

Deputy Headteacher: Pastoral and Inclusion

Recruitment Pack



From the CEO and Executive Principal

On behalf of the Trustees and Local Governing Body Members, I would like to thank you for your interest in the post of Deputy Head at Fairfield High School for Girls. We are looking to appoint a committed and inspirational leader, with a proven track record of school improvement.

Fairfield High School is a highly successful school with a strong reputation in the local community. In September 2024 the school joined Stamford Park Trust. As a school we are committed to creating an outstanding quality of education and a culture of ambition and learning through collaboration and innovation.

The appointed Deputy Head will be supported by the Headteacher, Miss Fee Lealman and the Executive Principal (Secondary), Miss Melanie Wicks and will become a valued member of the Trust team. The Trust is committed to the development of all members of staff through tailored CPD and support.

The vision for the Stamford Park Trust schools is simple; Excellence and Ambition for All. We aim to support young people in our schools to become the very best they can be through a relentless focus on the quality of teaching and learning, outstanding pastoral support and a rich and varied enrichment curriculum which provides the space and opportunity to develop key skills for the future.

All educational settings in the Trust follow a simple set of values to help us translate our vision into practical steps so we can positively influence the lives of our young people: We are student centered and inclusive, built on a culture of trust and respect. We have a collegiate and collaborative approach to quality improvement and innovation. We are unashamedly aspirational for all and a driver for social mobility. This is an exciting time in the development of Stamford Park Trust and Fairfield High School.

If you have a commitment to excellence, aspiration and a strong focus on improvement, we would like to hear from you. Applications will be assessed against the requirements set out in the job description and person specification.

Stamford Park Trust offers a number of benefits for employees including discounted gym membership, free parking, well-being activities, access to an Employee Assistance Programme and strong investment in personal and professional development through an extensive CPD programme. If you would like to find out more about Stamford Park Trust please visit our Trust website <https://www.stamfordparktrust.ac.uk>

Once again, thank you for your interest in this position. We look forward to receiving your application.



Anton McGrath
CEO of Stamford Park Trust



Melanie Wicks
Executive Principal

From the Head of School

Thank you for expressing an interest in the position of Deputy Headteacher at Fairfield High School for Girls. I am delighted to be able to share more information about who we are as a school.

The post has arisen following the retirement of the previous Headteacher and my subsequent promotion to the post last term. Over the last twenty-three years of working at the school and contributing to both curriculum and pastoral development, I have experienced a school community that is striving to be the best; committed to the journey of continuous improvement. We have a strong ethos and community spirit which underpins a learning environment where pupils work hard and achieve, and staff are dedicated to developing practice. I have thoroughly enjoyed my career to date, and it has been a privilege to contribute to the life of the school. I hope this pack provides you with the information you need to apply to work in this exceptional school in a truly rewarding role.

Fairfield is a significantly oversubscribed 11-16 school within a historic settlement in Droylsden where we enjoy an enviable reputation within our locality. We have a prestigious history of educating the young women of Tameside for over 200 years. The school began in 1796 as the local Moravian community recognised the potential impact on society of educating young women. This is our rich heritage and legacy that continues today. We equip our pupils to achieve outstanding academic results and strong personal development so they can meet the challenges of lifelong learning and are able to make a positive contribution to life in modern Britain.

A successful school community thrives on mutual respect. Pupils and staff have strong, positive relationships, and peer support and belonging are fostered, encouraging pupils to work together to achieve the very best. Pupils are empowered to take responsibility for their learning and make a significant contribution to the life of the school, making Fairfield a caring, kind, inclusive community of nearly 1,000 pupils.

The successful candidate will join a dedicated, talented and collaborative senior team driving school improvement and enhancing the academic learning and personal development of the pupils in our care. As part of the wider staff community, they will experience the expertise and commitment to the transformational experience of education in a school which provides a challenging, purposeful, and inspiring curriculum for all pupils.

To fully understand who we are as a school, I would encourage you to come and visit and see the school in action. If this is something you would like to do, then please contact Miss Abbe Eyre on 0161 3701488 or via email: aeyre@fairfieldhighschool.co.uk

Candidates who are shortlisted will receive more information about the process to help them prepare for the interview. I would also strongly encourage you to visit our website for further information about the life of the school: at www.fairfieldhighschool.co.uk

Thank you for taking the time to consider our school. I look forward to hearing from you.

Fee Lealman
Headteacher



Stamford Park Trust

Our Academies



OUR VISION AND VALUES

EXCELLENCE AND AMBITION FOR ALL

OUR VISION

Our vision is 'Excellence and Ambition for all', which is the shared vision of all Stamford Park Trust academies.

OUR PURPOSE

Stamford Park Trust exists to improve the life chances of all students in the Trust. It aims to add social value through working effectively with educational establishments in the Trust with an unflinching focus on quality improvement. We aim to improve the quality of leadership and management across the Trust through support and challenge, and to provide a broad and balanced curriculum to support positive progression, the realising of ambition and strong wellbeing. In other words, we aim to develop engaged and engaging young people with a stake in their futures and their communities.

OUR AMBITION

Our ambition is best demonstrated through the following:

- Reaching more students: to reach 5500 students by 2026/27
- Stronger outcomes: by 2025/26 we want to see students making better progress with higher attainment more consistently
- Greater co-operation and collaboration: by 2026/27 we want to share the best of the Trust across all our academies to make sure that all students and staff have access to the very best education and opportunities
- Making the Trust a great place to work: with a culture of trust, collaboration, innovation and investment.

OUR CULTURE AND ETHOS

Stamford Park Trust has a supportive yet challenging culture, centred on the development of trust and the encouragement of innovation for all who work for or study in its Academies. We strive to be the very best we can be in all aspects of our work and encourage a collaborative approach to our aims across the Trust.

About Fairfield High School for Girls

The curriculum lies at the heart of all we do as a school. Our curriculum experience has breadth and challenge and is planned to meet all pupils' learning needs. Through the curriculum pupils acquire a wide breadth of knowledge which in turn enables the application of skills, supporting progression to the next stage of learning. It poses questions and pursues answers. Through a rigorous academic focus, we aim to provide the very best learning experiences in Mathematics, English, the Arts, Sciences, Languages, Technology, Humanities and Computing.

Our pupils experience a curriculum which not only prepares them for their chosen learning pathway in further education or employment, but develops and encourages a deeper fascination and understanding of the world in which they live, their own values and those of others from differing belief systems. The impact of belonging to our school community reaches far beyond the academic. Through our strong ethos and wider curriculum, a rich set of enrichment experiences is offered; experience days, trips and visits, extra-curricular activities and the modelling of desired values and behaviours to develop character, resilience and a growth mind-set. This whole learning experience from Years 7 to 11 develops cultural understanding, aspiration and a curiosity about the world we live in. It develops pupils academically, emotionally, socially and morally.

We want our pupils to be educated citizens who appreciate the very best of human creativity and achievement. Who contribute, participate and engage with all aspects of their school experience to think about the people they aspire to be and the kind of world they aspire to create. Through the lived daily experience of school life, we inspire and support pupils to achieve and guide them to be:



We deliver an outstanding quality of education and because of this, Fairfield has a consistently strong history of excellent academic results. Our pupils work hard as they progress through a carefully planned, knowledge-rich curriculum to develop their understanding and skills to achieve outstanding grades across the curriculum.

Fairfield pupils achieved some outstanding results last summer, with a third of all grades achieved at Grade 7 or above or equivalent. 79% of pupils achieved a Grade 4+ in both English and Maths and 7% of all grades achieved at GCSE were at Grade 9, with 94 achieved across the school. That figure rises to 118 top grades when added to the D*s (Distinction Stars) that pupils achieved in vocational qualifications. Our 'Basics' headline of 65% of pupils achieving a Grade 5+ in both English and Maths is also a sense of great pride to us. By far our most significant headline is the progress of our disadvantaged pupils. In line with our long-standing high expectations and quality first-teaching for all pupils, this year has seen the almost complete closure of our disadvantaged gap with our Progress 8 figure standing at +0.65, compared with +0.53 for all pupils in the school.

How to Apply

We would expect that all prospective candidates spend some time reviewing our website where a vast array of further information about our school is available. However, should you require any additional information about this post or would like an informal discussion or visit, please contact us on telephone number 0161 3701488 and ask to speak with the Headteacher's PA, Miss Abbe Eyre, or via email: aeyre@fairfieldhighschool.co.uk

To apply, please email your completed application and recruitment monitoring form to aeyre@fairfieldhighschool.co.uk or send in the post for the attention of Miss Abbe Eyre. All applications that have been submitted electronically will receive an email from the school confirming receipt. A call will be made and an email will be sent to short-listed candidates with details of the interview process.

If you have not heard from us within 2 weeks of the closing date, please assume your application has been unsuccessful.

Fairfield High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This position is, therefore, subject to a satisfactory enhanced Disclosure and Barring Service application. We are an Equal Opportunities employer with excellent CPD provision.

**Apply before
29th January
9am**



JOB TITLE: Deputy Headteacher (Pastoral and Inclusion)
 SCHOOL: Fairfield High School for Girls RESPONSIBLE TO: Headteacher
 SALARY SCALE: Leadership Scale 18-22 (£75,675 - £83,464)

JOB DESCRIPTION

Post Title	Deputy Headteacher (Pastoral and Inclusion)
	<p>This job description is additional to the basic duties outlined in the latest School Teachers Pay and Conditions document as they relate to Deputy Headteachers in accordance with the school’s policies and under the direction of the Chief Executive and Headteacher. A summary of the key accountabilities is outlined below. The school is managed through a network of inter-related teams.</p>
Core Purpose:	<ul style="list-style-type: none"> • To develop a pastoral vision which engages all pupils and stakeholders in relation to outstanding pastoral care, behaviour, attendance and inclusion. From this vision of excellence lead the strategic development of the pastoral offer to strengthen practice and raise standards in an inclusive environment. • To inspire, challenge, motivate and empower all members of the school community to realise the whole school aims, vision and ethos. • To ensure the school’s approaches and policies support delivery of outstanding quality education for all learners and improve standards of achievement in all areas of school life. • Strategic use of data and wider information to ensure priorities are identified and addressed as appropriate. • To support the Headteacher in: strategic planning, promoting effective behaviour management, pastoral support and positive attitudes to learning, maintaining professional standards, management of resources, quality assurance, curriculum development, staff development, communication, and learner support.
Reporting to:	<ul style="list-style-type: none"> • Headteacher, Executive Principal, Chief Executive Officer and Governing Board.
Responsible for:	<p>Providing professional strategic leadership and management for outstanding behaviour, pastoral care, attendance and inclusion and achieving high standards in all areas of the school’s work.</p>
Liaising with:	<ul style="list-style-type: none"> • Leadership team, teaching colleagues, pastoral/SEND teams, support staff, Trust representatives, various external agencies and schools/colleges/universities, parents and carers.
Working Time:	<ul style="list-style-type: none"> • In line with Headteacher Terms and Conditions.

Salary/Grade:	<ul style="list-style-type: none"> • Leadership
General Information:	<p>This job description is current, but following consultation with you, may be changed by the Chief Executive, Executive Principal or Headteacher to reflect or anticipate changes in the job which are commensurate with the salary and job title. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p> <p>The post holder will be expected to participate in the school appraisal programme for teaching and support staff, and to participate in appropriate staff training and development activities.</p> <p>Employees will be expected to comply with any reasonable request from the Chief Executive, Executive Principal or Headteacher to undertake work of a similar level that is not specified in this job description.</p> <p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p>
Health and Safety:	<p>The person appointed must at all times work within the requirement of the Health and Safety at Work Act 1974, current Health and Safety legislation and the school's and the Stamford Park Trust policies and procedures.</p>
<p>Core Purpose of the Deputy Headteacher</p> <p>The core purpose of the Deputy Headteacher is to support the Headteacher in providing professional strategic leadership and operational management of the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work.</p> <p>The Deputy Headteacher will play a significant role in strengthening and maintaining the school culture which promotes excellence, equality and high expectations of all in the school community. The postholder will share and model the school's vision and values in everyday work and practice, actively exhibiting integrity, objectivity, openness and accountability.</p> <p>In line with the strategic development of the school, and under the overall direction of the Headteacher, the Deputy Headteacher will:</p> <ul style="list-style-type: none"> • Support the Headteacher in providing vision, purpose, and leadership, ensuring the commitment of all involved to the vision and values of the school. • Ensure high quality education and inclusive care for all pupils leading to outstanding academic achievement. • Support the headteacher in strengthening a culture of excellence where leadership is developed at all levels which strives for success and continuous improvement. • Evaluate progress towards the achievement of the school's strategic development plan to ensure committed improvement. • Establish policies, procedures, and systems for achieving the school's strategic goals. 	

- Contribute to rigorous and ongoing self-evaluation, leading specific areas/initiatives to secure further school wide improvements.
- Lead the management of allocated staff and resources on a day-to-day basis .
- Contribute to the safeguarding and promotion of the welfare and wellbeing of pupils and staff.
- Be a strategic, supportive and pro-active member of the senior leadership team

Principle Duties:

- Have up to date knowledge of legislation and initiatives relating to behaviour and attitudes and ensure that pastoral care develops in line with the latest relevant research and best practice as appropriate.
- To be accountable for the leadership, management and development of all aspects of conduct and behaviour.
- To lead the implementation of the School's Behaviour Policy, and lead and model strategies for behaviour for learning across the school, providing training, mentoring and coaching for other staff as required.
- Ensure that policies and protocols for securing outstanding conduct, behaviour and attendance are part of the culture and embedded consistently across the school and understood by staff and pupils.
- Have strategic oversight of the attendance and punctuality of pupils, liaising with parents and external agencies when appropriate.
- Be the strategic lead championing initiatives that promote emotional resilience, inclusion, and wellbeing.
- Be the strategic lead in developing interventions, processes and protocols which further reduce the need for suspensions and permanent exclusions.
- Work collaboratively with colleagues responsible for SEND, medical care, and safeguarding to establish a seamless approach to pastoral care so that all pupils have the opportunity to achieve their potential.
- Establish systems for creating, tracking, monitoring and analysing pupil data across a range of indicators to inform strategies and behaviour interventions as appropriate. Working with senior and middle leaders to introduce systems which monitor and evaluate the impact of behaviour and wellbeing strategies across the school.
- Lead senior and middle leaders in developing and monitoring impacts of behaviour improvement plans and interventions for identified vulnerable pupils which result in improved behaviour, engagement and progress and reduced sanctions/suspensions.
- Have a strategic overview to ensure effective and appropriate alternative offsite educational provision is in place and develop the school's alternative curriculum or provision.
- Be the strategic lead in ensuring the school maintains strong working relationships and practices with external agencies.
- Ensure effective early help, inclusion and intervention is in place that is tracked and evaluated to identify trends and provide response and support for all learners.

The Deputy Headteacher, working with the Executive Principal, Head of School, Local Governing Body and others, is expected to help create a shared vision and strategic plan, which inspires and motivates all pupils, staff and all other members of the community. The Deputy Head is responsible for:

Leadership

- Deputising for the Headteacher in their absence;
- Helping to develop the school's vision, establish and maintain a culture and

ethos that promotes effective collaboration, excellence, equality and high expectations of all pupils and staff;

- Articulating and modelling the school's vision and strategic direction, developing and implementing coherent operational plans which promote and sustain continuous school improvement;
- Leading specific initiatives and coordinating development programmes to ensure the school promotes and achieves the highest standards of learning and teaching;
- Embedding ambition and driving improvement, specifically within line managed teams and across areas of responsibility;
- Being accountable for the progress that line managed teams make towards meeting the school's statutory targets and strategic objectives;
- Contributing to the school's rigorous and on-going self-evaluation cycle and quality assurance procedures across the school, specifically in line managed teams, including:
 - contributing to the School's Self Evaluation Framework and providing relevant evidence
 - participating in cross-school 'benchmarking' to moderate judgements
 - annually reviewing progress against targets and strategic objectives
 - analysing and sharing data with team leaders; raising questions, posing hypotheses and providing challenge
- Carrying out quality assurance activities such as lesson observations and pupil voice
- moderating learner standards of behavior and achievement
- Checking that all staff are fulfilling their professional responsibilities and carrying out their duties effectively;
- Drafting workplace policies, procedures and systems, ensuring they take account of statutory requirements and/or national and local priorities and promoting collective responsibility for their implementation;
- Preparing reports for Trust and Governors' meetings;
- Being a positive role model in all aspects of leadership, management, teaching and learning to learners and staff;
- Participating in the day to day management of the school by being a visible and effective presence.

Learning

- Monitoring the quality of learning and teaching in line managed facilities/teams;
- Promoting strategies for raising the achievement of all learners and managing strategic intervention programmes;
- Making effective use of internal and national data;
- Leading by example and consistently modelling good practice;
- Establishing innovative, creative, responsive and effective approaches to school improvement;
- Encouraging an ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- Implementing strategies to ensure high standards of behaviour and attendance.

Personal Growth and Development

- Ensuring all staff are kept informed of the school's strategic objectives, core priorities, development and progress through effective communication;
- Implementing effective procedures to safeguard learners at all times;
- Implementing clear, consistent and effective performance management processes within line managed faculties/teams and challenging underperformance at all levels and ensuring corrective action and follow up is provided accordingly;
- Maintaining effective partnerships with parents and carers to support and improve learners' achievement and personal development;
- Reviewing own practice, setting personal targets, participating in continuing professional development and engaging in professional learning relevant to the post of Deputy Headteacher;
- Managing own workload and that of others to allow an appropriate work/life balance.

Community

- Liaising with other staff within the school, Trust and appropriate external agencies to protect children to ensure their development, health and well-being;
- Sharing knowledge and experience with other schools in the Stamford Park Trust, nationally and internationally to promote innovative initiatives and contribute to the wider development of the education system;
- Sharing the school's vision and values and building these into daily practice including the delivery of assemblies and other opportunities for celebrating achievement and informing progress (Parents' Evenings and Celebrations of Achievement etc.);
- Leading specific whole school in-service training sessions related to the priorities for the post and other relevant time limited/working groups.

Environment

- Ensuring the range, quality and use of all available resources is monitored, evaluated and reviewed in his/her line managed faculties/teams to improve the quality of education for all learners and ensure value for money;
- Contributing to the development of the school site to ensure it meets current and future needs.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Key Skills

- Versatility and flexibility of own leadership style, having an awareness of different styles and in which circumstances it is appropriate to adopt an alternative approach;
- Strong interpersonal, written and oral communication skills;
- Strong organisational skills, including; The ability to delegate, the use of effective time management and the ability to prioritise;
- Genuine passion and belief in the potential of every pupil;
- The ability to demonstrate unconditional positive regard towards young people;
- Strategic thinking and the potential to adopt an entrepreneurial approach to the role;

- An educational vision aligned with the school's high aspirations and high expectations of themselves and others;
 - Confident and effective presentational skills during public speaking;
- Skillful management and maintenance of working relationships with parents and other stakeholders;

General responsibilities

- To work consistently to uphold the school's vision and values and those of the Trust.
- To work in a cooperative and appropriate manner with all stakeholders.
- To work with pupils and parents in a courteous, positive, caring and responsible manner at all time.
- To work with visitors to the school in such a way that it enhances the reputation of the school.
- To seek to improve oneself and others.
- To present oneself in a professional way that is consistent with the values and expectations of the school.
- Comply with policies and procedures relating to child protection, health, safety and welfare, confidentiality, data protection and safeguarding, reporting all concerns to an appropriate person.
- Be aware and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/works/aims of the school.

To act as an ambassador of Stamford Park Trust and Fairfield High School.

Other specific duties

- To promote the safeguarding of children and follow all safeguarding and child protection related policies.
- To play a full part in the life of the school community to support its mission and values and to encourage staff and pupils to follow this example.
- To support the school in meeting its legal requirements for worship.
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the School's Health and safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by the Headteacher not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Progress on all aspects of the job will be reviewed on a regular basis with targets identified and agreed within the performance management process.

The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that over time the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the Academy will expect to revise the job description from time to time and will consult with the post holder at the appropriate time.

Suitable training will be provided to develop specific qualities which will emerge as the post holder starts the job.

Stamford Park Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

PERSON SPECIFICATION – DEPUTY HEADTEACHER

[A] Knowledge and understanding	Essential	Desirable	Source
A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the ethos of the school.	E		AI
How relationships should be fostered and developed between the school, families and its community.	E		AIR
B] Qualifications	Essential	Desirable	Source
Qualified teacher status	E		A
Degree	E		A
Further professional qualifications		D	A

[C] Professional Development	Essential	Desirable	Source
Evidence of appropriate professional development for the role of Deputy Headteacher	E		A
Evidence of recent leadership and management professional development	E		A
Has successfully undertaken Designated Safeguarding Lead training		D	AI

[D] School leadership and management experience	Essential	Desirable	Source
Recent successful and relevant leadership experience	E		A
Be able to demonstrate successful/effective leadership in a school in a similar community/facing similar challenges	E		AI
To have taken an active involvement in school self- evaluation and development planning		D	AI
To have an awareness of the financial management of a secondary school and experience of managing a significant budget		D	AI
To have had responsibility for policy development and implementation	E		AI
To have had experience of and ability to contribute to staff development (E.g. coaching, mentoring, INSET for staff)	E		AI

[E] Experience and knowledge of teaching	Essential	Desirable	Source
Experience of leading in more than one school		D	A
Experience of teaching in a school in similar circumstances/ serving a similar community		D	AI
Significant teaching experience within the secondary phase	E		A
To be able to effectively use data, assessment and target setting to raise standards/address weaknesses	E		AI
To be able to exemplify how the needs of all student have been met through high quality teaching.	E		I

[F] Professional Attributes	Essential	Desirable	Source
Be able to demonstrate an understanding, awareness and empathy for the needs of the students at the school and how these could be met	E		AI
Be able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	E		AI
To have excellent written and oral communication skills (which will be assessed at all stages of the process)	E		AI
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice	E		AIR
[G] Personal Qualities (see below)	E		
<p>All of the following are considered essential for the post and will be assessed through interview and reference:</p> <ul style="list-style-type: none"> • Pleasant, friendly and professional manner • Polite, reliable and punctual • Flexible and adaptable • Inspire, challenge, motivate and empower teams and individuals to achieve high goals • Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people • Build and maintain quality relationships through interpersonal skills and effective communication • Demonstrate personal and professional integrity, including modelling values and vision • Manage and resolve conflict • Prioritise, plan and organise themselves and others • To show personal resilience and model these positive characteristics for others • Think analytically and creatively and demonstrate initiative in solving problems • Be aware of your own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others • Demonstrate a capacity for sustained hard work with energy and vigour • To be an effective professional, who challenges and supports all learners to do their best and treats all learners, fairly, consistently and without prejudice. • Treat all members of the community, colleagues and learners, with respect and consideration. • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and learners to follow this example. 			



Fairfield Avenue, Droylsden, Manchester, M43 6AB

Tel: 0161 370 1488

www.fairfieldhighschool.co.uk



Fairfield High School



**STAMFORD
PARK TRUST**



Fairfield
High School for Girls