



Stanborough Secondary School



Headteacher Stanborough Secondary School

Application Pack – April 2022

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Welcome from the Chair of Governors

Dear Candidate

The Trustees of the Stanborough Secondary School are seeking to appoint an inspirational and dynamic leader who will build on the success of Stanborough Secondary School and lead it to even greater achievements.

Stanborough School was founded in 1919. It originally catered primarily to the children of overseas missionaries. Over the years, the school began to cater for a wider range of students. The school grounds are over 40 acres and they are utilised by the students in sporting and relaxation activities. The school strives to model the highest standards and has an outstanding reputation for pastoral care.

This vacancy has arisen due to the end of term of the interim Headteacher. We are now seeking a suitable candidate to take the school on the next stage of its journey, leading the staff and students to further success.

Stanborough Secondary School has many unique qualities and a very special ethos. It deserves an outstanding new leader, and we are seeking an exceptional candidate who has a proven track record of success, and the potential to develop the school further.

Applications should be submitted on the application form included in this pack and should be accompanied by a covering letter that is no more than two sides of A4.

Curriculum vitae will not be accepted. All applications should be sent to kguthrie@adventist.uk by 4pm on Friday 13 May 2022.

I do hope that this application pack provides you with the inspiration and information that you require to apply, but do not hesitate to contact Kerrine Guthrie, the Clerk to the Governing Body, should you require additional details or to arrange a school visit.

Yours sincerely

A handwritten signature in black ink that reads "E. Brooks".

Pastor Eglan Brooks
Chair of Governors

School Overview

Stanborough is a co-educational Independent Christian School, unique in its diverse pupil intake and personalised approach to teaching. We teach a broad and balanced curriculum, catered to meet the needs of students from all backgrounds, including disadvantaged students and those with Specific Educational Needs. Many of our students arrive at Stanborough school below national expectation and leave having made excellent progress - allowing for excellent GCSE results.

Academic rigour is foundational for us at Stanborough. However, we are passionate about far more than this. We enjoy seeing young people understand their value, learn to honour and encourage others and contribute to the wider school community. Parents who choose to send their children to Stanborough recognise the school's commitment to academic excellence, and value the school's belief in intelligent moral values, and its outstanding pastoral care. They appreciate the school's family atmosphere, and the wealth that lies in its happy and well-balanced pupils.

Small classes and excellent pastoral care enable us to challenge and support each individual in their learning and in building good interpersonal skills. Our values of Excellence, Respect, Courage and Resilience enable young people to grow in confidence and their appreciation of each other.

Our philosophy, epitomised in our motto "God is the Master of our School", has shaped many generations of families educated at Stanborough since 1919. The school's Christian roots make it welcoming to pupils of all faiths and backgrounds, from every corner of the world. Past students have followed a variety of distinguished careers in Business, Education, Law, Medicine and Theology.

Located in over 40 acres of beautiful parkland and only 30 minutes from London, the school provides an ideal setting for learning.





Job description: Headteacher

Job details

Location:	Watford, England
Seniority Level:	Executive
Employment Type:	Full-time Permanent
Hours:	37.5 hours per week
Start Date:	1 September 2022
Salary:	£42,295.20 - £50,191.20 annual Seventh-day Adventist Denominational pay scale range
Benefits:	Employer Group Pension Scheme Income and Life Insurance (conditions apply) Learning and Development financial support
Reporting to:	Board of Governors/Trustees

Main purpose

The headteacher will:

- Establish and sustain the school's Seventh-day Adventist Christian ethos and strategic direction together with the governing board and through consultation with the school community.
- Establish and oversee systems, processes and policies so the school can operate effectively.
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context.
- Make sure these school improvement strategies are effectively implemented.
- Monitor progress towards achieving the school's aims and objectives.
- Allocate financial resources appropriately, efficiently and effectively.

Qualities

The headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct.
- Build positive and respectful relationships across the school community.
- Serve in the best interests of the school's pupils.

Duties and responsibilities

School culture and behaviour

The headteacher will:

- Create a culture where pupils experience a positive and enriching school life.
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life.
- Ensure a culture of staff professionalism.
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school.
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy.

Teaching, curriculum and assessment

The headteacher will:

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence.
- Ensure teaching is underpinned by subject expertise.
- Effectively use formative assessment to inform strategy and decisions.
- Ensure the teaching of a broad, structured and coherent curriculum.
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities.
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum.

Additional and special educational needs (SEN) and disabilities

The headteacher will:

- Promote a culture and practices that enables all pupils to access the curriculum.
- Have ambitious expectations for all pupils with SEN and disabilities.
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate.
- Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

Managing the school

The headteacher will:

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care.
- Manage staff well with due attention to workload.
- Ensure rigorous approaches to identifying, managing and mitigating risk.

Professional development

The headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities.
- Keep up to date with developments in education.
- Seek training and continuing professional development to meet needs.

Governance, accountability and working in partnership

The headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility.
- Ensure that staff understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Work successfully with other schools and organisations.
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.

Spiritual Leadership

The headteacher will:

- Model spiritual leadership to both staff and pupils as a committed Seventh-day Adventist in a growing relationship with Jesus Christ.
- Possess a thorough understanding of the philosophy and operations of Seventh-day Adventist schools and a strong desire to ensure an SDA identity in the school; recognising this as the "the harmonious development of the physical, the mental, and the spiritual power" and that "In the highest sense the work of education and work of redemption are one..." (Education, pg 13 & 30)

Person Specification – Headteacher

A TRAINING AND QUALIFICATIONS	Essential	Desirable	Source
Qualified Teacher Status	✓		A
Degree or equivalent	✓		A
National Professional Qualification for Headship (NPQH)		✓	A
Evidence of commitment to continual professional development including recent participation in a range of relevant In-service training	✓		A/I

B FAITH COMMITMENT	Essential	Desirable	Source
Practising SDA with evidence of participation in life of faith community	✓		R/A
Understanding of the distinctive nature of the SDA school	✓		I/A/R
Able to articulate a philosophy for SDA education	✓		I/A
Commitment to leadership role in spiritual development of pupils and staff	✓		I
Complete understanding of and commitment to uphold the fundamental beliefs of the Seventh-day Adventist church, implementing the church's worldwide concept of Seventh-day Adventist education.	✓		A/I/R
Experience in leading and evaluating collective acts of worship		✓	I
Commitment to developing school's role in the churches and wider community	✓		I
Understanding the importance of sensitivity in working with other denominations and faiths in the school and local community	✓		I
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	✓		A/I/R

C EXPERIENCE OF TEACHING AND SCHOOL LEADERSHIP & MANAGEMENT	Essential	Desirable	Source
Experience of a leadership role in a SDA secondary school		✓	A/I
Evidence of effective classroom practice	✓		A/I
Effective leadership experience at deputy head, assistant head or SLT level	✓		A/I
Demonstrable experience of successful line management and staff development	✓		A/I
Evidence of strategic planning to raise standards for all students	✓		A/I/R
Experience of successful implementation of strategies for raising achievement and ensuring effective teaching and assessment	✓		A/I
Secure understanding of strategies for staff performance management, pay and progression	✓		I
Experience of managing boarding provision		✓	A/I
Teaching experience	✓		
Involvement in school self-evaluation and development planning	✓		

D PROFESSIONAL KNOWLEDGE AND UNDERSTANDING Applicants should be able to demonstrate knowledge and understanding of the following areas and of their implications for a SDA secondary school:	Essential	Desirable	Source
Ability to enhance a balanced curriculum to enable students to achieve their full potential	✓		A/I
Ability to initiate and support research and debate on effective learning	✓		A/I
Experience of offering challenge and support to improve performance of academic, pastoral and support work	✓		A/I
Experience of leading/coordinating professional development opportunities	✓		A/I
Understanding of local and national policies, priorities and statutory frameworks		✓	A/I
The use of data to establish benchmarks and set targets for improvement	✓		A/I
Confidence in accessing, analysing, interpreting and synthesising information	✓		A/I/R

E	PERSONAL SKILLS AND ABILITIES Applicants should be able to provide evidence that they have the necessary personal skills and abilities required by the post:	Essential	Desirable	Source
	Live and bear witness to faith and act as a role model	✓		A/I/R
	Purposeful leadership	✓		A/I/R
	Approachable, has presence and enjoys being highly visible to staff, students and parents	✓		I/R
	Ability to remain resilient, positive, enthusiastic and good humoured when working under pressure	✓		A/I/R
	Understanding of the school's role in the church and wider community	✓		A/I/R
	Adaptability; able to embrace change	✓		A/I/R
	Successful involvement in recruiting, appointment and induction of staff	✓		A/I/R
	Strong commitment to raising standards	✓		A/I/R
	Ability to relate to young people	✓		A/I/R
	Imaginative, inspirational and enthusiastic	✓		A/I/R
	Inquisitive and able to think creatively, solve problems and make decisions based on sound judgement	✓		I/R
	Self-motivated with excellent organisational skills and the ability to prioritise workload effectively	✓		A/I/R
	Confidence to delegate management tasks, trust those responsible and monitor their implementation	✓		I/R
	Good communication skills (written and oral)	✓		A/I/R
	Positive views about parental involvement and the partnership between home, school and church	✓		A/I/R
	Able to ensure resources are deployed to the maximum benefit of staff and students	✓		A/I/R
	Ability to inspire and develop leadership in others	✓		A/I/R
	Ability to collaborate effectively with other partners and build and maintain good relationships with all stakeholders	✓		A/I/R
	Values diversity and the unique contribution that every individual makes to the learning community	✓		A/I/R
	Competent user of ICT	✓		A/I/R
	Data analysis skills, and the ability to use data to set targets and identify weaknesses	✓		A/I/R
	Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve	✓		A/I/R
	Understanding of school finances and financial management	✓		A/I/R
	Commitment to uphold the 7 principles of public life (the Nolan principles) at all times	✓		A/I/R
	Commitment to maintaining confidentiality at all times	✓		A/I/R
	Ability to work under pressure and prioritise effectively	✓		A/I/R

G	SAFEGUARDING	Essential	Desirable	Source
	Understanding of responsibilities of the headteacher in ensuring compliance with Health and Safety legislation	✓		A/I/R
	Clear commitment to and understanding of child protection matters, safeguarding legislation and practice	✓		A/I/R

Assessment Source: A – Application, I – Interview, R – References

NB: References will be used to support the selection panel's assessment. If shortlisted, any relevant issues arising from references will also be taken up at interview.

What is the objective definition of a 'practising Seventh-day Adventist' for appointments to key posts in Seventh-day Adventist Schools?

To objectively define what a 'practising Seventh-day Adventist' is when assessing applicants for key leadership posts within a Seventh-day Adventist school, it is necessary to understand that there are general obligations as well as essential components that constitute 'practice' of the faith in the teachings of the Seventh-day Adventist Church.

Seventh-day Adventist education is built on the beliefs and values of the Seventh-day Adventist Church and that all activities of a school are Bible-based, Christ-centred, Service-oriented, and Kingdom directed. The headteacher is the spiritual leader of the school.

While many aspects of spiritual leadership may be delegated to others, the personal influence of the headteacher as a positive role model to students, teachers, and parents cannot be underestimated. It is the pervasive influence of the headteacher's actions and concerns that inspires and encourages others to be drawn to Christ.

In order to ensure that the objectives of Seventh-day Adventist schools are achieved and the ethos of Seventh-day Adventist schools is maintained, the Church's general obligations for its members require that they strive to live lives of holiness by being faithful to the teaching of the Bible, by trying to uphold the values proclaimed in God's Word, by assisting in the Church's mission to make Christ known to all peoples (Matthew 28:19&20), by upholding privately and publicly the Church's moral and social teaching, by endeavouring to follow an informed conscience and by making every effort to keep the precepts of the Church. This is the 'practice' of the Seventh-day Adventist faith in its widest and all-encompassing sense. At the heart of these general obligations though, there are essential components for "membership" in the Seventh-day Adventist Church. These are embodied in the fundamental beliefs of the Seventh-day Adventist church (see <https://www.adventist.org/beliefs/>). The preservation of membership is not limited to purely religious church activity but is to be an integral part of the whole lifestyle of a member of the Church. It is what essentially constitutes being a committed and 'practising Seventh-day Adventist'.

Preferential employment practices are maintained in Seventh-day Adventist schools as provided for in the Equalities Act 2010. For further information including examples where there may be a reason why somebody is not in a position to take up a key responsibility in a Seventh-day Adventist school, please see 'Faith Schools in England' by Robert Long and Shadi Danechi, House of Commons Library, Briefing Paper Number 06972, 20 December 2019, pgs 7&8. (<https://researchbriefings.files.parliament.uk/documents/SN06972/SN06972.pdf>)



Application Process:

How to apply:

The application form is attached as a separate word document.

Completed application forms should be accompanied by a formal letter of application (no more than two sides of A4) and sent to kguthrie@adventist.uk no later than 4pm on Friday 13 May 2022.