



Head Teacher

Candidate Pack

Winter 20/21

Welcome

Thank you for taking the time to consider this exciting opportunity. Woodside High School is a large mixed 11-16 comprehensive school, serving a diverse community. Education is our prime focus alongside which every person is valued and treated as an individual. We are looking forward to welcoming a new Head Teacher with a strong desire to continue to develop and extend the opportunities for the young people of Haringey.

We hope you like what you read in this pack, which has been put together to tell potential candidates more about this exciting role. We also encourage you to watch some of our school videos available online, because these give our students a chance to speak for themselves about their commitment to and enjoyment of life at Woodside High School: https://youtube.com/playlist?list=PLq8AM35T0aUz2TO6_GWwuZMx2AHfDh1-K

Woodside is an exceptional educational establishment where students make outstanding progress. In summer 2020 our results showed that students here made on average $\frac{3}{4}$ of a grade more progress than national expectations. This is part of a three year trend of improving outcomes, following an extensive and comprehensive curriculum review. Nearly all our students move on to higher education, apprenticeships or training and a large number then progress into university to attain degrees in a wide range of subjects. Our students come from a variety of backgrounds both culturally and economically, but at Woodside we have high aspirations for all our young people. We demand a lot of them, we don't settle for anything but the best for them and from them. Our students have access to outstanding opportunities that extend their learning beyond the classroom and we believe this helps them to have a fully rounded, exciting learning experience. We want all members of our community to have a highly educational, enriching and supportive experience in their time at Woodside.

What makes Woodside special is that, in addition to academic progress brought about by outstanding teaching, students, staff, parents and carers champion a set of core values, including a commitment to respect equality and diversity. These Shared Values underpin everything that we do. Woodside is a community where we want everyone to feel supported, safe and happy. You can read more about our Shared Values here: <https://woodsidehighschool.co.uk/The-School/Woodside-Shared-Values/>

Our new Head Teacher will start in September 2021, when the role becomes vacant following a period of interim leadership in which the school has been well led and steered through a challenging period brought about by the national pandemic situation.

We look forward to receiving applications from senior leaders with a passion for young people and committed to learning and enthused by our values and ethos. Someone who will celebrate with us the richness of our diverse school community and see this as an opportunity to make a real difference in the life chances of those young people. We wish to appoint an imaginative, innovative and supportive Head Teacher – someone who looks inwards and outwards and has a track record of getting things done. We were graded an Ofsted Outstanding school in 2014, but we have not been complacent. We have ambition for Woodside to develop further and are looking for a Head Teacher who will help us achieve our aims.

Please visit our website for further information <https://www.woodsidehighschool.co.uk/>

Woodside High strives to be an equal opportunities employer and is committed to diversity amongst its staff. The school therefore encourages and welcomes applications from people of minority ethnic origin and people with disabilities, as well as candidates from other groups. We will make any reasonable adjustments for disabled people to enable equal access to the recruitment process and on-going employment.

Our actions are guided by our core values which outline our principles as an organisation and govern how we work. We expect everyone at Woodside High to be committed to equality and fairness in all aspects of their work.

Woodside High School

Woodside High School is a school for 11-16 year old students which serves a multi-cultural community in Haringey. It provides a family feel in a community where diversity is celebrated and kindness is valued. Pupils are encouraged to work hard and support each other. The school expects students to recognise that every school day counts and that regular attendance leads to the best outcomes. Education is our core purpose and we aim to give every student the best opportunity to leave Woodside equipped for a future which is enjoyable, enriching and aspirational.

Students are exceedingly proud of their school and when one was asked if he liked his school, he promptly responded, "Yes – 100%!"

Challenge Partners Network of Excellence Report

Sixth form colleges find that pupils joining them from Woodside High School are engaged, mature and motivated to learn. This is because Woodside High School aims to create an education that gives every child the opportunity, not just to excel at exams, but to grow as a person and to discover the joy of learning. The school wants every student to leave it as a highly qualified, confident and articulate young adult.

A reflection of the effectiveness of this approach is that Woodside is oversubscribed.

The school has a record of innovation. Its elective curriculum in Year 9 allows students to choose three electives from a selection of 30 subjects including printing, painting and pottery, stock market trading, Classical Civilizations and Mandarin, not just as a taster before choosing GCSEs but also as a chance to discover their intrinsic motivations.

The school has a comprehensive educational offering. A broad and balanced curriculum is delivered in well-equipped specialist rooms by staff who are teaching within their speciality. The school's science laboratories, design technology rooms, music and dance studios and both indoor and outdoor PE facilities allow students access to the equipment they need to succeed in these practically-based subject areas. Woodside's languages department is strong and offers not just Spanish and French but also GCSE in many of the 57 other home languages of Woodside's students. The school works hard with its students individually during the options process in Y9 to encourage them to select subjects which play to their strengths and interests. Although many do not have a dedicated career path at this early stage in their learning journey, the school carefully crafts a curriculum which keeps doors open and allows access to a myriad of opportunities both academic and vocational as they progress and mature. At Woodside it is not the belief that 'these children' cannot access the highest echelons of power in any field they choose to access. 'Woodsiders can' is the message sent out every day. Some of the students' parents/carers will have benefited from education and some have not. Many of Woodside's young people will be the first in their families to stay in education or training post 16, and the school prepares them well to be the leaders of their families into the joys and rewards of learning. It is also hoped that this will enable them to follow a successful and enriching career in which they can make a difference to the futures of others.

"The positive relationships between staff and students allow for a highly effective learning environment. Students are mutually supportive of each other and are not afraid to take risks in their learning."

Challenge Partners Network of Excellence Report

Great outcomes for students come from motivated, supported and well-trained staff who have a passion for their subject and for learning. Woodside is a part of the New River Teaching Alliance. Developing and nurturing teachers as people and professionals is key to Woodside's success. The school removed formal lesson observations and learning walks in September 2018. A programme of incremental coaching was introduced instead, which has been received accreditation from the SSAT. Every teacher is coached by a trained coach who is not their line manager. This programme is about support and growth for teachers and the best outcomes for the students, not about judgement. Coaching carries on throughout the academic year. Staff are trusted as professionals to improve their own teaching and coaches are given time to coach. The results have been exciting. Teachers' confidence has built, lessons are more engaging, results have improved. Department Leaders still have responsibility for

curriculum innovation, development and delivery and for supporting their team in the classroom situation.

Ofsted Outstanding but never complacent

In 2014, Ofsted Inspectors declared Woodside High School to be an 'Outstanding' school for the second time, praising Woodside's emphasis on student well-being and noting that "students' progress in English and mathematics is significantly faster than the progress of students in most schools". The report highlights that students are motivated and enthusiastic: "Students' behaviour is outstanding. Students are happy and proud to attend the school, demonstrating excellent attitudes to learning".

"Students' well-being is at the heart of the school's ethos"

Ofsted Report 2014

The school has not rested on its laurels, believing that self-evaluation is a crucial part of the school's ongoing cycle of review and planning. The school gained recognition for its work on the elective curriculum from the SSAT in 2019 and has also received the SSAT Framework for Exceptional Education for Moral Purpose award.

Equality and diversity: an absolute commitment

Woodside High School's commitment to recognising and celebrating diversity has been celebrated with the award of a **Gold Cultural Diversity Quality Standard (CDQS)** by the Specialist School and Academies Trust.

Woodside High School holds the **Gold Stonewall School Champion Status**, demonstrating its commitment to challenging homophobia and transphobia.

In addition, the school has been awarded the **International Schools Awards (ISA)** for its work in embracing the curriculum from different countries. It is also a member of the **Global Learning Programme (GLP)** and the **Oxfam World Shapers Programme**. The school takes positive action to promote racial harmony and to promote positive attitudes towards life in a multicultural and multi-ethnic and multi-faith school, through assemblies, the curriculum and special projects throughout the year.

The Role

The Governors of Woodside High School wish to appoint an experienced senior leader with a passion for learning, whose educational philosophy aligns with that of the school. The person will be a leader who strongly values education as a gateway to opportunity for the students of Woodside and does not allow family background, gender, ethnicity or sexuality to be barriers to success. The Head Teacher should have a real understanding of and commitment to respect, diversity and equal opportunities and have the leadership and management skills to deliver across a range of areas. The Governors are open to the idea that this may be someone's first headship and would look to ensure that they supported such a candidate. Otherwise, this would make an ideal second headship for someone who has most likely been the head of a smaller school and is now looking for their next challenge and a move to a bigger establishment.

The incoming Head Teacher will work with a strongly committed and high performing senior team, which currently comprises two Deputy Heads, three Assistant Heads and the School Business Manager. The Head Teacher will report to the Chair of the Governing Body but will work closely with the whole board, which currently comprises people from a range of professional backgrounds, including education, and has a number of governors who have a depth of experience in that role. As a result, the incoming Head Teacher will have a range of support and insight on which to draw, beyond their own areas of expertise.

The opportunities for this Head Teacher are wide ranging. Woodside High School is currently a Single Academy Trust. The Governing Body is mindful of how the school might develop beyond this and is considering options in this regard. Whilst it is not necessary for candidates to have worked in an academy before, the Governors are looking for someone who appreciates the benefits of the partnership of the multi-academy trust system and will work with them to explore ways in which the school may advance within it. The Governors are keen that the next Head Teacher builds on Woodside's reputation for innovation and shares their ambition for what can be achieved by students and staff alike. Candidates will therefore ideally have some prior involvement in developing new initiatives and have worked at some point in their career in a high performing setting.

In addition to leading and inspiring the Woodside community, the Head Teacher will demonstrate effective management skills to ensure that the school is run in an efficient and effective way. The senior team are currently undertaking a review of a number of systems and processes, and it will be important that the next Head Teacher will be able to continue and contribute to this work, bringing with them a strong understanding of what makes schools successful.

Woodside High School plays an important role in its community and the Governors are therefore seeking to appoint someone who is also outward looking and proactive in engaging with stakeholders beyond the school gates. This will likely take many forms, but there is a particular interest in ensuring that the school continues to strive to the best it can be by seeking external validation and the sharing of best practice with other educational institutions.

Key responsibilities

- Provide skilful strategic leadership which ensures Woodside continues to be a leading and self-improving school
- Provide a learning environment and a curriculum which gives all students a first-class education
- Effectively represent and develop the ethos of the school
- Create good and productive relationships with families, community, other stakeholders and other schools
- Lead the SLT in such a way to ensure the highest standards of professional work throughout the school, promoting a culture where all staff are held to account for their professional conduct and performance
- Secure and strengthen excellent teaching for all students, drawing on a sophisticated understanding of features of successful classroom practice and curriculum design
- Ensure that students are properly motivated to learn
- Ensure that students are properly safeguarded
- Ensure that students benefit from supportive and developmental pastoral care of a very high standard
- As Accounting Offer, manage the resources of the school, including staffing, according to the ambitions of the school, but within the constraints of operational budgets
- Ensure the school's systems, organisation and processes are efficient and fit for purpose
- Lead improvement and development on the basis of evidence and knowledge about effective practice, and promote a strong culture of continuous professional development for staff
- Welcome strong governance and actively support the governing body to deliver its functions ever more effectively

This list is not exhaustive. The 2020 Headteacher's standards will apply to the post and can be found here: <https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020#section-2-headteachers-standards>

Person Specification

Skills, knowledge and experience

Essential

- At least three years of successful experience within a secondary leadership team, resulting in significant long term improvements. This will be coupled with experience of team leadership.
- A record of sustained progress in raising standards in teaching and learning, with improved outcomes for young people.
- The ability to articulate a passion for delivering high quality education to students and their families. Experience of effective financial and resource management.
- Experience of developing and sustaining positive, collaborative relationships with a wide range of internal and external stakeholders, including positive relationships at a local and strategic level to promote the continued development of the academy as a central resource for the local community.
- Experience of enrichment programmes, developing skills and attitudes for learning, preparing all students for the world of work.
- The ability to provide inspirational leadership with a 'can-do' attitude, and to generate high expectations, innovation and commitment.
- An ability to manage the legal and financial aspects of running an Academy.

- Secure knowledge and understanding of education policies and the legal and compliance framework within which schools operate.
- Ability to initiate and maintain innovative curriculum design and delivery to meet all students' needs.
- The ability to empower and develop staff and students through support and challenge, whilst delivering learning outcomes.
- Strong negotiating and influencing skills.

Desirable

- Successful experience in more than one senior leadership team.
- Experience within a school which serves a similar community to that of Woodside High School.
- The ability to recognise and create sustainable, commercial opportunities.

Personal attributes

It is expected that candidates will demonstrate the following:

- A commitment to safeguarding and promoting the physical and emotional health and well-being of young people.
- Relentless energy and passion in pursuit of the vision, working collaboratively with colleagues to achieve the common goals. Inspires commitment from others.
- Demonstrates high levels of integrity and appreciates the role that a Head Teacher plays as a role model within their community, respecting the importance of meeting high expectations of their personal conduct.
- Able to employ a range of leadership and management styles appropriately, to motivate others.
- A strong commitment to diversity and the unique contribution every individual makes to the learning community.
- Strong communication and inter-personal skills; natural relationship builder.
- Ability to work effectively under pressure. Always makes principled decisions and is also able to take difficult decisions.
- A commitment to continuous self-development.
- An aptitude and pleasure in working with young people.
- Ambitious, with high standards.
- Innovative and curious; keeps abreast of best practice across areas relevant to education and school leadership.

Education and qualifications

Essential

- A good degree
- QTS is essential
- Recent and relevant professional development is essential

Desirable

- NPQH or similar qualification

Terms

The incoming Head Teacher will take up their position on September 1st 2021.

The remuneration for the role will be dependent on experience but is likely to be within the range of £100,000 to £110,000.

Other benefits will include:

- Membership of Teachers Pensions Scheme
- Tax free bicycles through the Cycle to Work Scheme
- Childcare voucher Scheme
- Free use of the School's gym
- Transport for London season ticket loan
- Strong commitment to professional development
- Loan to assist with rental deposit

How to Apply

For more information visit www.minervasearch.com/woodside .

To apply please send a completed application form with a cover letter of no more than two pages, addressed to Noreen Graham, to woodside@minervasearch.com by no later than the 18th January 2021. Please could you also complete the Equal Opportunities Form.

For a confidential conversation please contact either Ellie Hopkins or Jo Ogilvy at woodside@minervasearch.com who will be available from 4th January 2021.

Early applications are encouraged. Applications are reviewed on an on-going basis.

Process

Woodside High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful applicant will be subject to an enhanced DBS check and will be required to undergo other necessary checks, including referencing.

Strong candidates will be invited to have a first stage interview with Minerva during January.

The shortlist will be agreed in w/c 1st February. We will notify you either way of the outcome no later than w/c 8th February.

Shortlisted candidates will be interviewed during w/c 8th February.