

# Hallfield School

Edgbaston

HEAD OF HALLFIELD

CANDIDATE BROCHURE

CLOSING DATE: MIDDAY 2ND OCTOBER 2017





# HEAD

## Required for September 2018

The Governors of Hallfield invite applications for the position of Head. Hallfield is a flourishing Prep School, renowned for the quality of its extended curriculum, successes in Sport, the Arts and Academic Excellence, successfully preparing many of its pupils for entry to the highly selective local schools. One of the largest Prep schools in the country, Hallfield is an excellent co-educational independent day school for 560 boys and girls aged from 2 – 11 years, with a nursery for children aged from 3 months to 2 years old.

The Governors seek an outstanding Head with the vision to take an already successful school forward. The successful candidate will be an inspirational educationalist with strong interpersonal skills, excellent leadership qualities and strategic awareness to lead a highly professional team in the development of our pupils.

An excellent package, including accommodation and other benefits, is available for the successful candidate and reflects the importance of the position.

Apply using the attached Application Form or see the school website for details. If you have any queries, please contact Danielle Barrett, HR Manager – [dbarrett@hallfieldschool.co.uk](mailto:dbarrett@hallfieldschool.co.uk)

For further information and to request an application pack please contact the HR Manager for further details – [dbarrett@hallfieldschool.co.uk](mailto:dbarrett@hallfieldschool.co.uk)

**Closing date for applications: Monday 2nd October 2017 at midday with Long List interviews planned for 12th/ 13th October 2017. Short List interviews will take place on Friday 10th and Saturday 11th November.**

*This post is subject to satisfactory references which will be requested prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications, plus verification of the right to work in the UK.*

*Hallfield School Trust is a registered charity (No. 528956) and an equal opportunities employer. The school is committed to safeguarding the welfare of children and young people and expects all staff to share this commitment.*





## WELCOME

Thank you for your interest in applying for the post of Head of Hallfield School.

Hallfield School has enjoyed great success under the leadership of Mr Roger Outwin-Flinders and the Governors are now seeking a person with experience of senior leadership to continue this success from September 2018.

Mr Outwin-Flinders has been appointed Headmaster of Brooke Priory School in Oakham, and the Governors have appointed the Director of Studies, Mr Richard Batchelor, to be Head for the school year 2017 - 2018, and Mrs Anne Oliver, the Head of Pre-Prep, to be Deputy Head and Designated Safeguarding Lead for the same period.

Hallfield School is a large and complex school with a very good academic reputation, both inside and outside of the classroom. Our pupils gain entry to the prestigious schools of the King Edward's Foundation and other academically selective schools in the Birmingham area. Drawn from many different cultural and faith backgrounds, our pupils reflect the social and ethnic composition of the City of Birmingham itself. The Headship of Hallfield will provide an exciting challenge for the most dedicated leaders of the teaching profession.

We hope that you will wish to apply for this appointment and look forward to hearing from you.

Keith Uff  
Chairman of Governors

## INSPECTION REPORTS

### 2016 EYFS Inspection Report

*"The effectiveness of leadership and management within the EYFS is outstanding".*

*"By the end of EYFS almost all children reach or exceed the Early Learning Goals in all areas of learning and development".*

*"Consistent role-modelling by staff and gentle reinforcement of positive behavior result in kind, considerate and co-operative children who are eager to help others".*

*"Self-evaluation is highly effective in identifying areas for improvement and there is a shared vision for continued development"*

*"Expectations for children's achievements are high and these are reflected in the high proportion of children, including those with SEND and/or EAL, achieving at or above expected levels for their age".*

*"Ongoing professional development is actively promoted through highly effective systems for supervision and performance management".*

### 2013 Hallfield School Inspection Report

*"The strengths in leadership are reflected in the pupils' high academic standards, in response to good teaching, and their outstanding personal development".*

*"Pupils receive a focused education in a stimulating learning environment, centered around a rigorous academic core".*

*"There is a strong emphasis on extra-curricular activities; these complement the curriculum very well and allow pupils to flourish".*

*"Pastoral care is excellent and is supported by strong relationships at all levels and amongst all members of the community".*

*"Links with parents are strong; parents are highly satisfied with all aspects of the school's educational and pastoral provision".*

*"On leaving the school, pupils are able to transfer to the senior school of their choice. The majority achieve high levels of success in entrance and scholarship examinations to local maintained and independent selective schools".*

*"The governance is pro-active and maintains secure oversight of the school through well-structured committees with aptly chosen membership that includes a suitable range of expertise and experience".*





# HISTORY, ETHOS AND GENERAL INFORMATION

Founded in 1879 as the Edgbaston Preparatory School, the School moved to its present 20 acre site in 1935 and became Hallfield School Trust in 1959. It began as a day and boarding preparatory school for boys, but expanded in 1967 with the creation of a Pre-Preparatory Department for 75 pupils aged 3 – 7. Increasingly in the late 1970s, boys transferred to local selective day schools at 13 rather than boarding schools and boarding ceased to be made available after 1984. The addition of a Kindergarten Unit in 1995 (renamed Transition in 2009) allowed children to be catered for from the age of 2, and in December of that year, in response to increasing parental requests, girls were accepted in the Pre-Preparatory Department. The School is now fully co-educational. With the change of pupil transfer at 11+ to local day schools, the 12/13 age range was phased out in July 1999.

Pupils at Hallfield come from a variety of cultural, social, financial and ethnic backgrounds, with parents recognising that the School will provide their children with a broad, well-balanced and structured education in a happy, stimulating environment. The School caters for a variety of ability levels but, by tradition, Hallfield is an academic school which has, in recent years in particular, achieved outstanding success in preparing pupils for entry to local selective day schools at the age of 11. An emphasis is placed on traditional methods and values – manners, courtesy and politeness are all very important – which aim to ensure that pupils develop independence and take responsibility for themselves and their learning.

In the academic year 2015/2016 all 56 Year 6 children sat the LA Grammar Schools Examinations and 75% were offered places. 49 sat the KES & KEHS examinations and 41 were offered places. 30 scholarships were awarded to 24 children.

In 2016/2017 35 scholarships were awarded to 27 children.

## HALLFIELDFIRST (3 MONTHS - 2 YEARS)

Hallfield*first* provides in a separate, secure environment, the highest standards of childcare and early years' development – all children must attend for a minimum of 3 days per week. The setting operates between 0800 and 1800 five days per week, 51 weeks of the year. The Hallfield*first* Manager and Deputy Manager oversee qualified and trainee staff. EYFS is followed.

## PRE-PREPARATORY (2 YEARS - 7 YEARS)

### Transition (2 – 3 years)

This is run by the Transition Manager who also oversees Hallfield*first*. Transition is term time only and all children must attend for a minimum of 3 days per week. The children have their own uniform and it is an important year of preparation before entry into Foundation (3 – 4 years) which is full time. EYFS is followed.

### Foundation and Reception (3 – 4 years and 4 – 5 years)

Children attend full time and each form is taught by a fully qualified Teacher accompanied by a Teaching Assistant. Formal school uniform is worn and all forms are of mixed ability. EYFS is followed but more formal academic work takes place in the mornings. A programme of “Letters and Sounds” is taught daily and at the end of Foundation many children are able to read and write.

### Year 1 and Year 2 (5 – 6 years and 6 – 7 years: Key Stage 1)

The National Curriculum forms the basis of much that is taught in these 2 year groups. There is a Teaching Assistant in each of the 3 Year 1 forms and three Teaching Assistants in Year 2. The forms remain mixed ability but children are put into academic sets for Phonics and Maths in Year 1 and for English and Maths in Year 2.

Children can be given support in the Form Room, in groups or individually, in the Pre-Preparatory Department by the Learning Support Teacher if it is necessary. Music is taught throughout the Department by a specialist and French is taught from Foundation by a specialist as well as PE/Games to years 1 and 2 by the PE Staff.

## UPPER SCHOOL (7 YEARS - 11 YEARS KEY STAGE 2)

Children move into the Upper School in the academic year they become 8 years old. All children are grouped annually into 3 mixed ability forms and have to move around the large site in order to get to specialist rooms. Pupils are taught by a mixture of qualified staff – some have been primary trained and some have previously taught in secondary schools – and all have subject specialisms.

An Academic Planner is used on a daily basis to help each child become more independent and homework is set most nights. All pupils join one of four Houses for academic, sporting and music competitions. There are inter school fixtures in all 3 terms for pupils in Years 4, 5 and 6, with as many as 4 teams representing a single age group.

In Years 3 and 4 the Form Teacher will teach English, History, Geography, RE and PSHE (11 out of 37 lessons) with the remainder being taught by specialist teachers. Maths is taught in 4 selective sets. There is 3 Teaching Assistants to help the 6 forms. In Years 5 and 6 all subjects are taught by specialist subject staff and English, Maths, Science, French and Study Skills are taught in 4 selective sets. In Year 6 all pupils are Monitors for the whole year.

# PERSON SPECIFICATION

In successfully fulfilling the role of Head of Hallfield School, the following skills and personal qualities will be important characteristics of the candidate appointed.

## Qualifications

- Qualified teacher status
- Degree Level Qualification
- Evidence of continuing professional development relating to school leadership and management

## Experience

- Recent successful Headship or Senior Leadership experience within primary education in the independent or state sector
- Financial, Facilities and Personnel Management
- Recent experience of inspection

## Knowledge

- Extensive up-to-date knowledge and understanding of good practice relating to primary education
- Thorough knowledge of the regulatory and inspection requirements

## Key Skills

- Ability to lead, manage and motivate a team
- Excellent oral and written communication skills
- Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management
- Ability to plan effectively
- Strong organisational and decision-making skills
- Ability to manage conflicts effectively
- Ability to think logically, clearly and decisively
- Ability to manage budgets across school
- Commercial acumen and business judgement
- Ability to inspire and influence others, within and beyond the School
- Ability to provide vision and direction. Ability to organise work, prioritise tasks, make decisions and manage time effectively

## Strategic Direction & Leadership

- Understanding of and commitment to promoting safeguarding of pupils
- Extensive knowledge of safeguarding regulations
- Ability to articulate and share the Governing Body’s vision of excellent education
- Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school
- Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these
- Knowledge of what constitutes high quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils
- Ability to think strategically and take the leadership role to develop, build on and communicate a shared vision and strategic plan which inspires and motivates the whole school community
- Experience of implementing, managing and evaluating change collaboratively and sensitively
- Ability to build on the current strengths and initiatives of the School and ensure a smooth transition that delivers continuous improvement
- Understanding of and enthusiasm for current issues in education, and a track record of embracing, implementing and embedding new approaches which are relevant to the ethos of the School
- Experience of implementing successful strategies for whole-school plans

## School Management

- Outstanding interpersonal skills using diplomacy, listening and influencing skills with all staff, children, parents and governors
- Strong financial planning and management skills
- Experience of implementing successful marketing methods in the education sector

## Corporate Governance

- Experience of corporate governance within a school context
- Understanding of charitable objects and running a school in the ethos of a charity

## Teaching & Learning

- Knowledge and experience of a range of successful teaching and learning strategies to meet all needs
- Understanding of assessment strategies
- Experience of effective monitoring/evaluation of and intervention in teaching and learning
- Evidence of raising standards that have impacted positively on pupil attainment
- Understanding of what differentiates good and outstanding teaching



# PERSON SPECIFICATION

## Staff Management & Development

- Experience in the recruitment of staff at all levels within the School
- Commitment to valuing, supporting and encouraging the professional development of all staff members
- Experience in building and nurturing a strong positive and collaborative team that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively to deliver their best performance
- Experience of successful performance management

## Pupil Management

- Experience of effective pastoral care
- Understanding of and commitment to promoting and safeguarding the welfare of children
- Ability to communicate with multi-racial and multi-faith parents and children
- Ability to promote extra-curricular activities including sport, music and drama

## Hallfield Community

- Ability to interact positively with parents, governors, Old Hallfieldians and the local community in enhancing the school's reputation locally and nationally

## Risk Management & Compliance

- Experience in establishing and maintaining a risk strategy and risk management process
- Experience in the health and safety of children including safeguarding procedures

## Qualities and Attitude

- Strong commitment to the school's vision and ethos
- Commitment to personal development of self, other staff and pupils
- High expectations of pupils' learning and achievement, academic and non-academic
- Strong commitment to continued excellence
- Commitment to an open, transparent and equitable culture
- Commitment to a culture where striving for outstanding teaching is central to the School's work
- Empathy with children and parents
- Stamina, resilience and confidence
- Flexibility



# JOB DESCRIPTION

**JOB TITLE:**     **Head**

**SALARY/GRADE:** **An excellent package, including accommodation and other benefits, is available.**

**REPORTING TO:**   **The Governing Body**

## ROLE OF THE HEAD

- The Head of Hallfield is responsible to the governing body and will provide effective, dynamic and inspirational leadership, motivating those engaged in the activities of teaching and learning to secure excellent pupil outcomes. The Governors will expect the successful candidate to take a strong lead in the following areas of responsibility:

## ETHOS

- To promote and support a unified ethos through the whole School. The ethos of Hallfield School is based on Christian principles and family values. The school provides a safe, happy and high achieving, inclusive environment, welcoming children of all faiths to the School. We seek to develop each child’s full potential in academic, social, emotional, cultural and sporting areas. At Hallfield, pupils come first and staff make a significant contribution to that shared vision and responsibility.

## TEACHING & LEARNING

- To maintain an environment that promotes and secures excellent teaching, effective learning and high standards of achievement.
- To determine, organise and implement an appropriate and broad curriculum for the School having regard to the needs, experience, aptitudes and stages of development of the pupils and the resources available.
- To initiate ideas and to encourage development in curriculum content and in teaching methodology.
- To evaluate the standards of teaching and learning in the School and ensure that rigorous standards of professional performance are established and maintained.
- To ensure the thorough preparation of pupils for successful transfer at 11+, to be familiar with secondary development provision in the area and to advise and guide parents in their choices.
- To maintain an effective partnership with parents to support and improve pupils’ achievement and personal development.

## STRATEGIC DIRECTION OF THE SCHOOL

- To advise and assist the Governing Body in formulating the strategic aims and objectives of the School and the plans, policies and procedures for their implementation.
- To interpret and implement those plans, policies and procedures with the support of the Senior Leadership Team and other members of staff.

- To provide inspiring leadership and to develop further the high standing and success of the School.
- To work in partnership with the Governing Body, Senior Leadership Team, staff and parents to uphold the ethos and values which underpin the School.
- To monitor and evaluate all aspects of the School, including teaching and learning and to produce annual plans for further development and improvement.
- To set and maintain the highest professional and personal standards.

## SCHOOL MANAGEMENT

- To recruit pupils in accordance with the principles agreed with the Governing Body.
- To be responsible for the daily internal organisation, management and control of the School.
- To formulate policies and procedures for running the School and to implement them with the support of the Senior Leadership and Management teams and other members of staff.
- To work with and develop the Senior Leadership Team.
- In consultation with the Bursar, to manage the budget for the School as approved by the Governing Body.
- To allocate and use resources in a careful and appropriate manner.
- To promote the School internally and externally by using current marketing methods and public relations.
- To ensure that the School works to develop equal opportunities for all.
- To foster the religious life of the School, having in mind the Christian foundation but also being sensitive to the needs of pupils of other faiths; to maintain strong links with St. George’s Church.

## STAFF MANAGEMENT & DEVELOPMENT

- To lead staff recruitment and selection, and support and professional development of all staff members.
- To ensure appropriate induction and support for all newly appointed staff.
- To deploy and manage all staff, and to ensure proper standards of professional conduct and performance.
- To implement and sustain effective systems for the management of staff performance, incorporating performance management and target setting.
- To promote and monitor the continuing professional development of staff, including the induction of newly qualified teachers.

## PUPIL MANAGEMENT

- To provide, monitor and review appropriate pastoral care for all pupils.
- To determine high standards of discipline in the School and maintain a caring, safe and happy environment in which all pupils may thrive.
- To ensure proper provision for SEN pupils and pupils with disabilities.
- To make provision for the regular assessment, monitoring, recording and reporting of pupil progress to parents.
- To enhance and promote harmonious relations with parents and make sure they are kept informed about the curriculum and School life in general.
- To promote and support the cultural, artistic, dramatic, musical and sporting strengths of the School.



## JOB DESCRIPTION

### CORPORATE GOVERNANCE

- To ensure the governance structures within the School are fit for purpose, comply with best practice and are working in the best interests of the School.
- To support the governance of the School in accordance with its charitable objects and ensure the School is run in the ethos of a charity.
- Ensure that Governors are fully briefed on all educational matters.

### COMMUNITY

- To develop strong relationships with the broader school community, with particular emphasis on parents, and the local community to present and promote Hallfield in a positive way.
- To foster good relations with the Parents' Association and Old Hallfieldian Association.
- To maintain good relations with local schools.

### RISK MANAGEMENT & COMPLIANCE

- To identify and manage risks in an educational context.
- To ensure that risk strategies and processes are in place.
- To monitor and review identified risks in a systematic and timely manner.

- To ensure appropriate records of assessed risks are maintained.
- To maintain a strategic overview of safeguarding within the School, promoting a safeguarding culture whilst also ensuring compliance with relevant legislation and ISI regulatory requirements.

### OTHER DUTIES

- To apply for membership of IAPS, if not already a member.
- To further his/her own continuous professional development and to participate in his/her own performance management and professional review procedures; to keep abreast of educational developments in both the independent and maintained sectors.

### LEGAL AND REGULATORY DUTIES

**Safe Working Practices for Adults working with Children** - It is the responsibility of each employee to carry out their duties in line with Hallfield School's ethos and culture of safe working practices for Adults working with Children, and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. Each employee should act as an exemplar on these issues and must, where appropriate, identify and monitor training for themselves and any employees they are responsible for.

**Freedom of Information Act and Data Protection Act** - The post holder is required to comply with the above legislation and maintain awareness of the school's policies and procedures relating to the Freedom of Information and Data Protection Acts. Attention is specifically drawn to the need for confidentiality in handling personal data and the implications of unauthorised disclosure.

**Equality and Diversity** - The post holder will be required to comply with and maintain awareness of Hallfield School's policies relating to Equality and Diversity.

**Health and Safety** - The post holder must at all times carry out his/ her responsibilities with due regard to Hallfield School's policy, organisation and arrangements for Health and Safety at Work.

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot in themselves justify a reconsideration of the grading of the post.

### HOW TO APPLY

Thank you for accessing this candidate pack.

If you wish to apply, please complete an application form and submit a letter of application, no more than two sides of A4 to Danielle Barrett, HR Manager;

Email: [dbarrett@hallfieldschool.co.uk](mailto:dbarrett@hallfieldschool.co.uk)

Address: **Hallfield School, Church Road, Edgbaston, Birmingham, B15 3SJ**

Website: <https://www.hallfieldschool.co.uk>







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