

# The Ashcombe School



## Appointment of Headteacher for September 2019



Headteacher: D. J. Blow, M.A.  
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## Letter from the Chair of the Trust and the Chair of Governors

Thank you for your interest in the position of Headteacher at The Ashcombe School. Our school, which is situated in the town of Dorking in Surrey, is one of three schools in the South East Surrey Schools Education Trust (SESSET), formed by the three schools in January 2017. Our collective aim is to enable each pupil to fulfil their individual potential. We share a common focus on sustaining and improving educational standards.

The forthcoming retirement of our current Headteacher, who has provided dedicated and inspirational leadership, presents an exciting opportunity to appoint an exceptional new leader. We are seeking a highly visible, hard-working, organised and data literate leader, with strong communication skills, who can carry these aims forward, champion The Ashcombe School and make a positive contribution to SESSET.

The successful candidate must have the ambition, drive, management and organisational skills, data expertise, commitment to learning and teaching, and vision to continue this journey. The post will suit an existing Headteacher wishing to progress under a Trust structure, or a Deputy Headteacher looking for their first headship.

The purpose of this pack is to provide you with the information you need to help you gain some understanding of the type of school we are, and the ethos and values that are important to us.

Under the current Headteacher's leadership, the school has consistently improved subject level value-added, gaining a reputation in particular for its inclusivity. Leaders have a highly ethical approach to the curriculum placing pupils' needs and interests at the centre of its design.

Our Ofsted Short Inspection on January 8<sup>th</sup> 2019 confirmed we are still a 'good school', a status we have maintained ever since Ofsted inspections were introduced. We offer a broad and balanced academic curriculum complemented by dedicated pastoral support. We have a flourishing 6<sup>th</sup> form with a strong record of placing students in higher education, including Oxbridge. Our annual Investors in People reports show that staff feel valued and supported. We have excellent extracurricular and community programmes.

We benefit from a highly committed, experienced and loyal staff, supportive parents and a committed Governing Body together with, as part of a Multi Academy Trust (SESSET), the support of a very experienced Board. Collaborative working across the three schools is enabling us to further develop innovation, and to improve outcomes in learning and teaching.

On behalf of the Governing Body and the Trustees, thank you for your interest in our school. To help you gain a better understanding of both the school and the post, we are happy to invite you to visit our school on one of two days, either Tuesday 12<sup>th</sup> or Wednesday 13<sup>th</sup> February. Please contact Vikki Frier, Business Administration Officer, on [htapplications@ashcombe.surrey.sch.uk](mailto:htapplications@ashcombe.surrey.sch.uk) for further information or to arrange a visit. The closing date is Monday 4<sup>th</sup> March at 2pm.

Yours sincerely

Terry McDonald  
Chair of Governors,  
The Ashcombe School

Ray Elgy  
Chair of Trustees  
SESSET

## **South East Surrey Schools Education Trust (SESSET)**

South East Surrey Schools Education Trust (SESSET) was formed by the Governing Bodies of The Ashcombe School, Dorking, Therfield School, Leatherhead and The Warwick School, Redhill, and became operational on 1<sup>st</sup> January 2017.

There was widespread support from parents, staff and other interested parties in the local communities in the light of the wider political educational situation that led to the three schools being proactive in forming a partnership, which has enabled the schools to work together whilst maintaining their own identity and ethos

SESSET has been in operation for two years now, and parents and young people have seen only the benefits of collaborative partnership with minimal impact on the day to day life of our communities. The names of the schools, their uniforms, school days, headteachers and staff remained as they were, as have our relationships with all those other schools, colleges and other organisations with whom we have collaborated so positively in the past. The key changes for the schools are largely of a legal and governance nature.

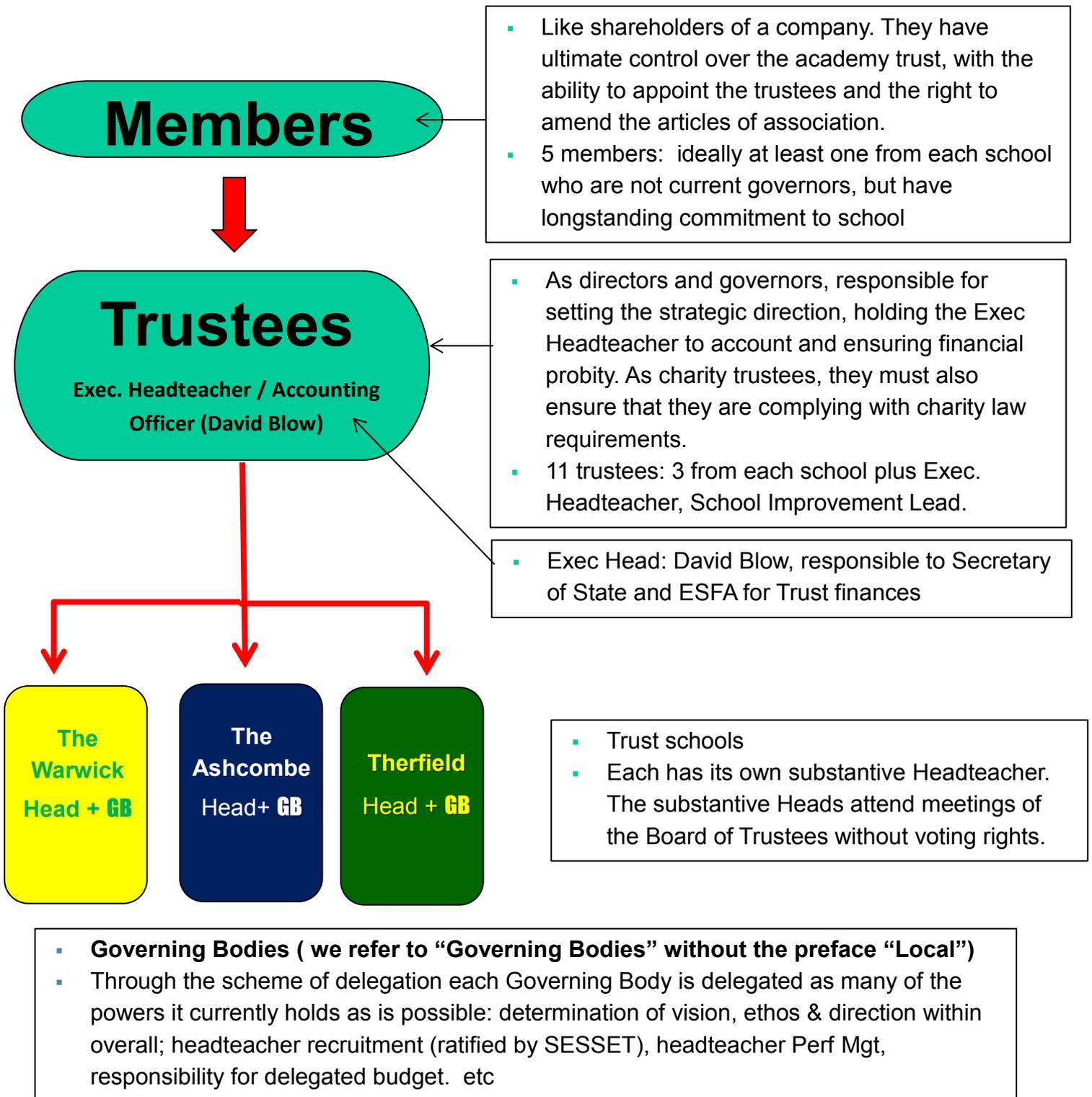
The formation of SESSET has been an exciting opportunity to further improve the life chances of our young people and to support one another in a wider variety of ways. Our great pride in the unique, individual ethos of each of our schools and our commitment to common values, rooted in inclusivity and collaborative partnership, has been and will continue to be enhanced and strengthened through the formality of this powerful partnership.

### **Strategic Intent**

Our decisions and actions will:

1. give students the best opportunity to achieve to the best of their ability through the provision of:
  - a. a safe, appropriate, inclusive, welcoming and supportive learning environment, and
  - b. a broad, balanced curriculum that matches the needs and aspirations of our students.
2. support and sustain the individual, inclusive ethos of each school, so as to allow them to best serve their local community within the context of SESSET.
3. promote distributed leadership within our schools whilst holding leaders to account.
4. continue to promote and facilitate collaborative development and school improvement.
5. maintain highest levels of financial control and probity.
6. maintain high and effective standards of governance.
7. provide a good working environment for our staff.
8. ensure that we invest in our staff through the provision of continued professional development and support, and that staff members are treated with respect and compassion.
9. expand membership of the Trust only where there is a demonstrable benefit to all schools, their students and communities, without compromising standards, outcomes and financial stability.
10. support wider partnership with other Trusts and schools.

# Structure of the South East Surrey Schools Education Trust



# The Ashcombe School - Overview

Please visit our website: [www.ashcombe.surrey.sch.uk](http://www.ashcombe.surrey.sch.uk) for full information

## Context

The Ashcombe School is a mixed comprehensive school for pupils of all abilities between the ages of 11 and 18. It is part of a MAT (South East Surrey Schools Education Trust - SESSET), a partnership it established with 2 other like-minded schools with a key priority being to retain the ethos of each school. Pupils come to us not only from the seven Dorking primary schools but also from state and independent schools in other localities, many travelling here by rail and bus each day. There are approximately 1400 pupils on roll (with around 250 in the Sixth Form). The school is highly sought-after, and we have seen very high levels of interest for September 2019.

## Ethos

The school has a number of key features that flow through all aspects of the organisation. Key core values include:

- a commitment to comprehensive education and inclusion where all can achieve given the appropriate support.
- a calm and caring school.
- a school based on mutually respectful and high quality teacher-pupil relationships ( this is evident in both pupil and parent surveys)
- a focus on teaching and learning that provides various forums to support staff to continually develop their repertoire of skills
- a belief in a no-blame culture that emphasises the importance of collaboration and mutual support.
- a school that believes that education is far more than what simply goes on in the classroom.

## Standards

The school's academic success is widely recognised. We continue to have a broad & balanced GCSE based curriculum for all pupils. Key features of the results include:

- grades 9-4 achieved by 70 – 80% (formerly A\*-C) in each of English Language, English Literature, Maths, Core Science and Additional Science
- 9-9 (equiv to upper A\*) in Science achieved by 12% of cohort
- grade 9-7 (equiv to A\*-A) was achieved by over 30% in Art, Computer Science, Geography, History, and Science
- 37% of pupils gained at least one "top" grade (9 or 8 or A\*)
- all pupils gained at least one 9-1 (formerly A\*-G) grade.
- over 90% of pupils gained at least 1 grade 9-4
- a commitment to offering opportunities with high EBacc entry levels at GCSE (80% of cohort) and low entry requirements at 6<sup>th</sup> form

## 6<sup>th</sup> Form

The school's 6<sup>th</sup> form is one of the strongest features of The Ashcombe. We have an inclusive entry policy aimed at offering opportunities to all. Some of the key features and successes are:

- high value-added score across the subject range
- exceptional performances with the higher ability students flourishing in a diverse range of subjects.

- long tradition of “competitive courses” success at universities including Oxbridge
- student-centred approach for pastoral care and careers support

## Organisation

David Blow is Executive Head of SESSET, supporting all three schools, and is continuing in that post. For the 2018-19 academic year there has been an interim acting structure for The Ashcombe School, with David Blow as Executive Head for The Ashcombe (whilst retaining the legal title of Headteacher) and the daily running of the school being led by the two Acting Joint Head of Schools (Chris Panting and Alison Reed), supported by two Deputy Heads and seven Assistant Heads who together form the Senior Team. From 1st Sept 2019, the school will have a substantive Headteacher and those currently on Acting roles will revert to their previous substantive roles pending further internal or external appointment process. There are approximately 70 full-time and 20 part-time teaching staff, with a strong team of support staff. The management structure includes a Curriculum Committee involving Heads of Department and a Pastoral Committee involving Heads of Year and Assistant Heads of Year.

Staff Development is a major focus of the School Development Plan. The school is committed to an effective Equal Opportunities policy in all aspects of school life. Recruitment and selection will be conducted in accordance with the “Safer Recruitment” guidelines, and all appointed staff will have to produce enhanced DBS clearance. The school has been inspected by Ofsted six times, most recently in January 2019, and on each occasion received very pleasing reports. As a result, we became a High Performing Specialist School and a Leadership Partner School in 2009. It is an accredited ‘Investors in People’ (IIP) organisation. The school has a purpose-built day nursery on site for the children of staff and others, professionally staffed on a non-profit-making basis. Conditions of Service for staff have been protected in the process of forming the MAT.

## Accommodation and Resources

Overall the school has very good accommodation which includes eleven Science laboratories, a Design and Technology suite of five workshops, a Study Centre with a mezzanine floor, a gymnasium and a large sports hall, tennis/netball courts, extensive playing fields and an Assembly Hall, fully equipped for drama and musical productions. The Bradley Arts Centre has 3 Art rooms, two large multimedia Performance Areas, 2 fully equipped Drama teaching rooms and 2 Music teaching rooms with excellent practice facilities. On becoming a Language College the school was able to equip two outstanding ICT rooms with ‘cutting-edge’ technology. There are 6 further specialist ICT rooms and 2 classrooms equipped with dual-purpose computer desks. ICT is used extensively by staff both in teaching and administration. We are currently building a new Supported Learning Centre to help some of our most vulnerable pupils. This will be finished for September 2019 and is an exciting development.

## Language College, Dorking Schools Partnership and Leadership Partner School

We gained **Language College** Status in September 1998. The school’s approach has been one of “extra opportunities” and sharing. The Modern Language interactive digital videos on the website have gained the school an international reputation. There are regular free workshops on ICT in MFL. As part of the Language College work, the school is a member of a very active partnership group of all the schools in Dorking including the other secondary schools and special schools. This approach has continued since the withdrawal of funding in 2010.

This commitment to working with our local schools has been developed with creation of the **Dorking Schools Partnership**, which includes taking responsibility for the Pupil Support Services for the area. We are also part of the **South East Surrey Schools** group which links the

secondary schools in the area to facilitate collaborative working in areas such as Alternative Learning Provision and Staff Development

Becoming a **Leadership Partner School** in 2009 provided funding to support leadership development both within the school and wider afield. Although the funding stopped in 2010, the school still has a strong outward-facing approach and offers help to many schools as well as collaborating on aspects of Teaching and Learning.

### **SESSET - South East Surrey Schools Education Trust**

This spirit of cooperation and partnership working is fundamental to South East Surrey Schools Education Trust (**SESSET**), the MAT we formed with Therfield School and The Warwick School in January 2017. It is a charitable company limited by guarantee and registered in England and Wales with company number 10479401. The registered address is The Ashcombe School, Ashcombe Road, Dorking Surrey, RH4 1LY

### **Extracurricular activities**

Beyond the curriculum, the School has earned an outstanding reputation for its drama and musical productions. Other key features include:

- an outstanding range of sports teams that are competitive on a local regional and national basis
- a flourishing Duke of Edinburgh's Award Scheme with over 250 pupils involved.
- a large number of visits and trips are organised, both in this country and abroad. These include China, Uganda, America, Germany, France and Romania
- an inspiring range of music and drama that peaks with the annual school production. There are many opportunities to participate in music and drama, including School Orchestra, Junior Orchestra, multiple singing groups and Key Stage 3 Drama Club.
- a commitment to pupils supporting others including charity fund raising and peer mentoring.

A phrase which resonates with us is "education is what you remember when you've forgotten what you were taught"

### **Location and further information**

The school is situated on the north-east edge of Dorking. The location has some great advantages:

- excellent rail links both to London and beyond including Guildford, Horsham, Reigate and Redhill.
- close proximity to some delightful Surrey countryside including Box Hill and Ranmore Common perfect for walking and mountain biking.
- easy access to the South Coast.
- a diverse range of housing locations including South London, Horsham, Crawley, and Reigate/ Redhill. Some staff have even chosen to live as far away as Worthing and Brighton.

### **Summary of main points from the Ofsted Letter (January 2019) and the Ofsted Report (January 2015)**

The 2019 Letter and the 2008, 2010 and 2015 Reports are available on the school website in About the School > [Ofsted reports](#) together with the Letters to Parents. The following extracts come from our accompanying 2019 Letter to Parents:

...Ofsted have reconfirmed our existing status from the 2015 full inspection as offering a good and well-rounded education. The inspection concludes that *"The leadership team has maintained the good quality of education in the school since the last inspection. The Ashcombe School's vision for pupils' social and academic success is evident throughout the school"*. *"Parents are very positive about the quality of education provided to pupils"*, and highlighted *"that the school has 'dedicated, enthusiastic, skilled staff' "*

The Ofsted team praised the atmosphere and ethos permeating the school: *"Pupils' attitudes towards learning are very positive. Pupils are attentive and responsive in equal measure in lessons. As a result, there is a very harmonious learning atmosphere"* and were clear that the school is a safe place: *"Leaders, including governors, are vigilant about keeping pupils physically, socially and emotionally safe at the school... Pupils spoke very positively about how staff help to keep them safe."*

...this school has always followed a broad and balanced GCSE based curriculum irrespective of the short-term impact on league tables, and this approach was commended by the Inspectors: *"Leaders have a highly ethical approach to the curriculum placing pupils' needs and interests at the centre of its design."* *"Leaders have established a very effective GCSE examination focused curriculum that both challenges and enthuses pupils."*

The Report also praised the 6<sup>th</sup> Form *"...leaders have ensured that students in the sixth form continue to make strong progress and attain well. Leaders have devised a curriculum which places students at the very heart.....Students told inspectors how much they valued the opportunities offered by the sixth form."*

The following extracts come from the 2015 Letter to Parents:

The recently published DfE Performance Tables [Jan 2015] confirmed the academic strengths of the school across the ability range, and this is endorsed in the Ofsted Report. We are delighted that the Report also praises other facets of the school not found in the Tables such as the *"exceptional pastoral care"* and the wider curriculum. *"The school makes an impressive contribution to students' personal, spiritual, moral, social and cultural development."*... *"The strong moral purpose of the school assists students' moral development and they know clearly the difference between right and wrong."*....*"It provides many opportunities for students to take part in sporting, musical, artistic, charitable and voluntary activities."* *"..the school prepares students well for life in modern Britain"*. The text of the report gives a strong positive flavour of what the school is like... The Ofsted team told us how close we were to being judged "outstanding".

The teaching in Maths and English was particularly commended, and taken as a whole the teaching over time and careful planning by staff was considered to lead to progress which is significantly above the national average across subjects. The Report refers to the excellent results achieved at A-level by those who have entered the school as "most-able" (Level 5 in KS2 English and Mathematics).

The Ofsted team praised the atmosphere and ethos permeating the school. *"One of the strategic intents is that the school 'is a safe, warm and welcoming place'. Inspectors found this to be so".* *"The school is quiet and calm even at breaks and lunchtimes. Students move around the buildings in an orderly manner. They are extremely polite and courteous to visitors. They greet each other and adults warmly."*....*"Each member of the community is valued and their well-being matters to everyone."*

## Investors in People Summaries

The school has for many years held Investors in People accreditation, but in addition to the required assessments, has commissioned an annual "health-check" so that there can be an independent external assessment and report. This is indicative of the school's overall approach to continuous self-improvement and self-betterment. Summaries of 2015-18 Reports on website.

### Summary of Sept 2018 Report (under new IiP Framework)

**Assessment Summary:** The Ashcombe School (hereafter referred to as 'The Ashcombe') was assessed for accreditation against the Investors in People 'Developed' Standard in September 2018. The assessment process comprised initial discussions around the organisation's ambition, production of an assessment plan, administration of the online assessment and interviews with a representative sample of staff chosen from across the organisation. In line with the evidence presented in this report, the decision has been made that the organisation satisfies all the requirements at a 'Developed level' in the Investors in People sixth generation Framework; and therefore, accreditation is awarded.

The Ashcombe has a well-defined ambition and ethos which is to remain a genuinely comprehensive school that provides pupils of all abilities with the opportunity to achieve high standards. 'Calm and caring' is one of the school's values and this shapes the approach taken to supporting the pupils as well as leading and managing staff. There is a strong tradition of developing staff so that they can progress their careers (and to help retain them) and of building capability so that when people move on others are able to step up and take on responsibility.

Against the above backdrop the IIP ethos is an integral part of the culture. The school has held the IIP accreditation for almost 20 years and there remains a genuine and sustained commitment emanating from the top to looking after and investing in the staff and to making the school an attractive and supportive place to work. This approach is paying dividends as demonstrated by the positive findings from the latest assessment. People evidently gain great job satisfaction and are committed to doing their best for the pupils. They believe the recent change in leadership structure has been well managed and are excited about the future. Whilst a few suggestions for continuous improvement were made, it was evident from the survey results and the interviews that most people believe The Ashcombe is a great place to work. As people said:

*"It's a great place to work, it's the support, I love working here, there are opportunities for professional development, they care about staff, they trust you"*

*"It's really supportive, a happy place to work; we're forward thinking..."*

The assessment reaffirmed the strength of the school's people management and development practices notably in areas such as understanding the external context, adopting the values, delivering continuous improvement and enabling collaborative working. There are some recommendations for continuous improvement and these are outlined on page 15. These are aimed at helping the school further advance its practices to sustain high levels of staff morale and retention and to support leaders' determination to continue to be a successful and well-regarded school.

**Organisational Ambition:** The school's ambition is to remain a genuinely comprehensive school that provides opportunities for pupils of all abilities to achieve high standards. It is also keen to sustain the strong and caring pastoral system and to offer pupils a wide range of extracurricular activities. There is a strong drive for continuous improvement and investing in staff is seen as pivotal in sustaining the school's success. The school has recently introduced a new [interim] leadership structure [from Sept. 2018] whereby the Head has stepped into the role of Executive Head and two members of the senior management team have stepped into the roles

of [Acting] Joint Heads of School. Its immediate priority is to ensure a smooth transition so that the school retains its ethos and values and continues into the future on a sound basis.

**Leading and inspiring people:** Leaders have worked hard to create transparency and trust using a wide range of channels to communicate the school's vision, purpose and objectives. In the interviews people said that leaders openly shared the school's plans with staff, as well as results. The recent early communication around planned changes at leadership level was cited as a specific example of the desire for openness and transparency. As people said:

*"We're a very open school"*

*"Communications are excellent, there's a clear focus for each year"*

*"Communications are strong; I find Inset time really engaging, there aren't too many meetings scheduled"*

The school has a long narrative of staff engagement and it was evident from the interviews that people understand and buy into the overall aim of providing a genuinely comprehensive education to the pupils. As one person said: *"You know the vision, there's an attitude of never giving up, we're truly comprehensive"*.

In terms of developing leadership capability, the school has a track record of providing opportunities for leadership development at all levels. The middle leaders programme is well established and expectations of line managers are articulated in job descriptions and through discussion (e.g. at curriculum meetings). Consequently, line managers (such as Heads of Department) know what is expected of them and there is clarity around the desired leadership and management culture at The Ashcombe. As the comments below show, leaders are well regarded:

*"I have a lot of respect for them, they're so approachable, I respect their opinions and values"*

*"X is an inspiring advocate for comprehensive education"*

*"I like X's style, he's open to conversations, approachable, they all respond to emails"*

**Living the organisation's values and behaviours:** The Ashcombe has a clearly defined ethos which is described as: calm and caring, opportunities for all, never give up, no-blame culture and an emphasis on self-driven staff development. The values are well understood. People said that *'every pupil matters'* and referred to aspects such as making sure that individuals *'can be who they want to be'*, being fully inclusive, *"focussing on the kids, giving them the opportunities to do well"*, being *"properly comprehensive"*, having a no blame culture and supporting one another. As people said:

*"The values are obvious and reinforced in SMT behaviour, the drive to make all kids valued runs through the school"*

*"It's about inclusion, giving all students that chance, building good relationships between students and teachers"*

**Building capability:** There is evidence that people's capabilities are actively managed and developed and of a strong desire to enable people to realise their full potential. The observation/performance management system is well established, and this provides the vehicle for line managers to have development conversations with people and ensure that learning and development needs are met. A shining example of good practice is the way in which new positions and opportunities to take on additional responsibilities are advertised each year and people are encouraged to apply for these.

*"The school is good at giving development opportunities; they're advertised well"*

*"There are lots of opportunities to change roles and responsibilities, to do something different; they're very open to suggestions for development"*

*"I have had a huge amount of guidance from those around me; they develop you as an individual and a practitioner"*

# Headteacher - Job Description

**Accountable to:** Governing Body of The Ashcombe School, Executive Headteacher of SESSET and the SESSET Board

## Core Purpose of the Headteacher

The Headteacher is accountable to the Governing Body for ensuring the educational success and financial probity of The Ashcombe School (hereafter 'the School') within the overall framework of the Plans and Strategic Intents of SESSET and the School, relevant legislation, best practice and available resources.

In accordance with the Scheme of Delegation, the Board of Trustees of SESSET delegates the day-to-day management of each school and its delegated budget to the Headteacher and the Governing Body. It is the responsibility of the Trustees to ensure that the Governors are exercising these functions in line with the relevant duties. As required by the Trustees, each Governing Body will report to the Board about how its duties are being discharged and the monitoring mechanisms that are being used to ensure that delegated duties are properly discharged.

## 1. Strategic direction and development

- a. Develop and communicate a shared educational vision that expresses the core values of SESSET and the School; is responsive to the needs of the local community; and motivates and inspires others.
- b. Work closely with other academies within SESSET and all other appropriate key stakeholders to achieve this vision and secure their commitment to its enactment.
- c. Translate the vision into agreed objectives, operational and business plans, and develop appropriate mechanisms for regular monitoring and review.

## 2. Leading teaching and learning

- a. Promote excellence in teaching and learning, ensuring a continuous and consistent schoolwide focus on pupils' achievement, attainment, behaviour and development (moral, spiritual, physical and social, as well as academic).
- b. Ensure that a high quality educational experience is available for all children and young people who attend the School.
- c. Establish creative and collaborative responses to personalising learning and improving teaching within the School.
- d. Drive innovation in education ensuring the school is able to respond to a changing external environment and that the skills, learning and aspirations of children and young people are developing and enhanced at all key stages.
- e. Determine curricula that are informed by current knowledge and best practice to develop the potential of all pupils and equip them for the demands of the 21st century.
- f. Develop and implement strategies to ensure continuity of learning at all main points of transfer, in particular from the primary to secondary phase, and Year 11 to 6<sup>th</sup> Form.
- g. Through a programme of innovation and excellence, ensure a broad and balanced curriculum that supports the needs of all pupils; and that attainment / achievement gaps across cohorts are narrowed.
- h. Monitor, evaluate and review classroom practice; celebrate and promote excellence; challenge under-performance at all levels and ensure appropriate action.
- i. Ensure that individual pupil progress is regularly assessed, recorded, reported and used to inform future teaching and intervention.

- j. Provide a range of extracurricular activities which will maintain the reputation of the School for providing a broad and well-rounded education.
- k. Create a stimulating climate which will encourage all pupils to fulfil their potential, in the widest sense, take pride in their school and their learning and maintain a lifelong enthusiasm for learning and personal development.

### **3. Leadership of self and others**

- a. Provide intelligent, professional, consistent and clear leadership for the School and its staff, ensuring the successful delivery of the vision, ethos, aims and objectives of the school.
- b. Set high standards and expectations for personal, pupil and staff behaviours and actions in support of the achievement of the school's intended outcomes.
- c. Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the school.
- d. Implement SESSET's performance management framework for teaching and support staff for the delivery of agreed outcomes and of high quality services through high quality people performance.
- e. Regularly review own practice, set personal targets and take responsibility for own development.
- f. Ensure that systems are in place to encourage all teaching and support staff to be similarly active in their personal and continuous professional development.
- g. Develop the capacity, through coaching and other appropriate means, of the educational leadership and management of the school: ensure sound middle leadership supports the senior team
- h. Keep abreast of educational developments and best management practice in order to introduce appropriate innovation, whilst building on the best of the School's ethos and vision.

### **4. School ethos and community**

- a. Create effective means of communication to ensure that all sections of the School community (including parents) are kept informed about, consulted on, and have an understanding of the aims of the School, its policies, procedures and future direction.
- b. Create strong links and collaborative ways of working with all stakeholders including the wider community, SESSET, neighbouring schools and colleges, and feeder primaries.
- c. Work with other public and voluntary sector agencies, clubs and societies in the local community to develop extended services and enable the wider community to access knowledge, skills and learning opportunities.
- d. Build wider links to ensure that national, public service, social enterprise and international perspectives feature in the School's approach.
- e. Develop positive solutions to achieving diversity, dignity and equality in all aspects of service delivery and engagement with the broader community.
- f. Provide appropriate systems of pastoral care to support the personal development of all pupils and create a caring climate in which self-confidence and social responsibility are encouraged.
- g. Ensure disadvantaged pupils and pupils with SEND are supported and gaps are diminished.

### **5. Management of the organisation**

- a. Deliver effective operational management for the delivery of education within the School's budget and in accordance with financial and organisational structures of SESSET.

- b. Work to, and report on, targets for achievement of the School and personal targets as agreed by the Governors and SESSET.
- c. Work with Governing Body, Executive Headteacher and SESSET Board, to manage all education resources within allocated budgets; actively seek opportunities for cost improvements and ensure that 'value for money' is at the core of all financial activities.
- d. Within the School's strategic plan, recruit, deploy, develop and motivate a committed, effective and diverse education workforce whose members have a clear understanding of the vision of the School and of their personal role in enabling and promoting high quality learning.
- e. Work with Governing Body, Executive Headteacher and SESSET Board, and any other appropriate leaders, to ensure that there are robust, reliable mechanisms for appropriate risk management in all school educational activities.
- f. Act in accordance with SESSET policies and relevant legislation (and funding agencies) affecting the conduct of the School, particularly those governing health and safety matters and employment rights.

## **6. Supporting the work of SESSET**

- a. Develop strong, positive relationships with SESSET colleagues; contribute to collaborative work across SESSET schools; and support other staff in participating in SESSET work.
- b. Undertake any other duties reasonably deemed appropriate to the role of the Headteacher.

## **7. Specific Responsibilities**

- a. To report to the Governing Body, Executive Headteacher and SESSET Board, as appropriate, and in particular, on school performance and the implementation of SESSET policies, thereby ensuring full involvement of the Governors in strategic planning, business activities, monitoring and building relationships with the wider community.

## **NOTES**

The Headteacher is subject to the requirements of the National Standards of Excellence for Headteachers. These criteria will form part of the Headteacher's professional development, performance management and review to be carried out by the Executive Headteacher and other panel member(s) appointed by the SESSET Board.

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the School at the reasonable discretion of the Executive Headteacher, SESSET and the Governing Body.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

## Person Specification

We are looking for the right person to fill this vacancy; you are looking for the right school to work in. We hope that this booklet and other documentation (on the website) give you a flavour of The Ashcombe School. To help you in your application we show below the essential and desirable characteristics that we are looking for when reading the applications and at the interview.

<b>Category</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
<b>Qualifications</b>	Qualified teacher status	NPQH Experience of being head, head of school or deputy head Recognised leadership or management qualifications	Application form Interview References Certificates
<b>Experience and knowledge</b>	Substantial experience of: <ul style="list-style-type: none"> <li>• Senior leadership in a secondary school</li> <li>• Improving pupil outcomes</li> <li>• Financial planning to ensure effective use of budget and resources</li> <li>• Managing, motivating and inspiring staff</li> </ul> Substantial knowledge of: <ul style="list-style-type: none"> <li>• Legislation relating to safeguarding, and SEND</li> <li>• Statutory requirements on the curriculum and assessment</li> <li>• Strategies for raising pupils' achievements</li> </ul>	Working with other schools and organisations to develop productive partnerships	Application form Interview References
<b>Professional Development</b>	Evidence of recent professional development	Experience of leading and coordinating professional development	Application form Interview References
<b>Strategic leadership</b>	<ul style="list-style-type: none"> <li>• Ability to articulate and share an inspiring vision</li> <li>• Experience of implementing successful strategies for school improvement</li> <li>• Successful implementation of strategies for performance management</li> </ul>		Application form Interview References

<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Understanding of the characteristics of effective learning</li> <li>• Knowledge and experience of a range of teaching and learning strategies to meet the needs of all pupils</li> <li>• Experience of curriculum development</li> </ul>		Application form Interview References
<b>Leading and managing staff</b>	<ul style="list-style-type: none"> <li>• Commitment to visible leadership</li> <li>• Ability to delegate work and support colleagues</li> <li>• Experience of working effectively with governors</li> <li>• Involvement in staff recruitment, appointment and induction</li> </ul>	Experience of leading and supporting governor training and development	Application form Interview References
<b>Qualities, skills and abilities</b>	<ul style="list-style-type: none"> <li>• A strong belief in inclusion for all</li> <li>• High expectations for pupils' achievements</li> <li>• Leading by example, with integrity, resilience and fairness</li> <li>• Excellent interpersonal and communication skills</li> <li>• Ability to organise work and manage time effectively</li> </ul>	Experience of leading sessions to inform parents, the community and school partners	Application form Interview References

## Application - how to apply

The Ashcombe School and SESSET are committed to safeguarding and promoting the welfare of pupils. The Trust follows a rigorous selection process, outlined below:

To apply for this post, please complete the application form and provide a letter supporting your application. In your letter – **maximum two sides of A4, with a font of at least 11-** you should use the headings in the National Standards of Excellence for Headteachers

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers>

1. *qualities and knowledge*, 2. *pupils and staff*; 3. *systems and process*;
4. *the self-improving school system*

in order to:

- Outline the experiences that you believe have prepared you for this post.
- Describe the skills and strengths that you will bring to the School and SESSET.

Please note that the application form must be completed in full. No CVs will be accepted.

You are welcome to telephone (01306 886312) or e-mail Vikki Frier, Business Administration Officer, to ask for clarification of any matters in this booklet or if you have queries on how to complete the application form. We will be pleased to show prospective applicants around the school before the deadline for applications. If you are interested in a preliminary visit on the dates shown below you should ring her for details.

### Completed applications should be sent electronically to:-

Vikki Frier, Business Administration Officer, on [htapplications@ashcombe.surrey.sch.uk](mailto:htapplications@ashcombe.surrey.sch.uk)

Headteacher Recruitment Key Dates	
Visits to the school	Tuesday 12 <sup>th</sup> and Wednesday 13 <sup>th</sup> February
Deadline for Applications:	Monday 4 <sup>th</sup> March at 2pm.
Shortlisted candidates will be advised:	Friday 8 <sup>th</sup> March
Interviews will take place:	Monday 18 <sup>th</sup> and Tuesday 19 <sup>th</sup> March

### References

Current and previous employers will be contacted as part of the pre-appointment checks. When an applicant is short-listed, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview. Your referees should include your most recent employer, and must include the Head (or equivalent) from your most recent educational employment. References from relatives or friends are not acceptable.

### Child Protection and Safeguarding

SESSET is committed to safeguarding and promoting the welfare of children and all staff and volunteers are expected to share this commitment. Staff are required, before taking up post, to undertake a criminal record check through the Disclosure and Barring Service and, where applicable, are also subject to a prohibition from teaching check.

Candidates will be assessed at interview for their suitability to work with children. Appointment is conditional upon at least two satisfactory references which include specific comments on working with children and young people.

**Pay scale**

L33 – L39 + Fringe (Group 7 school)

**Equal Opportunities**

The Ashcombe School is committed to equal opportunities for all its pupils and staff, irrespective of race, colour or nationality, gender, marital status, family circumstances, religion, sexual orientation, age or disability. There will be no discrimination on these grounds, or for any other reasons which cannot be shown to be justified. Candidates will be treated according to school policies on recruitment and with regard to legislation.

Attention will be paid to the importance of equal opportunities education in both the formal and informal curriculum and our curriculum will be reviewed at frequent intervals to ensure that this policy is reflected in practice. The Headteacher is responsible to the Governors for monitoring this policy.