



HEADTEACHER APPLICATION PACK

DREAM / BELIEVE / ACHIEVE

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Welcome from our Chair of Governors



Dear Applicant,

Thank you for your interest in the role of Headteacher. We are delighted that you see Falconer School as a school where you can make an impact. We know that Falconer School will provide an outstanding opportunity as you seek to make the next step in your career.

The Governors at Falconer School are proud to be part of a 'Good' school with an 'Outstanding' residential unit. We believe that a key part of this success is the strong links and relationships that have been developed between staff, students, parents and the broader school community.

In recruiting a Headteacher we are seeking someone to shape and share our vision and ethos. We recognise that there are many challenges in the education system and that there are further changes ahead. By working together, we want to ensure that Falconer School maintains its wonderful learning environment for every pupil and proactively prepares to thrive in an uncertain future.

If you think you have what it takes to drive Falconer School forward then please come and visit us, speak to the current Head and talk with the children.

We will be inviting those applicants short-listed to attend an interview day on 2nd April and 3rd April 2019. We will share more details about the interview day in due course.

To arrange a visit to the school or should you have any questions, please contact Susan English on 0208 950 2505.

Thank you for your interest in Falconer School. My colleagues and I look forward to meeting and interviewing motivated candidates interested in taking on this important and exciting new challenge.

Yours faithfully,

Mary Reid

Chair of Governors



About our school

Falconer School is a special school for boys aged 11 – 16 that specialises in working with boys who have social, emotional and mental health difficulties. Our students are valued as individuals and we believe every child can succeed in life, if challenged and inspired appropriately.

A strong focus on an academic curriculum, supported by a range of extra-curricular activities, residential and social activities, helps Falconer students to develop as individuals with the necessary skills to be responsible and successful in adult life.

Our progress is rapidly improving and staff, students, governors and parents are all committed to the future success of our school. With new systems firmly embedded in place to monitor progress and reward students, together we are committed to raising standards of achievement for all.

We pride ourselves on the quality of education we provide our boys to develop and transform into well rounded, emotionally resilient and well-educated young gentleman.



Our School House

We have an ‘outstanding’ residential provision in the School House for 8 students which offers a safe, secure and fun atmosphere in which our boarders can enjoy learning and developing socially and emotionally.

Alongside this, we offer our extended day programme which provides the opportunity for even more members of the school community to stay after school for a few hours enjoying activities such as football, multi sports, art, cooking and life skills.

We have numerous activities within school house during the evenings ranging from sports such as football, handball, street hockey and American football to quasar, cinema, climbing, archery, potholing, ICT and Art, to name just a few.

Our boarders thrive in a stimulating, safe and rewarding environment that reflects the ethos of the school.

We aim to help all our boarders to be able to leave our provision with a vast array of knowledge and life long skills.



Our Ethos and Aims

Our school motto is ‘Dream, Believe, Achieve’, and this reflects the ethos of our school.

Our aim is to provide a strong, personalised curriculum that caters for the individual needs of all our students, as well as a comprehensive support programme that helps develop students’ emotional resilience and self-esteem.

Our blend of traditional values combined with creativity and innovation offers a rich environment for progress.

Our vision is to deliver World Class learning to all students. We have high expectations for all students academic progress and behaviour and a comprehensive rewards system that encourages students to do well and ensure they feel safe and able to meet both the challenges we set at school, and the challenges of life after school.

We operate a House system, where every pupil and staff member is assigned a house. The House System is designed to incorporate the values and ethos of the school and aims to be an integral part of our school community.



What we are looking for

The Governing Body want to appoint a new Headteacher who:

Can build on Falconer's successes and achievements and take forward the school's vision and ethos.

Can provide strong leadership and help us develop strong links with families, partners, schools, employers and our community.

Has high aspirations for our students, to ensure the individual needs of our boys are catered for and they are challenged and inspired to succeed in life.

Has experience within special schools either as a Senior Leader or SENCO and the ability to develop and lead an experienced staff team and students with a range of needs.



Domain 1 - Qualities and knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the students with social, emotional and mental health difficulties.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel.

Domain 2 - Students and staff

1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
2. Secure excellent teaching across the school through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design for this age range.
3. This is likely to include an understanding of spaces to play an outdoor learning to enrich curriculum opportunities and students' well-being.
4. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within the school, drawing on and conducting relevant research and robust data analysis.
5. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
6. Hold all staff to account for their professional conduct and practice.
7. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

Domain 3 - Systems and processes

1. Ensure that the school's systems, organisation and processes are well considered, are efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff across the school, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the school governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources across the school, in the best interests of students' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Domain 4 - Self-improving school system

1. Create an outward-facing school which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.



Person Specification

Important information for candidates who are thinking of applying for this headteacher post.

Please ensure that you provide evidence relating to the person specification. A candidate will only be considered for shortlisting and move forward for the subsequent person specification sections if they meet all 5 areas within the qualifications and knowledge section.

It is important to provide examples using the STAR acronym (situation, task, action, result) relating to the person specification criteria. This will be evidenced via Application (A), Interview (I) and/or References (R)

Criteria	Essential or Desirable	A, I or R
Qualifications & Knowledge		
Qualified teacher status	E	A
Degree or Equivalent	E	A
Professional Development		
Evidence of appropriate professional development for the role of Headteacher	E	A
Evidence of recent leadership and management professional development	E	A
Has successfully undertaken appropriate Child Protection training/Designated Senior Leader training	E	A
Has successfully undertaken approved 'safer recruitment' training	E	A
Whole School Leadership and Management Experience		
Recent successful leadership as a highly successful Head, or Deputy Headteacher	E	A, I, R
Have taken an active involvement in school self-evaluation and development planning	E	A, I
Experience of implementing a strategic plan across the whole school, identifying priorities and evaluating the impact	D	A, I
Experience of leading change effectively and successfully	D	A, I
Evidence of excellent communication and dialogue with the parent body	E	A, I
Knowledge and understanding of strategic financial planning and budgetary management and their contribution to school development and pupil achievement	D	A, I

Person Specification

Criteria	Essential or Desirable	A, I, R
Whole School Leadership and Management Experience		
Successful record of conducting staff performance management	E	A
Have had responsibility for whole school policy development and implementation	D	A, I
Experience of working with all stakeholders, including governors and school improvement partners	E	A, I
Absolute commitment to safeguarding	E	A, I, R
Evidence of commitment to promoting health and safety and the welfare of children	E	A, I, R
Absolute commitment to inclusion	E	A, I, R
Knowledge and experience of working with children with autism	E	A, I, R
An ability to understand the needs of children with challenging behaviours	E	A, I, R
Leadership Skills		
Ability to articulate a clear vision for the future	E	I
Proven record of inspiring, enabling and motivating others to succeed	E	A, I, R
Able to delegate and effectively achieve outcomes and provide development opportunities for staff	E	A, I, R
Excellent communication skills, including written and verbal communication skills which will be assessed at all stages of the process	E	A, I
Ability to build effective relationships with staff, parents, governors and other stakeholders	E	A, I

Person Specification

Criteria	Essential or Desirable	A, I, R
Personal Qualities		
A genuine passion for education, coupled with the ability and enthusiasm, to see every child fulfil their potential	E	A, I, R
Leads by example with integrity and resilience	E	A, I, R
Visible and approachable, empathetic and enjoys engaging with children, staff, parents and the wider community	E	I, R
Demonstrates resilience whilst also showing compassion in dealing with issues	E	I, R
A people person who actively enjoys communication with the different stake holders in the school community (including listening to and inspiring children, staff, parents and the wider community)	E	I, R
Able to take a dynamic approach to the changing needs of the school population	E	I, R
Flexible leadership style, beings 'hands on' when required balanced with knowing when to delegate	E	A, I, R
Demonstrate a capacity for sustained hard work with energy and enthusiasm	E	I, R

Completing your Application Form

Application Form

Using the standard application form provided (CVs are not accepted) please complete all aspects of the form fully. Include your full work history with no unexplained gaps since leaving school education. Include all the training you have completed, particularly those in recent years which have helped to prepare you for headship.

Person Specification and Personal Statement

When writing your responses, it is really important you address each of the requirements in the person specification. Ensure that you give evidence of additional aspects such as training and qualifications, together with your background and experience within the personal statement.

Covering letter

You may also wish to include a covering letter of no more than two sides of A4 paper and at a font size of no less than Arial size 11.

References

Please make sure your referees are aware of your application and that they are able to provide a swift turn around. Preferred referees are your last two employers and you should provide their official organisation email address for us to contact. One referee is likely to be your last Headteacher or Chair of Governors.



Important dates and information

Leadership range	£71,480 - £82,614 + £5,052 Residential Allowance +Relocation Package available up to 6k*
Leadership pay range	L24 up to L30
Start date	1st September 2019
Closing date	Friday 22nd March 2019 – 9.00am
Shortlisting date	Tuesday 26th March 2019
Interview date	Tuesday 2nd April & 3rd April 2019

* For removal costs and estate agent fees

Visits to the school	To arrange a visit to the school or should you have any questions, please contact Susan English on 0208 950 2505.
Visit the school website	http://falconer.herts.sch.uk/
Visit the Teach in Herts website	www.teachinherts.co.uk
Send your completed application form to	recruitment@falconer.herts.sch.uk
Any questions – please contact Susan English	0208 950 2505

Falconer School is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. This post will require an Enhanced Disclosure and Barring Service check (DBS).



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