HUNTERS HILL COLLEGE

INFORMATION PACK FOR PROSPECTIVE HEAD TEACHER
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Welcome from the Governors

Thank you for your interest in the vital position of Head Teacher at Hunters Hill College.

Hunters Hill is a Birmingham school for boys, and is located in Blackwell, a highly sought-after village near Bromsgrove in Worcestershire. The school grounds extend beyond 70 acres and fall within an area of outstanding natural beauty. The school was a gift to the children of Birmingham from the Cadbury family. Initially the school was developed as an “open air school”, catering for the needs of children from the inner city who were deemed “delicate”.

In the mid-1970s Hunters Hill became a school supporting the needs of children with social, emotional and behavioural difficulties. Many of our youngsters also have ASC, with behaviour being the main and presenting challenge.

The Governors’ vision strap line for the school states “Attainment not containment”. At Hunters Hill we are not about containing children for five years, but rather about challenging them to attain and exceed their expectations. We seek to develop them to be young men ready to face the world, prepared to succeed.

Hunters Hill offers residential provision from Monday to Thursday, currently used by around 50% of our 125 students. Our children are drawn from across the City of Birmingham and beyond and travel to us in taxis or via our own transport. Our staff are highly skilled individuals who are experienced in treating our children as individuals within a corporate, disciplined structure.

The school has superb facilities, including a sports hall, motor-vehicle workshop and a commercial standard kitchen with an attached bistro. In 2016 we also introduced a school farm. The farm is a base for a rural studies course and boasts pigs, sheep, horses, chickens and bees, as well as many small animals.

We intend to ensure that the school continues to play a significant role in promoting the development of special education not just in Birmingham but also regionally and nationally.

Hunters Hill has been going through a time of change. A previous head retired after 25 years of service and his position was taken up by Andrew Dawson who, with support from the Governors, has been driving many vital changes. The school’s SLT has been transformed over the past three years with the recent appointment of a new Deputy Head and with two Assistant Heads joining Hunters at Easter. The new team is looking forward to engaging with a dynamic leader, who can form and develop them and the staff to take the school forward.

Hunters Hill is currently judged by OFSTED as ‘Requires Improvement’. The Governors and the SLT have been working tirelessly towards ‘Good’. Working with BEP (the Birmingham Education Partnership) on school improvement, Governors believe Hunters Hill is well on the way to ‘Good’. Governors recognise the further development required and are seeking an exceptional individual able to lead us to becoming an outstanding school. The successful candidate will have a track record of successful, educational leadership, a proven ability to manage change, excellent interpersonal skills, vision and commercial astuteness. We need a highly motivated, values driven leader to take up the unique challenge this school offers.

Paul Clarke
Chair of Governors
HUNTERS HILL COLLEGE
About our school

All students have an Education, Health & Care Plan with Social Emotional and Mental Health identified as a primary need. However, over the last three years there has been an increase in the number of students with ASC as a secondary need (now 50% of the school population) and generally students have more complex mental health and family related problems. We have students referred to us from all districts of Birmingham. Some of our students have previously had low or no school attendance for significant lengths of time and others have had adverse childhood experiences.

We offer a curriculum which aims to support our student’s emotional well-being and mental health, and we endeavour to weave our strategies for supporting these through our curriculum structure and delivery. We believe by doing so our students will be better placed for learning and in this respect we have a strong commitment to offering high quality teaching with high academic aspirations. The staff team are committed to the knowledge that emotional well-being and the capacity for learning are interwoven. A significant contribution to this is the residential element of the school. All students are attached to Homes and many of them are in residence from 1 to 4 nights each week. We have a team of Residential School Care Workers who offer consistent adult role models and support on a 24 hour model from Monday to Friday each week. This provision is often highly significant in helping students to develop skills and strategies for forming and maintaining positive relationships and the team also offer very important support and contact with children’s homes and families. The pastoral systems and elements of school life are a strength of the school and significantly influence students’ behaviour and engagement with learning. We do have a small number of students who present extreme needs which stem from earlier family and school experiences which are typically complex in nature.
In September 2014 the school employed a Clinical Psychologist who offers assessment and programmes of psychotherapeutic intervention to support students’ emotional, mental health and personal development as well as specific support for ASC and anger management issues. The school has a multi-sensory learning environment where 1:1 and small group intervention can take place. Some staff are trained in anger management programmes and we have a number of trained staff in advanced levels of Restorative Practice and conflict resolution techniques including an ASC lead on the pastoral team.

Following a number of retirements and a successful recruitment drive, a new Deputy Head was appointed in September 2016 together with a Rural and Environmental Science specialist and a Science specialist. Two new Assistant Heads will join the school in April 2017, one will lead Assessment data and tracking and ICT, and the other will lead English and Teaching and Learning. In a small school where relationships between staff and students is at the core of our success these changes are significant.

Our school occupies a large site with woodland, fields and outdoor education resources which include a high ropes course, low ropes course, camping and team building facilities. The development of these are part of the vision for the school increasing the opportunities for students to experience activities which develop their confidence and self-esteem outside of classroom settings. These developments include that of a school farm which is seen as both increasing the offer of qualifications at KS4 and also offering nurturing and care activities for those students who need a therapeutic element to their curriculum.

As part of the vision to use the environment to support students’ self-confidence, social skills and emotional resilience the school also has a strong programme of outdoor education.

Most of our Year 7 intake comes from two primary residential special schools and a smaller number from mainstream primaries. This year all have not achieved the expected levels at the end of KS2. This is typical of the Year 7 intake for the last few years. We also admit students into other year groups where space is available due to families moving or students transferring out. Classes form groups of 8/9 with two staff allocated to each.

76% of our students have pupil premium. We currently have one girl on roll who leaves in July 2017 and there are no plans for any further girls to be taken on roll. Our profile of needs changes but it currently is: 50% ASC, 100% SEMH, 55.64% ADHD.

Hunters Hill is in the top 20th percentile for deprivation. The proportion of FSM6 students is 60%. We have 29% of students from ethnic minority backgrounds which is above the national average; with 11% of students having English as an additional language.

Our students are assessed and funded at two levels of need:

At the basic level of C3, the students’ progress has previously been significantly affected by their SEMH and have presented, amongst other features, very challenging, confrontational and aggressive outbursts daily in their previous school placements.

At C4 levels of need, students have severe SEMH and typically have prolonged and frequent crises, have been previously extremely poor school attenders if not chronic non-attenders and show extreme levels of anxiety.

At present the schools has about 50% of its student population at C4 level of need. Student’s attainment on entry is consistently below the national average.
Hunters Hill Outdoors

In September 2016 we began reinstating the school farm which had been on site during its “Open-Air School” days. We now have a variety of small animals, chickens, ponies and a horse, rare breed sheep and a breeding group of the UK’s rarest breed of pig. All our students visit the farm as part of their KS3 curriculum and there are exam groups at entry, level 1 and level 2 within KS4. Resident students have the chance to work on the farm each night and this activity is already over-subscribed. We have been asked to take our pigs to display at agricultural shows including the Smallholder Festival in Wales, the Royal Three Counties Show, and the Great Yorkshire Show. We have also been featured in Practical Pigs and the RBST members' magazine. We generate an income by selling livestock and meat and by hosting visits from two schools, currently, who bring small groups to us for therapeutic work on the farm and outdoors. Most important, though, is that the vast majority of our students love to work with the animals and it has already had a positive impact on our young people. Please visit our newly developed website www.huntershilloutdoors.co.uk

Religious education is provided in accordance with the Authority’s “Agreed Syllabus”. The religious beliefs of all students and their parents/carers are respected, and appropriate arrangements are made for the withdrawal of students from RE lessons and activities, when parents/carers request this.

Further details about the curriculum and other aspects of the school are available on the main school’s website www.huntershill.org.uk

School Profile

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Current Numbers</th>
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<td>7</td>
<td>26</td>
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<td>8</td>
<td>23</td>
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<td>26</td>
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<td>11</td>
<td>20</td>
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<td>Total</td>
<td>121</td>
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</table>

The school is oversubscribed and the Local Authority has recently agreed to increase commissioned student places to 125.

We receive referrals for placements regularly throughout the academic year which enables us to sustain maximum student levels in order to achieve optimum funding.

Our Year 7 intake is always oversubscribed; we generally receive in excess of 30+ referrals each year.

Budget

Along with the majority of schools nationally the school is facing a challenging financial future. As a result of funding cuts, imposed staffing costs and inflation increases, a deficit budget is predicted. However, plans are already underway to strategically tackle this.
The Governing Body

The school is governed, in accordance with an Instrument and Articles of Government, by a Governing Body of 11 members, comprising:

- 2 Parent Governors
- 1 Governor appointed by the Local Authority
- 1 Staff Governor
- 6 Co-opted Governors, and
- 1 The Head Teacher

The Head Teacher automatically becomes a member of the Governing Body unless he or she elects otherwise and notifies the Clerk of the Governing Body in writing of his or her decision not to become a member of the Governing Body.

The Governing Body must meet at least once a term and that will usually be an evening meeting. However, in view of recent changes in the law of education, and the consequent increase in Governors’ functions, most Governing Bodies find it necessary to meet more than once a term.

It is expected that the Governors will take an active interest in the life of the school and will be invited to all appropriate school functions.
**Staffing**

The day to day running of the School is ensured by the Leadership Team consisting of the:

- Head Teacher
- Deputy Head
- 3 Assistant Heads
- Head of Care
- Deputy Head of Care
- Business Manager

The Leadership Team is supported with the overall management of the School by the Site Manager and Catering Supervisor.

**Teaching Team**

The current establishment for Teaching is 38, which includes Qualified Teachers, Unqualified Teachers/Instructors and Teaching Assistants.

**Care Team**

The current establishment for Care staff is 20.

The Head of Care is responsible to the Head Teacher for the day-to-day running of the Care aspect of the School; the implementation of Care Policy, all Care duty rosters and the Professional Development of Care staff.

The Deputy Head of Care assists the Head of Care and is responsible for the co-ordination and supervision of home/school liaison. Team Leaders each have charge of one of the individual Homes and are each supported by a team of Residential School Care Workers (RSCW’s).

**Administration & Support**

Administration and Finance is managed by the Business Manager supported by a Finance Manager and Administration Assistants. There are a team of three Technicians; two supporting the ICT Department full-time and one supporting the Technology Department part-time.

**Caretaking & Housekeeping**

Caretaking and Housekeeping is managed by a resident Site Manager supported by 2 non-resident Building Services Supervisor(s) and a team of Cleaners together with a Catering Supervisor, two Cooks, and a team of General Assistants.

**Head Teacher Induction**

All new Head Teachers are able to access induction and support, on a rolling programme, provided by the Teaching Schools across the City, in partnership with Schools’ HR Services.
HUNTERS HILL COLLEGE

The General Aim of the School

To provide a vibrant learning environment in a happy, nurturing and safe school community which has high ambitions for all the young people on roll. We aim to offer all of our students an outstanding educational experience which means high quality teaching, learning and care. Our goal is to ensure that our students leave us with the skills and attitudes that will equip them for lifelong learning and the demands of the 21st century.

Constituent Aims

- Promote excellence in teaching and learning, ensuring a continuous and consistent school wide focus on students' achievement and development (moral, spiritual, physical and social, as well as academic).
- To encourage tolerance for, and develop an understanding of, other people irrespective of physical or intellectual differences or different ways of life.
- To encourage a sense of responsibility, self-discipline and respect at both a personal and material level.
- To make all learning experiences meaningful and enjoyable so that each child's educational potential is developed to the full.
- To involve students in sharing the responsibility for their own learning and development wherever possible and desirable.
- To prepare students for successful adjustment to living and working in the community.
- To ensure maximum awareness of personal hygiene and health in practical situations.
- To return students to mainstream education when and where appropriate.
- To see parents/carers as true partners in their children’s education and therefore encourage parental interest and co-operation in the progress and development of their child.
- To ensure that the continuous professional development of the staff team drives schools improvement so that our provision for students is world class.
OUTCOMES

• Widen options at KS4
• Increase opportunities for higher level qualifications for the more able student
• Demonstrate student achievement is rising and post 16 options reflect ability levels and our aspirations

TEACHING & LEARNING

• Improve teachers’ subject knowledge
• Ensure teaching stretches the more able student
• Ensure curriculum planning aids progression
• Ensure a whole school approach to reading and improve resources assessments and tracking systems
• Enable cross school/department moderation of students’ levels

BACK TO GOOD

ATTENDANCE

• Eliminate persistent absence
• Bring attendance in line with, or better than, national expectations

LEADERSHIP & MANAGEMENT

• Raise aspirations and opportunities for student achievement at all leadership levels
• Ensure performance data is analysed and reported with rigour to enable an accurate picture of the school’s performance
Terms and Conditions

• Terms and conditions are as detailed in the School Teachers’ Pay and Conditions Document.

• Group 6 School: Leadership Pay Range L32 to 38 (£83,503-£96,724) plus a Residential Allowance

• Residential Allowance: £10714* [Rate based on % of residents 21-40%]

• If residence is not taken, up the Residential Allowance will be at the lower level of *£7894

• A Residential School is subject to an annual Ofsted Care Standards Inspection of its residential provision.

• Hunters Hill is currently funded for 37 resident students (Monday to Friday) in any week.

• Accommodation in the School House is available if required. The property is 4 bedroomed and is positioned discretely on the edge of the school site. Reasonable monthly rental is payable which is subject to annual review.

• We can, where appropriate, offer reasonable relocation costs to the successful applicant.

Hunters Hill is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. References will be obtained for all shortlisted candidates prior to interview. A Disclosure and Barring Service (DBS) check and Disqualification by Association statement will be required for the successful candidate.
How to Apply

(1) Arrange an informal visit to the School – please email Nicole Smith, HR Manager enquiry@hunthill.bham.sch.uk (0121 445 1320 Extension 1132).

(2) Complete and return the enclosed application form to Performance, Engagement & Commissioning Services, PO Box 16461, Birmingham, B2 2DB or via email to CSURecruitment@birmingham.gov.uk

Recruitment Timetable

If you would like to discuss this opportunity informally before submitting an Application please contact Nicole Smith in the first instance on 0121 445 1320 Extension 1132.

**Closing Date: Friday 24 March 2017, 12 noon**

Shortlisting will take place as soon as possible after the Closing Date and shortlisted applicants will be advised by telephone.

**Interviews will take place on 25 & 26 April 2017.**

**Start date: September 2017.**

*Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as: pupil health and safety; bullying; racist abuse; harassment and discrimination; use of physical intervention; meeting the needs of pupils with medical conditions; providing first aid; drug and substance misuse; educational visits; intimate care; internet safety; issues which may be specific to a local area or population, for example gang activity; school security.” (Ofsted 2009)

Hunters Hill College is committed to keeping our students safe, both in school and the wider community. As part of our safeguarding arrangements, we have a two-way information sharing agreement in place with West Midlands Police. The agreement is compliant with Crime & Disorder Act 1998 (s.115) and Data Protection Act 1998(s.29.3; s.35.2.), and focuses on preventing young people from becoming involved or further involved in crime and anti-social behaviour as a victim or offender. If you have any queries about the partnership policy, please contact the school.
“Motivate and Inspire”

“fitness and positive mental attitude needed”
BIRMINGHAM CITY COUNCIL DIRECTORATE OF CHILDREN, YOUNG PEOPLE AND FAMILIES

HUNTERS HILL COLLEGE

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

HEAD TEACHER - JOB DESCRIPTION

SALARY SCALE: GROUP 6, L32 - L38 plus Residential Allowance

As required by Paragraphs 44-48 & 52 of the School Teachers’ Pay and Conditions Document.

1. **Job Purpose**

   As required by paragraph 44-48 & 52 of the School Teachers’ Pay and Conditions Document, to be responsible for the internal organisation, management and control of the school.

   To lead and manage within an agreed strategic framework so that the school is effective, self-managing, self-evaluating and self-improving and with high achieving students and staff.

2. **Duties and responsibilities**

   2.1 **General**

   To act in accordance with the requirements of paragraphs 44-48 & 52 of the School Teachers’ Pay and Conditions Document

   To undertake the professional responsibilities of a head teacher as set out in paragraph 47 of the School Teachers’ Pay and Conditions Document

   To act in accordance with other legislation affecting the conduct of the school, particularly that governing health and safety matters and employment rights

2.2 **Specific**

   To be accountable to the Governing Body for the overall performance of the school and its day to day operation.

   To establish, develop and maintain professional and productive working relationships with the Governing Body, Local Authority, parents/carers, staff, students and all external agencies.

   To maximise opportunities by developing and maintaining partnerships with other agencies.
To encourage close parental involvement in the day to day life of the school and to ensure that communication between the school and the home is effective, particularly in regard to student well-being and progress.

With Governing Body and other key stakeholders, to develop an agreed strategic plan for the school that includes short, medium and long-term targets which is based upon secure and robust financial/resources planning.

To have a clear vision.

To lead and analyse data to shape the future direction of the school.

To implement and develop the whole curriculum as agreed with the Governing Body.

To develop, monitor, evaluate and improve the quality of teaching for all students.

To ensure achievement is maintained and improved and that challenging and motivating targets are set for individual students and the school.

To facilitate and support teaching and learning through the maintenance and development of a high quality physical and learning environment which is safe for all.

To ensure all staff understand the vision and ethos of the school.

To be responsible for the financial management which includes income generation, integration of financial planning and strategic and curriculum planning, the implementation and maintenance of secure procedures and systems and adherence to all financial regulations.

To recruit, retain, reward and motivate staff who can achieve the objectives of the school.

To develop a flexible leadership and management style that is consistent with the ethos and culture of the school.

To be accountable and responsible for the safeguarding of students in school, on educational visits and in residence.

3 Line Management

To be responsible for the management and effective supervision of all staff.
4 **Conditions of employment**

The above responsibilities are in accordance with the School Teachers’ Pay and Conditions Document in terms of duties and working time and are also subject to any local agreements and LA guidance on interpreting conditions of service.

5. **Review and Amendment**

5.1 This job description is normally subject to annual review. Subject to the provisions of the School Teachers’ Pay and Conditions Document it may be amended at the request of the Governing Body or the Head Teacher but only after full consultation between them. It will be signed if agreement is reached.

6. **Complaints**

6.1 If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

Job description issued after consultation___________________
(Signature of the Chair of the Staffing Committee)

Copy received by___________________________(Signature of the Head Teacher)

Date___________________
Hunters Hill School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

<table>
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<tr>
<th><strong>PERSON SPECIFICATION: HEAD TEACHER</strong></th>
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<tbody>
<tr>
<td>Hunters Hill School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.</td>
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<thead>
<tr>
<th><strong>INITIAL QUALIFICATIONS</strong></th>
<th>Qualified Teacher status.</th>
<th><strong>METHOD OF ASSESSMENT</strong></th>
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<tbody>
<tr>
<td><strong>FURTHER QUALIFICATIONS/PROFESSIONAL DEVELOPMENT</strong></td>
<td>Recent, relevant in-service training in current educational practice, including the leadership and management of teaching and learning. Knowledge and understanding of education and schools systems locally and nationally.</td>
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<tr>
<td><strong>EXPERIENCE</strong></td>
<td>Considerable successful experience in leadership and management and demonstrating the ability to differentiate between them. Demonstration of a good understanding of School Improvement Planning and implementation. Experience of implementing Performance Management. Experience of partnership working with parents and the wider community including external agencies. Successful and varied teaching experience in appropriate phase(s), including working with children with social, emotional and mental health difficulties. Experience of co-ordinating family support services as appropriate.</td>
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<td><strong>SKILLS AND ABILITIES</strong></td>
<td>To develop and implement the school vision and values, and promote inclusivity and diversity within a framework of British Values. To develop a culture for learning and set high expectations for achieving success for all. To work to high professional standards, strategically and operationally, leading by example. To monitor, evaluate, and plan strategically for School Improvement and continuous professional development. To lead and manage effectively in an environment of high accountability. To manage the implementation of change effectively and sensitively. Demonstrate the ability to manage, motivate and support individuals and teams effectively. To deal effectively with under performance, in accordance with relevant policies and procedures. To understand and interpret complex data to inform effective decision-making. To maintain a clear strategic financial overview of the school.</td>
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<td><strong>METHOD OF ASSESSMENT</strong></td>
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<td>To demonstrate a focus on innovation, creativity and a willingness to work in a context of resource generation and appropriate risk-taking.</td>
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<td>To demonstrate a wide range of high level communication skills including new technologies.</td>
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<td>To use authority appropriately to maintain discipline.</td>
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<td>To promote and foster a positive school image.</td>
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<td>To seek and maintain effective multi-agency partnerships and collaboration, in order to share and disseminate best practice throughout the whole school and beyond.</td>
<td>AF, I</td>
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<td><strong>OTHER</strong></td>
<td><strong>Evidence of motivation for working with children.</strong></td>
<td>AF, I</td>
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<td><strong>Evidence of ability to form and maintain appropriate relationships and personal boundaries with children and staff.</strong></td>
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<td><strong>Evidence of emotional resilience in working with children and staff exhibiting challenging behaviour.</strong></td>
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<td><strong>Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.</strong></td>
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<td><strong>Ability to coach and develop all school staff appropriately.</strong></td>
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<td><strong>Demonstrate the promotion of positive behaviour strategies and constructive handling of problems.</strong></td>
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<td><strong>Evidence of actively involving all staff, parents, Governors and the community in the life and work of the school, other schools and networks.</strong></td>
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<td><strong>Evidence of implementing Equal Opportunities and other legislation essential for the health, safety and well being of the school community.</strong></td>
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<td><strong>Ability to effectively implement personnel procedures in the management of staff, with relevant knowledge of Employment Law.</strong></td>
<td>AF, I</td>
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* Those elements marked AF - will be assessed in your Application Form  
  * Those elements marked AF/I/P - will be assessed in your Application Form and during the selection process e.g. Interview, Presentation  
  * Those elements marked I/P - will be evaluated during the selection process e.g. Interview, Presentation

**NB:** If shortlisted, any relevant issues arising from references will also be taken up at interview. References will be used to support the selection panel’s assessment.