

FLINT HIGH SCHOOL YSGOL UWCHRADD Y FFLINT



Headteacher Vacancy

Permanent Position; start date 1st September 2022

Salary Group 6 L26-L32 (£79,391 - £91,961)

Closing Date - Friday 11th February 2022 at 4.00pm

Interviews - Wednesday 2nd and Thursday 3rd March



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“The inclusive, supportive ethos of the school contributes successfully to the wellbeing of pupils. They feel a strong sense of community and belonging.” Estyn 2019



“The school ensures that pupils’ wellbeing needs are met through its strong provision for and focus on pastoral care and inclusion” Estyn 2019



“With regards to my own children, I can’t fault anything. Staff are amazing. Pastoral care is second to none. My children enjoy school and the opportunities given to them.” Year 7 Parent



**“I put my daughter in Flint High School after a lot of research and moving her school. She has flourished an enormous amount in the last year. She is on the school council. She is much happier in herself and we are so much more confident about her future now she is at flint.”
Year 8 Parent**



“I have loads of fun and have learnt so much from my teachers.” Year 11 student

Welcome

Dear Prospective Headteacher

Please find enclosed documentation and details to inform prospective applicants for the post of Headteacher at Flint High School.

Due to the retirement of the Headteacher the governors are seeking to appoint an inspirational Headteacher who will build on the progress that has been made at Flint High School and take it to the next stage in its development.

The school has some unique features as it is co-located with a Specialist School and has created a joint 6th Form with the local Catholic school.

We are a friendly, caring, supportive and inclusive school and work closely with the community of Flint. The school is ideally located and within easy travelling distance of Snowdonia and the North Wales Coast and links to the motorway for the North West of England.

The school motto is 'Believe Achieve Succeed' and this is embedded in all areas of school life. Pupils are motivated to do well and this is reflected in the many achievements in school and in the local community.

The staff at Flint High School are hardworking, dedicated and supportive and the school has an active, supportive and ambitious Governing Body.

Flint High School is a happy and forward thinking school which continues to recruit, develop and support staff of the highest calibre. This is an opportunity to lead our school towards our aim of becoming an excellent school in every way. If you have the skills, experience, drive and determination to lead the school I would be delighted to hear from you.

Flint High School is committed to promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment will be subject to DBS clearance and other relevant pre-employment checks.

In the meantime I enclose information about the school, a job description and person specification.

Any documentation can only give you a small snapshot of the school and so we encourage you to visit us prior to the application closing date. Should you wish to visit us, please contact Craig Stedman, Business Manager at the school to arrange this.

I look forward to receiving your application

Andrea Roberts
Chair of Governors

The School

Chair of Governors: Mrs Andrea Roberts
Status and character: LA Secondary Comprehensive School (mixed)
Number on roll: 714 Lower school, 129 6th Form, total 843 (current)
852 (anticipated September 2022)
Age range: 11-18 years

The school's catchment area is a mixture of private and social housing traditionally covering Flint and Bagillt, with 4 local primary schools. In recent years the school has seen a significant increase in students from beyond its traditional catchment area and indications are that this will continue. The school now has pupils from many different primaries. In September 2021 26.2% of the pupils were entitled to free school meals. The school is now close to a 25% e-FSM three year rolling average.

Flint High School has an inclusive and supportive ethos that has a beneficial impact on pupils' wellbeing and personal development. The school has strong pastoral and support arrangements. In general, pupils are well behaved, have high attendance and are courteous and respectful. Most pupils have positive attitudes to learning and participate enthusiastically in the wide range of extra-curriculum activities offered by the school.



The School Environment

The original building of the school is 86 years old with the administration, science and first floor block having been built in the 1970s. The buildings and grounds are very well maintained by our dedicated site management team and approved contractors. The school operates a planned continual improvement programme of building refurbishment and upgrade. This has included recent refurbishment work to the reception area, the development of IT suites, upgrading the Design and Technology department and upgrading the drama theatre lighting system. The cleaning staff take a real pride in their work. Displays around the school support learning and celebrate achievement.

Internal Organisation

A line management structure, involving regular meetings between Curriculum Leaders, Learning Managers and line managers in the Senior Leadership Team is well established.

There is a clear focus on quality assurance and self-evaluation based on the effective use of robust and well understood data systems. Staff meet regularly to discuss whole-school issues in subject and year teams and staff training is focussed on improving and developing teaching and learning.

The current school Senior Leadership Team structure consists of a Headteacher, Deputy Headteacher, three Assistant Headteachers and a Business Manager. Currently four Associate Headteachers are also appointed (on an annual basis) to lead on specific projects / areas of responsibility.

Curriculum and Students

We are a fully inclusive comprehensive school that prides itself on having a strong community ethos. We have a strong 6th form partnership with St Richard Gwyn Catholic High School where we offer a range of courses that attracts pupils from outside of our catchment area. The school also has a partnership agreement with LLS, which is an international coaching qualification. At Key Stage 4 students have access to a wide range of courses, some of these are traditional GCSE qualifications but we also offer a suite of Agored Cymru courses, NCFE courses and Dream Safety. Welsh is regarded as one of our core subjects and all pupils are entered for the skills challenge certificate. At Key Stage 3 classes are currently taught as mixed ability groups but are set in English, Maths and Science. Planning for the Curriculum for Wales has begun for implementation in September 2023 for years 7 and 8.

The school is known for its high quality care, support and guidance, particularly for vulnerable pupils and those with additional learning needs. It is enhanced by an excellent team of teaching assistants. There is a designated area for pupils who need additional support for literacy and numeracy. Plas Newydd is an internal exclusion area, operated by a dedicated Behaviour Manager.

The Community

The school maintains very close and highly effective links with its community. This includes excellent partnership working with the main feeder primaries. The school works with local business and community groups, as well as with numerous higher education establishments to raise pupils' aspirations and impact positively on pupil career pathways. The Sixth Form Study Supervisor organises speakers and university visits for pupils, which they value.

Pastoral Organisation

The school is organised into year groups with a Learning Manager for each year, supported by an Assistant Learning Manager for the group. Heads of Year, form tutors and a specific Pastoral Administrative Assistant completes the support network. This level of organisation successfully monitors wellbeing and behaviour and provides for the overall development and learning progress, including the achievement and attainment of all pupils.

Wider School Life

Pre Covid, the school placed a great emphasis on extra-curricular activities which now need to continue to be developed. These included:- Art Club, Breakfast Club, Gymnastics Club, Engineering Club, Duke of Edinburgh Awards and a wide range of extra-curricular sporting activities. The 5x60 Officer works closely with the school to provide further activities for our pupils including a successful transition club in the summer term. The school is particularly recognised for its performing arts and music with regular shows and performances being highlights of the school calendar.

The school provides opportunities for pupils to take part in social and cultural activities outside of lessons, such as the Ski Trip and educational visits to Barcelona (Art specific trip) and Auschwitz. The school's work to support pupils' personal skills and social development contributes significantly to the pupils' feeling of belonging to the school community.



Governing Body

The governing body includes the Headteacher, staff governors, student representatives, community governors, parent governors and LA appointed governors.

Further Background Information

Additional background information will be provided to candidates selected for interview. Information is also available on the mylocalschool.gov.wales and Estyn websites.

Application

The closing date for applications is Friday 11th February 2022 at 4.00pm. Please return your completed application to:

Mrs A Roberts
Chair of Governors
C/o Flint High School
Maes Hyfryd
Flint
Flintshire
CH6 5LL

Shortlisting takes place on Tuesday 15th February 2022 and interviews will be held on Wednesday 2nd and Thursday 3rd March 2022. Candidates will need to attend both days.

School Contact Details

Flint High School, Maes Hyfryd, Flint, Flintshire CH6 5LL

Email Address: fhmail@flint.flintshire.sch.uk

www.flinthighschool.wales

Tel: 01352 732268



Job Description

Reporting arrangements: Reports to Chair of Governors / Governing Body and the Local Authority

Job Purpose

The Headteacher is responsible for the leadership and management of Flint High School, working closely with all stakeholders to ensure an environment exists that allows all students to achieve their full potential. The Headteacher will provide inspirational leadership and management creating a shared vision and strategic plan that inspires and motivates students, staff, parents and all other members of the school community to achieve even greater success.

Duties and Responsibilities

General Duties and Responsibilities

To carry out the duties of Headteacher as set out in the current School Teachers' Pay and Conditions (Wales) Document.

Shaping Our Future

The Headteacher works with the governing body and other stakeholders to review and update the shared vision and strategic plan to ensure that they remain relevant and appropriate. The Headteacher will:

- Ensure the school's vision is clearly articulated, shared, understood and acted upon effectively by all.
- Work with staff and governors to translate the vision into effective actions to deliver that vision and drive up standards.
- Demonstrate the school vision and values in every day work and practice.
- Ensure that staff development equips staff in advance of change.
- Ensure that stakeholder feedback is actively sought and acted on in the regular reviews of vision and strategic plan.

Leadership and Teaching

The Headteacher is responsible for ensuring high standards of teaching and learning. The Headteacher will:

- Demonstrate and articulate high expectations and ensure stretching targets are set for all students.
- Encourage a culture of challenge and support in which all students become engaged in their own learning and achieve their full potential.
- Promote effective, responsive and creative approaches to improving learning and teaching.
- Ensure a robust review process is maintained for classroom practice across all areas of the curriculum, with improvement strategies identified and implemented.
- Ensure a consistent and continuous school-wide focus on student's achievements, using data and benchmarks to monitor progress at all levels down to the individual student, challenging underperformance at all levels and ensuring corrective action and follow up.
- Ensure that the quality of learning and teaching is at the centre of strategic planning, resource management and delivery.
- Provide a curriculum that meets learners' and employers' needs and enables learners to develop as confident, capable and considerate individuals.



Self-development and Working With Others

The Headteacher is responsible for developing and maintaining effective relationships and ensuring effective communication with all stakeholders. The Headteacher is responsible for supporting all staff to achieve high standards through performance management and continuous professional development. The Headteacher will:

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture where responsibilities are acknowledged and success celebrated.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Manage own workload and that of others to allow an appropriate work/life balance.
- Build a collaborative learning culture and actively engage with other educational establishments to build effective learning communities

Securing Accountability

The Headteacher is accountable to a wide range of stakeholders. The Headteacher will:

- Ensure students benefit from high standards of teaching.
- Ensure individual staff accountability is clearly defined, understood and agreed and is subject to rigorous internal and external review and evaluation.
- Work with the Governing Body so that it is able to meet its responsibilities for securing effective learning and teaching and improved standards of achievement.
- Develop and present a coherent, understandable and accurate account of performance to a range of audiences including parents and carers, students, governors and the Local Authority.

Managing the School

The Headteacher is responsible for ensuring the effective organisation and management of the school, with structure, functions, people and resources organised and managed to provide an efficient, effective and safe learning environment, where all involved are continually seeking ways to improve. The Headteacher will:

- Maintain organisational structures and systems that enables the school to run efficiently and effectively in line with legal requirements.
- Ensure that the school environment is organised and managed efficiently and effectively to meet safeguarding requirements, the needs of the curriculum and health and safety requirements.
- Ensure the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for students and to provide value for money.
- Ensure individual staff accountabilities are clearly defined, understood, agreed, reviewed and monitored.
- Ensure that effective performance management processes are in place and consistently applied across the school.

Equality, Health and Safety etc.

To participate actively in supporting the principles and practice of equality of opportunity as laid down in the school's Policy.

To comply with all health and safety legislation and school Policy as appropriate.

As a term of employment, to carry out any other reasonable duties and/or times of work as may be reasonably required of you in accordance with the grade and general level of responsibility within the organisation.

Person Specification

Section 1 - Qualifications and Requirements

| Criteria | Essential | Desirable | How Assessed |
|--|-----------|-----------|--------------------------------|
| 1.1 Qualified teacher status | ✓ | | Application form |
| 1.2 NPQH qualified | ✓ | | Application form |
| 1.3 Substantial successful teaching experience within the Secondary phase | ✓ | | Application form and reference |
| 1.4 successful senior leadership experience with evidence of raising standards | ✓ | | Application form and reference |
| 1.5 Wide experience in a number of schools and/or varied roles | | ✓ | Application form and reference |
| 1.6 Previous successful Headteacher experience | | ✓ | Application form and reference |

Section 2 - Professional Experience and Knowledge

| Criteria | Essential | Desirable | How Assessed |
|--|-----------|-----------|---|
| 2.1 Evidence of effective strategic, financial and resource management | ✓ | | Application form, interview and reference |
| 2.2 Evidence of a strong contribution to raising standards in current post | ✓ | | Application form, interview and reference |
| 2.3 Excellent knowledge of the Estyn Inspection Framework, or equivalent | ✓ | | Application form and interview |
| 2.4 Experience as an Estyn inspector or equivalent | | ✓ | Application form and interview |
| 2.5 Experience of leading a school through a successful recent inspection | | ✓ | Application form and interview |
| 2.6 A clear understanding of staff development and the role of Performance Management in raising standards | ✓ | | Application form and interview |
| 2.7 Have a good understanding of the secondary curriculum for Wales and its implementation | ✓ | | Application form and interview |

Section 3 - Personal Aptitudes, Qualities and Skills

| Criteria | Essential | Desirable | How Assessed |
|---|-----------|-----------|---|
| 3.1 Ability to plan strategically to deliver school vision, ethos and priorities | ✓ | | Application form and interview |
| 3.2 Ability to lead, influence and manage change | ✓ | | Application form and interview |
| 3.3 Ability to communicate, inspire and motivate staff, students and parents using excellent interpersonal skills | ✓ | | Application form, interview and reference |
| 3.4 Proactive, innovative and versatile with high levels of resilience and integrity | ✓ | | Application form, interview and reference |
| 3.5 Ability to reflect on own practice and manage own personal development | ✓ | | Application form and interview |

Section 4 - Leadership and Management

| Criteria | Essential | Desirable | How Assessed |
|---|-----------|-----------|---|
| 4.1 A high profile role model with a strong visible presence that commands respect | ✓ | | Application form and interview |
| 4.2 Experience of working collaboratively with a Governing Body | ✓ | | Application form and interview |
| 4.3 Substantial experience of improving student behaviour and attendance | ✓ | | Application form and interview |
| 4.4 In-depth knowledge of safeguarding guidelines | ✓ | | Application form and interview |
| 4.5 Experience of and commitment to developing a vision for working with the wider community | ✓ | | Application form, interview and reference |
| 4.6 A commitment to working in partnership with the local authority and regional school improvement service | ✓ | | Application form and interview |
| 4.7 Experience of working with other schools and commitment to collaborative working | ✓ | | Application form and interview |
| 4.8 substantial experience of using school improvement planning to significantly impact on standards | ✓ | | Application form and interview |

Section 5 - Leading Teaching and Learning

| Criteria | Essential | Desirable | How Assessed |
|--|-----------|-----------|--------------------------------|
| 5.1 Ability to develop and maintain positive working relationships | ✓ | | Application form and interview |
| 5.2 Ability to monitor, evaluate and improve performance while sustaining staff motivation | ✓ | | Application form and interview |
| 5.3 Experience of developing and leading curriculum initiatives | ✓ | | Application form and interview |
| 5.4 A commitment to student-centred, inclusive education | ✓ | | Application form and interview |
| 5.5 Experience of promoting the role of parents in their child's education | ✓ | | Application form and interview |

Section 6 - Securing Accountability

| Criteria | Essential | Desirable | How Assessed |
|--|-----------|-----------|--------------------------------|
| 6.1 Experience of managing rigorous internal and external reviews | ✓ | | Application form and interview |
| 6.2 Experience of securing improved outcomes by working with Governing Bodies | ✓ | | Application form and interview |
| 6.3 Experience of successfully working with a school improvement professional or similar person to raise standards | ✓ | | Application form and interview |