



The Maelor School Penley

HEADTEACHER VACANCY CANDIDATE PACK 2024

Salary Group 6 L27 to L33 (£90,980 to £105,390)

School Visits: Wednesday 10th April 2024, Thursday 11th April

Closing Date: Monday 15th April Midday. Application form plus letter.

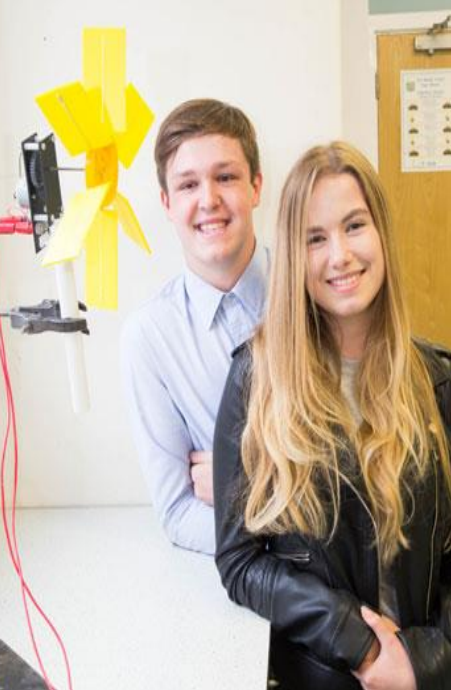
Interview Dates: Thursday 25th and Friday 26th April





Realise Your Potential

- To enable each pupil to fulfil their potential.
- To enable each pupil to cope with life after school.
- To enable each pupil to develop into a mature and responsible adult.





WELCOME

Mrs Cora Suckley—Chair of the Governing Body

The Maelor School

Penley

Wrexham

LL13 0LU

March 2024

Dear Applicant,

Thank you for your interest in the post of Headteacher at The Maelor School. The school's governing body is looking to appoint an established and supportive leader who has the education and well-being of young people at heart. The successful applicant will be an outstanding education leader who will ensure that all learners achieve their full potential through a positive and nurturing learning environment.

We are immensely proud of our pupils and expect the very best education for them, one that helps them to prepare for their future. Our staff body is incredibly talented; they are hardworking, dedicated and care deeply about our future generation. We have a strong board of governors who have the experience and specialist skill set to support the school.

We welcome applicants who have:

- Proven leadership ability and a clear vision of high quality and inclusive education
- Experience of delivering sustainable improvements
- Experience of leadership in curriculum development and the ability to shape the future curriculum development in line with the new curriculum for Wales.
- Ability to empower and inspire both staff and learners to reach their full potential.
- Excellent organisational and communication skills

If you would like to make an appointment for an informal discussion about the post or if you would like to visit the school please contact Mrs Fiona Minshall Headteacher's PA, Tel: 01978 830291 or email: Fiona.minshall@maelorschool.org.uk (Term time only)

I look forward to receiving your application in due course.

Yours sincerely,

Mrs Cora Suckley
Chair of Governors



A PLACE TO LIVE AND WORK

A place to live and work

The County Borough of Wrexham, located in North East Wales is proud of and celebrates its Welsh heritage and cultural identity. The Maelor is a rural area on the outskirts of the City of Wrexham – which nestles in the Dee Valley between the Welsh mountains and the Cheshire plains. It is a location that really can offer you the best of both worlds.

The old and the new

Wrexham has been a market centre since the medieval period, long before it rose to prominence in the late 18th century as a hotbed of the Industrial Revolution. Wrexham has managed to retain the atmosphere of a historic city whilst benefitting from modern pedestrianised shopping and an award winning arts, culture and markets hub Tŷ Pawb, which opened in 2018. This supplements our heritage offer which includes the County Borough museum. We are proud of our UNESCO World Heritage Site – the Pontcysyllte Aqueduct and Canal – which draws in thousands of global visitors each year. In addition to two National Trust properties and three of the seven wonders of Wales.

Wrexham has a reputation for putting on large scale events from Rugby League World Cup matches to open air pop concerts at the historic Racecourse Ground, STōK Cae Ras. Wrexham also has a large University, and excellent sporting facilities – it's a place that's looking to the future.





WREXHAM

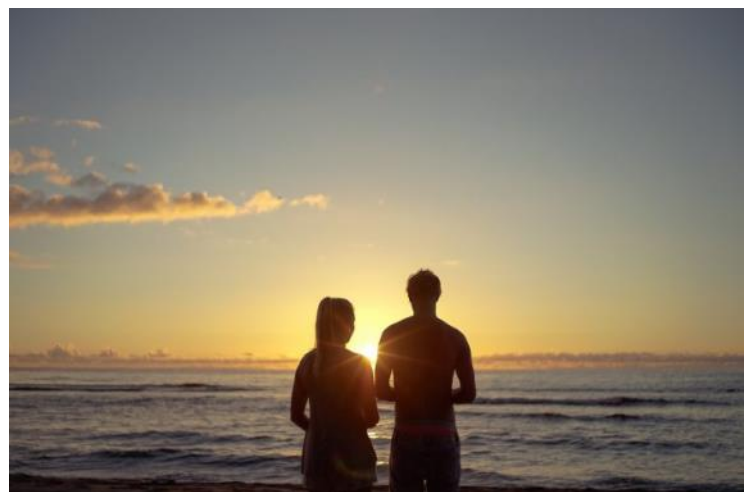
A CITY NESTLED IN THE COUTYSIDE

Wrexham can provide the perfect base whatever kind of lifestyle you want to enjoy.

On the one hand, there's plenty of surrounding countryside to explore. The County Borough boasts a National Nature Reserve, an Area of Outstanding National Beauty and 11 country parks. The landscape of North East Wales is very attractive, and you're rarely more than twenty minutes away from the peace and tranquillity of the Welsh hills.



On the other hand, it's under an hour away from two leading European cities – Manchester and Liverpool – with their international blends of culture, nightlife, shopping and facilities. Wrexham is a bustling commercial centre in its own right with one of the largest Industrial Estates in Europe housing the likes of JCB, Kelloggs, Hoya and HMP Berwyn Prison. We play a key part in the Mersey / Dee Alliance and are positioned well to benefit from the easy access to the motorway network. We're in reach of a number of airports and ports so travelling to other parts of the UK, Europe or further afield is easy.





The Maelor School

CHAIR OF GOVERNORS: Cora Suckley

STATUS: Foundation Secondary Comprehensive School (Mixed)

LANGUAGE: English Medium

NUMBER ON ROLL: 810

AGE RANGE: 11-18 Years

SCHOOL INFORMATION

The Maelor School is one of only a few Foundation schools in Wales. This means that the governing body are the employer and it has its own admissions policy. In all other aspects the school has moved in line with Wrexham LA policies and practices.

The Maelor School is a mixed comprehensive school for pupils between 11 and 18 years of age. It was established in the heart of the Maelor in the small village of Penley in 1957 to serve the needs of this extensive rural area. There are five forms of entry (130 pupils, the school has been oversubscribed on application for the past 10 years) giving a total of 810, including the sixth form of 160 students. Pupils are drawn from eight contributory primary schools in the Maelor, and a large number of pupils join us from adjoining areas. Last year there were 29 primary schools that sent pupils to The Maelor.

The school is located in extensive grounds in a very pleasant rural situation. The facilities available enable us to run the full range of activities expected of a forward-looking comprehensive school. These include our excellent specialist science laboratories and design technology workshops. There are five fully equipped computer suites in addition to a number of chromebooks located in classrooms and specialist teaching areas for all subjects, a large gymnasium and a purpose-built new block of four specialist humanities classrooms.



The Maelor School continues to have a strong reputation for Behaviour, Standards and Wellbeing. A recent GWE review of the school wrote, "Pupils have an excellent attitude to learning and have a high level of engagement, resilience and interest in their work." They also wrote, "Behaviour both inside the classroom and in their free time is excellent and there is a positive and co-operative atmosphere in the school."

As a school we set very high standards and expect our pupils to work hard, behave well and dress smartly. We encourage all our pupils to take part in a wide variety of activities and our aim is to produce pupils who have the skills and motivation to succeed in adult life. Our examination performances at both GCSE and A' Level are the best in the area and we pride ourselves on supporting each child to achieve their potential.



CURRICULUM ORGANISATION - THE LOWER SCHOOL

The Maelor School community embodies the four purposes of the Curriculum for Wales which will enable our children to become:

- ambitious, capable learners,
- enterprising, creative contributors,
- healthy, confident individuals and
- ethical, informed citizens.

During Years 7 to 9 pupils follow a broad and balanced curriculum which incorporates all six Areas of Learning and Experience:

1. Languages, literacy and communication (English, Welsh and French)
2. Mathematics and numeracy (maths)
3. Science and technology (science, digital learning and design technology)
4. Humanities (history, geography, religion, values and ethics)
5. Expressive arts (art, music, media and performing arts)
6. Health and wellbeing (physical education, personal, social & health education and food & nutrition).

The curriculum is designed so that our pupils progress in both breadth and depth of their skills, knowledge and understanding, and can make links and connections between subjects to accelerate their learning so that they can solve problems and think creatively.





CURRICULUM ORGANISATION - THE UPPER SCHOOL

Pupils are able to choose some of their subjects and the curriculum for years 10 and 11 has been set up to safeguard breadth and balance in each student's programme. All students take Mathematics including Numeracy, English Language and Literature, Science and Welsh. As well as the subjects they have studied at KS3, pupils are able to take up a new subject if they wish such as Computing, Media, and Business Studies. A link with Colleg Cambria in Wrexham allows students to take one vocational qualification such as Hair and Beauty, Catering or Performing Arts.



In our successful sixth form "The Maelor Sixth" we currently offer courses in:-

Art, Biology, Business Studies, Chemistry, Design & Technology, Economics, English Language, English Literature, French, Geography, Politics, History, ICT, Mathematics, Further Mathematics, Physical Education, Physics, Psychology, Medical Science, Media, Criminology and Welsh.

With such excellent 'A' level results sustained over recent years, placing us in the top comprehensive schools in the U.K., we have attracted pupils from a number of other schools in the area including those from public schools.



JOB DESCRIPTION

INTRODUCTION

Position: Headteacher

Reporting to: The Governing Body of The Maelor School

Stakeholders: Students, Staff, Governors, Parents, Carers, Local Authority, Cluster Schools, Wrexham Secondary Schools, Businesses, Post 16 Education Providers.

This job description complements the standards and values identified in the Professional Standards for Teaching and Leadership of a Headteacher as specified in the School Teachers' Pay and Conditions (Wales) Document.

JOB PURPOSE

The Headteacher will provide outstanding leadership and management of The Maelor School and will work closely with the Local Authority, Regional School Improvement Service (GwE) and stakeholders in order to create an educational environment that stimulates, supports and nurtures, enabling all students to attain their full potential.

1. STRATEGIC DIRECTION

- 1.1 Provide inspiring and purposeful leadership for the staff and students.
- 1.2 Be accountable for developing and implementing a shared vision and strategic improvement plan for The Maelor School working in partnership with all stakeholders.
- 1.3 Be accountable for developing and implementing strategies, structures and systems, with all school stakeholders, to ensure that the school is working effectively towards realising the school's shared vision and achieving sustained school improvement.
- 1.4 Work in partnership with the governing body, staff and parents to maintain the ethos and values which underpin the school.
- 1.5 Motivate and work with others to create and sustain a school ethos and learning environment conducive to effective learning.
- 1.6 Demonstrate the school vision and values in every day work and practice.
- 1.7 Review, develop, implement, monitor, evaluate and report on the performance of the school through relevant plans (e.g. strategic improvement plan, post inspection action plan) to secure continuous school improvement.
- 1.8 Monitor, evaluate and review, in collaboration with the governing body, the range, quality and impact of policies, priorities and progress against the school strategic improvement plan.
- 1.9 Ensure that management, finances, organisation and administration of the school support its vision and aims.
- 1.10 Ensure that school policies and practices take account of national, local and school requirements.
- 1.11 Ensure that all those involved in the school are committed to its aims, motivated to achieve them and actively engaged in meeting long, medium and short term objectives and targets which secure the educational success of the school.



JOB DESCRIPTION

2. PEDAGOGY

- 2.1 Be accountable for supporting the pedagogy of others by creating and sustaining the conditions to realise the four purposes for learners and achieve the best for them in terms of well-being, standards and progress.
- 2.2 Ensure the organisation and delivery of the curriculum and implementation of a range of pedagogic approaches within the school, to support high quality teaching and learning and the delivery of the curriculum in Wales.
- 2.3 Be responsible for the development of policies and practices, in collaboration with the relevant stakeholders, that promote the Welsh language and culture and that develop learners' bilingual skills as appropriate.
- 2.4 Enable the development of the four purposes for learning through the creation of structures and systems that support planning and emphasise the disciplines of different areas of learning in context, to secure highly effective teaching and learning.
- 2.5 Develop and implement effective systems to monitor and evaluate the impact of learning experiences and learners' progress to bring about sustained improvement.
- 2.6 Demonstrate accountability for learner wellbeing and outcomes by working with all relevant stakeholders to ensure the wellbeing and achievement of all learners is valued and evident throughout the school.
- 2.7 Develop and articulate a coherent, understandable and accurate account of the school's performance, to a range of partners, including parents and governors, ensuring this incorporates learner wellbeing and progress.
- 2.8 Manage the effective communication and implementation of recommendations arising from reports, including the outcomes of school self-evaluation and external inspection by Estyn, in order to drive and sustain school improvement.
- 2.9 Develop and maintain effective links with the community including businesses and industry, to extend the curriculum, enrich the school and its values to the wider community.
- 2.10 Contribute to the development of the education system by sharing effective practice, working in partnership with other schools and promoting innovative initiatives.

3. INCLUSION

- 3.1 Promote and ensure equity in academic, vocational and experiential learning routes.
- 3.2 Ensure a consistent, continual and inclusive school wide focus on all learners' wellbeing, experience and achievement, establishing a culture that values learners' views in informing all stages of learning and school experience.
- 3.3 Develop inclusive strategies, structures policies and systems, in collaboration with relevant stakeholders, that enable all learners to gain full access to opportunities to achieve and ensure their individual learning needs are met.



JOB DESCRIPTION

- 3.4 Collaborate with all school stakeholders to build a school climate and learning culture which reflects the richness and diversity of the school's community, including Welsh Language and culture.
- 3.5 Develop and maintain a culture of inclusion and high expectations for all students.
- 3.6 Establish a vision for the ALN Provision, which reflects the school's commitment to improve pupil achievement.
- 3.7 Ensure students transition between education settings, further study or work, includes the appropriate transfer of information between education settings about the learner's ALN.
- 3.8 Promote learners inclusion in school and ensure equity of access to the curriculum, facilities and extra-curricular activities.
- 3.9 Monitor the provision for mainstream ALN classes ensuring their curriculum is appropriate for ALN students' progress and pathways
- 3.10 Ensure that students with ALN have their needs appropriately identified and met, their independence promoted and that they are supported to make good progress and achieve their full potential.

4. TEACHING AND LEARNING

- 4.1 Demonstrate and articulate high expectations, setting stretching targets for all students.
- 4.2 Encourage a culture of challenge and support in which all students become engaged in their own learning to enable them to achieve their full potential
- 4.3 Ensure that students develop study skills in order to learn more effectively and with increasing independence.
- 4.4 Create and maintain an environment that promotes and secures excellent teaching, effective learning, high standards of achievement and behaviour.
- 4.5 Determine, organise, implement and monitor the curriculum and its assessment and ensure that statutory requirements are met.
- 4.6 Provide a curriculum that not only meets learners' and employers' needs but enables learners to develop as confident, capable and responsible individuals.
- 4.7 Determine, organise and implement a policy for the personal, social and moral development of students.
- 4.8 Monitor and evaluate the quality of teaching and learning and standards of achievement of all students in the school through appropriate methods, with an effective mechanism for challenging underperformance at all levels, ensuring corrective action and follow-up.
- 4.9 Determine and implement inclusive policies which promote equality of opportunity and access.
- 4.10 Determine and implement robust strategies which ensure excellent student behaviour and discipline and give support and clear guidance on exclusions.
- 4.11 Promote extra-curricular activities in accordance with the educational aims of the school.



JOB DESCRIPTION

5. LEADERSHIP AND MANAGEMENT

- 5.1 Develop and maintain a culture of high expectations for self and others.
- 5.2 Develop a culture that supports growth and leadership at all levels by developing and nurturing leadership potential in others, and contributing to opportunities available, to build the leadership capacity of the school.
- 5.3 Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with conditions of employment.
- 5.4 Implement and sustain effective systems for the management of staff performance, incorporating performance management and target setting, taking appropriate action when performance or attendance is unsatisfactory.
- 5.5 Promote and monitor the continuing professional development of staff, including the induction of newly qualified teachers.
- 5.6 Ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service of teachers, including those of headteacher.
- 5.7 Participate in the arrangements made in accordance with the regulations for performance management and threshold assessment, and to participate in the identification of areas in which the headteacher would benefit from further training and undergoing such training.
- 5.8 Ensure sustained and focused professional learning for all staff, including self, framing professional growth within pedagogic practice, learner experiences and outcomes.
- 5.9 Ensure that a deputy headteacher or suitable person assumes responsibility for the discharge of the headteacher's function at any time when absent from school.
- 5.10 Develop strategies to promote excellent working relationships with governors, staff, students, parents/carers and the community.

6. EFFICIENT AND EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES

- 6.1 Work with governors and senior colleagues to recruit and retain staff of the highest quality.
- 6.2 Make arrangements for the security and effective supervision of the school buildings, their contents and the grounds.
- 6.3 Set appropriate priorities for expenditure, allocation of funds and effective administration and control, in partnership with the local authority and the governing body.
- 6.4 Manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum, community use and health and safety regulations and any other relevant legal requirements.
- 6.5 Work with colleagues to deploy and develop all staff effectively in order to maintain and improve the quality of education provided.



JOB DESCRIPTION

- 6.6 Manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve students' achievements, ensure efficiency and secure value for money.
- 6.7 Ensure individual staff accountabilities are clearly defined, understood, agreed, reviewed and monitored.

7. ACCOUNTABILITY

- 7.1 Ensure students benefit from high standards of teaching and learning.
- 7.2 Develop and maintain an organisation in which all the staff recognise that they are accountable for the success of the school.
- 7.3 Present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including governors, the Local Authority, GwE, the local community, Estyn and others to enable them to play their part effectively.
- 7.4 Ensure that parents and carers are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and achieving the school's targets for improvement.
- 7.5 Provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.
- 7.6 Carry out any such duties as may be reasonably required by the Governing Body.

8. SAFEGUARDING

- 8.1 The Maelor School is committed to safeguarding and promoting the welfare of children and young people and in fulfilling all related legal requirements and expects all staff and volunteers to share this commitment.

The job description should be read alongside the range of professional duties of Teachers and School Leaders as set out in Part 10 of the Teachers' Pay and Conditions Document. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for Wales.



PERSON SPECIFICATION

Headteacher Person Specification

SECTION 1 – Qualifications and Requirements

Criteria	Essential	Desirable	How Assessed
1.1 Qualified teacher status	*		A
1.2 Current head teacher or NPQH qualified	*		A
1.3 Substantial successful teaching experience	*		A / R
1.4 Successful senior leadership experience with evidence of raising standards	*		A / I / R
1.5 Wide experience in a number of schools and/or varied roles including in an 11-18 setting		*	A / R
1.6 Previous successful leadership experience at either Headteacher or Deputy		*	A / R

SECTION 2 – Professional Experience and Knowledge

Criteria	Essential	Desirable	How Assessed
2.1 Evidence of effective strategic, financial and resource management	*		A / R
2.2 Evidence of a strong contribution to raising standards in current post	*		A / R
2.3 Excellent knowledge of the Estyn Inspection Framework, or equivalent	*		A / I
2.4 Experience as an Estyn inspector or equivalent		*	A / I
2.5 Experience of leading a school through a successful recent inspection		*	A / I
2.6 A clear understanding of staff development and the role of Performance Management in raising standards	*		A / I
2.7 Have a good understanding of the secondary curriculum in Wales and its future development	*		A / I

SECTION 3 – Personal aptitudes, qualities and skills

Criteria	Essential	Desirable	How Assessed
3.1 Ability to plan strategically to deliver school vision, ethos and priorities	*		A / I
3.2 Ability to lead, influence and manage change	*		A / I
3.3 Ability to communicate, inspire and motivate staff, students and parents using excellent interpersonal skills	*		A / I / R
3.4 Proactive, innovative and versatile with high levels of resilience and integrity	*		A / I / R
3.5 Ability to reflect on own practice and manage own personal development	*		A / I
3.6 A commitment to the promotion of the ethos of the Welsh culture and language.	*		A / I



PERSON SPECIFICATION

Headteacher Person Specification

SECTION 4 – Leadership and Management

Criteria	Essential	Desirable	How Assessed
4.1 A high profile role model with a strong visible presence that commands respect	*		A / I
4.2 Experience of working collaboratively with a Governing Body	*		A / I
4.3 Substantial experience of improving student behaviour and attendance	*		A / I
4.4 In-depth knowledge of safeguarding guidelines	*		A / I
4.5 Experience of and commitment to developing a vision for working with the wider community	*		A / I / R
4.6 A commitment to working in partnership with the local authority and regional school improvement service	*		A / I
4.7 Experience of working with other schools and commitment to collaborative working	*		A / I
4.8 Substantial experience of using school improvement planning to significantly impact on standards	*		A / I

SECTION 5 – Leading Teaching and Learning

Criteria	Essential	Desirable	How Assessed
5.1 Ability to develop and maintain positive working relationships	*		A / I
5.2 Ability to monitor, evaluate and improve performance while sustaining staff motivation	*		A / I
5.3 Experience of developing and leading curriculum initiatives	*		A / I
5.4 A commitment to student-centred, inclusive education	*		A / I
5.5 Experience of promoting the role of parents in their child's education	*		A / I

SECTION 6 -Securing Accountability

Criteria	Essential	Desirable	How Assessed
6.1 Experience of managing rigorous internal and external reviews	*		A / I
6.2 Experience of securing improved outcomes by working with Governing Bodies	*		A / I
6.3 Experience of successfully working with a school improvement professional or similar person to raise standards	*		A / I

A: Application/Letter of Application

I: Interview

R: Reference



Key Dates:

April 15 th 2024	Midday	Applications Close Application Form plus a letter no more than 3 sides of A4
18 th April 2024		Shortlisting
19 th April 2024		Candidates for interview informed
25 th /26 th April 2024		Interview Dates

Tours of the school can be arranged by contacting Fiona Minshall
Fiona.minshall@maelorschool.org.uk in school hours.

Tours will take place on Wednesday 10th April or Thursday 11th April.

To apply please visit :

[Maelorschool.org.uk/vacancies/](https://maelorschool.org.uk/vacancies/)

Wrexham Local Authority Secondary Officer: Rachael Southwell

E: Rachael.southwell@wrexham.gov.uk T: 01978 295457 M: 07880 462107