



MAIDEN ERLEGH
SCHOOL



Headteacher

Maiden Erlegh School

Candidate Brochure



MAIDEN ERLEGH
TRUST



Welcome

Dear Candidate

Thank you for your interest in the post of Headteacher at Maiden Erlegh School, a highly successful comprehensive school community of over 1,800 students, 440 of whom attend our thriving Sixth Form.

Based close to the M4 motorway, between Reading and Wokingham, we pride ourselves on our unwavering commitment to academic excellence and high standards of behaviour whilst fostering an inclusive culture and environment where every student is valued and supported in reaching their full potential. We offer a broad and engaging taught curriculum alongside an extensive extra-curricular programme, that engages our students and equips them with the skills and knowledge they need to succeed in the 21st century.

As Headteacher of this outstanding school, you will be joining a supportive and ambitious Trust, whose values of 'Aiming High, Being Inclusive and Working Together' will be the foundation of all you aspire to achieve, for yourself, your team, and your school community.

Maiden Erlegh Trust is a learning partnership of nine schools. We are a mixed-setting multi-academy trust operating a range of primary, secondary, and specialist provisions across Berkshire and Oxfordshire. You will, therefore, have access to a broad and deep pool of expertise alongside wider support from the whole Trust team.

The ideal candidate will be a passionate and visionary leader who can build upon the school's strengths and lead us through the next stage of our journey. It is a role to make your own, but you will not be on your own.

If you would like to visit the school prior to application, please contact Vicky Boatman, Executive Assistant, on 0118 929 6020.

Yours faithfully

Nick Jones
Chair of the Board of Trustees

Jonathon Peck
Chief Executive Officer



About us

The School

Maiden Erlegh School is a highly successful comprehensive school for students from 11-18 years old. Our students are a delight to work with and relationships between students and staff are extremely positive and constructive. Students are keen to learn, curious, respectful, polite and fun. They rise to challenges positively and enthusiastically, and have high expectations of themselves. This is why they achieve such impressive academic and personal successes.

Our staff are dedicated, talented professionals who go the extra mile for the students because they are committed to helping them realise their dreams, achieve the greatest possible success, overcome any personal challenges. Our goal is to ensure all doors remain open to them in the future. Teachers are passionate about their subjects and focused on delivering varied and stimulating lessons. Support staff work tirelessly to ensure the school can provide the best education possible.

Our expectations are unapologetically high and, as a result of a varied and enriching curriculum as well as the on-going celebration of personal achievements and talents, students develop a raft of leadership and personal skills. It is a real pleasure to spend time with our students and to see them grow and develop into confident well-rounded and engaging young adults and positive and respectful citizens.

Maiden Erlegh Trust

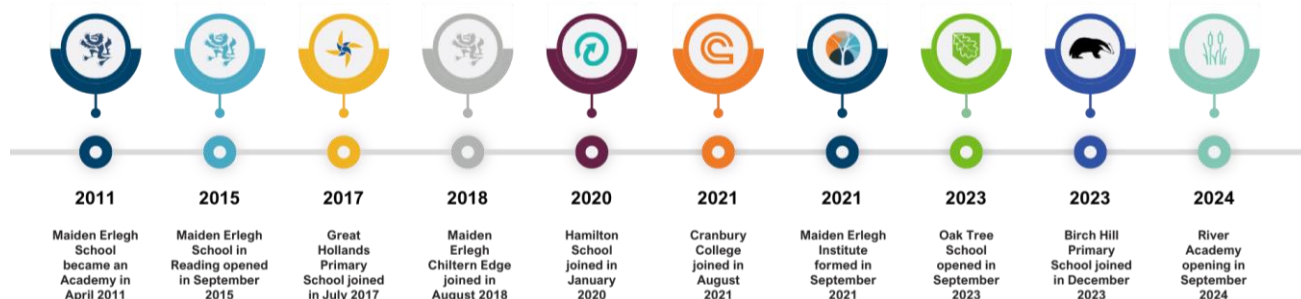
We are a proudly comprehensive and local community-based Trust. We believe in ambitious inclusion and that every child and young person can achieve great things. As a result, we have a range of schools because we want to be a Trust for local families, whatever their circumstances.

Because our Trust schools are geographically close, we know our communities and our local agencies very well. This supports strong collaboration, productive working relationships and access to genuine support and assistance (often not as readily available in larger trusts).

We recognise the importance of investing in our staff and you would be supported with tailored development opportunities, but we would also hope you would contribute to our CPD offer also (not least our annual cross-Trust conference).

Please browse our [Trust website](#) as we believe this gives you a feel of what we stand for.

Maiden Erlegh Trust Timeline





Student Quotes

I love the inclusiveness in this school. It really makes me feel like my opinion will be heard, and not just me but everyone in this school. Everyone has a say in the community, and it's what makes me very grateful to be a part of the team!

Good teaching style, supportive teachers.

It is very inclusive and diverse.

The school is a lovely community which makes you feel welcome and content, with a good balance of work and enjoyment.

I really appreciate all of the staff and the hard work they do for us.

Good atmosphere amongst students, good variety of subjects offered, inspiring teachers.

There are many different clubs to participate in.

All the staff are very kind and helpful towards every student.



Job Description

Headteacher Job Description	
Job Purpose	<p>The Headteacher is expected to lead and manage effectively, with integrity and humility, at all times.</p> <p>The Headteacher will be accountable for the quality of education, support and development of staff, and the overall experience of students and staff in the school.</p> <p>They provide the day-to-day direction and leadership consistent with the vision and values, integrity, excellence, and inclusiveness expected of all schools in the Trust. They are responsible for the operational management of the school, the safe supervision of all students and staff, and care of the school premises and equipment.</p> <p>They always collaborate positively with others in the Trust and model excellent leadership and practice. They will demonstrably embrace their shared responsibility for every child in the Trust, as well as those in their own school.</p>
Start Date:	September 2024 (or January 2025)
Location:	Maiden Erlegh School Silverdale Road Earley RG6 7HS
Accountable to:	Executive Director of Education
Responsible for:	Direct line management of the Senior Leadership Team of the school and provide day to day leadership of the wider staff team.
Financial Accountability:	Accountable for the devolved revenue and capital budget of the school within the Trust's Scheme of Delegation.
Salary:	Group 8: L37 – L43 (England & Wales) Relocation Allowance (up to £8k)
Contract:	Permanent, Full Time



Vision and Core Purpose

- Articulate clear values and a moral purpose for the leadership of the school, focused on providing a first-class education for all students of all abilities.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff, both within the school and across the Trust, to excel.
- Develop positive relationships, behaviours, and attitudes towards our students, and to engage parents, SAB members and the local community in the constant improvement of all that we do.
- Ensure that the education and interests of our students are at the centre of everything we do at the school, and across the Trust.
- Promote the concept of inclusion across the whole school and ensure its rigorous application.

Meeting our objectives through improving learning and achievement in the classroom

- Lead the school's improvement and development based on evidence and knowledge about effective practice and to promote a strong culture of continuous professional development for our staff and succession planning.
- Promote the interests of the school around appropriate strategic aims, translating opportunities arising from local, national and Trust policy into the school's context.
- Ensure that the school's development is consistent with our aims and seeks further to serve our local community.
- Demand ambitious standards for all students, overcoming disadvantage and advancing equality of opportunities, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
- Maintain and secure outstanding teaching from all teachers delivering this through an understanding of the features of successful classroom practice and curriculum design.

Leadership and Management

- Promote with clarity the vision and values of the Trust and the school to all stakeholders and the wider community.
- Promote the sharing of best practice between staff and develop a culture where unsatisfactory practice is challenged and improved.
- Establish an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other.
- Be sensitive to staff personal and professional problems, be willing to address and resolve them and address conflict while maintaining morale.
- Identify emerging talent at all levels in the school, coaching current and aspiring leaders in a climate where excellence is the standard.
- Hold all staff to account for their professional conduct and practice.
- Ensure that the school's systems, organisation, and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity, and probity.
- Provide a safe and well-ordered environment for all students and staff, with a strong focus on safeguarding and the development of exemplary behaviour in school and in wider society.
- Maintain rigorous and transparent systems for managing the performance of all staff,



addressing under-performance, supporting staff to improve, and valuing excellent practice.

- Contribute to the implementation of rigorous assessment systems that allow the school to measure and evaluate the performance of students as well as ensuring the predictability of educational outcomes.
- Welcome strong governance and actively support the School Advisory Board to deliver its functions more effectively – particularly to set school strategy and hold the Headteacher to account for student and staff experience.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of achievement and the school's sustainability and in the wider Trust context.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Wider Engagement and Contribution

- Develop the school's capacity to work with other schools, both within and outside the Trust, to improve education quality and opportunities for young people.
- Develop effective relationships with other services to improve academic and social outcomes for all students.
- Harness the findings of well evidenced research to contribute to school self-improvement.
- Continue to ensure the school is a centre of good practice in initial and continuing teacher education.
- Inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- Proactively engage with the local community to raise the profile of the school.
- Support the wider system leadership work of the Trust as a member of the Trust's Education Leadership Group.





Person Specification

	Person Specification	Assessed by	
		Application or by	Interview/ Reference
	Qualifications	A	I
1	First degree or equivalent.	✓	
2	Qualified Teacher Status (QTS).	✓	
3	Evidence of recent and relevant training and development at headship level and/or in preparation for headship (e.g. NPQH).	✓	
	Professional experience and knowledge		
4	Substantial senior leadership experience with a record of excellent teaching, ideally at more than one school.	✓	
5	In-depth knowledge and understanding of the wider educational agenda including current national policies and guidance as well as the statutory and legal framework governing the operation and regulation of schools, particularly in a multi-academy trust environment.	✓	✓
6	Demonstrable experience of securing and raising standards in an ambitiously inclusive school.	✓	✓
7	Demonstrable experience of working with external agencies locally, nationally, including public, private and community sectors.		✓
8	Proven track record in leading and managing staff including building a successful team, sharing and delegating effectively as well as implementing and managing change at a senior level in an educational organisation.	✓	✓
	Personal aptitudes, qualities and skills		
9	Capacity to work in a collaborative manner.		✓
10	Articulate and approachable with excellent interpersonal and communication skills both verbal and written.	✓	✓
11	Proven sound problem solving and decision-making skills combined with the ability to lead, inspire, influence, and manage change.		✓
12	Astute and perceptive with strong analytical skills and the ability to use sound judgement in order to anticipate and resolve conflict.		✓
13	Proactive, innovative, and versatile with a high level of drive, energy and enthusiasm, aspiration, resilience, reliability, and integrity.		✓
14	Ability to relate empathetically to, and work with, different stakeholders.		✓
15	Capacity to retain a sense of balance and resilience when under pressure.		✓
	Leading learning and teaching		
16	Demonstrable experience of positive behaviour and attendance management which is student-focused and trauma-informed, but uncompromisingly ambitious.	✓	✓
17	Evidence of setting and achieving ambitious goals and targets	✓	✓
18	Demonstrable experience of curriculum design and pedagogy for all.	✓	✓
19	Evidence of successful experience in leading professional development as well as the coaching and mentoring of staff.	✓	✓



20	Evidence of using data, benchmarks, and feedback to monitor and judge progress and to identify strengths and weaknesses of students and staff.	✓	✓
	Improving the life chances of children and young people		
21	Demonstrable understanding of the processes of safeguarding and safer recruitment and safeguarding procedures.		✓
22	Experience of and a commitment to an extensive range of extra-curricular activities.	✓	✓
23	Recognition and promotion of the role parents, carers and families play in helping children and young people succeed and thrive.		✓
	Shaping the future		
24	Visionary with respect to developing and promoting the school's ethos, priorities and targets including the spiritual, moral, social, emotional, and cultural development of all its students.	✓	✓
25	Proven record of providing a collaborative vision for excellence with a sense of purpose and equity with high standards.	✓	✓
	Developing self and working with others		
26	High profile role model with a professional approach that demands accessibility, excellence, confidence, trust, respect and support of the entire school and wider community.		✓
27	Supportive of an appropriate work life balance for self and others.		✓
	Leading and managing the organisation		
30	Capacity to nurture and motivate staff in order to provide opportunities for development thus ensuring succession planning.	✓	✓
31	A commitment to diversity, equality and inclusion and ethical leadership in all areas of the school's work.	✓	✓
32	Evidence of highly developed skills in performance management, recognising skills and high performance, and tackling underperformance through to resolution.	✓	✓
33	Capacity to undertake effective strategic financial and resource management to achieve educational priorities and to ensure efficiency and value for money.	✓	✓
34	Understanding of education human relations (HR) issues and a capacity to work within the statutory framework to solve HR problems.	✓	✓
35	Evidence of the skills required to harness the potential of new technologies, including social media, not only for the benefit of student learning but also for the promotion and marketing of the school.	✓	✓
36	Ability to use a rich set of data to understand the strengths and weaknesses of the school.	✓	✓
37	Ability to create and maintain organisational systems and structures, at school and Trust levels.	✓	✓
38	Evidence of whole school self-evaluation and accountability and the school improvement process.	✓	✓
39	Commitment to collaborate with neighbouring schools and colleges in support of the development of the wider education community.		✓
40	Committed to sustain a safe, secure and healthy school environment.		✓
	Specific requirements		
41	Demonstrate the suitability to work with children.		✓



How to Apply?

If you would like further information or to book a visit to the school, please contact Vicky Boatman via email v.boatman@maidenerleghtrust.org. Two dates will be arranged for group visits to the school ahead of the interview date.

Deadline for applications:	8:00 am Monday 13 May 2024
Shortlisting will take place:	Monday 13 May 2024
Interviews will take place:	Monday 20 May – Tuesday 21 May

All applications should be completed via [MyNewTerm](#) or TES using the application form provided.

Applications received which are not completed using the form provided may not be considered at shortlisting.

Maiden Erlegh Trust reserve the right to research applicants on social media platforms and the Internet, and the recruitment panel may take this information into consideration during the recruitment process.

Maiden Erlegh Trust is committed to safeguarding, equality and promoting the welfare of children and staff. We are also committed to being ambitious for all and supporting everyone to reach their full potential. All employees of the Trust are expected to share these commitments. All posts require satisfactory employment checks and references and a satisfactory enhanced Disclosure and Barring Service check. All Leadership roles will require a Section 128 check.

