



Cedars Upper School



Head of School Candidate Brochure



ACHIEVING EXCELLENCE
CEDARS
UPPER SCHOOL



CHILTERN
LEARNING
TRUST



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ACHIEVING EXCELLENCE
CEDARS
UPPER SCHOOL



CHILTERN
LEARNING
TRUST



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Chiltern Learning Trust

Our vision is to educate, empower, and inspire generations of children through a network of outstanding schools that are recognised at a local, regional and national level as being the absolute benchmark in teaching and learning.



‘TOGETHER TOWARDS EXCELLENCE AMBITION AND INSPIRATION’

Welcome Letter

April 2024

Dear Applicant,

Thank you for your interest in the role of Head of School at Cedars Upper School.

Cedars Upper School is an upper school and sixth form with academy status, located in Leighton Buzzard, Bedfordshire. It is a 13-18 upper school with 1050 students currently on roll and receives students from five main middle schools, as well as many out of catchment students. Cedars operates jointly with Linslade Middle School.

Cedars was graded 'good' in all areas with an 'outstanding' sixth form, by Ofsted in 2023. In 2022, the school's A Level results were the best in the county.

This is an amazing opportunity for the right leader to contribute towards our push to gain an 'outstanding' rating from Ofsted in all areas. The school is ambitious, aspirational and works hard to prepare students for the future.

We foster an environment where positive relationships between students and staff thrive based on trust and mutual respect. Our commitment to maintaining a calm, respectful and orderly atmosphere throughout the school ensures that our students feel safe and enjoy their time here. This sense of safety and belonging is integral to our educational philosophy.

The leadership team at Cedars is dynamic, teaching and learning is strong and all staff benefit from a robust CPD programme. Our students are well-behaved and enjoy learning in the classroom and through our broad extra-curricular offer. The Governing Body of the school is experienced and committed. You will be fully supported in this role by Governors, the SLTs and our very experienced Trust Central team.

Chiltern Learning Trust is a very strong Trust, with sixteen schools in Bedfordshire, including several outstanding schools and some schools with wonderful outcomes and fantastic educational provision. We are a real family, with a collaborative culture, committed to excellence and ambition. We run two Teaching School Hubs, two Behaviour Hubs, and four Initial Teacher Training centres. The Trust will provide huge support to the successful candidate, and there is a strong and supportive School Improvement Framework.

Thank you once again for considering Cedars Upper School as your next career destination. We look forward to meeting you. We look forward to receiving your application and showing you our vibrant school.

Yours faithfully



Adrian Rogers
CEO, Chiltern Learning Trust
National Leader of Education



Mark Gibbs
Headteacher Cedars Upper and Linslade
Middle School

Cedars Upper School

Please see some pictures from our site and pupils.



Head of School – Cedars Upper School

Job Description and Person Specification

Salary:	Leadership Spine 22-26
Reporting to:	Headteacher
Location:	Leighton Buzzard

This job profile and person specification are set within the framework of, and should be read in conjunction with, the National Standards for School Leadership which are about professional attributes, values, knowledge, and understanding in relation to:

- Leading strategically
- Leading the organisation & people
- Leading in the community

Job Role

As Head of School, you will work closely under the direction of the Executive Headteacher and have overall responsibility for ensuring the achievement of the highest possible personal and educational standards for all students in the school. You will play a vital role in maintaining and developing an atmosphere where all students and adults are valued, fostering personal endeavour and responsibility while upholding the school's high expectations and values.

Chiltern Learning Trust is committed to safeguarding and promoting the welfare of children and young persons and working with the Executive Headteacher, you must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced DBS Disclosure.

Core Purpose

The core purpose of the Head of School is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work.

To achieve success, the Head of School will: -

- work actively to promote and achieve the aspirations and ambitions of the school
- secure and sustain outstanding teaching and learning
- carry out quality assurance processes and develop staff through high-quality CPD and rigorous performance management
- promote excellence, equality, and high expectations for all students
- provide vision, leadership, and direction
- promote the social and cultural development of all students
- evaluate school performance and identify priorities for continuous improvement
- be accountable for deploying resources to achieve the school's aims
- value the diversity of the community it serves
- carry out day-to-day management, organisation, and administration
- secure the commitment of the wider community
- work effectively with the Executive Headteacher and school governing body and fulfil all necessary duties.

Main Duties

Key areas of responsibility

ETHOS:

1. Working with the local governing body and Executive Headteacher to develop staff who have the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes to promote the rights of children and young people.
2. Reflect and develop the ethos and identity of Cedars Upper School.
3. Maintain an environment where individuals feel valued and personal endeavour and responsibility are nurtured.
4. Demonstrate high personal moral standards and provide exemplary leadership to the school.
5. Ensure the school's vision is reflected in strategic planning, development, and performance management
6. structures.
7. The Head of School will ensure that staff: -
 - have the highest expectations of every child and ensure that such expectations are met
 - recognise when a child or young person may not be achieving their developmental potential or their health may be impaired and be able to identify sources of help for them and their families
 - understand the impact on a young person of the transitions they may be going through
 - work with the Executive Headteacher, local governing body and others to create a shared vision and strategic plan which inspires and motivates students, staff and all other members of the school community and to develop the ethos of the school linked to its core aims and values.

Teaching and Learning / Curriculum

1. Provide high-quality education that promotes excitement, enjoyment, and enthusiasm for learning, leading to the pursuit of excellence.
2. Monitor and record student progress to make informed decisions regarding their educational journey.
3. Foster a caring, disciplined, safe, and healthy learning environment.
4. Responsible for raising the quality of teaching and learning and for students' achievements within a successful learning culture.
5. The Head of School will: -
 - maintain and develop a broad, balanced, and cohesive curriculum that meets national guidelines and caters to all students.
 - regularly review, evaluate, and implement the curriculum to ensure its effectiveness.
 - ensure appropriate assessment of curriculum requirements.
 - demonstrate the principles and practice of effective teaching and learning
 - access, analyse and interpret information
 - offer a wide range of extended curricular activities to provide opportunities for success.
 - value and support each student, promoting their confidence and enabling them to reach their full potential.
 - create a school environment and pastoral program that recognises the needs and values of individual students, contributing to their spiritual, social, cultural, and moral development.
 - acknowledge excellence and challenge poor behaviour across the school

Developing self and working with others

1. To develop effective relationships and communication which underpin a professional learning community that enables everyone in the school to achieve.
2. The Head of School will: -
 - foster an open, fair, equitable culture and manage conflict
 - develop, empower and sustain individuals and teams
 - foster an environment where continual professional development is an integral part of the school's ethos and provide advice / training for staff
 - lead, motivate, encourage, support, monitor, and evaluate to drive ongoing school improvement.
 - give and receive effective feedback and act to improve personal performance
 - oversee the annual performance management cycle for staff and report on their professional development to the Governing Body
 - accept support from others including colleagues, the Chief Executive, Governors, Chiltern Learning Trust central team members, the ESFA, the DfE and the local authority.

Managing the organisation

1. To provide effective organisation and management of the school and identify ways of improving organisational structures and functions based on rigorous self-evaluation.
2. To ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. This includes adhering to safe employment procedures which place the safety of children and young people at the heart of all practices.
3. The Head of School, working with the Executive Headteacher and the Local Governing Body, will prioritise
4. safeguarding as of paramount importance to ensure a safe environment for students, staff and members of the school community.
5. To maintain and develop a successful organisation through effective collaboration with others the Head of School will: -
 - establish and sustain appropriate structures and systems
 - establish and maintain Health and Safety policies throughout the school.
 - ensure a high standard of care in the school environment, including grounds, buildings, furniture, equipment, and learning materials.
 - ensure excellent behaviour of students and develop their independence in achieving this
 - delegate management tasks and monitor their implementation
 - make professional, management and organisational decisions based on informed judgements
 - think creatively to anticipate and solve problems.

Strengthening community

1. Head of School will engage with the internal and external school community to secure equity and entitlement. This includes collaborating with other schools and academies and with parents and carers and other agencies for the well-being of all children and developing extended services to meet the needs of the community.
2. The Head of School will: -
 - recognise and take account of the richness and diversity of the school's communities including wider communities such as the Chiltern Teaching School Hub and the Chiltern Training Group
 - engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities, listen to, reflect and act on community feedback
 - build and maintain effective relationships with parents, carers, partners and the community that enhance the education of students and the wider community
 - advise, assist and inform the Local Governing Body in fulfilling its responsibilities working in partnership with them in the best interest of the school community.

Securing accountability

- Working closely with the Executive Headteacher, Trust central team and Local Governing Body by providing information, objective advice and support that enables Cedars Upper School to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money
- Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation in keeping with performance management review timelines
- In liaison with the executive team, use a range of evidence, including national data and Cedars Upper School's own performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance
- Maintain quality assurance systems, including QDR review, self-evaluation and performance management and presenting a coherent and accurate account of Cedars Upper School's performance to a range of audiences to enable them to play their part effectively
- Ensuring that parents and pupils are well informed about the curriculum, attainment and progress and about the contribution that they can make to achieving Cedars Upper School's targets for improvement
- Taking a lead role in the performance management of teachers at Cedars Upper School in consultation with the Executive Headteacher
- Providing information about the work and performance of staff where it is relevant to their future employment

This job description is subject to annual review.

CONTEXT:

The above job description is an outline of expectations. The post holder should always carry out their role by benchmarking themselves against the highest standards of practice as evidenced through Ofsted findings and other respected research. The list is not exhaustive and the need for flexibility, shared accountability and team working is required. The post holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's banding and whenever reasonably instructed.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006. Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the School/ Authority.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via www.disclosure.gov.uk

'The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'

CVs will not be accepted for any posts based in schools.

Head of School Personal Specification

CRITERIA		Essential / Desirable	
		E	D
Qualifications / Experience			
1	A first degree or equivalent	√	
2	Qualified Teacher Status (QTS)	√	
3	Good honours graduate and Higher Education qualification		√
4	NPQH		√
5	Evidence of recent and relevant training and development at headship level and/or in preparation for headship.	√	
6	Substantial experience of teaching as an outstanding classroom teacher with the ability to monitor and evaluate performance, celebrate excellence and challenge poor performance	√	
7	Successful strategic leadership experience likely to have been gained as a Headteacher/Principal or Deputy Headteacher/Vice Principal in a secondary school or other educational organisation	√	
8	In-depth knowledge and understanding of the wider educational agenda including current national policies and educational issues as well as the statutory and legal framework governing the operation of an academy	√	
9	Proven track record in leading and managing staff including building a successful team, delegating effectively and implementing and managing change	√	
10	Successful experience of raising standards for all with measurable outcomes as a result of one's contribution in a school in the pursuit of excellence	√	
11	Proven successful experience of school self-evaluation and accountability and the school improvement process	√	
12	Successful experience of positive behaviour management and developing a student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding.	√	
13	Successful experience of curriculum development along with an understanding of the issues associated with choice and flexibility to meet the personalised learning agenda.	√	
14	Successful experience of the implementation of effective assessment procedures and an understanding of assessment for learning needs of all students	√	
15	Successful experience of effective strategic financial and resource management to achieve educational priorities and ensure efficiency and value for money		√
16	Experience of and commitment to, working within a multi-academy trust and with a Chief Executive, trustees and the governing body to develop collaboratively a		√

	school vision which embraces excellence, high standards and inclusion.		
17	Successful experience of developing effective partnerships and involvement in wider networks at a local, national or international level in order to raise standards	√	
18	Successful experience of securing and raising standards in an inclusive school and working with external agencies locally, nationally and/ or internationally.	√	
Abilities, Skills and Knowledge			
19	Evidence of highly developed skills in team building, performance management, recognising high performance and tackling underperformance through to resolution	√	
20	In depth knowledge and experience of Child Protection, Safer Recruitment and Safeguarding procedures	√	
21	Knowledge of the potential of ICT to enhance learning, interpret and analyse data and understand school information systems	√	
22	Committed to sustain a safe, secure and healthy school environment.	√	
23	A commitment to and evidence of promoting diversity and equal opportunities within the academy, curriculum and In employment practice	√	
24	Proven ability to plan strategically with the ability to deliver the academy's vision and targets whilst empowering others to take them forward	√	
25	To have high expectations and personal integrity with the ability to promote the values, culture and ethos of the academy	√	
26	To be astute and perceptive with strong analytical skills with the ability to use sound judgement to anticipate and to resolve conflict and issues imaginatively	√	
27	To be proactive, innovative and versatile with a high level of drive, energy, enthusiasm and a sense of humour		
28	To be articulate and approachable with excellent interpersonal communication skills both verbally and in writing	√	
29	To be able to relate empathetically to parent/carers, staff, students, Governors, trustees and the wider community	√	
30	To be able to prioritise, plan and organise effectively	√	
Personal Skills and Attributes			
31	To be a high-profile role model with a professional approach that demands excellence, confidence, trust and respect of the entire college and wider community	√	
32	To show a commitment to developing a staff who have the necessary skills and knowledge to raise standards, promote equality, respect diversity and challenge stereotypes to promote the rights of children and young people	√	
33	To demonstrate the importance of a work life balance	√	
34	Recognition of the role parents, carers and families play in helping children and young people thrive and succeed in their learning	√	

The Application Process

If you wish to discuss the post further, please contact Nicola McGiff, PA to Headteacher, for an informal discussion or to arrange a tour nmcgiff@cedarsupper.co.uk.

Closing Date: 9am, Monday 13th May

Interview Date: Thursday 16th May

Start Date: September 2024

If you are interested in applying please visit www.mynewterm.com.



The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

CVs will not be accepted.

 Visit our website: www.chilternlearningtrust.org

 Follow us on Twitter: [@chilternLT](https://twitter.com/chilternLT)





The CEDARS Learner



CHILTERN
LEARNING
TRUST

ACHIEVING EXCELLENCE

CREATIVE



Pursues originality and imagination.

ENGAGED



Is committed and interested in their learning within and beyond lessons.

DETERMINED



Positively addresses challenges and always tries their best.

ASPIRATIONAL



Has ambitious goals for now and in the future.

RESPECTFUL



Is kind, considerate and advocates equality.

SUCCESSFUL



Always does their best to produce high quality work and achieve their goals.



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