



King Solomon High School

Headteacher Candidate Information



Dear Applicant,

Thank you for your interest and we are delighted that you are considering applying for the position of Headteacher at King Solomon High School. I hope this letter and the other information in this pack will help you to understand the school and our ambitions for its future.

King Solomon High School is a modern orthodox Jewish school located in the London Borough of Redbridge. We are a state-funded, faith-based, Voluntary Aided school whose Foundation Body is the United Synagogue.

We are an inclusive school and an equal opportunities employer and welcome a growing number of students and staff from other faiths. Faith is important for the school and our new Headteacher will need to understand its importance.

Whilst academic performance and achievement are at the heart of what we do, it is because of our caring, supportive values that many parents send their children here. We feel our school provides excellent pastoral care for our students and creates an educationally unique and special community that is at the forefront of traditional British values.

Our staff is hard working and committed to helping drive the improvement agenda and lead the school back to Good and on to the Outstanding school we know we can be. We have examples of outstanding departments and practitioners and excellent modern teaching facilities and buildings to support and enhance our teaching and learning environment. Our curriculum offer is diverse and caters for the academic and vocational strands and aspirations of our students.

Our new Headteacher will be expected to maintain the distinct Jewish ethos that underpins all we do and to ensure that the high standards are applied consistently within our teaching and learning environment enabling our pupils to make better than expected progress.

You will need to have high levels of emotional intelligence and a cultural sensitivity and awareness to meet the needs of our increasingly diverse community. You will be prepared to challenge others and be expected to drive current and future innovation and improvements within and across the school.

This represents an exciting opportunity for a motivated and committed individual to bring continuity and inspiration to the role as we continue to move our school forward and build on our many strengths.

We hope this information pack gives you a clear and detailed picture of our school, and will help you to decide to apply. Please read on and we encourage you to fully address the attached person specification when applying.

For more information on the position or to arrange a visit to the school, please contact Tracy Rubery, Clerk to the Governors Trubery.317@kshsonline.uk or telephone 020 8498 1312.

The closing date for applications is midday on Wednesday 5th April. Shortlisting will take place on Friday 21st April. Interviews will be held on 11th and 12th May.

Yours faithfully,

Katie Rose
Chair of Governors





“Staff want pupils to achieve well in examinations. They provide opportunities for pupils’ wider development outside of the curriculum. Sixth-form students receive training to act as subject prefects or buddies... In the sixth form, students are well supported with university and apprenticeship applications”.

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Our School Motto

Our motto encompasses the ethos and highlights our aim to develop every student as a rounded and grounded individual through a variety of learning and lived experiences, all infused with Jewish teachings and values. The King Solomon community experience shapes young people into informed, responsible and caring citizens

'If I am not for myself, who will be for me?

If I am only for myself, who am I?

If not now, when?'

{Ethics of the Fathers 1:14}



Our School Ethos

We are a United Synagogue, orthodox Jewish school, who openly welcome students of all faiths and of no faith. At our heart, we are a Kehila- a community of learners who look out for and support each other. This idea is embodied in our ethos, which is embedded in all areas of school life and centred on three core pillars; learning, community and charity.

The world stands on three things:

Torah- learning

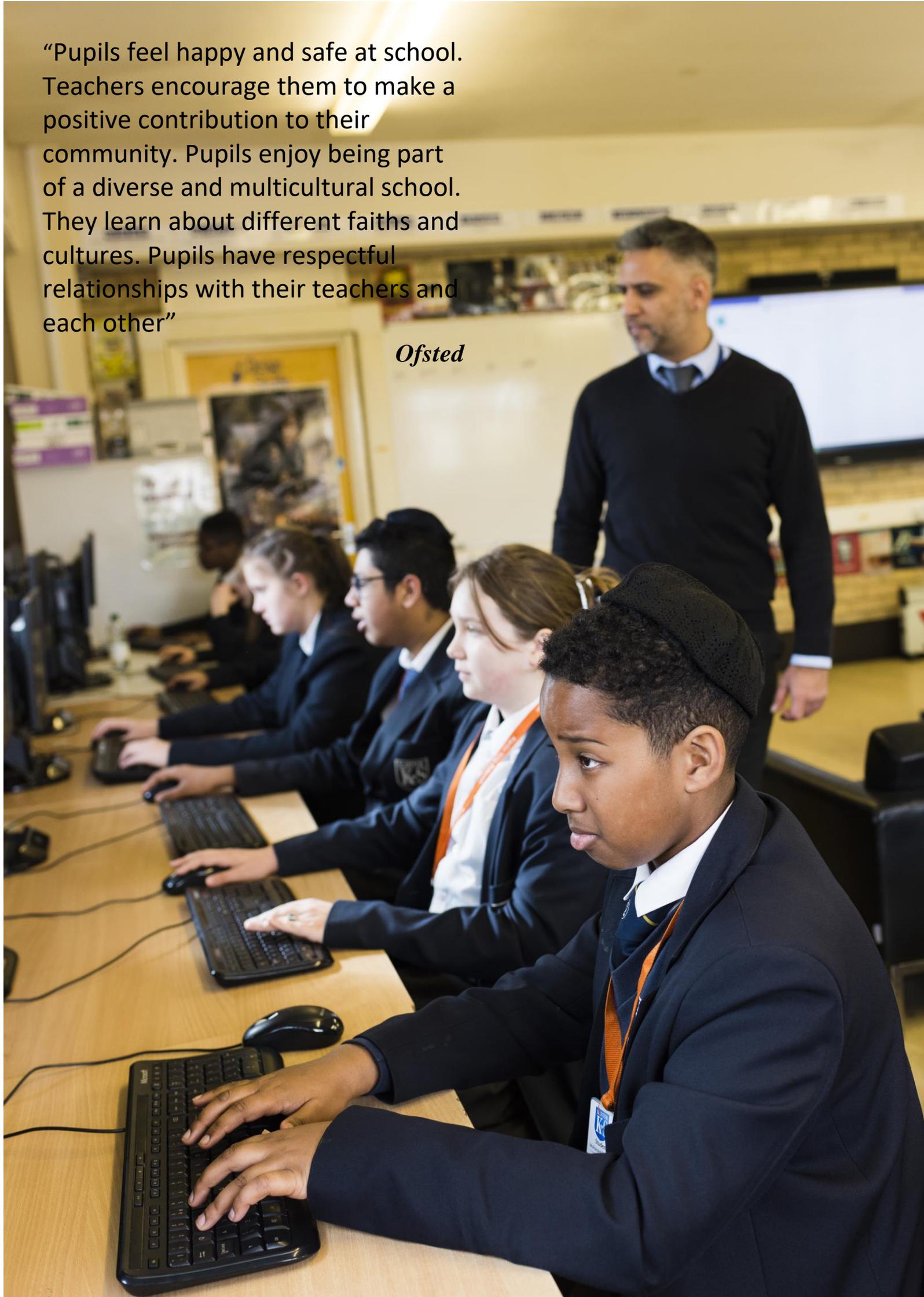
Avodah- serving the community

Gemilut chassadim- acts of kindness

(Ethics of the Fathers 1:2)

“Pupils feel happy and safe at school. Teachers encourage them to make a positive contribution to their community. Pupils enjoy being part of a diverse and multicultural school. They learn about different faiths and cultures. Pupils have respectful relationships with their teachers and each other”

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Job Description

Post Title	Headteacher
Salary	Group 6 Outer London, L21-L35 (£76005-£104604)
Start Date	From September 2023 – to be discussed at interview
Responsible to	The Governing Body

Purpose of the post

- To provide strong, visible and professional leadership in the organisation and management of the school, its pupils, its staff and its premises
- Provide strategic leadership that secures the highest possible academic achievement and attainment for all students and, at the same time, increase their expectations and aspirations to help them achieve what is possible
- Provides the right environment for personal development, improvement, excellence and success
- To achieve high standards for all pupils in all aspects of the life of the school
- To foster the context, ethos, and life of the school appreciating the diversity of culture and faith in school whilst upholding and defending the core values of Judaism and modern Britain which underpin the school community
- Manage the school's finances and resources effectively and transparently and to carry out duties in accordance with the School Teachers' Pay & Conditions document
- To provide a safe and secure environment for the whole school community

Main duties & responsibilities

- Provides the right and effective learning environment which sets high expectations and delivers significantly and consistently improving results
- Continues to develop and enhance the culture of achievement and progress
- Foster an environment in which staff potential is maximized and underperformance is effectively dealt with
- Maintain the profile of King Solomon as the secondary school of choice for the Redbridge Jewish and other faith following communities and to work effectively with local feeder primary schools and the wider Redbridge networked learning community
- To work constructively and in partnership with the Governing Body to ensure it can carry out its functions effectively including the production of regular reports on the strategic leadership, its impact and the outcomes
- To ensure high standards are achieved for all pupils in all aspects of the life of the school

Vision, ethos and values

- Work within the school community to translate the school's vision into agreed objectives that build upon and sustain the rapid school improvement and progression being made
- To sustain and further develop the consistent and continuous school wide ethos, aspirations and educational vision of the school which secures the academic and personal success and achievement of all pupils regardless of their background, gender, social circumstances, religion, race, culture or previous educational experience
- Demonstrate the vision and school ethos and their associated values are within everyday work and practice
- Ensure that strategic planning takes account of the diversity, values and experience of the school and its community
- Ensure that Jewish and British traditions and values are upheld and within core teaching & learning

Leadership and Management

- Create an efficient organisational structure that reflects the school's values
- Work effectively in line with legal requirements while protecting and safeguarding all students.
- Delegate, working with and using the Senior Leadership Team and Senior leaders to its full potential
- Ensure that school policies and practices take account of national and local policies, initiatives, and circumstances
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- Recruit and retain staff, ensuring that effective processes are being used to deploy them appropriately and to maintain effective workloads for each staff member
- Robust performance management processes are used at all levels in the school at an appropriate level, and ensure accountability for student outcomes
- Ensure that the range, quality and use of all available resources are monitored, evaluated and reviewed to improve the outcomes for all students and provide value for money.
- Ensure good employer relationships and implement equal opportunities where possible
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Acknowledge the responsibilities, and celebrate the achievements, of individuals and teams.

Teaching & Learning

- Demonstrate and articulate high expectations and appropriately challenging targets at all levels throughout the school
- Ensure a consistent and continuous school-wide focus on student achievement, underpinned by accurate progress data
- Ensure learning and progress is at the centre of strategic planning and resource management.
- Develop a culture of challenge and support in which all students can achieve and enjoy success and engage in their own learning
- To promote responsible use of technology as a learning tool for students
- Sustain and further develop the strategies which ensure high standards of behaviour and attendance
- Take a strategic role in the development of emerging technologies to enhance and extend the learning experience of students
- Monitor, evaluate and review classroom practice and promote improvement

Safeguarding and Safety

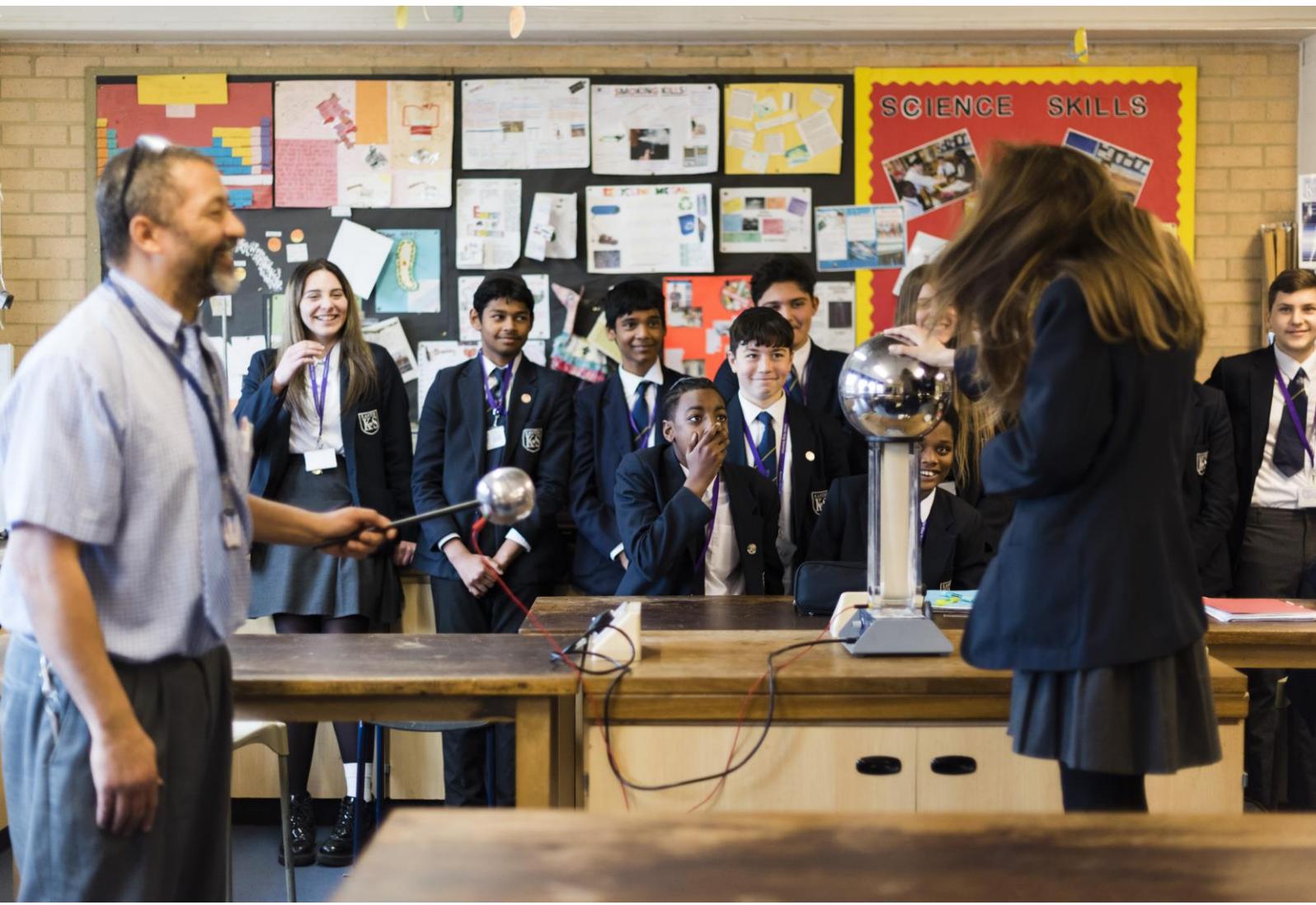
- Responsibility for safeguarding and promoting the welfare of children, young people and vulnerable adults
- To update and follow all associated child protection and safeguarding policies as adopted by the governing body / school and Local Authority
- Continue to co-operate and work with relevant agencies to protect children
- Fulfill commitments of contractual accountability to the Governors that the financial management is within agreed regulations and procedures
- Be responsible for the stewardship and development of the school's buildings, equipment, and environment having regard to all health and safety regulations
- Ensure individual staff accountabilities are clearly defined, understood, agreed, and subject to rigorous review
- Develop and present a coherent and accurate account of the school's performance to a range of audiences, including governors, parents and carers, and key stakeholders
- Ensure the community /campus remains a safe and secure environment and that regular liaison with appropriate bodies is maintained (e.g. security staff training, CST, Local Authority, Police)

Accountability & Resource management

- Fulfill commitments arising from contractual accountability to the governing body.
- Implement an environment of collaborative working, sharing knowledge and best practice
- Ensure there is full understanding and transparency of process, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed and subject to rigorous review and evaluation both inside and outside of official performance management parameters
- Work with the Governing Body and provide timely and accurate information, advice and support. Include information on a regular basis on the school's teaching and learning in terms of its impact, outcomes and challenges and how they are being managed/overcome
- Present coherent, understandable and accurate accounts / reports of the school's performance to a range of stakeholders including governors, parents and carers. This should include such areas such as the quality of teaching and learning; pupils' progress; target setting and benchmarking exercises
- Prepare and maintain the school's self-evaluation and school improvement documents
- Maintain full oversight and hold responsibility for the financial security and probity of the school.
- Effectively manage and direct specific targets, such as Pupil Premium, justifying their allocation and accounting for their impact
- Manage all available resources and allocate them to support the school's core purposes and vision, effective learning and teaching. Maintain and control the use of those resources
- Provide sound management within the budget, in collaboration with governors and staff, and explore opportunities for additional investment and sponsorship to maximise school resources
- Produce regular reports to the Governing Body on the educational and financial aspects of the school

Community

- Maintain and develop a school culture and curriculum that embraces the richness and diversity of the school's communities, building upon a strong ethos that values pastoral care and academic aspiration and achievement
- Ensure learning experiences for students are linked into and integrated with the wider community, compatible with the life in Britain
- Develop, maintain and actively collaborate within partnerships with parents, pupils, governors and other outside agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students
- Specifically ensure that the local communities (including the Jewish community leaders) and the two local Jewish feeder schools are regularly engaged and involved within the King Solomon community
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development including the maintenance of an effective system of record keeping and communication
- Create an environment in which students are safeguarded: cooperate and work with relevant agencies to protect students
- Oversee a coherent communications strategy, employing digital and other media, to inform and engage with parents and the broader local community
- Further develop the positive relationship that exists between the school with parents and carers.
- Promote gender equality and combat inequalities
- To undertake all other duties, functions and responsibilities in relation to the school's role within a diverse Voluntary Aided community



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Person Specification

The Person Specification so listed acts as a set of selection criteria and gives an outline of the type of person and the characteristics required to do the job.

Essential - without which candidate would be rejected

Desirable - useful for choosing between two good candidates

Applicants should fully address all possible criteria within their application form. There is a suggestion that you limit your response to just two sides but if necessary to address the points, please go beyond this.

Attributes	Essential	Desirable
Qualifications	1. Qualified teacher status, degree, further relevant professional studies	a. Higher degree b. NPQH (or on course)
Background	2. Committed to respect, uphold and strengthen the Jewish ethos of the school 3. Has an understanding of the importance of faith	c. Modern Orthodox Jew d. Practices a faith
Experience	4. Headteacher or deputy head or equivalent in a secondary school 5. A proven track record of raising standards for pupils of all abilities 6. Understanding of what makes inspirational teaching and effective learning 7. Leadership in curriculum development and in monitoring and evaluation strategies 8. Leadership in staff development 9. Leadership in the personal, pastoral and professional development of staff and pupils, and development of the partnership with parents 10. Successful partnership working with other establishments, especially in 14-19 provision 11. Successful experience of management or oversight of a school's delegated budget or equivalent	e. Management experience in more than one school f. Working with a faith based school
Knowledge Skills & Abilities	12. Ability to ensure an ethos and structure for sound discipline which enables all pupils to achieve 13. Thorough knowledge and understanding of current curriculum developments and how pupils learn in secondary schools 14. A sound understanding of contextual safeguarding for the school 15. Understanding of issues related to Voluntary Aided religious schools 16. Understanding of principles and demonstrable application of school improvement and school effectiveness practice 17. Demonstrable ability to plan strategically and to lead, motivate, develop and inspire staff and to manage change 18. Demonstrable commitment to equality of opportunity, diversity of provision and inclusive education 19. Understanding of multicultural issues in the context of the VA	g. Understanding of delivering a community education provision that accommodates pupils' needs across the entire spectrum of Redbridge Community Jewry (and other faiths) h. Can demonstrate successful use of communication and marketing skills to bring

	<p>secondary school</p> <p>20. Knowledge and understanding of principles and practices of performance management for all staff within a school setting</p> <p>21. Ability to analyse and interpret pupil performance data and set challenging but realistic targets</p> <p>22. Leading on action planning</p> <p>23. Leading on monitoring and evaluation</p> <p>24. Ability to work effectively as part of the school team and with governors, pupils and parents</p> <p>25. Ability to work effectively with members of the local community in developing the school as a community resource</p>	<p>about success in terms of enrolment and results within a rapidly changing pupil entry environment</p>
Equality Issues	<p>26. Demonstrable knowledge and understanding of equality issues and relevant legislation</p> <p>27. Able to integrate quality policies into service delivery and employment practices</p>	
Other	<p>28. Ability to work under pressure</p> <p>29. Ability to build productive professional relationships</p> <p>30. Ability to prioritise</p> <p>31. Demonstrates emotional intelligence</p> <p>32. Communicates effectively with self awareness and social perception</p> <p>33. Adaptable to changing circumstances and new ideas</p> <p>34. Demonstrates personal impact and presence</p> <p>35. Demonstrates good judgment, commitment, reliability and integrity</p> <p>36. Ability to celebrate diversity whilst uniting and inspiring the school community</p>	





