote, support and encourage the professional development of all staff in accordance with the school's CPD policy.
9. Hold line management responsibility for SLT and other key staff at Glenthorne High School.
10. Be responsible for key plans and documents such as school self-evaluation, school improvement plans etc.
11. Implement strategies which secure high standards of behaviour and attendance.
12. Monitor, evaluate and review the quality of curriculum, teaching and learning, behaviour and wellbeing.
13. Ensure that underperformance is challenged at all levels and ensure effective corrective action and follow-up is undertaken.
14. Build and maintain strong relationships with pupils, parents, staff, governors, Trustees and the whole community through regular and effective communication.
15. In conjunction with the Chief Executive Officer, be the main point of contact for the Local Authority, ESFA, DfE and other key bodies in respect of the school.
16. Meet the demands of changing legislation, new initiatives and changing practice.
17. Ensure personal professional development to keep up with educational developments and participate in arrangements for Headteacher appraisal.
18. Ensure the Trust's policies and procedures are reviewed annually or bi-annually as required to ensure the highest standards of teaching and learning, curriculum, assessment and reporting
19. Take overall responsibility for strategic health and safety matters for the school by ensuring that there are effective measures in place for establishing health and safety policy and planning, organising, controlling, monitoring and reviewing health and safety effectively.



20. Provide information, advice and support to the Local Governing Body/Board of Trustees to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.
21. Have a strong commitment to inclusion and ensure that the principles and practices of equal opportunities and anti-discriminatory practice are applied by all staff.
22. Act as an ambassador for the Academy and the Trust in further developing partnership and links with stakeholders that promote a positive profile of the Trust.
23. Promote effective relationships, collaboration and sharing of best practice with external partners, local schools and other agencies working with pupils.
24. Promote the ethos and vision of the Trust to a wide range of audiences.
25. Comply with health and safety policy and systems, report any incidents/accidents/hazards and take proactive approach to health and safety matters in order to protect both yourself and others.
26. Safeguard and promote the welfare of children for whom you have responsibility or come into contact with, to include adhering to all specified procedures.
27. Carry out duties with full regard to the Academy Trust's Child Protection, Equalities and other relevant policies in the terms of employment and service delivery to ensure colleagues are treated and services delivered in a fair and consistent manner.
28. Any other duties of a similar nature related to the post, which may be required from time to time.
29. The post holder will be required to comply with all Academy policies, including the no smoking policy.

**The Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.**



## PERSON SPECIFICATION

		Attribute	Essential	Desirable	Stage Identified
<b>Qualifications, Education and Training</b>	1	UK Qualified Teacher status for teaching secondary education as recognised by the DfE.	✓		AF/C
	2	NPQH or working towards the NPQH	✓		AF/C
	3	Further relevant qualification		✓	AF/C
<b>Experience &amp; Knowledge</b>	4	Minimum of 10 years teaching experience, 3 years' experience as a Deputy or Headteacher	✓		AF/R
	5	Experience of leading and managing significant curriculum design and development	✓		AF/I/R
	6	Experience and evidence of managing, developing, inspiring and motivating staff	✓		AF/I/R
	7	Demonstrable track record of raising standards and setting challenging targets at School/ Academy level	✓		AF/I/R
	8	Experience of supporting the management of significant organisational development and change	✓		AF/I/R
	9	Experience of monitoring and evaluating staff and pupil performance and supporting, challenging and intervening as appropriate	✓		AF/I/R
	10	Experience of presenting high quality, strategic information to Governors and supporting their role as a "critical friend"	✓		AF/I
	11	Extensive experience in co-educational comprehensive education		✓	AF
	12	Experience of the leadership or overview of SEN in a comprehensive school		✓	AF
	13	Experience of strategically leading on school finance issues, including budget management and allocation		✓	I/A/R
<b>Skills</b>	14	Ability to communicate clearly and unambiguously to a range of audiences, together with an ability to negotiate at all levels	✓		AF/I/R
	15	Ability to teach outstanding lessons and be a Lead Practitioner in teaching and learning	✓		I/O
	16	Ability to analyse information from a wide variety of sources to reach sound judgements and solve complex problems.	✓		I/R
	17	Ability to translate vision into practical policy.	✓		AF/R/I
	18	Ability to earn the respect of pupils, parents, staff and governors and Trustees.	✓		AF/I
	19	Ability to set appropriate targets for the improvement of school performance and to establish, monitor and evaluate an action plan in relation to those targets	✓		AF/I/R
	20	Ability to build, support and work both with and in high-performing teams	✓		AF/I/R
	21	Ability to demonstrate sound organisational skills, work under pressure and determine priorities to meet tight deadlines	✓		AF/I/R
	22	IT skills: ability to identify potential for new and innovative IT and how it can support learning	✓		AF
<b>Personal Attributes</b>	23	High personal standards of integrity and probity	✓		I/R
	24	Enthusiasm, vision, drive, adaptability, optimism, perspective and resilience.	✓		AF/I/R
	25	Confident, positive and approachable persona	✓		I/R

		Attribute	Essential	Desirable	Stage Identified
<b>Personal Attributes</b>	26	Ability to advocate a sound educational philosophy, with the ability to translate into practice	✓		AF/I/R
	27	Ability to secure the loyalty and confidence of pupils, staff, parents, governors and others	✓		I/R
	28	Ability to create an exceptional positive ethos within the organisation which is recognised by staff, pupils, parents, governors and the wider community	✓		I
	29	Commitment to own professional development	✓		AF/I
	30	Role model for pupils and staff	✓		I/R
	31	Commitment to the school, the Trust, the Sutton SCITT and the local community	✓		I
<b>Special Requirements</b>	32	Flexibility, mental resilience and well-developed self-management skills in order to meet the demanding nature of the role	✓		I
	33	Suitability to work with children and an enhanced DBS	✓		R/D
	34	Safer recruitment training		✓	C

Key	
AF	Application Form
A	Activity
C	Certificates
I	Interview
R	References
O	Observation
D	Disclosure

Candidates will be shortlisted against the above essential criteria assessable from application forms. Issues relating to references, safeguarding and promoting the welfare of children will be explored during the interview process.

## DATES FOR YOUR DIARY

The deadline for applications is **10am, Monday 8<sup>th</sup> February**.

**SHORTLISTING:** Monday 8<sup>th</sup> – Thursday 11<sup>th</sup> February

**INTERVIEWS:** w/c 22<sup>nd</sup> February