



Assistant Headteacher Appointment Teaching & Learning Information Pack



For September 2024

Closing Date for Applications: **Friday 1st March 2024 at 9.00 am**

'being the best that we can be'

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Chair of Governors' welcome

Thank you for your interest in considering applying for the post of Assistant Headteacher.

The Governing Body is seeking to appoint a highly motivated leader to work with the Headteacher and enhance the capacity of his experienced Senior Leadership Team to support students in their efforts to succeed and be *'the best that they can be'*.

Mayfield is one of the largest schools in the country with approximately 2,000 culturally diverse students, including more than 350 in the Sixth Form. Although legally it is a Foundation school (there isn't any Foundation) whereby the Governing Body owns the land and is the employer, it otherwise acts as a community school.

Located on the Redbridge boundary, the expansion nine years ago brought a host of brand-new facilities, including a significant number of classrooms, drama studio, purpose-built sixth form centre, school hall, two sports halls, a floodlit all-weather pitch and three MUGAs, making it one of the best equipped schools in the country.

Also, within the school's grounds (but in its own completely segregated area) is the 'Mayfield Leisure Centre', comprising of a swimming pool and gym. This is wholly operated and maintained by the local authority-owned subsidiary, 'Redbridge Vision', which the school also uses for the management of out-of-hours bookings for its own sports and leisure facilities.

Viewing the school is highly recommended and if you wish to do so, please email hr@mayfieldschool.net and you will be offered an appointment to visit on one of the following dates:

Wednesday 28th February at 3.30 pm and/or Thursday 29th February 2024 at 11.00 am.

The closing date is **9.00 am on Friday 1st March 2024.**

The Selection Panel will meet on Wednesday 6th March 2024 to decide which candidates to call for interview.

Interviews will take place on **Tuesday 19th March and Wednesday 20th March 2024.**

I look forward to receiving your application.

David Backhouse
Chair of Governors MBE
National Leader of Governance (2012-2021)

School Information

School Ethos



Welcome from the Headteacher

I am extremely privileged to be the Headteacher of Mayfield School. Mayfield is a truly inclusive school where, despite its large size, every single student is genuinely valued and seen as an important member of our diverse community. I am proud to say that our diversity is one of our strengths and is actively celebrated. Indeed, I can confidently describe our community as a family.

At Mayfield School, we support and challenge one another to be the best we can be. This will look differently to each one of us in our community, which is why we work tirelessly with every single student so they can benefit fully from the opportunities we have on offer. As part of their learning journey here we have an exciting curriculum with a broad range of subjects and qualifications alongside opportunities through enrichment, trips, visits and experiences which equip students with the knowledge, skills and understanding needed to succeed.

Our expectations of one another are high. Our core values of courage, integrity and contribution underpin our every word and action. At the same time, we strive to be passionate, independent, curious and open-minded learners. This is because we know these attributes help us make the most of our time together and enable students to become happy, confident, well-rounded individuals who can contribute actively and positively to the community and wider society.

I would love to show you our wonderful school in person. Please do not hesitate to get in touch with us if you would like to find out more about Mayfield School and see us in action as we make every minute count. In the meantime, I hope you find our website useful and that it reflects Mayfield School as I have described.

I very much look forward to hearing from you and seeing you soon.

Mr Remo Iafrate,
Headteacher

About the school

Mayfield is proud to be a fully inclusive school whereby all students are encouraged and supported to *'be the best that they can be'*. The safeguarding and well-being of students and staff are at the heart of all that the school does.

The rich diversity of the school's community is much valued; the school seeks to include all through strong partnerships and recognise the positive contribution of all its students, parents and other community partners.

A key strength of the school is its staff, who are passionate and committed to the task of ensuring each and every student develops the essential skills in order to make progress and be fully equipped to be successful in their future.

This is achieved by offering a broad and balanced curriculum which is exemplified by our 'BEST' philosophy which ensures students of all abilities achieve and flourish

The school takes its responsibility in upholding British Values seriously and actively promotes the fundamental basics of democracy, the rule of law, individual liberty and mutual respect of those of different faiths and beliefs.

Facilities

Without doubt, Mayfield has some of the best teaching, sports and recreational facilities in the country. Over the last 9 years the Governing Body has overseen the Local Authority's investment of more than £30m in all the various aspects of the school's offering for its students and staff: bright, spacious teaching accommodation and many sporting facilities.

The most recent addition to the teaching accommodation is a new two-storey Design and Technology Centre which became operational in September 2020. It is a great asset to the school and has brought significant benefits to all the students.

Behind this new building is the school's (snow covered) playing field, with a 6-lane x 300m running track, which occupies approximately half of the 35 acres of land on which the school is sited.



The school's sporting and leisure facilities are complemented by 15 hours' free access a week to the Local Authority's 'Mayfield Leisure Centre' which comprises a 6-lanes x 25m swimming pool and a 40-station gym. It has its own external access and car park which is fully segregated from the school. The area of land on which it is sited has been leased to the Local Authority for a peppercorn rent for 125 years.



School Status

The school converted to 'Foundation' status on 1st January 2002. However, there is no 'Foundation'; Partnership Governors are nominated by the community and appointed by the Governing Body.

Although the Governing Body has considered a further conversion to academy status, it has not seen any significant advantages in doing so and hence has not pursued the matter further.

As a Foundation School, the Governing Body is the employer of staff and the 'Admitting Authority', although applications for admission and the administration of it are managed by the local authority as a participant in the Pan London Admissions' Scheme.

The Governing Body owns all the land and the school's buildings.

OFSTED Inspection (Section 5 in October 2018):

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 – 19 study programme	Good

School Timetable

The school timetable is currently from 08:30-15:00, with a 20-minute break from 10:30-10:50, and a 45-minute lunch break from 12:50-13:35.

BEST Teaching Principles

Our curriculum is supported and brought to life by high quality teaching and learning in the classroom. We passionately believe that a fantastic curriculum that is taught brilliantly will prepare our students for successful and fulfilling lives. As a result, we are committed to ensuring that every single lesson is the very best it can be. Alongside this, we endeavour to provide students with a broad and exciting range of experiences and opportunities that support their wellbeing and conduct so that they can be the best they can be and make excellent progress in all aspects of their learning journey. To make this practical, we have our BEST Teaching Principles:

Our BEST Teaching Principles are aligned with our curriculum intent and curriculum drivers. Our BEST Teaching Principles are:

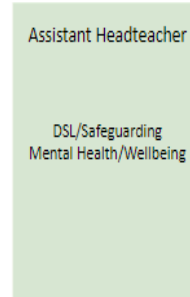
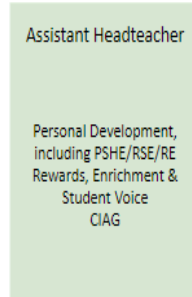
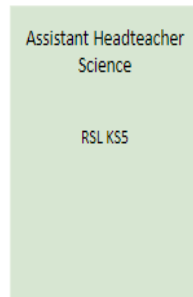
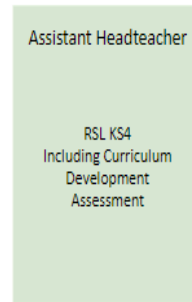
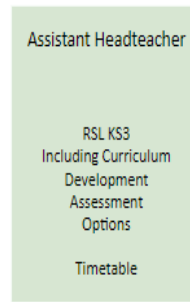
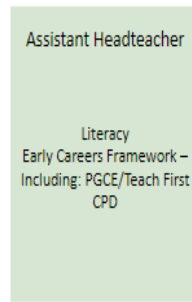
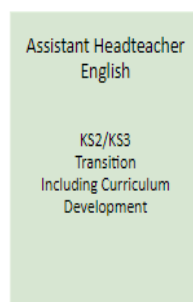
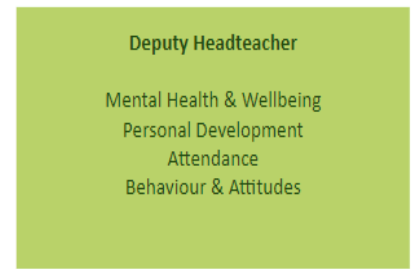
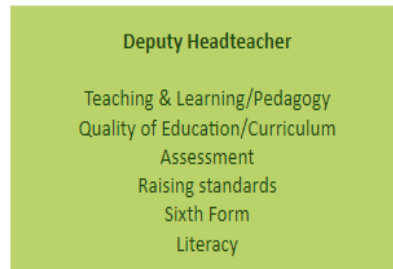
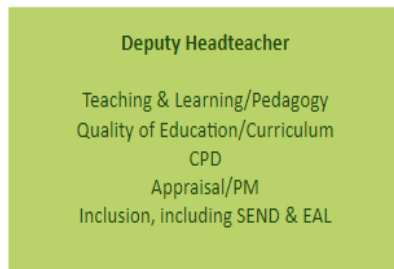
- Beginning lessons with a 'do now' retrieval task to support learning that follows and links to prior learning
- Engaging with Learning Objectives and context of their learning so that students are aware of specific core knowledge that they will learn
- Providing explicit instruction and modelling through 'I do'
- Providing guided practice through 'We do'
- Providing independent practice through 'You do'
- Developing metacognition through structured reflection so students can plan, monitor and evaluate their own learning
- Ensuring sufficient challenge for all through personalised activities and tasks
- Assessing students understanding frequently and providing regular feedback to tackle misconceptions, address gaps in learning and inform next steps to drive learning forward

Further information on our Curriculum can be found [here](#)

Mayfield Leadership Structure - Current

MAYFIELD LEADERSHIP STRUCTURE : 2023 – 2024

	Headteacher
	Deputy Headteacher
	Assistant Headteacher



Job Description

Along with the Headteacher and Deputy Headteachers, to take responsibility for:

- ensuring high standards of teaching across the school
- effective curriculum intent, design and implementation
- ensuring a high-quality continuing professional development programme for all staff, including leadership development
- appraisal that drives up standards of teaching
- continuously seeking out research-based innovations in teaching and utilising these to improve the quality of teaching
- partnership working for best practice in teaching and leadership, such as with local teaching alliances and training providers
- the induction of new teaching staff

Along with all members of the Senior Leadership Team, the Assistant Headteacher

- will have a line management responsibility to work with a family of faculties. This will involve:
- monitoring standards through regular meetings with the Faculty/Subject Leader, lesson observation, analysis of statistics and attendance at meetings
- ensuring the implementation of the school's curriculum, assessment and teaching policies
- working closely in a coaching role with Faculty and Subject Leaders in planning for and implementing improvement
- taking a full and active role in the school's professional development system

Other Senior Leadership Responsibilities:

- play a central role in the strategic directions and development of the school
- developing the learning culture throughout the school
- anticipating, planning and making provision for future demands
- day-to-day management of the school
- identifying the need for and leading the process of innovation, change and improvement
- to lead staff by example, being visible and promoting good order throughout the school
- assist in the appointment of staff
- assist in the preparation and review of policy
- assist in the preparation and review of the SEF and SIP
- to ensure effective communication within the whole school community
- represent the Headteacher or Deputy Headteachers at appropriate meetings as required
- take assemblies as required
- to complete duties throughout the day to support the health and safety and well-being of students and staff

Qualities:

The Assistant 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 students at all times

School culture and behaviour

Under the direction of the Headteacher, the Assistant Headteacher will:

- ensure a culture of staff professionalism
- create a culture where students experience a positive and enriching school life
- uphold educational standards in order to prepare students from all backgrounds for their next phase of education and life
- sustain and enhance the school's ethos of inclusion and support for all students
- encourage and maintain high standards of behaviour from students, consistent with the school's BEST philosophy

Additional and special educational needs (SEN) and disabilities

Under the direction of the Headteacher, the Deputy Headteacher will:

- promote a culture and practices that enables all students to access the curriculum
- have ambitious expectations for all students with SEN, disabilities, and those who are disadvantaged including EAL
- make sure the school liaises effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- make sure the school fulfils its statutory duties regarding the [SEND Code of Practice](#)

Professional development

Under the direction of the Headteacher, the Assistant 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

Under the direction of the Headteacher, the Assistant 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 students

Person Specification

Appointment of Assistant Headteacher for September 2024

Method of Assessment: A = Application Form; I = Interview and T = Task

Weighting key: 3 = most important; 1 = least important

The successful candidate will:

have qualifications and experience, including:		A, I & T	Weighting
1.	Qualified Teacher Status	A	3
2.	be educated to degree level	A	3
3.	provide evidence of relevant postgraduate qualification in leadership (NPQH or equivalent)	A	1
4.	be able to demonstrate evidence of continuing professional development which has an impact on school improvement	A	3
embody the characteristics, with regard to their qualities and knowledge, as follows:			
1.	hold and articulate clear values and moral purpose, focused on providing a world-class education for the students they serve;	A & I	3
2.	have a demonstrable understanding of and commitment to statutory duties with regard to safeguarding	A, I & T	3
3.	have successful experience of creating and maintaining productive partnerships with students, parents, governors, the local community and other organisations.	A & I	2
4.	sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally.	A	3
5.	work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.	A	1
6.	communicate compellingly the school's vision and empowering all students and staff to excel.	A	3
be able to provide evidence of successful experience including:			
1.	being an excellent practitioner across the secondary age range.	A	3

'being the best that we can be'

2.	the use of assessment, analysis of student performance and outcomes data in order to set aspirational targets and inform curriculum development	A & I	3
3.	accurate evaluation of school effectiveness and SMART planning for school improvement	A & I	2
4.	formulating objectives, policies and plans and monitoring, evaluating and reviewing their impact	A & I	2
5.	using performance management and line management to secure accountability and to improve the quality of education, leadership and raise achievement; ability and willingness to challenge underperformance	A & I	2
6.	managing and resolving parental complaints	A & I	3
7.	having a wide and current knowledge of the national educational priorities and new developments for schools and analysis of their significance and implication for school leaders	A	2
8.	a sound knowledge of school financial planning, budgeting and resource management for the benefit of all students and ensuring accountability to stakeholders	A	1
9.	a thorough knowledge of the national curriculum and of how to meet the needs of all students, national performance measures and academic and technical qualifications	A & I	3
10.	having excellent oral and written communication skills and the ability to produce and present information for a wide variety of audiences.	A & T	3
11.	having an ability to promote positive behaviour for learning and ensure that effective programmes for student behaviour, guidance, support and welfare are in place.	A & I	3
12.	having knowledge of how to promote cultural diversity and embed British Values in the whole school community.	A & I	3

be able to demonstrate skills and personal qualities as follows:			
1.	high expectations of themselves and others, leading by example	A & I	3
2.	demonstrate and inspire loyalty	A	2

3.	strong presentation, public speaking and writing skills, effective listening and negotiation skills	A, I & T	3
4.	a management style informed by emotional intelligence and intellectual rigour; confidence, humility and resilience	A & I	3
5.	track record of tackling difficult issues and taking hard decisions courageously and honourably, conveying outcomes clearly and sensitively	A & I	3
6.	ability to be innovative and find creative solutions, problem solve	A & I	3
7.	calm and organised under pressure with the ability to prioritise, make informed decisions and consistently demonstrate core values	A & I	3
8.	experience of delegating responsibilities and tasks, building effective teams and monitoring implementation and impact	A & I	3
9.	proven commitment to working with all relevant agencies to keep children safe	A & I	3
10.	the capacity to be critically reflective and evaluative in order to identify accurately and candidly strengths and priorities for development	A & I	3

Completing your application

Application Form

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

Person Specification and Personal Statement

When writing your response, it is really important that you read the Job Description and address each of the requirements in the Personal Specification. Ensure that you evidence additional aspects, e.g. training, and qualifications together with your background and experience in your Personal Statement, which should not exceed two sides of A4.

References

Referees will be asked to provide a reference for all short-listed candidates. There will be a swift turn-around for this process. Preferred referees are your last two employers and you should provide their official organisation email address for us to contact. One referee is likely to be your last Headteacher or Chair of Governors.

Please note that as a short-listed candidate we need to make you aware that we carry out online searches.

Important dates and information

Pay Range:	L18 (currently £75,478pa) to L22 (£82,852pa).
Pre-application Visits:	Visits are available strictly by appointment. To arrange a visit, please email hr@mayfieldschool.net . Dates set for visits: Wednesday 28 th February 2024 - 3.30 pm & Thursday 29 th February - 11.00 am, although it may be possible to accommodate at other times, please contact HR for further details.
Closing date:	Friday 1 st March 2024 (09.00 am).
Completed applications:	Please send your application & recruitment monitoring forms (as a word document) to: hr@mayfieldschool.net
Long-listing date:	Wednesday 6 th March 2024.
Assessment & Interview:	Tuesday 19 th and Wednesday 20 th February 2024.
Start date:	1 st September 2024.