



# **Executive Headteacher Recruitment Pack**



Closing Date: 1200 noon on Monday 22<sup>nd</sup> January 2018

Interviews: Wednesday 31<sup>st</sup> January and Thursday 1<sup>st</sup> February 2018

Start: 1<sup>st</sup> September 2018 (Autumn Term)

**“Inspiring and supporting young people to make positive choices about the future”**

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3<sup>rd</sup> January 2018

Dear Candidate,

**Executive Headteacher**

Thank you for your interest in joining Haybrook College Trust as Executive Headteacher. The governors and I are very pleased to send you the enclosed details and application pack. We wish to appoint an energetic leader who will be instrumental in the continuing development of Haybrook College Trust (hereafter referred to as Haybrook College).

This exciting opportunity has arisen following our current Executive Headteacher's intention to retire after many years of successful leadership at Haybrook College.

Haybrook College is a large specialist Alternative Provision which delivers an exceptional education to many of the most vulnerable young people in Slough. It includes a secondary Pupil Referral Unit, Wexham Park Hospital Schoolroom and a special school for young people who display challenging behaviour due to a Social Emotional and Mental Health (SEMH) difficulty. In collaboration with Slough Pit Stop Project, the Trust provides a post 16 provision which offers a core curriculum for young people who are at risk of being NEET as well as a vocational offer which includes motor vehicle, construction and catering.

The governors are looking for an experienced and talented Executive Headteacher to lead the College through the next and exciting stage of its development. With support from local secondary schools and the Local Authority, Slough Borough Council has agreed to a £5m capital build to increase the capacity at the special school and Pupil Referral Unit.

We are seeking to appoint an experienced, expert educator who will lead Haybrook College forward from its current strong position. This will require vision, the ability to inspire and motivate and a strong focus on giving young people every possible chance.

Please find an application pack enclosed that includes a job description and person specification. When submitting supporting evidence in respect of your application **please follow the enclosed Candidates' guidance notes** and demonstrate how your knowledge skills and experience meet the job profile, and in particular, how you meet the requirements of the person specification. You may find the person specification particularly useful to help you understand the type of person we wish to recruit.

It is particularly important that you have exceptional influencing skills, you are emotionally intelligent and have expertise in analysing and interpreting data, and able to use such data to produce quantifiable outcomes. **Please also evidence and provide demonstrable examples of the positive impact you have had in your current post by paying particular attention to the criteria numbered B1, C9, C10, D1, and D2 on the person specification when writing your personal statement.** Please ensure you are concise, that your personal statement **does not exceed two sides of A4 paper and the font size used is no smaller than size 11 font.**

Part of the assessment at shortlisting will focus on professional competence, communication skills, strong leadership and good personal relations. The interview and skills tests will also give you the further opportunity to show how well you meet the job requirements.

You are reminded that the closing date is **12 noon on Monday 22nd January 2018**, Any applications received after this time will not be accepted. Interviews and skills tests will take place on Wednesday 31st January and Thursday 1st February 2018. Shortlisted candidates must be able to attend on both days.

We encourage you to visit our College. Tours will be available on Tuesday 16th January 2018 from 09.30 – 12.00 noon or Wednesday 17th January from 12.30 – 15.00.

If you are unclear about any aspect of the application process, or if you wish to discuss the position informally prior to submitting your application, or to arrange a visit to the College, please contact the Executive Headteacher's PA Suzanne Green 01628 696075. Should you decide to apply for the post, please email your completed application to [Suzannegreen@haybrookcollege.co.uk](mailto:Suzannegreen@haybrookcollege.co.uk).

In accordance with safer recruitment processes, CVs will not be accepted. Please note that as part of our commitment to safeguarding the welfare of children and young people it is our policy to obtain references **prior** to interview.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to satisfactory Enhanced DBS clearance and all pre-employment safeguarding checks to include satisfactory references.

We look forward to receiving your completed application, and learning what you would be able to offer our school community and specifically our students, staff, parents and governors.

Yours sincerely,



Dave Tottingham  
Chair of Governors

## **Welcome to Haybrook College Trust.**

**“Inspiring and supporting young people to make positive choices about the future.”**

### **The College: an overview**

Haybrook College Trust provides a flexible and creative range of education provisions in Slough for over 200 pupils, aged 11 – 19, who have been excluded or who exclude themselves from local education. All the young people who attend the College have significant and complex Social Emotional and Mental Health Difficulties (SEHMD). The College includes a KS3 and KS4 PRU and a SEMH Special School. In September 2011 a post 16 provision, The Gateway, was successfully established through partnership working with Slough Pit Stop Project. This is targeted at young people with SEMHD who have been, or who would become NEET if not for this provision. The College also runs Wexham Park Hospital Schoolroom (WPHS) which provides an education for young people of statutory school age who have serious medical conditions and who are too ill to attend school. On average 35% of pupils at the College have a statement or an Education Health and Care Plan (EHCP) for social, emotional and/or mental health needs. Almost all of the pupils at Haybrook arrive with attainment levels well below the national average and those entitled to Free School Meals is well above the national average. Deprivation is also a significant factor affecting the families of many of the young people attending the College.

### **Our values and vision**

The vision of the College is to inspire, educate and support young people with complex needs to make positive choices that lead to success and achievement. Despite the social, emotional and mental health needs that our young people face, we continue to focus on learning. Offering opportunities to achieve a range of accreditations including English and Maths, is a priority. However, we also strive to ensure that we are preparing young people to make the successful transition to Education, Employment or Training (EET). The success of the College lies in the delivery of personalised programmes that meet the learning needs of individual pupils or that re-engage young people into learning.

Haybrook College lies at the heart of Slough’s educational community and its development reflects the town’s approach to inclusive education. The collegiate approach is reflected in the ongoing discussions around the High Needs Block and decisions pertinent to the commissioning of places at the College by the Local Authority and also by schools/academies. The successful implementation regarding ‘top up’ funding paid by local schools for a commissioned place, reflects the recognition that there is a collective responsibility towards this cohort of young people. Increasingly, the College is being approached by schools and other Local Authorities for support or ideas about the development of local provision to meet the needs of a cohort of young people with increasingly complex SEMHD.



Each educational provision is managed by a Centre Manager. Flexible, personalised education programmes are successfully provided through small group teaching, using a team of highly skilled teachers, tutors and learning mentors and Sports Coach Mentors (SCM) who are effective in supporting young people to self-manage their behaviour.

## **The College Provision.**

### **A. The Pupil Referral Unit (PRU)**

Across the PRU provision, we offer six unique programmes across four sites, each with its own curriculum, identity and specialism. However, the 'culture of Haybrook' transcends all of these programmes which helps to create the 'Haybrook ethos'.

The current provisions include the following:-

#### **i. Key Stage 3 Intervention: Herschel Pupil Training Centre, Momentum and Interim**

The College works very closely with Slough mainstream schools and in collaboration with them, we have developed a range of provisions at KS3 to support young people to maintain their place in their local community school. These are currently based at the Rotunda.

**Herschel Pupil Training Centre (HPTC)** was set up in partnership with Herschel Grammar School and provides 'revolving door' training courses for up to 14 students at KS3 who are at risk of exclusion. It offers short term programmes such as a 4 week "Self-Management" course and a 1 week "Safe self" course. The aim is to empower young people to manage their behaviour more effectively in school.

Following the course HPTC staff visit the pupils in their mainstream setting, liaising with school staff, sharing knowledge about the pupil and possibly redrafting pastoral support plans or a behaviour plan. This may also include some Restorative Justice between a member of staff and a young person.

**Momentum** is a two week course developed by staff at the College to support schools in providing an education from the 6<sup>th</sup> day of a fixed term exclusion. The creation of this programme was a response to a 'need' highlighted by colleagues in mainstream schools. The curriculum is a mixture of sessions designed to help the individual with their self-management skills and a focus on personal target setting and what they need to do to successfully maintain their educational place. As with HPTC, Momentum staff have close working relationships with mainstream schools and support the reintegration of pupils following a Momentum course. They continue to support the pupils for as long as is necessary.

**KS3 Interim** currently caters for a small number of pupils including those who have been permanently excluded or 'hard to place'. The pupils remain at Interim until they are either integrated back into mainstream education or placed at an alternative provision within the College.

Alongside these courses, the College staff offer training to mainstream schools to increase their capacity to manage the social, emotional and mental health needs of young people. The wide take up of such training from local schools and the evaluation of this, reflects how successful this has been.



## ii) **Key Stage 4 Pupil Referral Unit: Activate, Apollo and Springboard**

The College offers fulltime places at KS4 (25 hour offer for all). Prior to admission, College staff will meet with the school, family and young person and a pathway is decided upon. The fact that the young person is likely to have been on one of the intervention programmes at KS3 means that we have some idea about their strengths/behaviours, which supports a decision being made.



**Activate** is currently located at the Thomas Gray building. It offers a work-related programme for year 10 and 11 students which allows them to achieve a wide range of qualifications that gives them access to further education, employment or an apprenticeship.

This programme also provides students with work experience twice a year in Year 11 with local employers in Slough to gain an understanding of the world of work and to gain valuable skills for the future.

Many pupils who attend have disengaged with learning with very poor attendance, and may present with challenging behaviours. However, they respond positively to the creative and alternative approach to education and learning

**Apollo**, located on the Haymill site, provides a sheltered, nurturing environment for KS3 and KS4 pupils who are particularly vulnerable and unable to access mainstream school for a variety of reasons. All are known to CAMHS. It offers an alternative fulltime education which aims to give pupils a good education in the core subjects. The pupils access interactive on-line lessons and also a variety of experiences which will give them the confidence to either return to a mainstream school or to move onto further education or employment. Each pupil's programme is flexible and constantly monitored so that it can be adjusted to meet their changing learning needs. There is capacity for 10.





**Springboard** is located on the Haymill site and offers up to 42 full time places for young people in year 10 and 11 who have not responded to a wide range of support and intervention in their mainstream schools. They have a history of displaying challenging and disaffected behaviour and many have large gaps in their education.

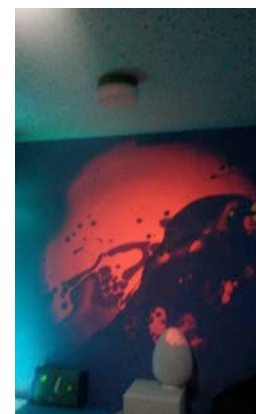
The Springboard programme aims to motivate these young people in relevant and exciting courses that allow them to get back on track, be successful and move on to college, work based learning or employment.

The curriculum is made up of core subjects taught as Key Skills in Communication, Application of Number, Information Technology and Preparation for Working Life (either as a GCSE or as a recognised Functional Skill qualification) and in addition students are given the opportunity to complete qualifications in a range of subjects such as Art, Sport, Music and Childcare.

Great emphasis is placed on personal social, health and citizenship education and individual students also receive additional counselling and individual tuition as appropriate. Some young people access courses at the local FE Colleges.

## **B. Special School**

Millside is a Co-Ed Secondary Special School for children with complex Social, Emotional, and Mental Health Difficulties (SEMHD) located on the Haymill site. It is the only secondary SEMH special school in the local authority. The school population is drawn mainly from Slough, although there is a small number of students from other neighbouring boroughs. There are currently 54 young people in roll (93% M and 7% F). All of the pupils at Millside have a Statement of Special Educational Needs, or Education Health and Care (Plan EHCP), for SEMHD. However, an increasing number have been diagnosed as having ASD (34%) and many of these have additional diagnosed special needs such as a learning difficulty or a speech and language and / or a social communication difficulty. As a result of this the School provides a plethora of multi-agency support to meet the wide range of needs within the school. The capital build will enable a therapeutic wing to be created to provide a more holistic approach to the educational offer.







The vast majority of pupils at Millside arrive with attainment levels well below the national average. Many are disengaged from learning and have had negative experiences of school prior to joining the College. Those entitled to Free School Meals is well above the national average – 66%. 54% of the school population is on, or has been on, either a Child Protection Plan or Child in Need plan. 15% of the school population is, or has been looked after during their time at Millside. 61% of students travel to and from school on transport arranged through, and provided by, the school making regular face to face contact with parents possible.

Communication between the school and families is good. Families are in general very supportive of their children and the school, with the overwhelming majority stating that the school is making a marked and positive difference to their children's educational and social well-being.

### **C. Additional offer**

#### **Post 16 provision: The Gateway**



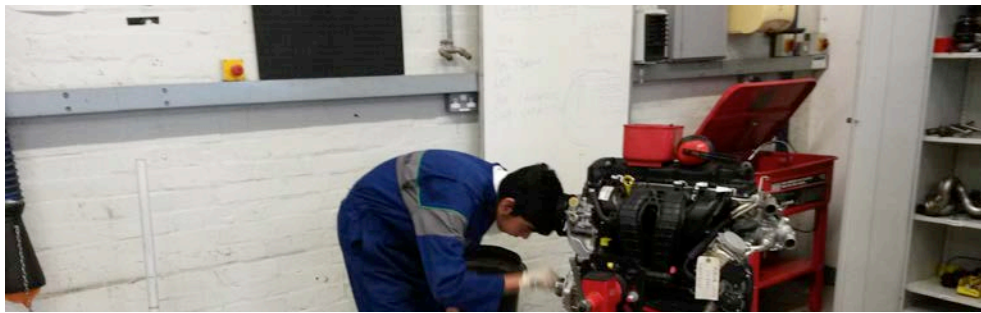
**The Gateway** is located at 323 Slough High Street and was created in 2011 in response to concerns regarding the number of young people who were Not in Education Employment or Training (NEET) with a recognised SEMH Difficulty. Haybrook College is subcontracted by Slough Pit Stop Project to deliver this contract who have their own Board on which the EHT of Haybrook College sits as well as other key members of staff. Currently there are 10 young people with EHCPs who attend this

The Gateway provides a personalised and varied curriculum for pupils for whom a place at college, work or training is not yet possible. The Gateway bridges the gap between statutory education and future education, employment or training. They work in close partnership with Activate and Pitstop to deliver different qualifications, coaching and guidance. The Gateway has its own School Evaluation Form and School Development Plan.

## Vocational Provision – Construction, Motor Vehicle and Catering



**The vocational programme** is utilised by both pupils attending the College and other KS4 pupils from mainstream schools. The Slough Pit Stop Project offers a number of recognised qualifications in Motor Vehicle and Construction. The team ensures that all learners enjoy their training and gain the experience and life skills they require to support their progression into education, employment or training. KitchenCraft is a catering training facility on the Slough Trading Estate. It has the capacity to teach pupils in a group of 10 and offers a range of catering accreditations relevant to the individual needs of pupils. The development of these provision have been supported by Segro and the wider business community in Slough and reflects the 'town wide' approach to



Wexham Park Hospital School – the schoolroom provides an education for young people with a range of medical needs. A caring and nurturing environment is maintained in order to safeguard vulnerable pupils. The staff offer a peripatetic service on the hospital ward as well as supporting out-patients. Increasingly the team is also being used to support chronic non-attenders who are known to CAMHS. A classroom at the Thomas Gray site provides a space to provide an education for out-patients.

Young people can transfer from one provision at the College to another if a placement is not succeeding or if the curriculum offer elsewhere in the College is deemed more appropriate. This flexibility is a huge strength of the College.

## **Our Curriculum**

All young people attending the College face a range of 'barriers to learning' and the curriculum offer is created to remove as many of these as we can.

It is designed to ensure that young people have the best possible chance of a successful transition into Education Employment and Training (EET). It is also created to ensure that we can offer personalised pathways for students with the most complex needs.

General principles:

- Young people have the entitlement to a broad and balanced curriculum offer
- All young people have the opportunity to achieve at least 5 GCSEs or equivalents.
- All young people leave with a recognised English and maths qualification.
- The curriculum offer includes lots of opportunities for active and practical approaches to learning. The vocational offer at Pitstop, Construction Hut and Kitchen Craft supports this.
- Supporting independent learning, behaviour and leadership underpins everything that we do.
- The curriculum is underpinned by Careers Education Information and Guidance (CEIAG) and all staff see this as their responsibility.

## **Behaviour Management**

At Haybrook we value everyone as an individual, capable of growth, change and development despite previous behaviours associated with their Social Emotional and Mental Health (SEMH) difficulty. Our motto: "Inspiring and supporting young people to make positive choices about the future," guarantees that we work unstintingly with young people to help them achieve their absolute best in terms of academic outcomes. Additionally staff work closely with pupils to encourage and support them to take more responsibility for their behaviour so that they can move successfully into either further Education Employment or Training (EET). Unacceptable behaviour is always challenged in an appropriate and systematic way.

Our relationships are underpinned by the principles of, equality, mutual respect, fairness and consistency. We have high expectations that support the development of young people as effective and responsible citizens.

The purpose of the behaviour policy is to encourage the best possible behaviour from all of our young people and we endeavor to work alongside pupils and parents/carers to plan individual approaches to maintain positive conduct.

Our priority is to encourage good behaviour by:

- Creating a climate in which the management of behaviour is: "Firm, Fair, Flexible and Forgiving".
- Recognising that low self-esteem is very often the root cause of many of the challenging behaviours that we see at the College – although also recognising that young people with low self-esteem can behave in quite different ways.
- Providing a relevant and appropriate curriculum which is tailored to meet the individual needs and preferred learning styles of the pupil to promote independent learning.

## **Leadership**

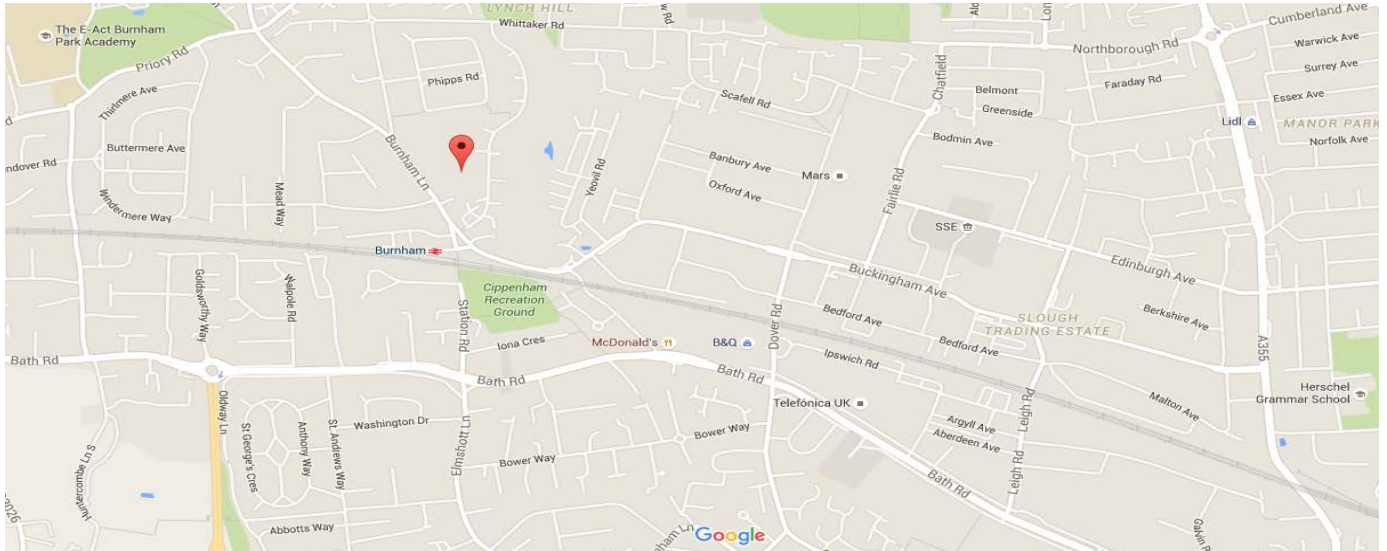
In January 2016 Haybrook College became Haybrook College Trust. The College has an overarching Board chaired by David Tottingham, who with the Board, has responsibility for leading the overall strategic direction of the College and ensuring that a consistently high standard of education takes place for all students. Please see the College website for pen portraits of our current Board members.

Centre managers, together with members of the Strategy Group, manage the day to day operational management of the school and work alongside the Executive Head on the strategic development of the College.

The College works extremely closely with Slough Borough Council, Slough Children's Services Trust and Slough Secondary schools. This ensures that there is a 'town wise' approach to meeting the needs of Slough's residents with significant and complex SEMHD. This collective responsibility has ensured that by and large, Slough young people are taught in Slough schools. It has also meant Haybrook College is valued and an integral part of the Slough Education offer. The recent decision to invest an additional £5m into the College facility, reflects this.

SBC Chief Executive wrote in 2017, *"The council is rightly proud of its secondary schools and their achievements and Haybrook College is a key component of that success".*

Haybrook College  
112 Burnham Lane  
Slough  
SL1 6LZ



#### By Car / SatNav

- Use the postcode **SL1 6LX** (Altwood Close) instead of SL1 6LZ as this may take you into Littlebrook Avenue which is a cul de sac behind the Haybrook College site with no access to the college.
- Station Road is currently closed at Burnham Station so there is no vehicle access to/from the A4 under the railway bridge.

From the west - M4, exit at Junction 7, Slough West

- Continue along the A4 and take the 1<sup>st</sup> left after the Bath Road Retail Park into Dover Road
- Cross over the railway bridge and turn left at the traffic lights onto Buckingham Avenue
- Haybrook College is the second on your right approx. 100m after the Burnham Station junction

Or from the east - M4, exit at Junction 6, Slough / Windsor

- Take the A355 towards Slough, straight across the 'hotel' roundabout and turn left at the next traffic lights onto the A4
- Continue on the A4 for approx 1 mile until you see a Mercedes garage ahead on your left.
- Turn right into Dover Road and follow the instructions as above.

#### By Train

- Travel to Burnham Station (First Great Western Paddington line)
- On exit from the station, turn left onto Station Road.
- Keep left at the junction with Burnham Lane. The entrance to the Haybrook College is about 100m on the right.

## About Slough <https://www.slough.gov.uk/downloads/The-Slough-Story.pdf>

Thirty minutes to the West End and 10 minutes to Burnham Beeches; Slough and its surrounds have everything you could ever want.

## Where is Slough?

Slough is integrated into the heart of the UK transport and communications network. It is located between the M4, M40 and the M25. There is an excellent rail link into the centre of London. It is a mere 20 minute train journey from Slough to Paddington Station in central London.

Haybrook College is 5 minutes' walk from Burnham train station, 1 station to the west of Slough.





**Letter from the Executive Headteacher**

3<sup>rd</sup> January 2018

Dear Candidate

On behalf of everyone at Haybrook College, I would like to thank you for your interest in the role of Executive Headteacher.

I have had a wonderful ten years at the College of which I am enormously proud and I shall be very sad to retire but at the same time am excited to have other opportunities. The College is a very special organisation and we have an incredible community of staff who all want our young people to achieve the very best no matter how many barriers they may face. There is a real belief that every child matters and they should be given and are entitled to a second chance and the opportunity to succeed.

My wish is for Haybrook to continue to remain at the heart of the educational offer in Slough. It is well placed to develop further with a stable and strong group staff and Governors. The £5m building project is a testament to the confidence that local schools and the Local Authority have in us. The staff are ready for the next phase which they know will result in more young people being able to access the Haybrook offer.

I hope that having read the applicant pack and having looked at the website, you will feel inspired by what we set out to achieve. I would encourage you to come and visit the school to see the breadth of the offer and to meet the staff. You will be made very welcome.

Good luck with your application.

Warm regards.



Helen Huntley  
Executive Headteacher