



Imperial College London Mathematics School

Head Teacher

Candidate Information

Welcome

Sugra Alibhai CEO
Frontier Learning Trust and
Principal of Woodhouse College



Sugra Alibhai

Thank you for interest in the role of Head of Imperial College London Mathematics School (ICLMS). This is a rare and golden opportunity to create a world class, inspiring and inclusive environment for high-performing mathematicians to thrive.

ICLMS will be a small, specialist school for high-achieving sixth formers where the level of intellectual challenge and focus on problem-solving are unrivalled in both independent and state sectors. A programme of super-curricular activities in Mathematics will help take students well beyond A Level standard and prepare them for Science, Technology, Engineering and Mathematics (STEM) courses at top universities. The deep connection with Imperial College London will help raise students' aspirations and confidence.

A key element of this role will be to inspire students from diverse backgrounds to continue their studies in Mathematics, Further Mathematics, Chemistry and Physics so that they can go on to have fulfilling careers: be it in Science, Technology, or other fields. As such, ICLMS will also support mathematicians locally through outreach work, potentially at Key Stages 4 and 3 and even Key Stage 2.

We are looking for a very special individual who understands this vision and is excited about creating a transformational learning experience for the young people we will serve. Someone who is committed to working within the national maths schools network¹ and as part of the Frontier Learning Trust. You will be a dynamic and reflective leader, an excellent classroom practitioner, a great communicator and a visionary pioneer.

We are excited to be making this appointment and I look forward to working with the new Head on this outstanding opportunity.

If this prospect excites you and you feel you have the right skills and experience, we would welcome your application.

Sugra Alibhai

¹ "Run by some of the UK's most selective mathematics universities, maths schools are specialist schools for the most mathematically able 16- to 19-year-olds. The schools help to prepare students for success in mathematics-related disciplines at top universities, and then to pursue mathematically intensive careers." [DfE – Maths schools expression of interest form]



Welcome

Professor Maggie Dallman
Vice President (International)
Associate Provost
(Academic Partnerships)
Imperial College London



Professor Maggie Dallman

Thank you for your interest in the headship of the Imperial College London Mathematics School. We are delighted to be partnering with Woodhouse College on this new specialist school and I am really looking forward to seeing that first cohort of Year 12 students coming through the school gates.

This initiative is great news for Imperial College London and for Woodhouse and, most importantly, for talented Mathematics pupils from London and further afield. The opportunity to study advanced Mathematics in a setting like a specialist school has the potential to transform lives and have students benefit from fulfilling careers in Science, Technology and many other sectors. We should always be aiming to attract the best and brightest students to our universities from the widest range of backgrounds across our diverse population and we hope that the new Mathematics school will help us discover the talent we know is out there. It will be wonderful for Imperial staff and students to work alongside A Level students as well as Woodhouse and ICLMS staff to inspire future mathematicians.

This is not just about raising school attainment levels and the numbers taking Mathematics degrees, however. ICLMS will also work with other schools and partners across the wider catchment areas, delivering outreach activities and other benefits, such as offering professional development opportunities to a new network of primary and secondary school Mathematics teachers. It will also be part of a growing national network of Mathematics schools, including those linked with the universities of Cambridge, Durham, Exeter, Lancaster, Liverpool, Surrey, and King's College

London all aiming to enrich Mathematics education and increase the uptake of STEM at University. This new school will give us real insights into teaching, the curriculum, and the transition to university for young people irrespective of their background, across a whole range of subjects which use Mathematics as their foundation.

I am really looking forward to making this appointment and to working with an outstanding practitioner who is passionate about Mathematics and widening participation among young people from diverse backgrounds.

Professor Maggie Dallman



Background

In June 2020, Imperial College London announced the development of a new specialist maths school backed by government funding. The Imperial College London Mathematics School (ICLMS) is due to be opened in September 2023 by the Frontier Learning Trust, a new 16–19 multi-academy trust formed by two institutions with a long history of high academic attainment. Frontier Learning Trust is a partnership between Imperial College London (a world top ten university) and Woodhouse College (a national top five sixth-form college). So, while this Trust is brand new, its two partners have over 200 years of combined experience in delivering exemplary results.

Imperial College London, located in the South Kensington area of London, is a global top ten university with around 20,000 students (full and part-time). It has a world-class reputation in Science, Engineering, Business and Medicine and is the only British university to focus exclusively on these subjects. It is committed to developing the next generation of researchers, scientists and academics through collaboration across disciplines, with Mathematics underpinning subjects taught at Imperial.

Woodhouse College in Barnet, north London, has ranked in the top five sixth form colleges in England consistently for more than 20 years. Its 1500+ students come from more than 180 different schools across north London. The school has the largest A Level Mathematics department in London and nearly 50% of its students take Mathematics A Level.

The new Trust contains two academy schools: Woodhouse College and the new Imperial College London Mathematics School (ICLMS). Separately and together, these two schools will provide teaching and learning of the highest quality to young people, creating an inspirational and nurturing community for ambitious students who want to achieve excellence at A Level, in top university degrees and in their future careers.

The new maths school will target under-represented groups to study Mathematics and Further Mathematics and either Physics or Chemistry at A Level, with the option of studying a fourth A Level from the wide range of 26 subjects taught at Woodhouse College. The school is targeting female students and those from Black and Minority Ethnic (BAME) as well as those from disadvantaged backgrounds.

Its foundation also has a strong rationale: London's economy has strength in finance and insurance activities, information technology and professional, scientific and technical services and with a more highly skilled workforce relative to the rest of the UK. However, there is concern about static productivity levels and a shortage of people equipped with STEM skills, especially in Mathematics and, in particular, amongst female and disadvantaged students, in several parts of London.

The purpose of ICLMS is to address this imbalance and the aim is for the new academy school to become a beacon for high attainment in Mathematics and to increase the number of students from disadvantaged or under-represented backgrounds studying STEM subjects at leading universities, such as Imperial College London.

ICLMS is planned to open with an initial 60 students in Year 12, rising over the first five years to around 100 students in each of the two year-groups (Years 12 and 13). It will join a growing network of specialist Mathematics schools being founded regionally in England as part of a government-backed initiative to increase student uptake in Mathematics. King's Maths School, Exeter Mathematics School and Liverpool University Maths School are already established, with a number of other maths schools in England now in pre-open. Being part of this influential national network affords exciting opportunities for collaboration between the specialist schools and enhanced professional development for teachers in the Frontier Learning Trust community of schools, where outreach activities are taking place.



Location and Setting

ICLMS will be located in a brand-new, purpose-built building, within the 8½ acres of grounds owned by Frontier Learning Trust in Finchley, north London. The DfE is funding the construction and fitting-out of this new building, which is expected to be ready by June 2023.

Woodhouse College is a popular and oversubscribed sixth form college in Barnet. With its roots dating back nearly 100 years, initially as a grammar school and then conversion to a sixth form college in the early 1990s, Woodhouse has always been a high achieving school – one of the best performing in the country, including in the latest 2021 A Level results. It is one of the leading places to study A Levels in London and offers a broad spectrum of 26 subject choices with more than half of its students taking Mathematics A Level.

The proximity of ICLMS to Woodhouse will benefit the students and staff of both institutions. Whilst the two schools in the Trust will be led separately, each with their own distinct identity, they share the mission and goals of the Frontier Learning Trust and will work together in partnership. ICLMS will also enjoy the

benefits of being part of the Frontier Learning Trust in terms of some of the services which can be provided centrally, such as human resources, MIS and IT, finance and estates staff. It will also allow a greater proportion of funding and staffing to be allocated to its own students and outreach work with other schools across north London and beyond.

ICLMS will be well-served by public transport with local bus routes; Great Northern main line trains that run frequently to/from central London; and underground trains that also link to the Piccadilly Line that connects directly with South Kensington, just a few minutes' walk from the home of Imperial College London.



Purpose and Objectives

The ICLMS has a Mission Statement which encapsulates its purpose:

“The Imperial College London Mathematics School will increase the pipeline of skilled mathematicians by offering an excellent education in mathematics and beyond. The school will provide a diverse range of young people with access to a unique educational experience, equipping them to enter programmes at highly selective universities and to develop careers in STEM.”

This Mission Statement is supported by a number of objectives which are to:

- further develop students’ thinking skills and intellectual excitement;
- provide an inclusive culture and environment which is nurturing and supportive of its students’ enthusiasms;
- remove barriers to equality of opportunity and encourage diversity within its student body;
- promote teamwork, participation, confidence, and resilience to face challenges to enhance the personal development of students.

Admissions

Students admitted to the school will reflect its focus on educating those:

- with an aptitude and appetite for a strongly Mathematics-oriented curriculum;
- who intend to take a STEM-related degree at a highly selective university such as Imperial College London;
- who will benefit from the specialist provision of the school.

Widening participation is one of the key strategic imperatives of ICLMS. Outreach activities will be developed that will be targeted at disadvantaged groups and under-represented groups, including female and BAME students.

Recruitment activities will focus on potential applicants from areas in north London (where there is a growing population of 16–19-year-olds) including Barnet, the Lea Valley, Haringey and Enfield; and from inner London boroughs and surrounding counties where levels of disadvantage are relatively high and / or Mathematics-related provision at this level is not strong but where transport links make travel to ICLMS possible.

The application process will be as follows:

- prospective students complete an application form early in year 11 and a reference is supplied by their school or a suitable tutor if they are home educated;
- applicants deemed of sufficient standard are invited to take a test at the school which will assess their aptitude for Mathematics;
- from this test, the highest achieving students are selected for interview and this will assess each candidate's ability to learn and think mathematically as well as the candidate's enthusiasm, career aspirations, and suitability for the school;
- places at the school will then be offered to candidates following the interview but conditional on predicted GCSE results. For Mathematics/Further Mathematics, a Grade 8 will be required; for other subjects, it is likely to be a 7.

Prior to opening, Imperial College London will work with Woodhouse College and the maths school Head Teacher-designate to establish a programme of activities designed to attract prospective students and parents. When the school opens in 2023, Woodhouse will also work closely with the Outreach team at Imperial College London to best ensure a clear line of progression for suitable pupils from pre-GCSE. While ICLMS is being established, appropriate schools will be asked to nominate high performing Mathematics pupils in Years 8 and 9 to attend existing outreach courses run by Imperial.

Another priority is building awareness amongst the local community and forging connections with other business stakeholders that may play a role in the future of ICLMS.



Learning Outcomes and Benefits

Students at ICLMS will benefit from their proximity to Woodhouse College where they will be able to complement their learning, undertake co-curricular and enrichment activities and meet and work with students enrolled at Woodhouse College. They will also have access to the resources, expertise and facilities of Imperial College London itself in both Mathematics and other STEM subjects. Academic staff from Imperial College London will co-create some of the co-curricular challenges for students, as well as giving key lectures and insight into the university's research programmes to inspire the students.

This will be complemented by mentoring support from postgraduate and/or undergraduate students from Imperial College London who will provide ICLMS students with insights into higher level mathematical thinking, university life, and the process of applying to highly-selective courses.

Imperial College London will also provide opportunities for students from ICLMS to access its library for specific research or investigative projects.

Occasional lectures may be provided for students and all students will participate in a university-led investigation.

In short, the proposition is to not only to attract more students to Mathematics and STEM-related subjects but to encourage them to become long-term ambassadors and advocates for the subject in their professional lives and, perhaps, as future teachers of the subject. Woodhouse College already has a long history of alumni participation, and this culture will be encouraged.

Teachers at ICLMS will also benefit from the backing of Imperial: the staff of ICLMS will, in partnership with Imperial, found a network for Mathematics teachers from selected schools to provide them with a high quality, relevant professional development programme.

ICLMS will empirically measure its success using a number of academic and socio-economic criteria such as:

- at least 90% of Mathematics A Level, and 75% of Further Mathematics, graded at A or A*; and at least 75% of students achieve grades AAA or higher;
- progress of the school to be 'above average' according to L3VA;
- the school to be judged to be outstanding by Ofsted at first inspection;
- the percentage of students progressing to highly selective courses, such as those offered by Russell Group universities, to be 75% or higher, with at least 20–30% progressing to Imperial;
- at least 40% of students to be from disadvantaged backgrounds; at least 40% of students to be female; and at least 50% of students to come from non-White British backgrounds.



Academic and Curriculum Breadth and Depth

Teaching and learning will be provided through three channels:

- a substantial core curriculum dedicated to developing students' mathematical abilities, confidence and character in a supportive, familiar setting;
- a close association with Imperial College London to build ambition, a sense of personal potential and an understanding of the scope and possibilities offered by deep and sustained involvement in the fields of Mathematics and associated STEM disciplines;
- strong relationships developed with further opportunities through curricular, extra-curricular and other links with neighbouring Woodhouse College, allowing ICLMS to offer a wider range of experiences to meet the various preferences of its students.

ICLMS will offer students the choice of taking three or four A Levels over the two years. All students will take Mathematics and Further Mathematics. The maths school will also offer Physics and Chemistry, and it is expected that students will take at least one of these subjects. It is estimated that around 80% of students will take Physics and 50% Chemistry.

Co-ordinated timetabling and the proximity of ICLMS to Woodhouse College will allow students to choose a fourth subject from the broader Woodhouse curriculum. This will facilitate a greater breadth of subject choice than in other maths schools, allowing students to opt for subjects in humanities or creative subjects like Music or Art (in which mathematicians often have an interest).

For those students who opt not to take four A Levels for the full two years, it may be possible in some subjects to offer an AS Level at the end of Year 12 to those who wish to drop a subject after one year of study.

There will be five hours of teaching per week, per A Level subject, divided between four lessons of 60–90 minutes in length, which means that for students taking four subjects over a 39-week academic year, they will be taught for nearly 800 hours per year.

ICLMS will build on the excellent academic results achieved by students of Woodhouse College over the past few years at A Level. In 2021, 30% of the year group achieved A*s–As while 79% of students achieved A*– B grades. 50 students achieved 3 A*s or more.



Pastoral

ICLMS will provide support for the wide range of needs which 16–19-year-olds can have both in terms of on-course support and for progression. Woodhouse College is proud of its pastoral support and its commitment to developing well-rounded, independent and confident young people and this culture will be encouraged at ICLMS.

All students will have a tutor whom they meet regularly for group and individual contact. The aims of this element will be to:

- help students transition so they feel settled and supported in the maths school;
- listen to concerns students raise and act on these as appropriate;
- keep alert to key warning signs such as falling attendance, poor punctuality or behaviour.

ICLMS will build 'teacher-time' opportunities into the timetable so that students to see their teachers for additional individual support and, in cases where students are struggling more widely, a supportive programme will be developed to help students make informed choices.

ICLMS will also provide support through specialist advisers on how to access other provision where necessary, ranging from careers advice, safeguarding, SEN support, physical activity provision, enrichment, arts and performance, library facilities, reprographics and other equipment.

Students with SEND will be supported by pastoral staff at the ICLMS.

Leadership and Governance

Imperial College London and Woodhouse will be fully embedded in all levels of the MAT governance structure. There are five Members of the MAT including an independent chair: one Member was appointed by Imperial.

There are 13 MAT Trustees (no parent Trustees), and three Trustees were appointed by Imperial College London (one with experience in outreach, one with experience in education leadership & governance and a qualified accountant/auditor).

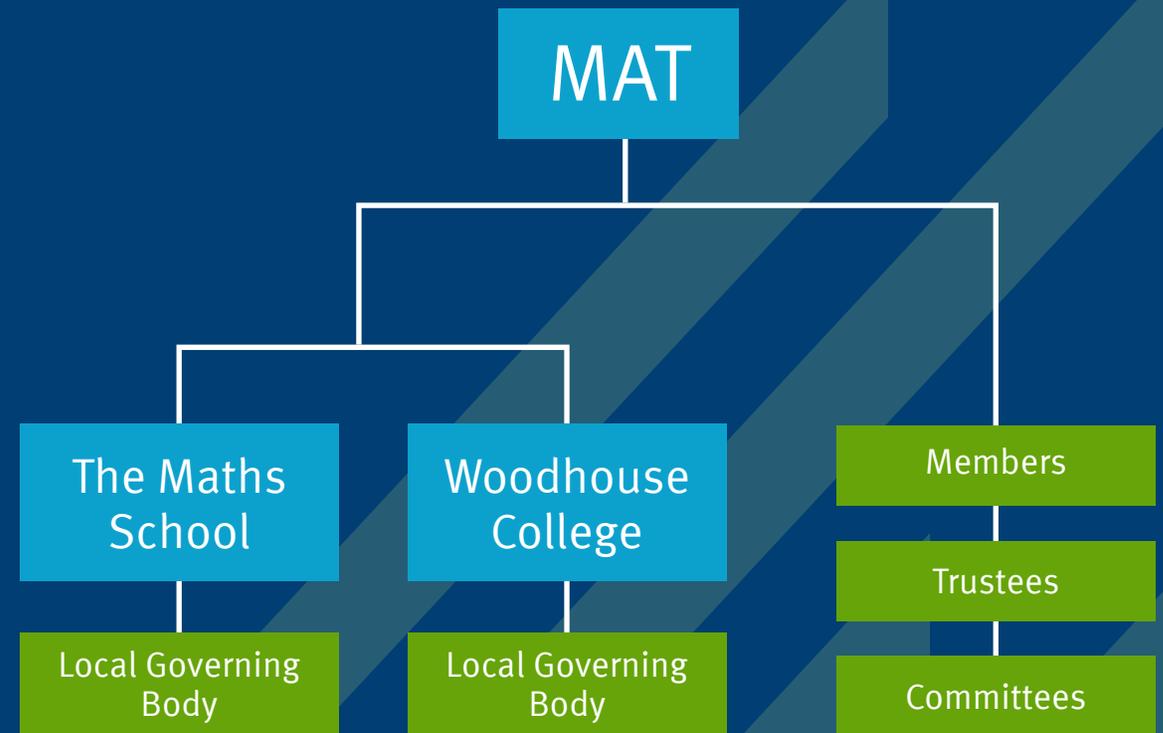
Each school will have a Local Governing Body (LGB), with responsibility for student progress and attainment, budget adherence and safeguarding. Imperial will provide to the ICLMS LGB one *ex officio* member with expertise in outreach / university progression as well as a member with relevant educational experience.

The Head Teacher of ICLMS will be accountable to the MAT and report into the CEO of Frontier Learning Trust (who is also Principal of Woodhouse College). However, the two schools will be led separately with the Head Teacher of ICLMS being the public face of the specialist school and setting the ethos and culture for both students and staff.

The Head Teacher will oversee a Senior Leadership Team that will comprise a Deputy Head, Head of Mathematics, Head of Outreach, and an Administrator.

The Head Teacher will also have access to a range of services and functions provided by the 'central services' of the Trust. These will typically include caretaking, cleaning, and finance.

A new Multi-Academy Trust (Frontier Learning Trust) has been established comprising two founding schools: ICLMS and Woodhouse (which has converted to academy status). This diagram sets out the governance structure:



The Role

Job Purpose

To provide outstanding leadership and management to fulfil the school's mission, ensuring the highest standards of academic provision and pastoral care for Imperial College London Mathematics School (ICLMS) students whilst providing local and national leadership to the development of mathematics provision and achievement.

Responsibilities:

School Culture

- Establish and sustain the school's ethos and strategic direction in partnership with colleagues at FLT and Imperial College London;
- Uphold ambitious educational standards which meet the school's ambitious examination targets and prepare students from all backgrounds to thrive in their next phase of education and life;
- Create a culture where students experience positive challenge and enriching experiences within a highly supportive community; one which encapsulates a love of learning, joy of discovery, excitement in innovation and celebration of excellence;
- Promote positive and respectful relationships across the school community and a safe, inclusive environment;
- Ensure a culture of high professionalism in which staff model the behaviour and attributes which the school aims to foster in students.

Learning and Teaching

- Establish and sustain high-quality, expert teaching across all subjects, built on an evidence-informed understanding of effective learning and teaching;
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domain;
- Ensure effective use is made of formative and summative assessment;
- Ensure that a positive, engaged and innovative culture of learning and teaching is cultivated and remains at the heart of the school's operation;
- Maintain a teaching commitment, leading by example.

Curriculum and Assessment

- Ensure a specialist, focused, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught;
- Ensure that all students access a specialist enhanced curriculum which develops skills and knowledge beyond those gained through A Level teaching alone, including coding, high level problem-solving, project development and collaborative skills;
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities;
- Ensure that all students are prepared with the breadth of skills needed in the workplace through the provision of literacy and communication development;

- Ensure the curriculum supports students holistically, recognising the importance of personal and social development;
- Ensure there is a clear pathway and support to enable students to access high level courses and apprenticeships in the mathematical sciences and STEM;
- Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum.

Behaviour

- Establish a teaching, learning and working environment that is free from discrimination and where all students and staff are encouraged to express their individuality;
- Establish and sustain high expectations of behaviour for all students, built upon relationships and codes of conduct, which are understood clearly by all staff and students;
- Provide students with a meaningful role in setting cultural and behaviour expectations and implement consistent, fair and respectful approaches to managing behaviour;
- Provide pastoral support to enable students to adjust to new situations and thrive within a new environment.

Additional and Special Educational Needs and Disabilities

- Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities;
- Establish and sustain culture and practices that enable students to access the curriculum and learn effectively;

- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate;
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

Staff Development and Accountability

- Ensure the school is staffed with highly qualified and skilled teachers and support staff;
- Establish effective performance management strategies and structures, which ensure high quality teaching and learning for all students;
- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs;
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development;
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning;
- Encourage innovation, research and collaboration amongst staff within ICLMS and beyond, sustaining and developing interest, enthusiasm and expertise.

Organisational Management

- Ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care;
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds;
- Ensure staff are deployed and managed well with due attention paid to workload;
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently;
- Ensure rigorous approaches to identifying, managing and mitigating risk.

Continuous School Improvement

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement;
- Develop successful evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context;
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Working in Partnership

- Form positive and constructive relationships with colleagues across the Trust with a view to maximising opportunities for students and staff, optimising resources and ensuring effective governance and strategic direction;
- Form constructive relationships with relevant colleagues at Imperial College London with a view to maximising opportunities for students and staff and raising aspirations for student progression;
- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community;
- Work successfully with other schools and organisations in a climate of mutual challenge and support;
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students;
- Seek opportunities for research and the development and sharing of new pedagogy.

Developing Mathematics Locally and Nationally

- Develop and deliver a comprehensive programme of outreach for students and teachers to improve provision and outcomes for high-performing students in mathematics and the mathematical sciences in the region;
- Support the successful opening and development of new Mathematics schools and develop effective collaborative relationships as part of a network of specialist schools;
- Take a leading part in the national development of initiatives to improve provision and outcomes in mathematics for high attaining students and for students from backgrounds currently under-represented in the mathematical sciences.

Governance and Accountability

- Understand and welcome the role of effective governance, upholding the obligation to give account and accept responsibility;
- Establish and sustain professional working relationship with the CEO, members of the local governing body and the trust;
- Ensure that staff know and understand their professional responsibilities and are held to account;
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties;
- Ensure the school fulfils its obligations as a specialist mathematics school and report annually on the impact of its work to the Governing Body and the Department for Education.

Admissions, Marketing and Public Representation

- Ensuring that school enrolls the appropriate number of students each year, and that these students are in line with the school's mission to educate high-performing students with an enthusiasm for mathematics and to widen participation in the mathematical sciences, drawing students from disadvantaged backgrounds, from ethnic minorities and also maximising the number of female students;
- Communications and external relations:
 - ensure that the school maintains a positive presence in the media;
 - taking positive opportunities to share the work of the school;
 - ensuring up to date, accessible and informative information is maintained on the school's website.
- Ensure that appropriate marketing takes place to publicise the school and to reach students and staff in schools across the region;
- Put on open days and other events designed to showcase the school;
- Take a lead role in philanthropy/fund-raising campaigns.

Person Specification

Experience:

Essential

- A well-qualified Mathematics teacher with significant experience of teaching high-attaining sixth-formers;
- Experience of teaching content of A Level Mathematics and Further Mathematics;
- Outstanding and inspiring teacher;
- Experience of supporting colleagues to develop their teaching practice;
- Successful team leadership experience.

Desirable

- Experience of supporting students to do well in Mathematics entrance exams such as STEP, MAT, TMUA and AEA;
- Experience of teaching at Key Stage 4;
- Experience with 'super-curricular' Mathematics education.

Skills & Abilities:

- Ability to effectively prioritise and plan for self, others and the organisation;
- Ability to inspire others to achieve outstanding outcomes;
- Ability to problem-solve and think creatively when dealing with complex issues;
- Ability to be responsive, to be decisive and to deal with enquiries in a timely fashion;
- Ability to develop and communicate a complex vision in simple and easily-understood terms to a variety of audiences;
- Ability to performance-manage and empower others to maintain high standards of student discipline in order to ensure a positive climate for learning;
- Ability to lead school-wide improvement initiatives that have a demonstrable impact on student attainment;
- Excellent public speaker and oral communicator.

Personal Attributes:

- An unwavering commitment to outstanding teaching & learning appropriate for a specialist Mathematics School;
- Passionately committed to safeguarding and the welfare and wellbeing of children and young people;
- Demonstrable commitment to equality, diversity and inclusion for students, staff and the curriculum;

- Emotionally intelligent, forgiving and committed to healthy inclusive relationships (strong interpersonal and diplomatic skills);
- Emotionally resilient and therefore patient and persevering with challenging behaviours and attitudes;
- To be hopeful, honest and always act with integrity, taking a rigorous approach to improving standards to ensure transformation of pupils lives and their wider communities;
- Act with humility and as a team player by serving others both at ICLMS and in the Frontier Learning Trust family;
- Ability to work with all levels of stakeholder, including direct and open relationship with CEO, chair and senior trustees/governors;
- Having the persona and personality to take colleagues with you on the journey;
- Ability to demonstrate and communicate the ICLMS ethos in your behaviours and actions;
- To have high aspirations and a commitment to excellence, and to role model this behaviour to others;
- Self-awareness and the ability to reflect and learn in order develop wisdom and understanding.



Application Process

The search for a new Head Teacher is being led by RSAcademics and the new postholder will be selected by a panel chaired by Peter Green, Chair of the Frontier Learning Trust.

Interested candidates are invited to contact RSAcademics initially, to arrange a confidential

discussion with one of the consultants handling this appointment:

Michael Stephens, Head of Senior Search
michaelstephens@rsacademics.com / 07834 520995

Andrea Berkeley, Senior Advisor
andreaberkeley@rsacademics.com / 07894 140301

The closing date for applications is 10:00am on Friday 15th October 2021.

Applications should be made electronically to RSAcademics. To submit your application, please upload your documents according to the instructions on the [RSAcademics website](#). If you have any questions about uploading your application documents, please contact Julia Coffey, Project Coordinator at applications@rsacademics.com. Julia can also be reached by calling our Head Office on +44 (0)1858 383163.

The process is as follows: all applications will be acknowledged by email. If you have not received acknowledgement that your application has been received within two working days of sending it, please contact our Head Office by telephone.

- Selected candidates will have **preliminary interviews** with Andrea Berkeley and Michael Stephens on **21st or 22nd October 2021**. These may be online or in person.
- **Longlist interviews** will be held on **8th November 2021**, virtually on Teams.
- **Shortlisted candidates** will be invited to Woodhouse College campus for a carousel of activities, including meeting senior Frontier Learning Trust staff, a visit to main feeder school, Archer School and teaching a Mathematics lesson on **15th and 16th November 2021**.
- **Final shortlist interviews** will take place on **17th and 18th November 2021** at Woodhouse College.
- **Final decision** and offer to chosen candidate will be made on **22nd November 2021**.

Applications are welcome from individuals in either state or independent education sectors.

Frontier Learning Trust is committed to equality, diversity and inclusion. We encourage applications from black and minority ethnic groups which are currently underrepresented.

Frontier Learning Trust is committed to safeguarding and promoting the welfare of children and young people. The post is subject to an enhanced Disclosure and Barring Service check, sight of original qualification certificates, satisfactory references and a medical. The post is also subject to a negative response to an enquiry as to whether a prohibition order has been made by the Secretary of State.



Founded in 2002 by Russell Speirs, RSAcademics specialises in schools, in the UK and internationally. The company advises on business strategy and strategic marketing, development and fundraising, leadership consultancy and the search and selection of Heads, Chairs of Boards, Bursars and other senior staff. Comprising a team of exceptional talent and experience, RSAcademics provides a high-quality service to schools with rigour, expertise and warmth. RSAcademics is committed to promoting diversity and inclusion in schools. Please visit www.rsacademics.com for more information.