



Parmiter's School

Headteacher

Candidate Information

2021

www.parmiters.herts.sch.uk
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Welcome from the Chairman of Governors

Thank you for your interest in the post of Headteacher of Parmiter's School. If you have not already done so, I encourage you to visit our website and to consider visiting the school itself for an insight into life at Parmiter's.

Parmiter's is an academy, receiving government funding as well as support from the Parmiter's Foundation, which owns the school and its site and continues to invest in the school's development. Our accommodation, sports and many other facilities are exceptionally good, well-resourced and well-maintained.

The governors are looking to appoint a successor to Michael Jones with the leadership qualities, skills, commitment and dynamism to lead the staff, inspire our students and manage a significant budget. The new Head will also play a leading, and I believe rewarding, role in involving and galvanising the Parmiter's family comprising school, Foundation, Old Parmiterian Societies in Garston and Bethnal Green, the Alms-houses and Pensioners Charities and the Parmiter's Bethnal Green Educational Fund. While Parmiter's has its roots in Bethnal Green, East London, from where it moved to Hertfordshire some forty years ago, it is now firmly established as one of Hertfordshire's educational landmarks. It is a successful, high achieving school, with a well-earned reputation for academic and all-round excellence. It has a long and distinguished history, dating back to 1681; rich in tradition and achievement founded on an ethos flowing from the school motto – Nemo Sibi Nascitur (no one is born unto themselves alone.) All parts of the Parmiter's family are committed to serving each other and the wider community in the way Thomas Parmiter, our Founder, intended.

While we cherish our past and traditions, we also pride ourselves on being progressive and forward-looking, ready to face the exacting challenges that are the lot of schools in England today. We make every effort to foster a disciplined and supportive environment in which our students are helped to achieve their full and unique potential and make the most of their talents. Parmiter's is an exciting and enjoyable place in which to study and work and this is why it is consistently oversubscribed.

If you believe you have the skills and commitment that we are after, I look forward to receiving your application.

Alp Mehmet
Chairman of Governors

About Us

Parmiter's is a partially selective 11-18 co-educational school of 1428 students, including 386 in the Sixth Form. Academic results are consistently strong and we remain the most heavily oversubscribed school in Hertfordshire.

At our most recent Ofsted inspection we were rated "an outstanding school with an outstanding Sixth Form". As a large secondary Academy we have many opportunities for both teaching and support staff.



Aims

Parmiter's School is committed to:

- the pursuit of excellence in all that we do;
- providing a broad education designed to enable every young person to achieve their full potential and make the most of their talents;
- creating a healthy, happy, disciplined and supportive environment which promotes an independent work ethic and a love of learning;
- engendering respect for individuality and difference so that all will feel secure and equally valued;
- nurturing a sense of social responsibility and spiritual and personal development;
- fostering integrity, confidence, resilience, creativity, good manners and sensitivity to the needs of others.

Our primary aim is for each Parmiterian to be self-assured and caring, an active and well-rounded citizen with integrity, who respects others and contributes to society.

Ethos

The ethos of Parmiter's School is epitomised by the school motto "Nemo sibi nascitur" (No one is born unto themselves alone).

As members of the Parmiter's family we are committed to serving each other and our wider community in the way Thomas Parmiter, our founder, intended.

Partnerships

The Headteacher is automatically a member of HASSH (Hertfordshire Association of Secondary School Headteachers) which operates principally through local groups which send one member to represent them at County level; it runs at least two conferences a year. SWHSSH (South West Hertfordshire Secondary School Headteachers) is Parmiter's local group meeting twice a term to discuss topics of mutual interest, sometimes with representatives from the Local Authority, other agencies or local MPs.

The Watford Partnership for Teacher Training is a new consortium of 11 schools led by Parmiter's in collaboration with the University of Hertfordshire and Herts for Learning. The Partnership provides training and development opportunities for Early Careers Teachers and School Direct Trainees.

Pastoral

High standards of discipline and behaviour underpin excellent teaching and learning, and the learning environment around the school is calm and purposeful. We expect that students work hard, behave well and respect our rules, which are based on empathy towards others and respect for our school.

We actively encourage students to make good choices both in and out of the classroom, and this is recognised through our rewards system. Students are fully aware of the consequences of poor behaviour and the sanctions which may result. We enjoy rewarding and celebrating hard work and success and want each individual to receive positive feedback for their effort, achievement and service.

We believe that traditional school uniform supports good discipline and expect all parents and carers to support us in maintaining high standards of appearance. Excellent attendance is also vital and again, we count on parental support so that progress is not adversely affected by unnecessary absence.

The student body is represented by our School Captains (Whole School Captains in Year 13, supported by Intermediate and Junior Captains in Year 10 and 8 respectively). Student Voice plays an important role, with the various subcommittees (Attitudes for Learning, Community, Equalities, Growth Mindset and Teaching & Learning) and School Congress meeting regularly to discuss issues raised by the students.



Curriculum, Teaching & Learning

Curriculum

Students at Parmiter's experience a curriculum which contributes to a well-balanced education, developing the abilities and skills of individuals so that they take a valuable, positive and active place in society. Through their subject area, our dedicated, highly-qualified teachers deliver an engaging curriculum that is underpinned with academic rigour.

We ensure all students have the opportunity to engage with a wide range of subjects and experiences, and encourage them to pursue those they are passionate about. Our aim is that our students are confident, independent learners who will leave Parmiter's equipped with the skills needed to navigate a life-long learning journey.

Key Stage 3 allows students to experience the full breadth of the curriculum, including a high quality and generous arts provision. The creative subjects are taught as discrete subjects so students benefit from the skill and enthusiasm of subject specialist teaching. Languages remain a key part of our curriculum, with the vast majority of students studying two languages throughout Years 8 & 9.

At Key Stage 4, a GCSE modern foreign language has steadfastly been part of our core curriculum. We do not currently insist on all students studying either History or Geography, although the majority of students choose to. Instead, by allowing students to select three option subjects, we encourage students to pursue their interests.

Parmiter's is committed to offering an extensive academic Sixth Form A Level curriculum. Alongside their subject lessons, all Year 12 students benefit from a programme of taught and self-directed Study Skills sessions that naturally lead on to a number of students completing the Extended Project Qualification (EPQ). Fortnightly Liberal Studies sessions and a Sixth Form activities period provide students with a range of enrichment opportunities.

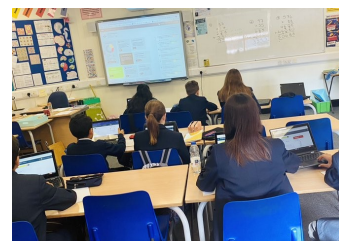
Teaching & Learning

Our students deserve the very best learning experiences. At Parmiter's we recognise that different subjects cannot, and should not, be taught in the same way. We highly value the knowledge, skill and professionalism of our staff and trust our subject leaders and teachers to determine the best approaches to lesson planning and delivery, assessment and homework within their subject areas.

In September 2021, we introduced the individual Chromebook scheme for all Year 7 - 10 students. Our teachers are skilfully ensuring that this instant access to technology is benefiting students' learning and engagement, whilst not being a replacement for outstanding classroom-based teaching.

Our large Curriculum Support department strives to deliver high-quality provision for our learners with SEND. We are developing a package of support that includes one to one tuition; digital literacy, and Functional Skills English, in order to ensure all students can achieve their potential.

Teaching & Learning is at the heart of our professional development programme. Our [T&L website](#) and our weekly T&L briefings are examples of how teaching & learning is an ongoing and visible conversation at Parmiter's. Students and parents/carers are part of that conversation, through our T&L school congress committee and our home learning newsletters. Our key role in the Watford Partnership for Teacher Training ensures we can share, and benefit from, the very best practice in T&L from across the Watford schools.





Personal Development

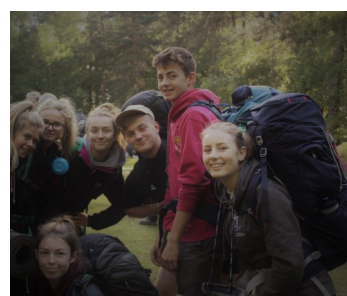
In Years 7 to 9, all students follow a Personal Development programme; this includes PSHCE and covers topics including Relationships, mental health, and emotional wellbeing; Careers and finance; Healthy lifestyles; Citizenship, rights, responsibilities and community. These topics are revisited each year through a spiralling cumulative curriculum and are supported by valuable visits from outside agencies.



As students move to KS4 they follow a non-examined programme of Personal Development & Ethics. The Personal Development course is designed to prepare students for the opportunities, responsibilities and experiences of adult life whilst the Ethics programme aims to develop a knowledge and understanding of the religions and beliefs which form part of contemporary society. Students also explore a range of moral and philosophical questions as part of their Ethics course.



Parmiter's students benefit from a wealth of enrichment opportunities within and beyond the curriculum. Our extra-curricular provision is exceptional and is a key part of Parmiter's identity; our aim is that every student is able to enjoy and benefit from a club or society. The Duke of Edinburgh Award continues to thrive at Parmiter's, with the majority of students eligible taking part in the Bronze award, many progressing to Silver and some to Gold.



KEY SCHOOL FACTS

Type of school	Mixed Comprehensive Academy
Age range	11 - 18
Number of students	1438 (including 386 Sixth Form)
Number of teaching staff	101 (87 full time equivalent)
Number of support staff	87 (60 full time equivalent)
% of students known to be Pupil Premium	7%
% students with SEN	11% (including 28 EHCP)
% students with EAL	16%
GCSE Results Summer 2021	94% 4+
A Level Results Summer 2021	84.6% A*-B
School Group	Group 7
Admission number each year	208



Job Specification

The Headteacher will provide professional leadership for Parmiter's School to secure its continuous improvement and success. By working with the whole community through the day-to-day operation of the school, he/she will ensure that all our students benefit from high quality education or experience and achieve their full potential, and do so in a safe, healthy and stimulating environment.

Qualities and Knowledge

- ◆ Hold and articulate clear values and moral purpose, focused on providing a world-class education for the students you serve.
- ◆ Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students and staff, and towards parents, governors and members of the local community.
- ◆ Lead by example - with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise and skills, and that of those around you.
- ◆ Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- ◆ Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- ◆ Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel.

Students and Staff

- ◆ Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
- ◆ Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
- ◆ Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- ◆ Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- ◆ Hold all staff to account for their professional conduct and practice.

Systems and Process

- ◆ 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, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
- ◆ Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- ◆ Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for student, staff and financial performance.
- ◆ Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.



The Self Improving School System

- ◆ Continue to promote our work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
- ◆ Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- ◆ Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- ◆ Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

EDUCATION, QUALIFICATIONS AND EXPERIENCE	TESTED BY
The Headteacher should have:	
A good honours degree and a DfE recognised teaching qualification	A
Experience as a Headteacher/Acting Headteacher and/or significant experience at senior leadership level in a secondary school	A
Qualified teacher status with a record of outstanding teaching at more than one school.	A
A record of recent professional development that prepares for this post	A
KNOWLEDGE, UNDERSTANDING AND EXPERIENCE	TESTED BY
The Headteacher should possess:	
The ability to communicate a clear vision for the school and how it will develop over the next few years.	A, I, R
A sound understanding of how students learn, how teachers can best teach and how to raise standards through careful monitoring and target setting.	A,
The ability to create and implement a strategic school improvement plan underpinned by sound financial management together with experience of successful school improvement.	A, I, R
A detailed understanding of how the plan can be assembled from rigorous self-evaluation practices.	A, I
The ability to recognise, inspire, motivate and lead all staff enabling them to carry out their respective roles to the highest standard through appraisal and continuing professional development.	A, I, R
The ability to work closely with and provide objective support to the Governing Body to enable it to meet its responsibilities.	A, I
An understanding of the need for parents/carers and students to be well-informed about the curriculum, their attainment and progress and about the contribution they can make.	A, I
An in-depth understanding of curriculum issues and educational developments, both current and future and how they will affect the work of the school.	A, I, R
Understanding of and commitment to safer recruitment and child protection procedures and the ability to ensure their implementation.	A, I, R
An understanding of finance and human resource allocation and how to achieve value for money, especially at a time of reducing income.	A, I, R
A - Application, I - Interview, R - Reference, W - Written Task	

CHARACTERISTICS, SKILLS AND ABILITIES

TESTED BY

The Headteacher should have:

The drive and ability to take the role of leader, provide clear direction, manage change and enthuse and motivate others through excellent interpersonal skills and a willingness to be approachable to all members of the school and wider community. A, I, R

A commitment to student development and the development of inclusive practice for all members of the school community. A, I

A willingness and the skills to actively engage in further developing the school's community links. A, I, R

The ability to make decisions based on rigorous self-evaluation. A, I, W

Excellent communication skills, both written oral and through the use of ICT. A, I, W

The ability to hold to account where necessary and take swift action. A, I

The ability to foster a culture of respect, openness and self-discipline. A, I

Resilience and adaptability to changing circumstances and new ideas. A, I

An excellent record of health and attendance. R

A - Application, I - Interview, R - Reference, W - Written Task

Schedule for Application

Deadline for application: Noon on Monday 8 November 2021

Interview dates: Wednesday 17 and Thursday 18 November 2021

Preferred start date: April 2022

Salary: L37 - L43 (depending on experience)

If you would like to visit Parmiter's prior to application, please contact
Helen Clark, Headmaster's PA
h.clark@parmiters.herts.sch.uk

