



# George Mitchell School



## HEADTEACHER

Applicant recruitment pack



## Letter from the Chair of Governors

Dear Applicant,

Thank you for your interest in the role of Headteacher at George Mitchell School. I am delighted that you are considering applying to lead our brilliant all-through school. This vacancy has arisen because our current headteacher is retiring after eight years of successful leadership.

George Mitchell is a wonderful school within a friendly local community. Our students are ambitious and hard-working - they embody our school motto that 'more is in me' by meeting our high aspirations, embracing the range of opportunities extended to them, both during and beyond the school day. This is illustrated by excellent examination results and also by the students' maturity and sense of responsibility, community and fun.

As an all-through school, George Mitchell's primary and secondary phases are based on separate sites within the same vicinity. Despite this, it is extremely important that we retain the 'whole school' ethos that has served our school so well. Should you be successful, you will be leading an ambitious and accomplished all-through senior leadership team, each of whom manage at least one whole-school responsibility.

George Mitchell School is in an exciting period of development as we aim to challenge ourselves to excel in all areas of the curriculum and provision. We are making every effort to become an Outstanding school, not just by building on our own best practice but also by looking outward for innovation and advancement.

We are proud of the fact that our inclusive curriculum is both carefully shaped to the needs of a diverse range of students (in both phases) whilst being highly academic. We seek to nurture our children's talents and abilities, as well as encouraging our young people to become confident, mature, and responsible members of society who have the ability to fulfil their ambitions.

Our new headteacher must have strong interpersonal skills, as well as being a supportive leader who is passionate and knowledgeable about pursuing quality teaching and learning in schools; they must also possess the ability to navigate the corporate challenges of a modern school seeking an outstanding rating from Ofsted. The personal specification provides a more comprehensive list of the qualities we are seeking; however in essence, we want to appoint a leader with the confidence, wisdom, and experience to take the school forward; someone who builds on what is currently good to achieve the excellence that we are fervently striving for in our desire to be an outstanding school.

Thank you for your consideration and good luck with your application which I look forward to receiving.

Kind regards,

Dionne Campbell-Mark

(Chair of Governors)



## George Mitchell School's Mission Statement

Our motto 'More is in Me' applies to everyone in our school community. We expect and encourage students, staff and families to push beyond themselves to improve their skills so that our students are given the best learning opportunities in school and at home.

At George Mitchell School we expect our students to develop

- A thirst for learning and a desire to achieve their best at all times
- Respect for themselves and others
- The ability to make safe and informed choices about what they do

We aim to provide an aspirational and excellent academic environment that supports students to make sustained progress from Nursery to Year 11. In our school, learning comes first.

Through their time at George Mitchell School, we want our children to develop the confidence to take on new challenges and resilience to overcome difficulties. We want them to understand how to take up an effective role in Modern Britain and develop an awareness of wider world issues.

We want our students to leave George Mitchell School as secure and healthy individuals who are self-reliant, assured and motivated to succeed in life. We will ensure they are equipped with the skills necessary to explore the many opportunities available to them in the world today.

### **How is this achieved?**

Our teaching is innovative and challenging. Students achieve most when they enjoy their learning so we encourage active participation in the classroom. Through high standards of teaching, thorough preparation and extracurricular revision, our dedicated staff help students to achieve their best in examinations.

George Mitchell School has a progressive and inclusive curriculum. At Key Stage 3 our students follow the National Curriculum and are taught in mixed ability tutor groups with setting in some subjects. Key stage 4 students follow a core programme but choose an options pathway appropriate to each individual. During the transition from Key Stage 3 to 4, students and families receive comprehensive support in their pathways and careers decisions to ensure students' future success.

We focus on developing career and life skills that enable students to make the most of future opportunities. ICT is used effectively to bring the curriculum to life and to stimulate and engage students in their learning. We offer a wide range of extra-curricular activities which enable students to showcase their talents.

The school is committed to maintaining a safe and positive environment that is conducive to learning. We foster an ethos that values respect, tolerance and co-operation – a robust system of rewards and sanctions supports this, and relationships between staff and students are excellent.

Exceptional pastoral care supports our students' personal development, builds their self-esteem and underpins their progress. Where possible, Learning Leaders and Tutors remain with students throughout their school career, getting to know them really well and provide a clear point of contact for parents.



## More about George Mitchell School

George Mitchell School is committed to providing an outstanding, all round education for every child.

The school has three phases; reception/early years, primary and secondary. We have just under 1000 pupils, of which 40 are in the reception, 420 are in primary and 600 are in secondary. We were oversubscribed by 53 pupils this year in the secondary phase. Combined we have 60 teaching staff and 32 support staff.

George Mitchell School serves an ethnically diverse community and the majority of students are from minority ethnic backgrounds. The proportion of students who speak English as an additional language (EAL) is above average and this is representative of the demographics of Waltham Forest.

The school is also committed to safeguarding and promoting the welfare of our children. We are also committed to Safer Recruitment practices and procedures. Shortlisted applicants will be questioned about their commitment to the safeguarding of young people and the successful candidate will be subject to an enhanced DBS clearance.

George Mitchell School is part of the Partnership Learning Multi-Academy Trust which works closely with the school on strategic issues but leaves the day-to-day management of the school to school leaders. More information about Partnership Learning can be found at [www.partnershiplearning.com](http://www.partnershiplearning.com).

The governing body at George Mitchell School has responsibilities delegated by the trust and is very ambitious for the school. The relationship is constructive, mutually respectful, wholly supportive and we expect the successful applicant to work with them productively to ensure the school's progress and development.

## Ofsted

Our most recent Ofsted report in January 2016 graded the school 'Good'.

Ofsted praised the good leadership, teaching and the rapid improvements seen and we have set our sights on becoming an Outstanding school in the future. Our Ofsted report can be found at <https://files.api.beta.ofsted.gov.uk/v1/file/2542288>

There were many complimentary comments in the Ofsted report including:

“ The school is improving quickly and securely. The Headteacher, senior leadership team and members of the governing body are ambitious for the school. They have devoted their energy to driving successful improvements to teaching and pupils' outcomes across the school. The school puts the students at the heart of its inclusive ethos”

“ Teaching, learning and assessment is good across the school because leaders identify where teaching needs to improve and provide training and coaching that secures swift improvements.

“Pupils attend school regularly and have positive attitudes to learning. They behave well in lessons and around the school. Pupils are polite and well mannered.”



## Wellbeing, Amenities and Facilities

### **Impact Fridays**

The primary and secondary have recently introduced 'Impact Fridays' with a pacier day and an earlier finish for students, allowing everyone a pleasant start to the weekend. On Fridays, the school day finishes at 1.15 pm in the primary and 1.30 pm in the secondary.

### **Staff activities**

There are a number of enjoyable activities that take place after school for those staff who wish to get involved – these include yoga, badminton and other sporting activities.

There are also a number of staff social events.

### **Free access to our employee support helpline**

All staff and their families have access to our Employee Assistance Programme, which can offer confidential support on a range of issues including legal, financial, medical, consumer and counselling.

### **Travel and Transport**

Local transport links are good through tube and bus networks. Leyton Midland Road Overground station is a 5 minute walk away. There is parking on both sites.

### **IT Support and Working Environment**

IT support for staff is good. There is good provision and access to computers in school for staff to use. Staff can also access documents and drives with remote access facilities.

All curriculum areas have an office and storage space. Staff are mostly sited in curriculum or year specific classrooms.

The school buildings are relatively new, bright and sunny, based within a quiet supportive community with a lovely little park between the two sites.



## How to Apply

Please read this application pack carefully. In particular, look carefully at the person specification, which lists the key competencies that we are looking for. Please make sure that all sections of the application form are completed. Any applications received that are incomplete may not be accepted. Additional sheets may be used if there is insufficient space.

### **Present and Past Employment**

Starting with the most recent, list all the employers you have worked for and provide details of the job title and the period you worked for them. This information may be used to assess whether you meet the experience requirements for the post. Please list any break in employment, giving reasons.

### **References**

You must give your present or most recent employer as one of your referees.

### **Education, Qualifications and Training**

Starting with the most recent, in each section please list qualifications and training. You may continue on a separate sheet if necessary. This information may help assess whether you have a relevant qualification or meet some other requirement.

### **Supporting Statement**

Please make sure you address the criteria outlined in the job description and the person specification when writing your personal supporting statement. We highly recommend that you visit our school before applying for the position. To arrange a visit, please contact the school office on 0208 539 6198.

Your completed application form is the only basis for considering your initial suitability for the post. No assumptions will be made about your experience or skills.

### **Disclosure of Criminal Record**

George Mitchell School operates a strict pre-employment vetting process, which includes a Disclosures and Barring Service (DBS) check. Successful applicants seeking to work with children and/or young people are required to undergo an Enhanced DBS (Children and Adults) this will include a check against the barred list.

We look forward to receiving your application.



## Job Description

The Headteacher will be responsible to the Local Governing Body - and through the LGB to the Chief Executive of the Trust and the Board of Directors – for all aspects of the leadership and management of George Mitchell School, including:

- Setting high expectations and achieving challenging targets for pupil outcomes
- Monitoring effectiveness and evaluating learning outcomes.
- Curriculum delivery and implementation
- Ensuring a school-wide focus on pupil achievement, using data and benchmarks to monitor progress in every pupil's learning.
- Establishing creative, effective approaches to learning and teaching, responsive to the needs of the pupil community.
- Ensuring a culture that supports and facilitates pupil engagement in, and ownership of their own learning.
- Implementing strategies to secure high standards of behaviour and attendance.
- School level policies and procedures, within any relevant Trust guidelines
- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies, challenging underperformance and ensuring corrective action.
- Ensuring effective planning, coordination, support and evaluation, clear delegation of tasks and devolution of responsibilities.
- Developing and maintaining effective strategies and procedures for the induction, professional development and performance review of all staff.
- Managing the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruiting, retaining and deploying staff appropriately.
- Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation through performance management.
- Co-operating and working with relevant agencies, parents and other partners to ensure the well-being of children.
- Safeguarding and promoting the welfare of children
- Marketing and Pupil Recruitment
- Relations with local external partners, including the local community, the Local Authority, local schools and colleges, Voluntary Sector Providers, employers etc
- Ofsted: Preparation for and management of external inspection
- Facilities management: maintaining and improving school accommodation
- Management Information Systems and ICT



## Person Specification

A = application

R = reference

I = interview process

CRITERIA	ESSENTIAL	DESIRABLE	TESTED BY
<b>Qualifications</b>			
Good honours degree	✓		A
Qualified teacher status	✓		A
Evidence of relevant continuing professional development eg. NPQH, Teacher leaders etc		✓	A
<b>Knowledge and Skills</b>			
A clear working knowledge of how to lead curriculum development and manage innovation and change	✓		A, R, I
Successful experience of coaching or mentoring staff	✓		I
An effective communicator at all levels	✓		A, I
A strategic thinker	✓		R, I
The ability to generate a vision and influence others	✓		R, I
A clear working knowledge and understanding of the current OFSTED framework	✓		A, R, I
<b>Teaching &amp; Learning</b>			
The ability to devise and implement strategies for raising achievement and for intervention strategies	✓		A, R
A clear understanding of different models of teaching and learning	✓		A, R, I
An outstanding and effective classroom practitioner	✓		A, R, I
Knowledge of how children learn, develop and progress	✓		R, I
A clear understanding of assessment procedures	✓		A, R
An ability to recognise and encourage outstanding practice	✓		A, I



CRITERIA	ESSENTIAL	DESIRABLE	TESTED BY
<b>Developing self and working with others</b>			
Recent experience as a Senior Leader in education	✓		A
Experience of working in more than one key stage	✓		A, I
Experience of delivering INSET	✓		A, R
The ability to develop, empower and sustain teams and individuals	✓		R, I
The ability to give and receive effective feedback and act to improve personal performance	✓		R, I
Experience of making effective use of school to school support	✓		A
<b>Managing the Organisation</b>			
An understanding of the principals of effective management, delegation and organisation	✓		A, R, I
Experience of performance management	✓		A, R
The ability to prioritise and manage time effectively	✓		R, I
The ability to make decisions and act upon them	✓		R, I
Experience of whole school budgets and financial management		✓	A, I
<b>Securing Accountability</b>			
The ability to use a range of data to support, monitor and improve aspects of school life	✓		R, I
Experience of effective school evaluation	✓		A, R
The ability to acknowledge excellence and challenge performance that is not yet good	✓		R, I



CRITERIA	ESSENTIAL	DESIRABLE	TESTED BY
<b>Strengthening the Community</b>			
Experience of successful collaborative working with other organisations and agencies	✓		A, R, I
The ability to work effectively with parents and carers to support their children's learning	✓		A, R, I
The ability to listen to, reflect and act on community feedback	✓		A, R
<b>Personal Qualities</b>			
Stamina	✓		R
Excellent interpersonal skills	✓		R, I
High expectations and aspirations	✓		R, I
Level headedness	✓		R, I
A sense of humour	✓		R, I
Motivation and drive	✓		R, I

