



IMBERHORNE SCHOOL

# HEADTEACHER APPLICATION PACK



Imberhorne Lane, East Grinstead,  
West Sussex RH19 1QY t: 01342 323562

[www.imberhorne.co.uk](http://www.imberhorne.co.uk)

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## Headteacher

**Required for September 2022**

**Leadership Range L32 to L38 (£90,379 - £104,687)**

Imberhorne School is a successful 11-18 comprehensive school in East Grinstead on the Sussex/Surrey border. The school was inspected by Ofsted in March 2019 and was judged to be 'Good'.

Following nine years of successful leadership, our current headteacher is retiring.

The Governing Body is looking for an exceptional and enthusiastic individual, with a proven track record in educational leadership, to become our new Headteacher. The successful candidate will recognise our school's strengths, and embrace our culture and ethos, yet challenge us to aim for greater success in all aspects of school life. We want a Headteacher who will ensure that all our students leave Imberhorne with the skills, qualities and knowledge needed to thrive in life, learning and work.

### **The new Headteacher will demonstrate:**

- The energy, drive and resilience to make a tangible difference as the headteacher of a large and ambitious school.
- The integrity, moral purpose, presence and emotional intelligence necessary to inspire confidence in staff, students, parents and the local community.

### **The new Headteacher will benefit from:**

- A highly skilled Senior Leadership Team that works alongside a motivated, dedicated and hardworking team of highly professional staff, who are ambitious for all students.
- Enthusiastic and well-behaved students who want to learn and take part in all aspects of school life.
- Governors who have high expectations of the headteacher's ability to deliver the strategic direction of the school and are positive and supportive.
- Development, training and support for all staff. This includes the development of leadership potential, including working across our local federation of four schools.
- A well-managed budget that delivers value for money.

Visits to the school from potential applicants are welcomed and encouraged. To make an appointment, please contact Angela Nicholls by email to [anicholls@imberhorne.co.uk](mailto:anicholls@imberhorne.co.uk).

Visits can be arranged for the following dates:

**Wednesday 9th February at 9.15am**

**Friday 11th February at 9.15am**

**Tuesday 15th February at 9.15am**

**Thursday 17th February at 9.15am**

Please send completed applications to West Sussex Recruitment Services by midday on **Friday 25th February** on [h.schooladverts@westsussex.gov.uk](mailto:h.schooladverts@westsussex.gov.uk), quoting reference number **16380**. Please note that completed application forms and supporting letters need to be submitted by email.

Imberhorne School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All applicants must be willing to undergo screening, including checks with past employers and the Disclosure and Barring Service.

### **Key Dates:**

**Closing Date: Midday on Friday 25th February**

**Shortlisting completed by: Friday 11th March**

**Interview dates: Thursday 24th March and Friday 25th March**

**Start date: September 2022**



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January 2022

Dear Applicant,

Thank you for your interest in becoming the next Headteacher of Imberhorne School. I and my fellow governors are very proud of our successful school, one of two comprehensives that serve the town of East Grinstead and the surrounding area on the Sussex/Surrey border. We are looking to appoint someone who will build on what our retiring Head, Martin Brown, has achieved over the last nine years, and challenge us to aim for greater success, whilst embracing our long-held values and ethos.

The school has a strong academic record in both Key Stage 4 and the Sixth Form, with many students going on to Russell Group Universities including Oxbridge. However, we are just as proud of those who successfully follow vocational paths and offer many BTEC options (at levels 2 and 3). We seek to appoint staff with a passion for teaching, a commitment to young people and the personal drive to continually develop their own practice, skills and knowledge. Students at the school are very well behaved, extremely cooperative and friendly. Both parents and students are overwhelmingly positive about the school; we work hard to develop these relationships and value the way parents engage with us.

The school is in a stable financial situation and our Year 7 intake is invariably at its limit of 270 students. Staff turnover is low, with many enjoying being part of our community for a decade or two. In recent years we have established a soft federation with three similar West Sussex secondary schools and cooperation between the headteachers has been particularly strong.

We are looking for a leader with an unshakable belief in the value of education, coupled with integrity, a strong moral purpose and determination. As a result, we expect candidates to have an impressive track record of ensuring students thrive in and beyond school. We are also looking for someone who values support and challenge from an enthusiastic Governing Body and will cooperate in the strategic planning and direction of the school.

In addition to the material in this pack, you will find a substantial amount of information on the school website at [www.imberhorne.co.uk](http://www.imberhorne.co.uk). However, we strongly encourage you to visit the school. Our two Deputy Headteachers will be hosting visits in the mornings of Wednesday 9th, Friday 11th, Tuesday 15th and Thursday 17th February. Please contact Angela Nicholls by email to [anicholls@imberhorne.co.uk](mailto:anicholls@imberhorne.co.uk) to book a place. You can also reach me by email to [ayule@imberhorne.co.uk](mailto:ayule@imberhorne.co.uk), if you have any further queries.

If you would like to proceed, please send your completed application to The Schools Recruitment Team via email to [h.schooladverts@westsussex.gov.uk](mailto:h.schooladverts@westsussex.gov.uk), quoting **reference number 16380** by **midday on Friday 25th February**. Note that we will regard supporting letters that fill three A4 pages in 11pt font as being excessively long. We aim to complete shortlisting during the week of 7th March and will invite successful candidates for a two-day selection process starting on Thursday 24th March.

Yours faithfully,

Andy Yule (Chair of Governors)

Please note that this post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding-over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.



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# Information about Imberhorne School

Imberhorne is a successful, happy school where staff are committed to fully developing the potential of all students. We are proud of the outstanding achievements of students across the school and just as proud of what hard-working, respectful and compassionate individuals they are as well. Our excellent academic record, along with the great emphasis we place on personal development, creates a thriving and vibrant school community.

We are continually looking to the future as we endeavour to prepare our students for life in the 21st century. We are committed to pursuing academic excellence, whilst also very aware of the importance of interpersonal skills that are so highly valued in the workplace. We want to give our students an appetite for life and a love of learning; seeking to provide the conditions that will foster the confidence and enjoyment we think are a necessary part of their educational journey.

## Academic Achievement

In 2021, the Sixth Form continued to build on a strong upward trajectory established in previous years. Results were as follows:

- **39% of A level grades at A/A\*** (from 31% in 2020 and 26% in 2019)
- **68% of A level grades at A\*-B** (from 60% and 57%)
- **90% of A level grades at A\*-C** (from 86% and 82%)

We believe that these results reflect very well on the culture and ethos in the Sixth Form, as well as the hard work and talent of our students.

Progress in the Sixth Form is strong. We use ALPs as our measure of progress and have seen year-on-year increases. We currently have a three-year average ALPs score of '3', meaning that progress is equal to that in the top 25% of all schools and colleges. This has been sustained since 2019.

We have a large Sixth Form, which is predominantly focused on A level programmes of study. Our academic curriculum is supported by a range of applied and vocational qualifications. We run 34 different courses in the Sixth Form, along with two 'level 2' courses for those students who have not met our A level (or equivalent) entry requirement.

In Key Stage 4, strong academic performance in the core subjects of Mathematics, English and Science is complemented by high levels of attainment in all other areas of the curriculum. We are proud of our academic traditions, but also keenly aware that we must meet the needs of all our learners. For the last two years, we followed our own rigorous internal processes, which linked attainment in each subject to that achieved in previous years.

Performance in 2021 was as follows:

- **82% of all grades were grade 4 or higher (4+)** (from 81% in 2020 and 75% in 2019)
- **64% of all grades were 5+** (from 64% and 55%)
- **30% of grades were 7+** (from 29% and 25%)
- **6% of all grades were grade 9** (from 6% and 2%)

We offer a broad curriculum for our students, which we believe provides appropriate levels of challenge and support. Subjects overwhelmingly follow GCSE programmes of study.

We encourage the majority of students to study a modern foreign language and also have significant numbers choosing to study individual sciences.

## Professional Development

Our staff believe that a commitment to professional development is central to their identity as teachers. Our expectation is that all staff will continually strive to improve their practice and do this through a sustained focus on aspects of pedagogy. This is best supported through collaboration with others. We encourage critical reflection through engagement in paired planning and peer observation. Most of our professional development takes place after school on Mondays.

We provide cross-curricular forums, opportunities for departmental planning and development, as well as more bespoke programmes to meet individual needs. Cross-curricular groups are facilitated by fellow teachers.

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## Culture and Ethos

We believe the school is a caring community and seek to place the strong relationships that exist between students and staff at the heart of the school. The school has a well-developed pastoral system and we pride ourselves on the level of individual care we provide for all our students. All year groups are supported by a Head of Year and a Pastoral Support Assistant. They are often the first point of contact for parents when making enquiries about social or academic issues. The pastoral teams are supported by form staff who provide a daily point of contact for students.

A key factor in the character of the school comes from the split site we inhabit. Students start Year 7 at our Windmill Lane site, which also houses students in Year 8 and Year 9. This site has a particularly friendly and intimate feel to it and serves our younger students well, combining the challenge of a secondary curriculum with a strong sense of nurturing and support. At the end of Year 9, students transfer to our Imberhome Lane site, marking the transition into Key Stage 4 and the study of examined courses. Whilst we retain the caring and supportive philosophy established at Windmill Lane, students also develop a more academic focus that is accompanied by a greater level of challenge and heightened expectations.

The arts have a very high profile in the school; numerous events and activities occur throughout the year, providing students with many opportunities to sing, dance, perform, act and exhibit. Sports have an equally high profile;

we celebrate our students' many achievements in numerous tournaments and competitions at local and national level. The Duke of Edinburgh Award is thriving in the school, with significant numbers of students participating in the scheme, starting in Key Stage 4 and leading on into the Sixth Form. All of these opportunities enrich the school community, but critically help the students learn how to express themselves, work with and support others, show responsibility and become increasingly self-assured members of our community.

## Collaboration and Partnerships

We believe in the value of partnerships and collaborative practice. Being outward-looking and engaging in shared activities with other teachers and other schools is important to us. We have established close working relationships with the East Grinstead primary schools, particularly those that tend to feed into Imberhome. Well-established joint literacy and numeracy projects run prior to transition, facilitated by staff and students at Imberhome. In addition to this, we work closely with three other local maintained secondary schools, in a soft federation, sharing opportunities for CPD and acting as critical friends for each other.





## Job Description

<b>Job Description:</b>	<b>Headteacher</b>
<b>School:</b>	<b>Imberhorne School</b>
<b>Group Size:</b>	<b>7</b>
<b>Pay Range:</b>	<b>Discretionary Reference Points L32 to L38</b>
<b>Responsible to:</b>	<b>The Governors and the Local Authority</b>

### Main Purposes of the Job

To carry out the duties set out in the <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions> in line with <https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>

To provide professional leadership for the school, which secures its success and improvement, ensuring high-quality education that inspires and motivates its students and improves standards of learning and achievement.

To work with, and through, others to secure the commitment of the wider community to the school.

To be responsible for the leadership, internal organisation, management and control of the school, consulting appropriately with stakeholders.

To create a safe and caring environment for all students and staff by ensuring that the relevant policies are known and adhered to, and to promote and safeguard the welfare of all students and staff.

### Main Duties and Responsibilities

#### Vision and Values

##### The Headteacher will:

- Sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where students experience a positive and enriching school life.
- Uphold ambitious educational standards that prepare students from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.
- Ensure the protection and safety of students and staff through effective approaches to safeguarding as part of the duty of care.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Ensure staff are deployed and managed well, with due attention paid to workload.
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers that limit school effectiveness and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans that are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

### Teaching, Curriculum and Assessment

##### The Headteacher will:

- Sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches that respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative assessment.
- Ensure a broad, structured and coherent curriculum entitlement, which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise and access to professional networks and communities.
- Ensure that valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum.

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# Job Description

## Wellbeing

### The Headteacher will:

- Sustain high expectations of behaviour for all students, built upon relationships, rules and routines that are understood clearly by all staff and students.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour of a good citizen.

## Inclusion

### The Headteacher will:

- Ensure the school holds ambitious expectations for all students.
- Continue to sustain a culture and practices that enable students to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs, special educational needs and disabilities of students, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

## Professional Development

### The Headteacher will:

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation that is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

## Working in Partnership

### The Headteacher will:

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Commit the school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students.

## Governance and Accountability

### The Headteacher will:

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationships with those responsible for governance.
- Ensure that staff know and understand 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.

*These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.*





# Headteacher Person Specification

Criteria	Essential	Desirable	Evidence From
<b>Qualifications and Training</b>			
Qualified Teacher Status	E		A
First degree or equivalent	E		A
Higher degree or equivalent		D	A
NPQH (or working towards)		D	A
Evidence of commitment to continuous professional development	E		A, R

<b>Experience and Knowledge</b>			
Proven experience of successful school leadership, either at headteacher, or deputy headteacher level in at least one secondary school	E		A, I, R
Teaching experience in a range of contexts including a 6 <sup>th</sup> Form setting		D	A, R
Experience of successfully leading and managing a team, delegating where appropriate, holding others to account and delivering on objectives	E		A, I, T, R
Active involvement in whole-school improvement including self-evaluation and strategic planning based on analysis of what is working well and identification of potential barriers	E		A, I, R
Understanding of school finances, budget management, health and safety and estates management		D	A, I, T
Experience of partnership working with parents and the wider community, including external agencies	E		A, I, R
Demonstrable experience of successful management of staff and staff development	E		A, I, R
Previous experience of being a Designated Safeguarding Lead or secure knowledge of the role and responsibilities. Up-to-date knowledge of Keeping Children Safe in Education and ability to develop a whole-school culture around safeguarding	E		A, I

A – Application, I – Interview, T- Tasks/Panel Interviews, R – References

**All the following Leadership Skills and Personal Qualities are considered essential for the post and will be assessed through application, interview process and reference:**

<b>Leadership Skills</b>
Ability to communicate a vision and inspire others
Ability to plan strategically to deliver the school's vision, priorities and targets
Understanding of high-quality teaching and assessment based on evidence, and the ability to model this and support others to improve
Understanding of evidence informed curriculum design that meets the needs of all learners and the ability to lead this with and through others across the school







# Headteacher Person Specification

Ability to drive up and maintain high standards of organisational effectiveness
An understanding of educational issues, including statutory and legal framework i.e. KCSIE, Financial Handbook and the literature of EEF, together with a good working knowledge of the Ofsted framework
Ability to sustain outstanding practice in relation to behaviour management
Data analysis skills, and the ability to use data to set targets and identify areas for development

Personal Qualities
Absolute commitment to the moral purpose of education, including educational inclusion and belief in achievement for all
Strong personal commitment to promoting the aims, ethos and values of the school
Excellent communicator using a variety of media, capable of inspiring and engaging all stakeholder groups including pupils, parents/carers, staff, governors and the wider community
Resilient under pressure with the ability to prioritise effectively
Have the ability and energy to inspire the best in others
Fair and consistent with all members of the school community
A strong and visible presence within the school community
Lead with energy and enthusiasm, show emotional intelligence, be proactive and responsive, and have a sense of humour
Self-aware with the ability to use reflection to learn from experiences
Values the potential of further professional learning for self and others
Committed to collaboration and consultation to ensure positive working relationships
Have the flexibility and adaptability to meet unexpected challenges
Maintain a positive, supportive approach - even when under pressure
Ability to manage own time and workload and to work under pressure to meet deadlines
Uphold the Nolan Principles; selflessness, integrity, objectivity, accountability, openness, honesty and leadership
Have interests outside school, leading to a reasonable work-life balance

