



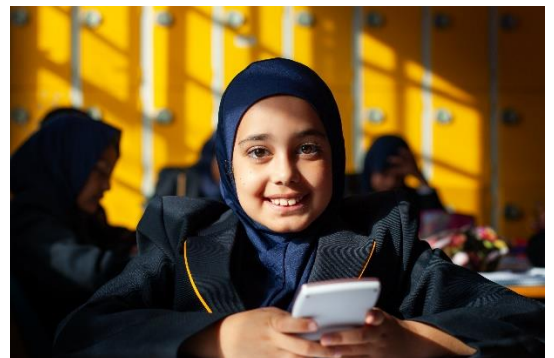
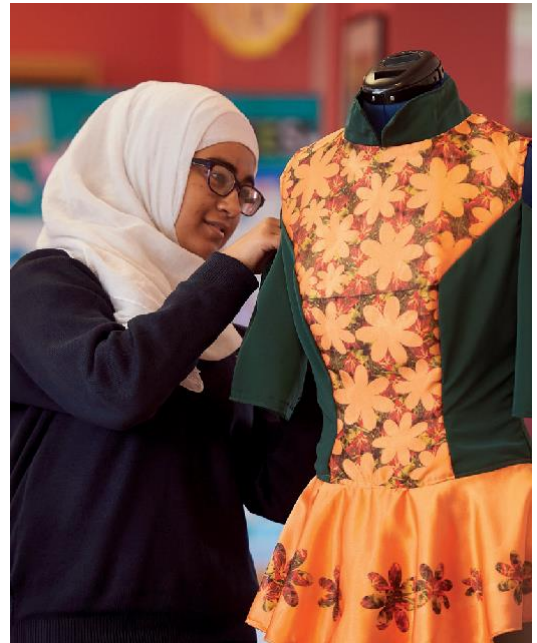
Connaught

School for Girls

Headteacher application pack
April 2022

Seize the Day

EXCELLENCE. RESILIENCE. INCLUSION



Message from the Chair of Governors



April 2022

Dear Applicant,

Headteacher, Connaught School for Girls

Thank you for your interest in the above post. This vacancy has arisen due to the forthcoming departure of Ms Avani Higgins after 3 successful years with us.

The Governors of Connaught School for Girls are looking for an exceptional headteacher with vision, drive, leadership skills and a proven track record to build on the school's history of success.

Connaught is a single sex, academy school, educating girls between the ages of 11 and 16. We are currently exploring the possibility of entering into 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 Chair of Governors prior to application please contact me hannahwoodx@yahoo.co.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

Hannah Wood
Chair of Governors
Connaught School for Girls

Application Process

Please see below the key dates in the application process:

1. Closing Date – 10am on Tuesday, 3rd May 2022. 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 Chair of Governors, Hannah Wood hannahwoodx@yahoo.co.uk
3. The shortlisting meeting has been scheduled for Wednesday 4th May 2022. Successful candidates will receive communication by 6th 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 Wednesday, 11th May 2022. A small number of candidates will be selected for final presentation and interview on the following day, Thursday, 12th May 2022.

This pack includes the following:

1. Letter from the Chair of Governors
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: Headteacher
Reports to: Chair of Governing Body
Start Date: September 2022

Purpose of the post

To provide professional leadership of Connaught School for Girls which secures its continuing success and improvement, ensuring high quality education for all its students and excellent standards of learning and achievement.

Headteacher Responsibilities:-

This job description reflects and references the DfE Headteacher Standards 2020

Ethics and Behaviour:

- build relationships rooted in mutual respect, and always observe proper boundaries appropriate to this professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit the position, students' vulnerability or might lead students to break the law

As the leader of Connaught School for Girls : Community and profession

- serve in the best interests of Connaught School for Girls students
- conduct yourself in a manner compatible with this influential position in society by behaving ethically, fulfilling the professional responsibilities, and modelling the behaviour of a good citizen
- uphold the obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for your own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

School Culture:

- strengthen and sustain the school vision and ethos in partnership with the Local Governing Board and through consultation with the school community
- continue to create a culture where students experience a positive and enriching school life
- uphold ambitious educational standards which 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

Teaching:

- establish and sustain high-quality, expert teaching across all subjects and key stages, built on an evidence-informed understanding of effective teaching and how students learn
- ensure that effective strategies are in place, closely monitored and reviewed, to continue to rapidly close the gap for disadvantaged students and other vulnerable groups
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment to shape and develop the curriculum

Curriculum and 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 with access to professional networks and communities
- ensure that all students develop their reading the provision of evidence-informed approaches
- ensure valid, dependable, and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum

Behaviour:

- establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students
- ensure high standards of student 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

Additional and Special Educational Needs and Disabilities:

- ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- establish and sustain 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 and special educational needs and disabilities of students, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties regarding the SEND code of practice

Professional Development:

- 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 which 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

Organisational Management:

- 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 in line with the School's Development Plan, 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

Continuous School Improvement:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit the school's effectiveness, and identify priority areas for improvement
- develop 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
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in Partnership:

- forge constructive relationships beyond the school, working in partnership with parents, carers, and the local community
- commit the school to collaborate 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:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with the Governing Body
- 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

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

This person specification reflects and references the DfE Headteachers Standards 2020

A = APPLICATION **I** = INTERVIEW **E** = EXERCISE

	E = Essential D = Desirable	Assessed by
Qualifications		
Honours degree level qualification	E	A
QTS	E	A
NPQH	D	A
Evidence of appropriate and recent professional career development for the role of Headteacher	E	A
Current safer recruitment training	D	A
Knowledge		
Governance structure and operation	E	A
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
Staff appraisal systems	E	A, I
Curriculum requirements (statutory) and planning	E	A, I
Current learning and teaching quality performance measures	E	A, I
School funding processes and financial systems	D	A, I
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 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
Uphold the Nolan Principles; selflessness, integrity, objectivity, accountability, openness, honesty and leadership.	E	A

Experience	E = Essential D = Desirable	Assessed by
Significant senior leadership experience as Headteacher or a Deputy	E	A
Active membership of Governing Body and/or 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
Proven record of effective engagement with parents/carers	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.



Seize the Day
EXCELLENCE. RESILIENCE.
INCLUSION



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.

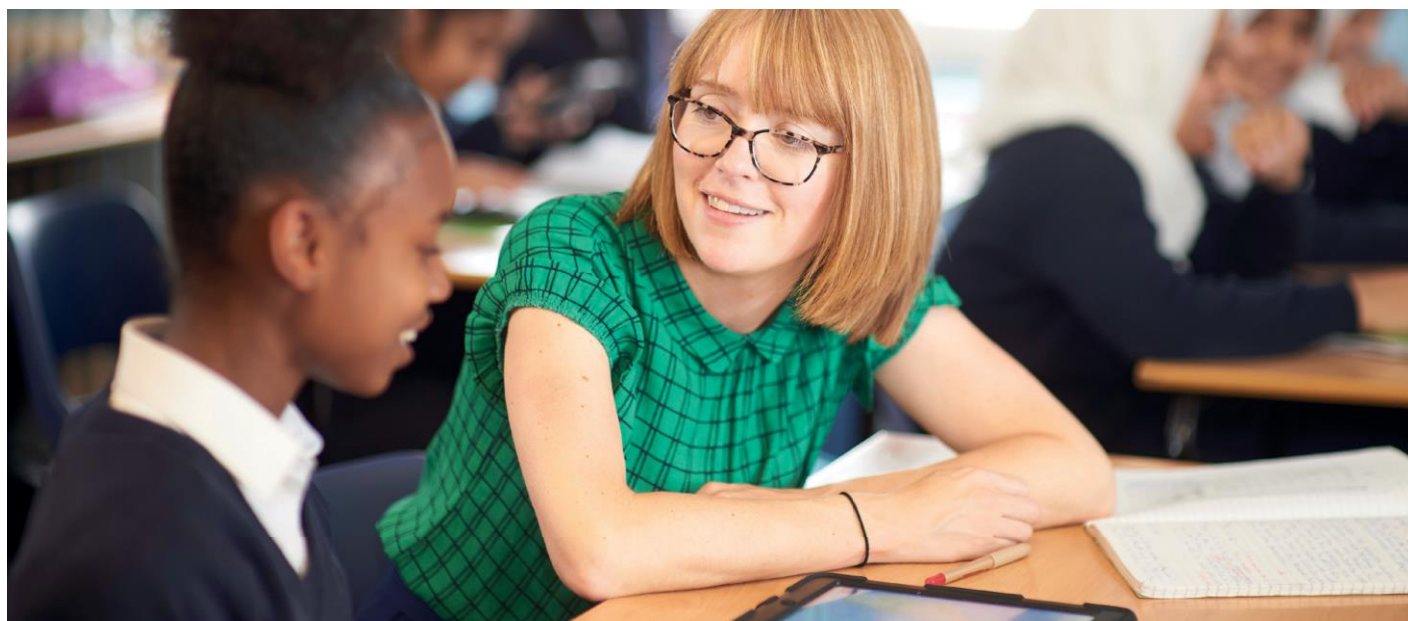
Teaching is supported by effective use of up-to-date technology. Every classroom has an interactive whiteboard, projector, screen and wall-mounted speakers. There are dedicated computer rooms, and the school library, each with 30 computers running the latest software applications. There are mobile laptop 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)



"I feel safe here and I enjoy coming to school" (Yr 8 Student)

Seize the Day

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.



Seize the Day

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 supportive school in which students feel safe 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.



Seize the Day

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)

Seize the Day



Connaught

School for Girls

Connaught School for Girls
Dyers Hall Road
Leytonstone
London
E11 4AE

Pedestrian entrance: Dyers Hall Road, E11 4AE

Telephone: 020 8539 3029

Email: school@connaught-cloud.co.uk

Website: www.connaught-school.co.uk



Seize the Day

EXCELLENCE. RESILIENCE. INCLUSION



@connaughtsfg

connaughtschoolforgirls

@connaughtschool