

City of  
London  
School

Information Pack for the position of  
**Head of Middle School**



  
THE SUNDAY TIMES  
**SCHOOLS  
GUIDE  
2020**  
LONDON  
INDEPENDENT  
SECONDARY  
SCHOOL  
OF THE YEAR



# Contents

City of London School .....	2
Our Vision.....	3
Teaching and Learning .....	4
Facilities.....	5
Job Description.....	6
Person Specification .....	11
How to Apply .....	13

# City of London School

We understand that for boys to thrive they must be happy. It is why we cherish individuality, shun stereotypes, and encourage every pupil to be the very best version of themselves. With a vibrant, multicultural city on our doorstep, we draw strength from difference, recognising that diverse perspectives can help answer big questions.

As a result, every member of our community is keenly aware of their responsibility and capacity to make a difference. We ensure our pupils are ready for the rapidly changing demands of the coming decades. This shows in our commitment to academic excellence and in our restless curiosity and desire to improve in everything we do.

We aim always to provide an education in the broadest sense, combining academic excellence with exceptional pastoral care, framed by an outward-looking and forward-thinking approach. We also strive to make that education available to as many talented boys as possible, through transformational bursaries for those who may not otherwise be able to afford the fees.



# Our Vision

At City of London School we intend to be...



## Kind.

*A considerate community of people who care for others as much as themselves.*



## Aware.

*A diverse community that understands our world.*



## Ready.

*A forward-looking community prepared for the 21st century.*



Kind.  
Aware.  
Ready.

For more information, please see the School's [Strategic Vision 2019-2024](#)



# Teaching and Learning

Our aim is that all pupils should fulfil their potential and leave with a love of learning. Our staff are highly qualified specialists in their subjects and their own academic aspirations encourage pupils to develop their creative, intellectual and physical skills.

The teaching environment provides both challenge and enjoyment. It is designed to support individual talent and ambition and help our pupils to develop their understanding of the world.

We teach our pupils the value of constructive questioning and analysis, and give them the tools with which to interrogate the world and to form their own ideas and opinions, as well as appreciating and respecting those of others.

Good teaching and learning develops creative thought, critical thinking and problem solving, research skills, intellectual curiosity and an ability to challenge preconceptions and to think outside the box.





# Facilities

A modern, purpose-built School in an iconic location allows us to provide an attractive and dynamic learning environment for pupils and staff alike. A quiet, yet amazingly spacious building, its walls and exhibition spaces have works of art in profusion and variety – most of which are produced by pupils. Outside, to the south, flows the River Thames whilst to the north, the dome of St Paul’s Cathedral is rarely out of view: it is an altogether inspiring environment in which to study and grow up. The courtyard and upper playground are particular assets, providing light, fresh air and space.

Almost all our teaching staff have their own teaching room and each of our departments has a staff common room and a full range of specialist audio-visual equipment, which is supported by full-time technicians. Inside the building you will also find a large

Learning Centre and library (renovated and modernised in 2016 as a result of generous support from a benefactor, and benefiting from a backdrop that takes in the Millennium Bridge and the Shard), a bookshop, a 200-seat theatre, a separate drama studio, numerous music practice rooms, a sports hall and a swimming pool.

Pupils also benefit from over 20 acres of sports pitches, tennis courts and running tracks at our Grove Park site in South East London. Most pupils spend one afternoon there each week.

The School has developed a Masterplan for improvements to our buildings and facilities over the next decade. This will improve provision for on-site sport and provide additional teaching and multi-purpose spaces.

# Job Description

Job Title	<b>Head of Middle School</b>
Start date	<b>September 2021</b>
Salary	<b>Competitive</b> <i>plus membership of the Teachers' Pension Scheme</i>

## Introduction

The Head of Middle School is a member of the Senior Management Team (SMT), which meets regularly to discuss matters of routine and general school policy, in an atmosphere of confidentiality and collective responsibility. Members of the SMT are expected to have a knowledge of relevant issues affecting schools nationally (and within the independent sector), and to contribute to discussions relation to planning and the development of policy.

As a member of the SMT, the post-holder will be asked to advise on any matter of school policy, procedure or routine associated with the remit of this Job Description, and to inform the Head of significant developments, problems or opinions on any relevant matter from any relevant source.

The Head of Middle School has responsibility for all elements of educational provision and pastoral care for pupils in the Middle School (i.e. Years 10 and 11). They are responsible for overseeing the academic progress of pupils in the Middle School, thereby ensuring that academic attainment at GCSE and iGCSE is commensurate with expected progress (in relation to baseline academic data), and instils readiness for progression to A-level/pre-U. They are responsible for the overall welfare, discipline and administration of all pupils in the Middle School, including taking a leading and active role in improving behaviour, attendance, punctuality, wellbeing and learning in these year groups.

The post-holder will actively promote and encourage the School values, particularly

with regard to promoting respect for diversity, inclusion, community and charity. They will be a Deputy Designated Safeguarding Lead (for matters relating to these year groups).

The Head of Middle School has line management responsibilities for the following staff: Heads of Department (as assigned by the Deputy Head (Teaching and Innovation)); Head of 4th Form; Head of 5th Form.

This Job Description should be seen as enabling rather than restrictive, and will be subject to regular review.

## Specific Responsibilities

The specific responsibilities of the Head of Middle School include the following:

### **Pastoral**

- Taking the lead in managing particularly complex and/or sensitive cases relating to pupils in the Middle School;
- Supporting the Heads of Year, as necessary, in relation to matters regarding the pastoral wellbeing of pupils in the Middle School;
- Overseeing the work of the Heads of Year to develop pastoral strategies for pupils in the Middle School: in so doing, working – as required – with tutors, school counsellors, the School Nurse, the Pastoral and Wellbeing Advisor, and the Learning Support Department;
- Ensuring that pastoral information about pupils in the Middle School is effectively maintained (in line with school procedures), and ensuring that this is communicated effectively, sensitively and on a need to know basis;
- Contributing to the work of the Heads of Year and Anti-Bullying Co-ordinator to develop a positive culture of kindness and an atmosphere of mutual respect;
- Providing suitable opportunities for the pupils' viewpoints to be reflected in the School's provision for Middle School pupils;
- Leading on any complex disciplinary matters affecting pupils in the Middle School, whilst also providing recognition for the achievements of pupils in the Middle School;
- Holding regular meetings with the Middle School pastoral team, to ensure that good practice is shared and suitable innovations are discussed and implemented;
- With other Heads of Section and the Deputy Head (Pastoral), contributing to discussions about the development of pastoral care at the School.

---

### **Academic Progress and Provision**

- Contributing to strategic discussion, planning and development about the curricular and pastoral needs of pupils in the Middle School, including policy planning and implementation;
- Ensuring that the School is aware of – and responsive to – curricular issues nationally and within the independent sector, as they affect pupils at Key Stage 4; leading – as required – discussions about such issues, and working with relevant members of SMT to implement any changes to provision that may be required;
- Ensuring that data related to pupils' baseline ability, progress and outcomes is used effectively to help support attainment;

- Initiating, monitoring and reviewing strategies, programmes and procedures designed to improve the academic performance of pupils in the Middle School, particularly in relation to their performance in public examinations: this will be done in conjunction with the Heads of Year, and will include oversight of 1-to-1 sessions, supervised homework, catch-up clubs, pupil mentoring etc.
- Liaising with the Director of Studies in the use of statistical or other data that may be relevant to the Middle School.
- Working with the Head of Lower School to manage and advise on pupils' selection of GCSE and IGCSE courses, and working with the Head of Sixth Form and academic departments to manage and advise on pupils' selection of Sixth Form courses: this includes, but is not limited to, the administration of relevant events for pupils (e.g. drop-in days, information afternoons).

### **Co-curricular and PSHEE/SMSC**

- Developing the programme of PSHEE so that there is consistent and meaningful content across the Middle School which is followed up and reflected upon in assemblies and form time;
- Developing a Pastoral Portal for parents with information, news, guidance and advice pertaining to the needs of Middle School pupils, and monitoring and updating as necessary;
- Attending Year Group assemblies;
- Attending and supporting events involving the Middle School, including plays, concerts, the annual sports day, House competitions and other events as required;
- Developing the role of the affiliated prefects and ensuring that their interactions with Middle School pupils are meaningful and positive;
- Liaising with the Peer Mentoring Co-ordinator and Heads of Year regarding academic and pastoral mentoring, in terms of both strategic development and recommending pupils and monitoring their progress;
- Working with Heads of Year to organise trips and expeditions for the Middle School Year Groups in the Summer Term, including a day trip during exam week and possible activities during CLS London Week.

### **Admissions and Leavers**

- Liaising with the Director of Admissions and Marketing to support the process by which pupils are assessed for Year 10 admission, and overseeing the process of induction thereafter;
- Managing (with the Head of Sixth Form) the process of induction to the Sixth Form, including the development and implementation of strategies (year-group-wide and individual) to encourage progress from the Fifth Form and into the Sixth Form, and reporting to the Head on this matter as required;
- Working with the Director of Admissions and Marketing to support the assessment process for 16+ admission;
- Attending Prospective Parents' Meetings and Open Events (including coordinating arrangements for pupil involvement in the panel Q&A sessions as required).

## **External**

- Working with other relevant staff to provide opportunities for Middle School pupils to engage with educational opportunities outside school, including the development of links with other Schools (including CLSG and the City of London Academies).
- 

## **Financial Management**

- Working within agreed budgets and budgetary systems in relation to the fulfilment of all elements of the Job Description;
  - Ensuring financial efficiency and value-for-money in all school activities related to this Job Description, and consistent with the fulfilment of the School's broader strategic objectives.
- 

## **Fundamental British Values**

- Across all elements of this Job Description, ensuring that the School's educational provision reflects fundamental British values.

## General Responsibilities

### **As a member of the SMT, the post-holder is also expected to undertake the following general responsibilities:**

- Be part of the interview team for new members of the teaching staff (as directed by the Deputy Head (Teaching and Innovation) or the Director of Studies), and, as required, new members of support staff (as directed by the Bursar).
- Contribute to the Admissions process, including all assessment days, Open Days, offer-holder days, Prospective Parent Meetings, induction and familiarisation events.
- Manage and/or investigate processes under relevant school policies (e.g. Complaints Policy, Capability Policy, Probation Policy), at the direction of the Head.
- Attend School to support pupils on Results' Days.
- Attend school events (including concerts, fixtures, plays, recitals, assemblies).
- Support the work of the Admissions and Development & Alumni Relations offices, as required, including through attendance at relevant events.
- Oversee the maintenance of school policies as directed by the Senior Deputy Head and as specified in the Schedule of Policies.
- Provide relevant contributions for the School's Strategic Plan, annual Development Plan and inspection documentation.

### **In line with all members of School staff, the post-holder is also expected to undertake the following general responsibilities:**

- Work towards and support the School's vision and objectives, as outlined in the School's Strategic Vision 2019-24.
- Support and contribute to the School's responsibilities for safeguarding pupils.
- Work within the School's Health and Safety policy and related policies, to ensure a safe environment for all staff, pupils and visitors.
- Maintain high professional standards of attendance, punctuality, appearance and conduct, and maintain positive and courteous relationships with staff, pupils and parents.
- Engage actively and positively in the performance review process.
- Undertake other reasonable duties, as directed by the Head, as required from time to time.

The post-holder must adhere to and ensure compliance with the School's Safeguarding and Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the School, they must report those concerns to the DSL or to the Head immediately.

#### **Reporting Lines:**

The Head of Middle School reports to the Deputy Head (Pastoral).

# Person Specification

The successful candidate will be an empathetic and sensitive leader, committed to excellence in pastoral care and with an understanding of the pastoral issues that are common within an academic community. The role will provide excellent preparation for a subsequent move to deputy headship.

## Qualifications

- » Well-qualified graduate in a discipline related to a subject taught at the School.
- » DfE recognised QTS is desirable.
- » Candidates with a further educational or leadership qualification are welcomed, but this is not essential.
- » **Method of Assessment:** Contents of application form and covering letter, production of certificates, references and interview.

## Experience

- » The successful candidate will have significant relevant professional experience.
- » Experience working with young people is essential.
- » The successful candidate will have experience in safeguarding and/or pastoral care, in a leadership or management capacity.

- » We welcome candidates with experience in either the independent or maintained sector
- » **Method of Assessment:** Contents of application form and covering letter, Interview and Professional references.

## Commitment

- » A passion for the education of boys and young men from diverse backgrounds.
- » A desire to work within the specific context of CLS, and a commitment to the goals of the School's Strategic Vision.
- » A desire to develop his/her professional knowledge, skills and experience in order to maximise pupils' achievement.
- » A willingness to contribute to the overall life and well-being of the School.
- » Involvement in pastoral system or other co- and extra-curricular activities.
- » **Method of Assessment:** Contents of application form and covering letter, Interview and Professional references.

## Teaching Skills

- » Knowledge of the subject (as shown by qualifications and interview).
- » Proven track record of teaching the subject successfully (where relevant).
- » Good oral and written communication skills.
- » Effective classroom management and organisation to ensure a positive and safe learning environment.
- » Engaging classroom presence with excellent subject knowledge and a passion for encouraging wider debate and research, with the ability to encourage active and independent learning.
- » Effective planning, assessment and record keeping.
- » An appreciation of pupils' differing needs and an ability to employ flexible teaching strategies, as appropriate.
- » The ability to incorporate relevant EdTech into teaching and learning.

- » **Method of Assessment:** Contents of application form and covering letter, Interview and Professional references.

## Further Professional Skills

In addition to the above, the application form, covering letter, interviews and professional references will be used to assess the suitability of candidates for senior management and leadership. Key competencies:

- » An awareness and understanding of modern safeguarding regulations and best practice, and a thorough appreciation of how schools can promote the welfare of all children.
- » An ability to speak with conviction and authority on all matters relating to safeguarding and pastoral care, to build confidence amongst staff, governors, pupils and parents, and to maintain a culture in which safeguarding and pupil welfare is at the heart of all that the School does.

- » A commitment to equality and inclusion, and an understanding of how a diverse pupil and staff body enriches the school community for everyone.
- » Excellent interpersonal skills, including warmth, even-handedness and sensitivity, an understanding and empathy with the feelings and motives of others, and an ability to see things from the perspective of others.
- » Sound judgement, with the ability to make reasoned, reasonable and balanced decisions.
- » The ability to work as part of a team and create effective rapport and harmonious relationships with staff, pupils, parents and outside agencies.
- » The ability to lead a team.
- » The ability to defuse difficult situations through careful listening, sensitive use of humour, praise and recognition.
- » The ability to lead and inspire colleagues, drawing out strengths and building trust.
- » The willingness to confront difficult issues and have difficult conversations.
- » The ability to implement decisions and manage change, with clarity in presentation and confidence in turning ideas into plans and actions.
- » Efficiency in personal organisation.
- » Retention of a sense of perspective and a sense of humour.
- » A desire to develop professional knowledge, skills and experience, and a willingness to reflect and hear constructive criticism.
- » A desire to work with pupils at this stage of their school career.
- » **Method of Assessment:** Contents of application form and covering letter, Interview and Professional references.

# How to Apply

An application form is available from the School website which should then be emailed to the HR Department at: [recruitment@cityoflondonschool.org.uk](mailto:recruitment@cityoflondonschool.org.uk).

All candidates must include a letter of application addressed to the Head. Your letter should be no more than two sides and should clearly outline your suitability for the role with reference to the Job Description and Person Specification. You should also explain clearly why you want to work at City of London School. **Do not include a CV.**

Closing Date: **Wednesday 20 January**

First round interviews will be held **Thursday 28 January**

Final round interviews will be held on **Tuesday 2 February**

*These arrangements are subject to change as a result of national restrictions related to Covid-19. We reserve the right to appoint before this deadline and encourage early submissions.*

---

City of London School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

We warmly welcome applications from all sectors of the community as we aspire to attract staff that match the social and cultural diversity of our pupil intake.

Further information about the School and a copy of the 2011 and 2017 ISI Inspection report are available on the website. [www.cityoflondonschool.org.uk](http://www.cityoflondonschool.org.uk)



# City of London School

**City of London School**  
107 Queen Victoria Street  
London EC4V 3AL  
[cityoflondonschool.org.uk](http://cityoflondonschool.org.uk)  
020 3680 6300

Follow us:    



Proud to be part of the  
**City of London Corporation**