

a folio education trust school



COOMBE
WOOD
SCHOOL

Chair of the Local Governing Body, Coombe Wood School

Candidate Information Pack





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www.cws-croydon.co.uk

30 Melville Avenue, South Croydon, CR2 7HY

Coombe Wood School (CWS) will be entering its fifth academic year in September 2022 following its opening in 2018, when it welcomed its first students and staff into the on-site temporary accommodation located in the shadow of an emerging building site. The determination and enthusiasm of both CWS and Folio staff to ensure an engaged and vibrant body of students was a testament to the passion and the vision of all involved. Working now within the walls of a £35 million state-of-the-art new school building, the high standards set in the first years of opening have created a lasting legacy as the most popular comprehensive co-educational state school in Croydon. This pack is designed to introduce applicants to the ethos, values and high expectations that our students now live out every day.

We hope you will find this inspiring and if your educational beliefs are aligned with our vision, your application will be welcomed.

Folio Education Trust - Welcome from

the Chief Executive Officer



Dear Candidate,

Thank you for your interest in what is truly an inspirational school that is now entering its next growth stage. Growing and developing continually every day, Coombe Wood School (CWS) has ensured it has positioned itself as the most popular school in Croydon and one which now looks forward to securing outstanding progress data at Key Stage 4 and Key Stage 5 over the next two years.

Underpinned by a unique ethos around the importance of Health Related Fitness, participation and its specific core values, CWS forms an essential part of Folio Education Trust. Working with and learning from other schools in the Trust such as the Ofsted Outstanding Wallington County Grammar School, CWS hopes to develop stronger collaborative links that will enhance the professional development of all staff giving them the support and challenge required to offer young people the most amazing learning experience.

The state-of-the-art building coupled with outstanding teaching and learning are a perfect recipe for success. For an organisation to have strong and effective governance, it must have a strong and effective Chair. The work you do has the ability to transform a school and the lives of the children in it. We hope that having researched who we are and what we do, you would like to be part of this exciting journey.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Jonathan Wilden', with a stylized flourish at the end.

Jonathan Wilden
Chief Executive Officer
Folio Education Trust



Mission Statement



We will display and develop the human values of teamwork, respect, enjoyment, discipline and sportsmanship in our daily lives, as we journey together towards discovering and reaching our true personal best.

TEAMWORK RESPECT ENJOYMENT DISCIPLINE SPORTSMANSHIP

Teamwork – children working with their friends, parents and teachers to solve a challenging problem. Collaboration will lead to better outcomes.

Respect – treating others as you would wish to be treated. Supporting one another when a mistake is made. It's ok to get things wrong, as long as you learn from your mistakes and offer respect to those who try their best.

Enjoyment – life moves too fast not to enjoy school. We will encourage all students to take every opportunity and participate to the best of their ability.

Discipline – structure liberates and so a set of clear expectations for parents, staff and children will ensure our community is organised, positive and collaborative. Staff sweat the small stuff.

Sportsmanship – by showing empathy we can intensify our celebration of people's achievements. We can also offer the necessary support to ensure we all reach our personal best together.



School Context



South Croydon is a combination of mixed housing with leafy suburbs. To meet the local rising demand, CWS opened in the heart of South Croydon in September 2018 to 180 Year 7 students. By adding a new Year 7 cohort every year and opening a Sixth Form in September 2021, it will be catering for Years 7-13 by September 2022.

Our year groups are also full to bursting! Following a hugely successful opening period, CWS has received in excess of 1,600 applications for 180 Year 7 places in the last four years. Our two feeder primary schools Park Hill Junior School and St. Peter's Primary School which form an essential part of our Trust, take up their full allocation of feeder spaces (90+) every year and we have a growing number of children of staff attending the school.

The school is located on a beautiful expansive greenfield site opposite Lloyd Park in South Croydon, 150 metres from Lloyd Park Croydon Tramlink stop. Beyond the £35 million new build on our 10-hectare site, we still have extensive green space at our disposal with outdoor learning opportunities including an amphitheatre, chickens and bee keeping facilities already in place to enrich our students' life skills and experiences. Further details on this are in the facilities section.

Coombe Wood School students walk into lessons alive, engaged, resilient, respectful, empathetic and confident young learners because of positive and personalised Health Related Fitness experiences throughout the school day. They come from a range of geographic locations and socio-economic backgrounds with a number requiring the specialist support of our Transition Group which enables them to better access the secondary curriculum. Having worked hard to establish clear expectations, our students are a pleasure to work with.



Student Experience – Learning



Key Stage 3 and Key Stage 4 curriculum features

The focus on learning and teaching at CWS is relentless. Whether it be teachers planning exciting lessons, students engaging and working to their very best, parents sending their children to school in stunning uniform after a good night's sleep or indeed the support staff at CWS making sure everything runs smoothly, it is fair to say that many people invest time every day in making our classrooms special places of learning. Our job is to make sure they stay special, every lesson, every day. That is why the leadership group visit every lesson every day and staff benefit from regular learning and teaching development sessions, looking for new ways to improve their teaching styles and techniques.

As part of Folio Education Trust we have adopted many of the curriculum and assessment practices put in place by our partner secondary school, Wallington County Grammar School, to further enhance the outstanding provision we offer to our students.

We do not just have happy students, we have students who are going places and who, as our mission statement says, are given every opportunity to discover and reach their true personal best.

CWS focuses upon three main academic strands which overlap to provide students with a well-rounded education full of opportunity and memorable experiences.

Strand 1: Academic Studies

Strand 2: Health Related Fitness and Sport.

Strand 3: Creative and the Performing Arts.



Year 7 provides the necessary support mechanisms to ensure that all students transition from Key Stage 2 to Key Stage 3 with minimal disruption. Student progress during Key Stage 3 is monitored carefully to ensure all students acquire and develop the core skills necessary to make informed choices regarding which strand they are best suited to for GCSE. By the time students are settled into Year 9 they should feel confident in their own ability, be able to choose the right GCSEs that are on offer. Every subject area is able to articulate its curriculum narrative and make sure the intent is clear for why we deliver a broad range of subjects.

CWS Sixth Form

Not all CWS Year 11 students will progress through to Key Stage 5. The Sixth Form pastoral care team will ensure that students are able to make informed choices which will include other Sixth Form Colleges in the area. Our intention is that students do not stay at Coombe Wood School for reasons such as familiarity, following the decisions of friends, etc. but will make decisions based upon aspirational career progression. For those children who choose to leave, they will always be part of the Coombe Wood Alumni. For those students who choose to stay, their academic performance at GCSE will be of the highest level matching that of local selective provision. Their progress will be monitored by the school and the relevant targeted intervention applied. We will encourage the expectation that former students will continue to engage with Coombe Wood School to share pathway experiences with younger students. We expect the majority of Coombe Wood Sixth Form students to move into university study in the UK or to access the US College system with the support of the Trust.

At A level as well as at GCSE, CWS will draw and share expertise from its partner secondary school within Folio Education Trust, Wallington County Grammar School (WCGS), to establish a curriculum offering that is academically strong and challenging where appropriate.

The belief at CWS is in academic excellence for all students, whatever their starting points. We ensure that skilled teaching and excellent pastoral care combine to create outstanding provision for our students. In ensuring progress levels well above national averages and adding value to all students, we will achieve excellent outcomes.

Lessons at CWS

Students at CWS have five, one hour lessons per day. Lessons at CWS should contain the following six strategies. This is what we believe makes an excellent lesson and is known as the 'Big Six':

1. The big picture and measurable lesson objectives
2. Positive behaviour and an environment for learning
3. Differentiation
4. Assessment for Learning



5. Outstanding visible progress by all
6. Engagement and enjoyment

Lessons are expected to be clearly planned. The saying 'structure liberates' is very true for teaching and consistency conveys and reinforces expectations for all our students. However, we do not want to limit our teachers. We are looking for a sensible balance between common structure to bring a shape and focus to lessons whilst at the same time never wanting to curb or limit creativity in delivery.

Pastoral Care – The House System at CWS

We have six houses named after people and places linked to Croydon history. Students and staff are assigned to houses and the arrival of more year groups will create a vertical system bringing the age groups together and fostering healthy competition in creative and performing arts, sports and academic challenges.

Health Related Fitness



Health Related Fitness

Coombe Wood School is not a sports college. We are a school that has a relentless focus on Health Related Fitness through our core values – TEAMWORK, RESPECT, ENJOYMENT, DISCIPLINE and SPORTSMANSHIP. We are striving to become the healthiest school in the UK.



Every student follows an individual HRF plan, which motivates them to make remarkable HRF progress. This happens in an individual and private way, from the student who has never played sport or even thought about HRF before, to our elite student athletes (some but not all of whom may have gained a place via our sporting aptitude assessment) who are already competing at a high standard of sport outside of school – and everyone in between. With the latest MyZone fitness tracking technology in place, our less confident HRF students can visibly see themselves getting fitter and feeling more confident which will inspire them to want to compete in a chosen sport. Games lessons and after school clubs, all delivered by our professional coaching partners, give them the platform to begin to do this, as do our sporting house competitions.

We are committed to investing in MyZone technology to provide HRF monitoring belts for every student and to support us in rewarding effort. HRF is not competitive between students; the only competition is each student pushing themselves along. The systems and technology we have in place enable students to see and take inspiration from the progress they are making on a daily basis. We celebrate the HRF progress students make but equally they are not allowed to be passive in this area. Our HRF programme is a real and positive step towards better student well-being, self-esteem, confidence and concentration. Of particular note is the most recent 'MOVEMBER Year 10 MyZone Challenge' which has encouraged all Year 10 students to earn 1,300 MyZone Effort Points (MEPs) which is equal to the recommended monthly level of exercise as recognised by the World Health Organisation (WHO).

Through an agreed Community Use Agreement (CUA) with Croydon Council, the Trust ensures that not only the children from the school benefit from the facilities but also other young people in the local area.

Our chosen sports and facilities focus upon those recognised by the Local Authority as being in deficit in the local area. We therefore seek to excel in Girls' Football, Basketball, Netball and Gymnastics. Our sporting partners include:



LUOL DENG
FOUNDATION



Facilities



Over £35 million has been invested in a purpose built, state-of-the-art school funded by the ESFA, which includes enhanced sports facilities such as a competition venue within the sports hall for Basketball and Netball, a full-size 3G artificial floodlit football surface, a fixed gymnastic venue and extensive music and performing arts facilities.

In addition to the sporting facilities, Coombe Wood School aims to be a centre for the Creative and Performing Arts developing close links with other providers and performance venues in the local area. We anticipate that our superb facilities, including music and drama studios, dance/fitness rooms, will encourage our students to participate in their chosen activity in the evenings and at weekends, as well as creating a hub for extra-curricular activities.

The Trust manages the lettings of the school site itself and this is proving to be a valuable source of income while at the same time ensuring the school stands as a beacon for community participation.



Appraisal, CPD and staff wellbeing

Staff wellbeing and Continuing Professional Development are priorities at Coombe Wood School. Staff are encouraged through Folio's agreed principles within the appraisal system to take ownership of how they structure their professional growth and develop their key areas of interest. In particular, as the school grows there will be ample potential for role development and staff may wish to explore this through their CPD time.

To ensure that internal CPD opportunities are beneficial to staff, a comprehensive CPD programme is run for all staff that includes the unusual feature of nine INSET days in our academic calendar. We offer access to online CPD platforms and bespoke CPD sessions for staff. Staff can also request external CPD across a range of areas.

Additionally, our approach to staff wellbeing has been thought through on a number of levels. The physical and mental wellbeing of all of our staff is important to us. Strategy groups meet regularly in school to discuss staff well-being initiatives, from which our current offering has emerged and will continue to evolve:

- Practical class sizes max 24 / core class sizes max 32.
- Marking policy requires half termly actionable next step teacher feedback for students.
- Homework policy is to set when necessary - there is no HW timetable.
- Cover supervisors are employed and some staff are deliberately under-timetabled to allow a secondary cover rota to be developed, with Leadership Group used as third line of cover. This means staff are only ever used for cover as a fourth option in very extreme circumstances.
- Clear system of HOD / HOY support structures re behaviour management and in addition Leadership Group tour visits every lesson every day not as an observation but to ensure staff are ok.
- All staff are offered MyZone fitness technology for free upon joining the school - MyZone fitness groups are growing amongst staff.
- All staff are offered the use of 'CWS Movement Room' for workouts before / after school.
- Head of Sport offers Friday after school HIIT sessions for staff.
- 9 INSET days throughout the academic year.
- CPD standing agenda item in SDP and significant budget towards this annually. Staff appraisal systems prompt staff to regularly consider what CPD they need to further progress.



What the staff are saying

"First impressions can mean the difference between a yes and a no. The bright new building is impressive, but this is second to the staff who are absolutely committed to each other and the children. Organisation is key in a growing school and the Leadership team do this in a way to ensure the smooth running of CWS." [TEACHER]

"There's a real team feeling at CWS. Everyone supports each other with a singular goal of helping our students reach their full potential." [TEACHER]

"The school's wellbeing program isn't just skin deep; they show a real empathy towards you as a person and you feel part of the team from day one. There are plenty of opportunities for CPD and they support you throughout. Couldn't imagine working anywhere else!" [OFFICE STAFF]

"An incredibly warm and welcoming environment, staff and students alike are very friendly. The departments are well resourced and allow you to focus a great deal of time into teaching students. It is a real pleasure to work here." [TEACHER]

"Coombe Wood is an excellent place to work with great CPD and support for progressing your career. The staff here are very supportive and friendly, where there is a positive 'can do' spirit. The students are polite, well behaved and engage well in their learning." [TEACHER]

"Having only worked at Coombe Wood School for three weeks, I have found this to be a supportive and welcoming school community to join. This school fosters positive working relationships with students in a whole school approach allowing for all staff to nurture students in a safe, focused and enjoyable environment. This is a team I love being a part of." [TEACHER]

"I am so happy to be part of this wonderful, dedicated team of educators because the leadership encourages personal development and gives support to help you thrive. You're given opportunities to 'spread your wings and fly' - joining CWS would be the best move you could make as it is a good mix of young minds as well as those with plenty of experience, creating a firm foundation. If you're looking for a diverse team to work with, look no further, CWS has it all." [SUPPORT STAFF]

"Here at CWS creativity and taking risks with new ideas is encouraged and you have the support and opportunities to try new approaches that will inspire our Coombe Wood students. All staff, regardless of role, are friendly, helpful and supportive which makes CWS one of the best schools that I have had the privilege to work at." [OFFICE STAFF]

"I'd be very happy for my child to be educated here. As a support member of staff, I can honestly say that the teachers, lessons and facilities are simply amazing." [EXAMS STAFF]

"I started my Coombe Wood journey in 2018 and I have never looked back." [CATERING TEAM]



Job Description – Chair of the Local Governing Body

Salary Scale:	Voluntary Commitment
Working pattern:	Termly meeting schedule
Role:	<p>The Chair of the Local Governing Body (LGB) at Coombe Wood School is a key role in the leadership and management of the school. The Chair will provide confident, strategic leadership to the Local Governing Body. They will lead by example, setting the tone from the top, acting as a critical friend to the Headteacher by offering support, challenge and encouragement. The Chair of the LGB will ensure that school improvement is the focus of all policy and strategy and that governor scrutiny, monitoring and challenge reflect school improvement policies.</p>

Key Responsibilities

1. Leading effective governance

- Ensures that the LGB and the Headteacher have a shared sense of purpose.
- Has knowledge of national and regional educational priorities and the implications of these for the LGB and the school.
- Ability to think strategically about the future direction of the school and able to identify the steps needed to achieve goals.
- Ability to provide effective leadership of organisational change even when this is difficult.
- Works with the clerk and the Headteacher to plan for meetings ensuring that agendas focus on the LGB's key responsibilities and strategic priorities and reduce unnecessary paperwork.
- Ability to lead LGB meetings in a way which embodies the culture, values and ethos of the school and Trust.
- Ability to ensure that different perspectives, viewpoints and dissenting voices are properly taken into account and recorded.
- Ensures that decisions taken at the meetings of the LGB are implemented.
- Ensures the LGB seeks guidance from senior leaders and from the clerk/governance professional before committing to significant or controversial courses of action.
- Ability to communicate clearly with colleagues, parents and carers, partners and other agencies and checks that their message has been heard and understood.
- Ability to lead the LGB and challenge leaders appropriately in setting risk appetite and tolerance.
- Leads by example to avoid, declare and manage conflicts of interest.



2. Educational standards, financial performance and performance management

- Ability to understand and promote the importance of data interrogation to hold senior leaders to account.
- Ability to ensure the LGB holds senior leaders to account for financial and business management, in order to deliver educational outcomes.
- Ability to undertake leadership appraisal.
- Confident in providing strategic leadership to the LGB during periods of scrutiny.

3. People

- Understands the importance of succession planning to the ongoing effectiveness of the LGB.
- Identifies skills gaps and ensures they are filled.
- Ensures new governors are helped to understand their non-executive leadership role, the role of the LGB and the vision and strategy of the organisation enabling them to make a full contribution.
- Ensures all governors receive appropriate induction and appropriate training and development.
- Sets high expectations for conduct and behaviour for all those in governance in line with the agreed Code of Conduct and is an exemplary role model in demonstrating these.
- Creates an atmosphere of open, honest discussion where it is safe to constructively challenge conventional wisdom and creates a sense of inclusiveness where each member understands their individual contribution to the collective work of the LGB.
- Ensures there are transparent and effective processes for the recruitment and induction of the Headteacher.
- Ensures appropriate governor involvement in the recruitment of senior leaders.
- Promotes and fosters a supportive working relationship between the LGB, clerk/governance professional, senior leaders, staff of the organisation and external stakeholders.
- Attends school functions as appropriate and encourages other governors to do likewise.
- Ensures that complaints made to the LGB are dealt with in a timely and effective manner.

4. Structures and Compliance

- Understands the importance of non-executive leadership roles and is able to lead discussions and decisions about what functions to delegate.
- Ability to set sufficiently high expectations of the clerk/governance professional, ensuring the LGB is compliant with the regulatory framework for governance and, where appropriate, Charity and Company Law.
- To ensure the LGB has mechanisms in place to obtain and listen to the views of parents, pupils and staff.
- To ensure the LGB adopts a visits protocol which is linked to monitoring key strategic priorities.



5. Evaluation

- Ability and willingness to actively invite feedback on their own performance as chair.
- Ability to put the needs of the LGB and school first and is willing to step down or move on at the appropriate time.
- Ability to set challenging development goals and work effectively with the LGB to meet these goals.
- Ability to lead performance review of the LGB and its committees.
- Ability to have open and honest conversations with governors about their performance and development needs, and if appropriate, about their commitment or tenure.

Each academic year, all Local Governing Body members are asked to sign the following undertaking attached to our Code of Conduct:

As a member of the Local Governing Body I will always have the wellbeing of staff and pupils and the reputation of schools and the Trust at heart; I will do all I can to be an ambassador for the schools and the Trust, publicly supporting its aims, values and ethos; I will never say or do anything publicly that would embarrass the schools or the Trust, the Local Governing Body, the Senior Staff or other staff. I will follow Nolan's 'Seven Principles of Public Life' - (Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, Leadership).

For further general information about being a Chair of a Local Governing Body please see the following links:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/323830/leading-governors-the-role-of-the-chair-of-governors-in-schools-and-academies.pdf

<https://www.gov.uk/government/publications/leading-governors-the-role-of-the-chair-of-governors>

Chair of the Local Governing Body – Person



Specification

Candidates for the role of Chair should be able to demonstrate a good selection of the skills/attributes set out below:

- Commitment to the school/Trust
- Good understanding of the environment in which the school is operating and wider education policy
- Personal integrity
- Negotiation and diplomacy skills
- Good understanding of the legal responsibilities of the LGB
- Strong communication skills
- Good organisational skills
- Ability to think strategically
- Ability to prioritise
- Ability to chair meetings well
- Ability to have courageous conversations and make courageous decisions
- Ability to build and get the best out of a team
- Capacity to process information quickly and understand relevant data
- Ability to delegate
- Time commitment of approximately 10-20 days per year.



Application procedure

Please complete the Trust's Trustee/Governor application form – available for download at www.folio-education.co.uk/career-opportunities/current-opportunities and return this with your CV to: jwilden@foliotrust.uk

PLEASE ENSURE YOUR NAME IS PART OF THE TITLE OF ANY DOCUMENTS YOU SUBMIT. The title of the downloaded application form should be changed and saved to reflect this.

In compliance with Safer Recruitment Guidelines, unaccompanied CVs will not be accepted.

Closing date: 17th June 2022

Interviews: We reserve the right to interview and appoint a candidate at any time.

Candidates will be contacted with the outcome of their application and if appropriate, with details of the interview process.

Safer Recruitment

Folio Education Trust is an equal opportunities employer and welcomes applications from all sections of the community. We are committed to protecting our students, staff and volunteers and therefore have a rigorous recruitment process which includes assessing candidates' suitability to work with children. All staff and governors will be required to hold an enhanced DBS Disclosure.

Equal Opportunities

At Coombe Wood School, we believe that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in the school have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief.

The Candidate Privacy Notice can be viewed on the website at www.cws-croydon.co.uk/career-opportunities

Coombe Wood School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



What do we believe as an organisation?

We believe in the power of collaboration and the importance of developing schools who instil ambition and the desire in every staff member and every young person to discover and achieve their personal best, overcoming any challenge they may face. The Trust is committed to the pursuit of excellence, with young people at the heart of everything we do and personal wellbeing prioritised at every stage. We believe in ourselves. We believe in each other.

Our Mission and Purpose – why do we exist?

To provide inspiring and safe places to learn, where young people are respected, their talents nurtured and where they are able to thrive. Folio Schools offer young people the best chance to lead happy, healthy lives and to be responsible, active citizens.

In Folio Schools;

Young people are healthy and happy.

Young people feel safe.

Young people have good relationships.

Young people become active and involved in school life and the wider world.

Our Vision and Goals – where will we be by 2025?

By 2025, we aim to establish a wider family of collaborative Primary and Secondary Schools supporting over 5,000 young people and 500 staff all working towards the following outcomes;

Goal #1 - We will deliver outstanding educational standards across all Folio Schools ensuring we have the capacity to create a sustainable and collaborative model of school improvement which continually evaluates, develops and celebrates success.

Goal #2 - We will recognise the rights of all young people ensuring that daily school life gives children the best chance to lead happy, healthy lives and the opportunity to become responsible, active citizens.

Goal #3 - We will be an employer of choice, providing good people management, transformational leadership and opportunities for all staff to fulfil their potential. We will recognise the importance of investing in staff and focussing upon people's well-being.

Goal #4 - We will provide a shared services model for all Folio Schools which listens, understands and anticipates the needs of the people that are being served. Through a process of identifying and mitigating risks we will deliver excellent value for money and efficient resource management.

***We Believe in ourselves
We Believe in each other***

