



Ilford County High School
Headteacher Candidate Information

~ Welcome to our school ~

Ilford County High School (ICHS) is a grammar school for boys, situated in the London Borough of Redbridge. As a local authority school, we are rooted in the community we serve, and believe in providing a superb education for local children. The school has a long and prestigious history and has a reputation for academic excellence and strong pastoral care.

I have been a school governor since 2003 and was elected Chair in 2018. It is a privilege to work closely with the school and its community, shaping the education of our pupils and planning ahead for future developments, so our pupils can continue to benefit from the extensive range of opportunities the school provides.

ICHS has a broad and balanced curriculum, with all pupils studying the full English Baccalaureate at GCSE, before the vast majority move on to A-Level study and leading universities or degree apprenticeships.

We provide a learning journey for our pupils that is unashamedly ambitious but relevant to them, and the world they are growing up in. We support our pupils to be the best they can be, encouraging them to aim for their own, individual, highest personal outcomes. Our curriculum is rich, diverse and full of opportunities that promote higher level thinking, creativity and innovation. By following our curriculum, our pupils develop empathy and an understanding of the world around them, an awareness of the importance of protecting their own physical and mental health and are well placed

to become active members of a global society.

Our school values of Integrity, Courtesy, Hard Work and Success in a happy community ensure that our curriculum is fully implemented and has real impact. These values equip pupils with the vital qualities and attributes needed for both life within and beyond the school gates. The wider curriculum includes a comprehensive personal development and pastoral programme, supported by themed assemblies and awareness events, that promote tolerance, kindness and mutual respect.

The school has extensive extra-curricular, enrichment and leadership programmes and pupils are actively encouraged to take part, broaden their horizons and enjoy a wide range of activities.

Our staff are a tremendous asset to our school, they are talented, hard-working and dedicated professionals who strive to ensure our pupils achieve well and develop into inspiring young people. ICHS is a truly special place to work, we prioritise wellbeing, professional development and training, place teaching and learning at the centre of everything that we do and enjoy working in a supportive environment.

I am delighted to invite applications for the role of our next Headteacher. Thank-you for showing interest in our school. If what you read here interests and excites you, then we look forward to receiving your application. We welcome visitors so, if you would like to see our school, then please get in touch so this can be arranged.

Melvin Pedro, Chair of Governors.





~ Our School ~

ICHS is a local authority school in the London Borough of Redbridge (LBR). Children sit the 11+ examination to enter the school. The school has 180 pupils in each year group, with 229 students in the Sixth Form. Ofsted rated the school as 'good' when they inspected in September 2021, and the suggested curriculum changes have been undertaken.

We are proud of the achievements of our staff and pupils, in 2024 Progress 8 was 0.87 and Achievement 8 was 77.4. The London Evening Standard placed Ilford County in the top ten performing schools in London.

ICHS prides itself with being a local school that serves its local community. The school is very popular and for over ten years has only admitted children from the school's catchment area. Currently 12% of pupils in the main school are in receipt of free school meals, a much higher percentage than in many other grammar schools. Raising this number to be in line with the LBR average, is a priority for the school and is reflected in our admissions criteria.

The school buildings are a mixture of modern design and traditional architecture, with plans in development for the addition of a multi-use games area, changing rooms and large hall space.

~ Our School Vision ~

We believe education has power because...

Education provides choices to enable you to move into the world of work, higher education, or modern apprenticeship. Educated people have the power to contribute to and shape communities, by engaging positively in different environments with people from a range of backgrounds. Education minimises inequality.

Empowering to excel, by learning together.

In 2021 the governors and the school community revisited their vision for ICHS. We decided to focus on six key priority areas that build rounded and balanced individuals. With this focus, when the time comes for pupils and staff to leave our ICHS community, they will have the skills they need to take advantage of the opportunities available to them, and to enjoy future success.

Our key priorities are:



We ask every member of our school community to embrace and engage with our ICHS values of integrity, courtesy, hard work and success. This enables us all to live together in a happy, vibrant community. By embracing our shared values and striving to be the very best that they can be, our pupils build the skill sets necessary for future success, and to embrace life in modern Britain and the world. We believe that by supporting and developing our staff, to achieve their best whilst caring for their mental health and wellbeing; our staff will support our pupils to achieve the highest possible standards. We are a team, and together we make huge differences.



~ Teaching and Learning at ICHS ~

Teaching and Learning is at the core of everything that we do. Our staff are actively engaged in educational research and bringing best practice to our learning environments. Together, staff have developed the ICHS Teaching & Learning Framework, that brings the best aspects of current educational thinking and pedagogical practice into a framework specifically designed to meet the needs of our pupils, here at ICHS, and to maximise their learning.

Our framework is reviewed and enhanced every year, and staff are actively engaged in the continued professional development and learning programme that accompanies it. This term, staff are enjoying learning-based action research projects and sharing good practice.

Continued professional development and learning is a vital part of our staff development programmes. Staff not only participate in our in-school programmes but are also supported to participate in nationally accredited qualifications and apprenticeships. We are active members of the Seven Kings Learning Partnership, are part of a school's peer review group, are PIXL members and have a subscription to the National College and the Grammar School Heads Association.

Across the curriculum, teachers identify gaps in pupils' knowledge and address any misconceptions. ...the curriculum is planned and taught to promote deep thinking and discussion among pupils.

Teachers' subject knowledge is strong. They expect pupils to achieve well. Pupils ...are well versed in reflecting on their own work and discussing it with their peers. This helps them to identify their strengths and weaknesses and bring about self-improvement.

Ofsted





~ Pastoral Care ~

At ICHS we understand that excellent pastoral care is essential for pupils to achieve their best both academically and socially. Pastoral care is organised through our House system which provides high quality care and welfare support, whilst developing a sense of belonging and association with the school and its community.

Our House system provides opportunities for leadership and taking responsibility, providing peer support and positive role models and opportunities for positive competition and active participation. We have a full programme of inter-house events and active student leadership teams.

Pastoral care is strengthened by a dedicated team of staff who provide counselling support and mentoring to our pupils. Directors of Student Development manage each House and develop strong links with pupils and their families.

~ SEN & Disability Provision ~

Every child who attends our school is entitled to the support they need to access the curriculum and to thrive. Our school values every pupil for their abilities, achievements and the qualities that they bring to our school community.

The provision of SEND support is a whole-school responsibility and the importance of inclusive, quality first teaching can not be underestimated. Our SENDCo and the SEND team, work closely with teachers, parents and pupils to provide support that meets the needs of individual pupils without making them feel unnecessarily different from their peers. A comprehensive programme of group and individual workshops and targeted provisions are in place to meet the needs of individual pupils.

The work of both teams is enhanced with a specialist suite of rooms that includes our Personal Development Centre and SEND Suite.



~ Inclusion ~

Every child who attends our school is a valued individual. We are justly proud of our work on challenging stereotypes and making every member of our school community feel welcome and supported.

In November members of our Anti-bullying 'Stand Up, Speak Out' group spoke at the Houses of Parliament, explaining the important work they do. This Spring we achieved the Rainbow Flag Award, a nationally recognised award acknowledging the hard work the school has undertaken to develop a curriculum and environment that represents everyone, including those who identify as LGBT+.

Our progressive masculinity pupil leadership team deliver workshops across the school addressing and challenging stereotypes. Work that has been shared across the local authority.

The school is currently working towards becoming a UN Rights Respecting School



~ Enrichment ~

ICHS pupils take part in a wide variety of enrichment activities to enhance their academic studies and to support them in developing character, inter-personal and team working skills; and simply to have fun and enjoy making new friends.

Our Cultural Capital Days run four times a year and see every pupil in the school actively engaged in trips and in-school activities. This year for example, pupils are visiting Colchester Zoo, Tower of London, Natural History Museum, British Museum, a Vihara and Church, undertaking Geography fieldwork, attending Poetry Live, and participating in physical theatre, coding, animation, body percussion and Jack Petchey Speak Out workshops. In addition, foreign language trips to both France and Germany are planned.

We run a full list of enrichment opportunities through our clubs and extra-curricular programme. Pupils can take part in recreational sport, join a school sport's team (our teams have had recent success in cricket, athletics and football), or engage in activities as diverse as school choir, chess or the Sherlock Holmes Club.

Our Winter Showcase and Summer Presentation Evenings give pupils an opportunity to perform in front of parents and peers, and to showcase their talents. Many of our pupils enjoy achieving the Duke of Edinburgh Awards,

Pupils enjoy the challenge of participating in the Science Olympiads, Maths Challenges, CREST awards in Science and Oxford essay writing competitions. There is a thriving programme of Sixth Form Societies to nurture academic curiosity and support university entrance, and active student leadership networks throughout the school.

The school has an excellent alumni network and a good relationship with the Old Parkonians, the old boys' association and club.





~ Sixth Form ~

At ICHS, we offer a full range of A Level subjects. Many of our students opt to study mathematics and the sciences but we also offer a range of Humanities, Arts and Language subjects with the advantage of small classes and specialist staff.

Our team of specialist and highly qualified staff guide and support our students as they undertake their A Level journey. Our excellent facilities combine both the traditional with the modern. Science is taught in brand new, purpose built laboratories, courses are well resourced and the sixth form has its own dedicated café and study facilities.

Here at ICHS we recognise the importance of developing a range of transferable skills alongside excellent academic performance. Our 6th Form Laureate programme includes extracurricular and volunteering opportunities which help prepare students for life beyond school, whether that is at university, undertaking a modern apprenticeship or in the workplace.



As you would expect from an academic Sixth Form, we have a well-developed UCAS application programme, which is tailored to the individual needs and aspirations of each student. Students are prepared for university entrance very carefully, with additional specialist advice and guidance laid on for students embarking on courses such as medicine, law and those considering Oxbridge applications. Our destination information demonstrates that our students go on to study at a range of prestigious universities and undertake a wide variety of courses. Students leave ICHS as well rounded, kind, resilient young men with confidence and an ability to take on any challenge they may face in the future.

Entry to our Sixth Form is based on academic attainment. We are a community school and welcome young men from all walks of life to apply to join our thriving community. The pastoral support we offer our students is superb with many of our students keeping in touch long after they have left the school.





~ Data protection and Privacy Notice ~

Ilford County High school is committed to protecting the privacy and security of your personal information. Our privacy notice describes how we collect and use personal information about you during and after your working relationship with us, in accordance with the UK General Data Protection Regulation (UK GDPR). Our privacy notice is available at: [Privacy-Notice-for-Job-Applicants-Autumn-24.pdf](#)

Under data protection legislation, you have the right to request access to information we hold about you. To make a request contact enquiries@ichs.org.uk . You also have the right to:

- Object to the processing of personal data if it is likely to cause, or is causing, damage or distress
- Prevent processing for the purpose of direct marketing
- Object to decisions being taken by automated means
- In certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed.

We will always seek to comply with your request; however, we may be required to hold or use your information to comply with legal duties. If you have a concern about the way we are collecting or using your personal data, you can raise your concern with our School Business Leader jsheldrake@ichs.org.uk in the first instance.

Alternatively, you can contact our Data Protection Officer at dataservices@judicium.com, or the Information Commissioner's Office at <https://ico.org.uk/concerns> .

~ Equal Opportunities ~

The governing body recognizing the value of achieving a diverse workforce including people from different backgrounds, with different skills and abilities. We are committed to ensuring our recruitment and selection processes are conducted in a systematic, efficient, and effective manner that promotes equality of opportunity.

ICHS is an equal opportunities employer, The Equality Act 2010 protects people with disabilities from unlawful discrimination. If we know that you have a disability, we will make adjustments to the working arrangements and/or the working environment provided it is reasonable in the circumstances to do so.

~ Safeguarding ~

ICHS is committed to safeguarding and promoting the welfare of children and young people. We expect everyone who works or volunteers in our school to share this commitment.

Applicants will be required to undergo child protection screening, including checks with past employers and the Disclosure and Barring Service (DBS).

All posts involving direct contact with vulnerable children are exempt from the Rehabilitation of Offenders Act 1974. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account.



~ Governance ~

The School is governed by the School's Board of Governors under the Chairmanship of Mr Melvin Pedro. The Board is comprised of co-opted governors, local authority governors and elected staff and parent governors. We are privileged to have a committed diverse group of professionals who care deeply about the school, its staff and pupils, and who work closely, in a professional capacity with the headteacher. They bring experience in accounting, auditing, law, education, local government and marketing. The board believes it is important that their board has a wide range of skills represented and reflects a wide range of backgrounds. The board uses a bi-annual skills audit and governance review to inform their recruitment and training needs.

The purpose of our governance is to provide strategic leadership to ensure clarity of vision, ethos and strategic direction, to create robust accountability for the educational and financial performance of the school. The board currently meets seven times per year to make decisions, consider monitoring reports and recommendations, and to conduct routine business. Separate committees operate in the areas of finance, pay and health and safety.

There is also a school development company with charitable status, that raises money to provide additional facilities for the school. The charity has its own board of directors.

The school is also lucky enough to be supported by the Friends of ICHS. A parent group that undertakes fund-raising activities to support the pupils who attend our school.





As Headteacher you will:

Section One = Ethics and professional conduct

Demonstrate consistently high standards of principled and professional conduct.

Uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders: selflessness, integrity, objectivity, accountability, openness, honesty, and leadership.

Meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to your professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploits your position, pupils' vulnerability or might lead pupils to break the law

As Headteacher and the leader of the school community and profession, you will:

- serve in the best interests of the school's pupils
- conduct yourself in a manner compatible with your influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold your obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out your professional duties and responsibilities
- take responsibility for your own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Section Two = Meeting the headteacher standards:

1. School culture

- establish and sustain the school's ethos and strategic direction in partnership with the Governing Body and London Borough of Redbridge, and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

- establish and sustain an ethos of high academic standards and high-quality expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils have access to a wide range of extra-curricular and enrichment activities
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in

Job Description



accordance with the school's behaviour policy

- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen
- Take overall responsibility for the pastoral care of pupils, ensuring evidence based pastoral care strategies are in place including mental health initiatives, resilience training and student voice empowerment.

5. Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEN and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. People development

- Inspire, lead and motivate staff to ensure high morale, and that the right structure and mix of staff skills are in place
- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds

- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement (including a whole-school development plan) as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context. ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time
- Take a strategic role in the development of new and emerging technologies including online learning.

9. Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

- Report to and ensure a range of data and information is regularly presented to the governing body, ensuring they are well-informed of school developments.
- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and 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



Knowledge, Skills and Understanding

- Thorough understanding of what makes for excellence in an ambitious and selective but ethnically and socially diverse school.
- Ability to analyse a school's strengths and interpret relevant comparative data, establish benchmarks and set targets for improvement.
- Proven ability to develop highly effective partnerships with all key stakeholders.
- Comprehensive knowledge of national policy, legislative and financial frameworks and school governance.
- Deep understanding of political, economic, social, religious, legal and technological influences which have an impact on school strategy and operational delivery.
- A thorough understanding of the Head's responsibilities in relation to safeguarding and child protection issues and a clear commitment to delivering best practice in safeguarding.
- Knowledge and understanding of statutory requirements and models for the curriculum and its assessment
- Understanding of large fundraising projects and additional resource generation
- Deep understanding of pupil mental health and safeguarding best practice
- Deep knowledge and understanding of the importance of, and strategies to manage staff workload and wellbeing.

Values and Leadership Qualities

- Strong, visible and collaborative leader with the vision, authority and energy to inspire, motivate and empower people and teams.
- A strategic thinker and leader with outstanding analytical and planning skills.
- A modern and empathetic leader, committed to evolution, not revolution who is able to build on the extraordinary legacy of ICHS and recognise and embrace the importance of its culture and ethos.
- Ability to build an environment of trust, high performance and accountability Strong alignment with the values of ICHS and its mission.
- Exceptional and versatile interpersonal and communication skills.
- Ability to work through challenges, take difficult decisions and exercise sound judgement with integrity.
- Commitment to embracing diversity and inclusion in a changing world and the skills to run an inclusive and diverse school community.
- Exceptional personal relationship and communication skills.
- Ability to engage and collaborate with diverse community groups and the ability to engage leaders and stakeholders at all levels.
- Have the vision and enthusiasm to continue to grow the profile of ICHS both within the local community and nationally

Experience & Qualifications

- Degree and Qualified Teacher Status
- NPQH (desirable)
- Masters or PHD degree (desirable)
- Significant experience of senior leadership in secondary education in a large, high-performing selective, non-selective or independent school.
- Significant experience of senior leadership in a secondary school with a large sixth form.
- Evidence of having provided a balance of academic challenge and support to students and staff.
- Evidence of having successfully led change and innovation.
- Significant personal leadership of school improvement, including curriculum, teaching and staff development.
- Successful experience of working in partnership beyond your own school and a commitment to collaborating with colleagues to exchange ideas and learn from one another.
- Evidence of collaborative or partnership working to aid widening access and improve outcomes for disadvantaged students
- Strong knowledge of EdTech, AI trends and their practical application and experience in leading digital transformations
- Experience of managing a budget to achieve best value and maximum impact



~ Benefits ~

- The salary for this role will fall within the Group 7 scale (Outer London) and includes access to the Teachers' Pension Scheme.
- On-site parking (designated space)
- Continued Professional Development and Learning Programme through internal and external providers. The school has a subscription with the National College, PIXL and Grammar School Heads Association. The school is an active member of the Seven Kings Learning Partnership.
- Employee Support Programme offering free helpline support and six counselling sessions annually.
- Use of the school gym facilities.

~ Visits to our school ~

Visits to our School are welcomed. If you would like to visit or have an informal chat with our Chair of Governors, please contact Ms J Sheldrake, School Business Leader at jsheldrake@ichs.org.uk who will be happy to arrange this for you.



~ Application Process ~

Candidates should submit the following, both in PDF format:

1. A completed application form. (Available through the school website and TES)
2. A covering letter addressed to Mr M Pedro, Chair of Governors, explaining your reasons for applying and the strengths, qualities and skills you would bring to Ilford County High School.

Please ensure your letter does not exceed two sides of A4 paper, minimum font size 12. Thank-you.

Please clearly explain how your qualifications and experience meet the requirements set out in the job description and person specification, including the school context of where your experience has been acquired.

3. Applications should be made electronically to Ms J Sheldrake, School Business Leader at jsheldrake@ichs.org.uk

Closing date: 10am on Monday 17th March 2025

- All applications will be acknowledged by email. Shortlisted candidates will be contacted on Monday 24th March 2025. Unfortunately, we will not be able to give feedback to candidates who are not shortlisted.
- On Tuesday 1st April 2025, we propose inviting shortlisted candidates to the school for an assessment day and to meet the Chair of Governors and other key stakeholders. Candidates will complete a range of assessment tasks and activities.
- Further shortlisting will take place following the assessment day, with interviews (including a presentation) proposed to take place on Thursday 3rd April 2025.
- The selection process is being supported by Mr S Wilks, and the successful candidate will be selected by a panel chaired by Mr M Pedro. Offers are made subject to enhanced disclosure check with the Disclosure and Barring Service (DBS.) and references.



Ilford County High School



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Ilford County High School is an 11-18, local authority, boys' grammar school located in the London Borough of Redbridge. The school serves a diverse and vibrant catchment, and welcomes children from all cultures and backgrounds, supporting them to achieve their best outcomes.

The school is served by excellent transport links, being within easy reach of both the M11 and North Circular Road. The school has car parking facilities for staff and additional parking is available on surrounding roads. Barkingside tube station and Fairlop tube station are both on the Central Line and are an easy ten-minute walk from the school.

