



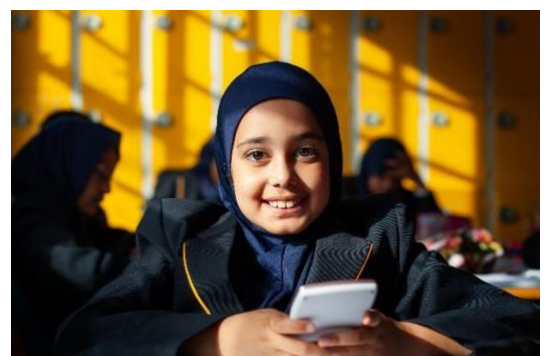
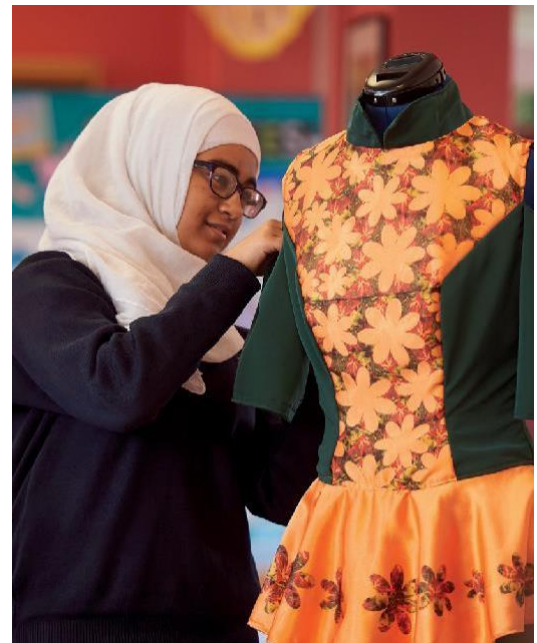
Connaught

School for Girls

Deputy Head application pack
April 2022

Seize the Day

EXCELLENCE. RESILIENCE. INCLUSION





Message from the Headteacher

April 2022

Dear Applicant,

Deputy Head, Connaught School for Girls

Thank you for your interest in the above post. Connaught School for Girls are looking for an exceptional Deputy Head with vision, drive, leadership skills and a proven track record to build on the school's history of success. The final role of the successful candidate will be decided once in post.

Connaught is a single sex, academy school, educating girls between the ages of 11 and 16. We are currently exploring the possibility of entering a multi-academy trust with Norlington school, our neighbouring boys' school. This is an exciting time to join Connaught as we take the next steps on our journey towards excellence.

Connaught's OFSTED inspection in 2019 judged the school to be good and stated that school leaders "**go to considerable lengths to help each pupil fulfil their potential.**" We are looking for a headteacher who can lead an excellent team to develop these strengths.

You will find in this pack the application instructions, together with the dates for the various stages of the selection programme. Please ensure that you respond as requested. In view of tight timescales, it is essential that your referees can provide a reference at short notice, and you should inform them of your application.

If you would like an informal discussion with me as Headteacher prior to application, please contact me at avani.higgins@connaught.waltham.sch.uk to arrange this.

In addition to the contents of this application pack there is a wealth of information on our website www.connaught-school.co.uk

We hope you will apply, and the governors look forward to hearing from you.

With best wishes,

Yours faithfully

Avani Higgins
Headteacher
Connaught School for Girls

Application Process

Please see below the key dates in the application process:

1. Closing Date – Friday 6th May 2022 12pm. The completed school application form should be returned by email to the School Business Manager, Fran Kinch: frances.kinch@connaught.waltham.sch.uk
Please ensure that the form addresses all aspects of the person specification. The letter of application should be no more than two sides of A4.
2. School visits will take place on 26th, 27th and 28th April 2022, between the hours of 8.30am and 10.30am. Please contact Fran Kinch at: frances.kinch@connaught.waltham.sch.uk if you would like to attend. If you would like an informal discussion about the post please e-mail the Headteacher, Avani Higgins avani.higgins@connaught.waltham.sch.uk
3. The shortlisting meeting has been scheduled for Tuesday 10th May 2022. Successful candidates will receive communication by Wednesday 11th May 2022. If you have not heard by this date, please assume you have not been successful. Please note that references will be sought immediately after shortlisting, so please make your referees aware that they will be contacted.
4. Successful candidates will be invited to Connaught School for Girls on Tuesday 17th May 2022.

This pack includes the following:

1. Letter from the Headteacher
2. Details of the application process
3. Job Description
4. Person Specification
5. Application form

There is also a wealth of information on the school website at:

- School website: <https://www.connaught-school.co.uk/>
- Get information about schools : <https://www.get-information-schools.service.gov.uk/Establishments/Establishment/Details/139293>
- Ofsted report: <https://files.ofsted.gov.uk/v1/file/50125509>

The Role

Job title: Deputy Head

Reports to: Headteacher

Start Date: September 2022

Purpose of the Role

To carry out professional duties of a teacher other than a Headteacher, as described in the current School Teacher's Pay and Conditions Document, including those duties particularly assigned by the Headteacher.

- The Deputy Head is responsible to the Head for all pastoral and operational matters whilst playing a key role in the academic vision and direction of the school. After the Head, the Deputy Head is the most senior person within the school's management structure.
- The Deputy Head works closely with the Head to ensure that the highest standards of behaviour, learning and academic attainment prevail across the school, and in maintaining and extending the school's reputation for outstanding pastoral care.
- The Deputy Head will also work with the Head to establish key strategic goals for the school, which will themselves be set within the framework of Connaught School for Girls.
- The Deputy Head will work closely with the Assistant Heads, Associate Assistant Head, Heads of Department, Head of Year, Form teachers and Class Teachers to ensure the effective development and delivery of the school's curriculum and pastoral provision.
- The Deputy Head will also work closely with senior staff to ensure coordination and consistency of pastoral provision across the school.
- The key areas of responsibility which attach to the position are set out below although the list is not exhaustive, and the Deputy Head may be expected to assume additional responsibilities as reasonably requested by the Head.
- The Deputy Head will report directly to the Head, keeping them informed of any significant issues relating to the behaviour, performance or progress of the school and its students.

KEY AREAS OF RESPONSIBILITY

Safeguarding

The Deputy Head will be the Designated Safeguarding Lead for Connaught School for Girls and will:

- Oversee the appropriate safeguarding training and annual updates of all teaching staff (including external coaches and peripatetic music teachers, catering and grounds staff) and keep rigorous and up to date records of the training and updates
- Ensure their own Level 3 training and that of the Head is up to date
- Contribute to the annual safeguarding audit carried out by the designated safeguarding governor, including involvement in reviewing the Foundation policy on Safeguarding
- Ensure compliance with current safeguarding regulations, guidance and best practice
- Set the tone for a caring and nurturing culture in which students feel confident to talk to someone if they have a problem and where staff feel able to pass on any safeguarding concerns that they may have

Pastoral Care

- Preparation, publishing and review of the School's Behaviour Policy and Anti-Bullying Policy
- Oversee and set the tone for Connaught School for Girls pastoral care, ensuring that students are cared for and that expectations are high
- Line manages the Assistant Head Pastoral and be the senior management lead for the Teaching Assistants,

who are directly managed by their class teachers.

- Ensure that students have high standards of personal behaviour and presentation
- Liaison with the School Counsellor and Assistant Head Pastoral on referrals put forward by staff, keeping the Head informed.
- Liaison with parents and staff on concerns with individual students. Follow up any concerns as necessary.
- Ensure that all paperwork relating to pastoral issues including records of rewards and sanctions is current, thorough and stored appropriately
- Oversight of PSHE and SMSC provision within the school

Students

- Arrangements for election of School Council and their meetings
- Oversight of House system and its development
- Oversee the selection of House Captains and end of year prize winners in Year 2.
- Oversee Arrangements for mentoring of new students
- Ensure, with all staff, pupil compliance with school rules on uniform and presentation to maintain high standards
- Maintain teaching contact with students through a reduced timetable
- Contribute to the activity programme

Staffing

- Assist in the interview of candidates for teaching posts
- Oversee the induction of staff new to the school
- Assist with the Performance Review of Heads of Department; Music, PE, PSHE and Computing, Assistant Heads and Teaching Assistants.
- Work with the SLT and the staff to identify training needs for staff; individual and whole school inset
- Maintain inset records; with assessment of quality and value
- Liaison with Assistant Heads
- Arrange cover for staff absence and back to work interviews
- Organisation and monitoring of staff duties
- Oversee the deployment and 'recruitment' of volunteers
- Regular Liaison with Maintenance manager responsible for Connaught School for Girls
- Regular liaison with school office so changes in routine are well managed
- Support the Head in overall management of staff

School Organisation

- Overseeing the production and review of the Parent handbook
- Overseeing aspects of the Staff Handbook as directed by the Head
- Assist in the checking of School reports
- Arrangements for Parents' Day and Year 2 Leaver's Ceremony
- Preparation of the school calendar and long-term dates in conjunction with Assistant Heads Teaching and Learning and Early Years
- Be the main point of contact for the Connaught School for Girls Parents' Association and organise resources needed for GPA events along with the Head

Meetings

- Full staff meetings
- Senior Leadership Team
- Governors' Committees
- Foundation Deputies' Meetings
- School Council
- Attendance at Parents' Evenings
- Attendance and contribution to New Pupil Induction evenings for parents

Other responsibilities as a member of the senior management team

- Ofsted inspection preparation
- Development planning
- Leadership/membership of working groups as directed by the Head
- Responding to pupil and parental concerns
- Carrying out school tours as directed by the Head or in conjunction with the admissions registrar

Health and Safety

- Be a named competent person for Health and Safety at Connaught School for Girls and attend Health and Safety training and meetings as required
- Liaison with teaching staff and maintenance staff in notification of health and safety issues to the Head / SBM
- Contribute to the annual update of risk assessments and their effective implementation
- Carry out the role of Educational Visits Coordinator for Connaught School for Girls

Extra-Curricular Programme

- Enhance and promote Connaught School for Girls' reputation for the breadth and quality of its provision and achievement in extra-curricular activities
- Lead Connaught School for Girls' contribution to Foundation-wide initiatives in extra-curricular activities
- To oversee the development of a stimulating and broad programme of activities, produce the termly booklet and interview and appoint (in consultation with the Head and Heads of Department) external tutors and coaches

Curriculum

- Have awareness and broad input into planning systems and the implementation of the broad and balanced curriculum through delivery of a high-quality curriculum and lessons, supporting and engaging with the work of Assistant Head Teaching and Learning.

Pupil Progress

- Maintaining records of pupil performance and producing an analysis of results annually for the Head and governors
- Track students' progress using test data from SIMS
- Chair students' progress meetings, along with head, linking academic and pastoral matters
- Facilitate, along the Head, intervention as appropriate; SENCO, Enrichment, School Counsellor

This job description may not necessarily be a comprehensive definition of the post. It will be reviewed as appropriate and may be subject to modification or amendment at any time after consultation with the holder of the post.

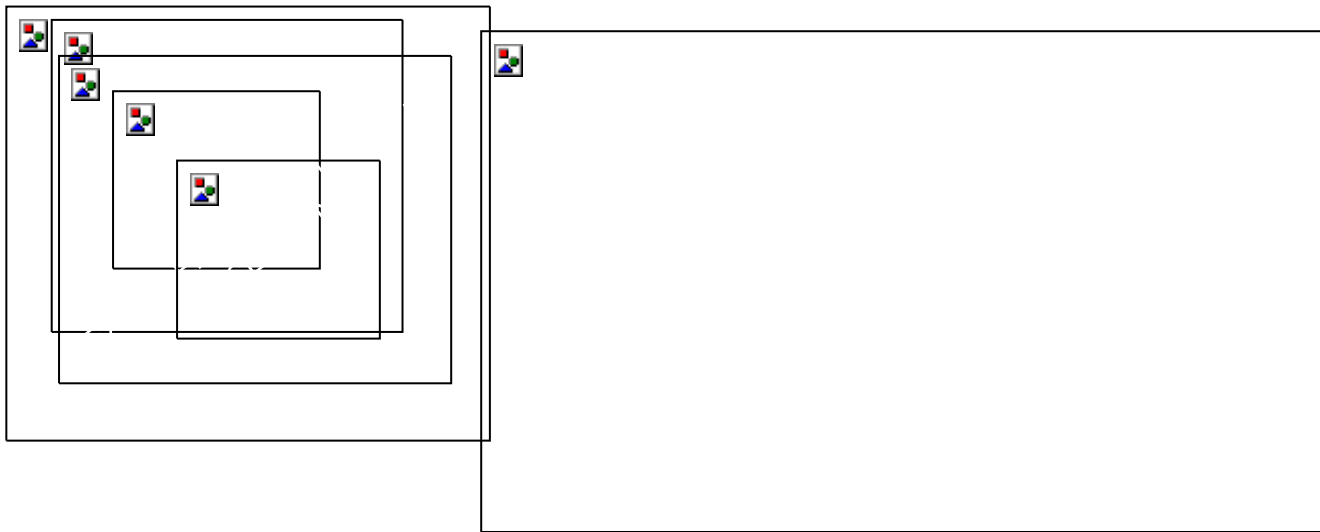
The Person Specification

A = APPLICATION I = INTERVIEW E = EXERCISE

| | E = Essential D = Desirable | Assessed by |
|--|--------------------------------|-------------|
| Qualifications/Professional Development | | |
| Honours degree level qualification | E | A |
| QTS | E | A |
| Evidence of appropriate and recent professional career development for the role of Deputy Head | E | A |
| Current safer recruitment training | D | A |
| Knowledge | | |
| Safeguarding requirements and systems | E | A, I |
| School performance measures and tracking systems | E | A, I |
| School pastoral and SEN support systems | E | A, I |
| Curriculum requirements (statutory) and planning | E | A, I |
| Current learning and teaching quality performance measures | E | A, I |
| Knowledge, understanding and the ability to promote learning and for management tasks, including timetable and Curriculum planning | D | A, I |
| National developments and priorities in education | E | I |
| Governance structure and operation | D | I |
| Qualities | | |
| Ambition, drive and determination to support Headteacher to develop the School to outstanding and beyond | E | I |
| Excellent leadership skills to build and develop effective teams, delegating where appropriate, holding to account and delivering on objectives | E | I |
| Absolute commitment to delivering an outstanding education for all students | E | I |
| Excellent communicator, capable of inspiring and engaging all stakeholder groups including pupils, parents/carers, staff, governors and other local groups | E | I |
| Flexibility and adaptability to meet unexpected challenges | E | I |
| Be able to use reflection to learn from experiences | D | I |
| Be able to use humour and empathy appropriately | E | I |
| Maintain a positive, supportive approach even when under pressure | E | I |

| | | |
|---|---|------|
| Experience | | |
| Significant middle leadership experience | E | A |
| Active membership of Governing Body Committees | D | A |
| Proven record of proposing and delivering school improvement initiatives | E | A, I |
| Proven record of raising pupil achievement (progress and attainment) | E | A, I |
| Proven record of raising the quality of teaching | E | A, I |
| Line management of substantial curriculum areas | E | A, I |
| Management of student behaviour and ethos | E | A, I |
| Line management of staff: driving staff development | E | A, I |
| Line management of staff: addressing underperformance | E | A, I |
| Creation and development of successful partnerships with community groups | D | A, I |

In addition, the successful candidate must be willing to uphold the ethos and policies of the school, including the commitment to safeguarding and promoting the welfare of children and young people.



School Aims

Our ambition for every student is for them to experience engaging and challenging lessons, exceed their academic potential, gain excellent qualifications, grow their individual talents and secure the life-skills and confidence to become a successful citizen.

Our History

Our school has over one hundred years' history after being first opened in 1900.

The school became a community comprehensive school for girls aged 11-14 in the 1970s and became the school it is today for girls aged 11-16 in 1986. In February 2013 the school converted to become a state funded independent academy.

The reason for our success is because our purpose is guided by a strong vision to develop independent learners in an inclusive community. Our motto, 'Seize the day' is underpinned by strong values of Excellence, Resilience and Inclusion giving important direction to our school community.

At Connaught, we:

- **Strive for excellence:** igniting learning in our school community to develop our potential and achieve future success
- **Strive to be resilient:** we bravely rise to challenges and empower our young women to be confident and active citizens
- **Strive to be inclusive:** we value our diverse school community and celebrate our individuality and challenge inequalities.

This vision and values, developed by our whole school community, describe the vibrant atmosphere in our school. The classrooms and corridors buzz with positive attitudes towards behaviour for learning and is a place where learning is in the very fabric of the buildings.

The girls are proud of their school. Every one of them is valued for their individuality and character. They feel happy, safe and supported. Each girl's learning journey is supported by regular monitoring and dialogue with parents/carers as she progresses through her school journey. A comprehensive and strong extra-curricular programme alongside the academic curriculum ensures that she experiences a holistic offer to develop her character and provide stimulating learning opportunities to enhance her cultural understanding to prepare her for life beyond school.

Connaught is a place where inclusivity and diversity are celebrated and prejudice is challenged. We believe that 'you can't be what you can't see' and are huge advocates of girls' education. We believe that it is our job as educators and role models to help our students be the best that they can be. This includes empowering our young women to be the leaders of the future.

"Pupils are polite and respectful. They care about each other. Pupils told us that one of the best things about the school is that staff are always there to help them if they have any worries. They feel safe in school. Serious incidents of poor behaviour, such as bullying, do not happen often. When they do, leaders are quick to put matters right."

OFSTED October 2019



Teaching for Learning

Effective teaching and learning are at the heart of a successful school.

Connaught School for Girls is a school where students enjoy learning and teachers enjoy teaching.

The well qualified and experienced teachers at Connaught ensure that lessons are stimulating and challenging. A variety of teaching methods are used: individual, paired and group work, depending on the subject and topic. Teachers review the teaching methods they use to ensure all students can achieve their best.

Teaching is supported by effective use of up-to-date technology. Every classroom has an interactive whiteboard, projector, screen and wall-mounted speakers. There are dedicated computer rooms, and the school library, each with 30 computers running the latest software applications. There are mobile laptop suites and ipad banks that are available for use in classrooms. Each student has unlimited cloud storage with full access to all their work and documents outside of school. Students benefit from the extensive use of Google Classroom across the curriculum in Wi-Fi enabled classrooms.

Classes are taught in mixed ability groups, apart from setting in Mathematics and Science. All students are regularly assessed in their subjects. This ensures that each student's progress is reviewed regularly by staff, parents/carers and students and that the school can make any required interventions quickly and effectively.

"The teaching and assessment remains good"

"As a result, pupils make good progress"

"GCSE results are above national averages and disadvantaged pupils do very well compared with other pupils nationally" (Ofsted)



An Inspiring Curriculum



We are committed to providing an experience that allows all our students to enjoy their learning and achieve their best through:

- **A broad, balanced curriculum** that goes beyond the National Curriculum and promotes spiritual, moral, mental, physical and cultural development
- **High expectations** which challenge our students' thinking, foster their creativity and ensure the development of essential literacy and numeracy skills
- **Preparing them** for the opportunities, responsibilities and experiences of later life
- **A Personal, Social, Health and Citizenship Education** programme throughout the school, including sex and relationships education
- **Religious Education**, studied in each Key Stage
- **A Careers** and post-16 education preparation programme
- **Specific focus events** including: public speaking workshops, exam study skills sessions, enrichment days and performances from visiting theatrical groups to promote responsible citizenship including drug awareness, Black history and community cohesion

Key Stage 3 Curriculum

Students study English, Mathematics, Science, Geography, History, Religious Education, Computing, two Foreign Languages (French and Spanish), Technology (Textiles, Food Technology and Product Design), Music, Art, Drama, Physical Education, PSHE/Citizenship/Careers.

"The curriculum focuses on academic subjects at GCSE and provides opportunities for the most-able pupils to be challenged through accelerated programmes in modern foreign languages and science" (Ofsted)

Key Stage 4 Curriculum

Students follow a common core curriculum of English Language, English Literature, Mathematics, Science (double award), at least one Modern Foreign Language, Religious Education, PSHE/Citizenship/Careers and Physical Education. Students choose additional subjects according to their personal interests from a range of subjects including creative and technical disciplines. Around 90% of students will study all the English Baccalaureate subjects; English, Maths, double award Science, a Language and either History or Geography. Around 10% of students do not follow all of those subjects and are offered a Supported Studies programme to help ensure good passes in English and Maths, or an ASDAN life-skills programme led by the Learning Support team.

Additional Opportunities

We enable many of our students to study an additional language to GCSE level through after-school examination classes in either French or Spanish. High ability science students are offered the opportunity to follow a 'triple' science pathway towards GCSEs in Biology, Chemistry and Physics.



Library & Reading

Developing reading skills and a love of reading develops a positive self-image, improves the mind and enables high achievement.

"The learning teachers provide outside normal school hours and their expert preparation for examinations make a huge contribution to the well-above-average progress pupils make by the end of Year 11." (Ofsted)

All students in years 7, 8 and 9 participate in a three-year literacy programme to boost their reading levels. The programme, called 'Accelerated Reader', works with the following key steps:

- students taking an initial reading test to determine their personal reading level range
- students choosing a book within their reading level range from our library, bookshop or home bookshelf
- students taking a multiple choice comprehension quiz on the book they have just finished reading
- students gaining points for every successful comprehension quiz
- students taking further reading tests at the start of each term followed by school intervention if necessary

Parents/Carers can gain access to their daughter's reading progress and a database of reading books with quizzes at each reading level via the internet.

The School Library is open from 8:00am to 5:00pm. Our current library stock of books has thousands of titles that have matching tests on the Accelerated Reader programme. All students can gain remote access via the internet to the school library to browse and reserve books, write reviews and see what others are reading.



Support for Learning



Students are supported in their learning according to their individual needs in a variety of ways.

Learning Support Department

A team of teachers and learning support assistants work with students that need particular help in their work. Students who have special educational needs such as learning needs or disabilities will receive the support that matches their individual needs. This support might include in classroom support, small group or one to one interventions. We work closely with all local primary schools to make sure that we have all the relevant information about the students who will be joining Connaught. Parents/carers are involved in, and informed of, their daughter's progress at all stages.

Academic Tutoring

Students who have not made expected progress in English or Mathematics at primary school receive 'catch-up' intervention sessions from school staff during the school day. Students in receipt of free school meals that need extra help to secure a good GCSE grade in English or Mathematics are offered weekly one-to-two tutoring at the end of the school day from our partner 'Action Tutoring'.

More Able Students

The school has a register of more-able students and their progress is monitored carefully. A wide range of in-class and extra-curricular extension activities are provided to extend and challenge the most able students.

The school organises a wide range of extension activities to enrich the curriculum, including taking students to university lectures and open day visits.



Homework

All students are expected to complete homework, which is set daily in accordance with the school's homework policy.

The amount and type of homework varies according to the year and subject. Students record the details of each homework task into their diary. Parents/carers are asked to check the diary to ensure that their daughter is recording and completing homework.

The regular completion of homework extends, reinforces and prepares students for what is learnt in the classroom as well as teaching important skills: self-reliance, effective organisation and the meeting of deadlines. Students have the opportunity to complete homework in supervised sessions during the lunch break and before and after school in our School Library.

Pastoral Care

We are committed to creating a caring and supportiveschoolinwhichstudentsfeelsafe and secure.

"The behaviour of pupils is also a strength of the school. Pupils are polite and aware of the importance of behaving well" (Ofsted)

We benefit from being a small school where each and every student is encouraged to build positive relationships with staff and fellow pupils based on mutual respect, tolerance and consideration.

All staff have a responsibility to ensure that students are not only happy and fulfilled at school, but also working to the best of their ability. Each student is a member of a tutor group and a form tutor is responsible for the day-to-day pastoral care of that group. The tutor is a key figure in a student's school life and has a particular role to play in ensuring that behaviour is excellent, that school rules are followed and that support is given to students so they can achieve at the highest level. Overseeing this is a dedicated Head of Year who together with the form tutor works to ensure the academic progress and overall well-being of all students. The pastoral team works hard to ensure that all students are confident individuals and responsible citizens who have a strong sense of their own place in the world.

High levels of attendance and punctuality matter at Connaught School for Girls: both impact upon learning and the ability of every student to fulfil their potential. We are committed to providing education of the highest quality and in doing so offer our full support to parents and students in promoting excellent school attendance and punctuality for all.

We encourage students to take pride in all that they do and to set high standards for themselves both inside and outside the classroom. We celebrate success at every opportunity: in lessons, assemblies, at our Celebration Evening for Year 11 and through our credits and postcards rewards system.



Student Voice & Parent Partnership

The views of our students are valued greatly.

Students are given the chance to contribute to future developments of the school through their tutor group's School Council representative. The headteacher meets with student representatives on a regular basis. School Council initiatives have included: ideas for improving school facilities, improving lunches and charity work. School Council also play a very important role in shaping school policies including our Learning, Marking and Written Feedback and Homework Policies.

Parents/carers receive reports on their daughter's academic progress each term and consultation evenings are held annually when there is an opportunity to discuss progress with individual teachers, although parents/carers are always welcome to come to school to discuss any concerns during the school year.

We hold regular 'Time4Us' workshops for parents/carers throughout the academic year. Every workshop begins with an informal opportunity to meet with school leaders followed by a session on one of a variety of themes that include 'Year 7 Ready to Learn', 'Improving Reading', 'Post-16 Pathways' 'Helping my daughter with her Maths and English', 'Helping your daughter prepare for GCSEs' and 'Online Safety'.

Communication includes a half-termly school newsletter from the headteacher, our website and letters about specific events. In addition to electronic communication through the school website, we ask parents/carers to keep in touch with us through the use of their daughter's school diary.

This diary is an essential tool in the three-way communication between the student, their family and the school. It is a daily point of contact between home and school, containing information that includes details about uniform, timetable, timing of the school day, homework and expectations. Parents/carers are asked to sign it weekly and to send brief notes to the form tutor and teachers via the diary.



Extra Curricular

We offer a wide range of extra-curricular clubs at lunchtimes and after school.

Curriculum subjects arrange activities where girls might extend and develop their interests or get extra help and advice. In addition, there are clubs which allow girls to share a special interest – such as photography, rowing or film club. During every academic year Year 9 and 10 students undertake training and practical activities towards the Duke of Edinburgh Bronze Award. In addition, a variety of sporting activities, clubs and fixtures are offered including netball, basketball and athletics.

The school has a thriving choir which regularly performs at school events and celebrations. Our steel band is also an uplifting feature of our celebrations. After-school drama clubs and musical instrument lessons have led to some excellent productions, our very enjoyable annual Christmas concert and captivating presentation evenings from the Drama and Music departments in the summer term.

Educational Visits

Each year students take part in visits to places of interest in support of the curriculum. These visits include:

- Humanities visit to St Albans, Rochester or Canterbury
- History visit to Belgian war cemeteries
- Geography field work
- Art visits to London galleries and the Olympic Park
- Visits to local colleges
- Business languages competition
- Visits to visit to Oxbridge and Russell Group Universities
- Summer one-day visit to Wissant, France
- Science university lectures, museums and competitions
- Regular theatre visits

There are also residential visits organised each year. In recent years these visits have included languages visits abroad, the Duke of Edinburgh Award residential weekend and GCSE Geography field work to Swanage. We regard these visits as a very important part of a girl's development, both academic and social.

“The school balances the need for cohesion and consistency with an ability to respond to and encourage individuality” (Yr 10 Parent)



School for Girls

