



HIGHFIELDS SCHOOL

Matlock, Derbyshire

HEADTEACHER L30 – L36 for September 2018

Candidate Information Pack

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1 Welcome

Dear Applicant

Thank you for showing an interest in the post of Head Teacher at Highfields School.

We are proud to be Co-Chairs of the school's Governing Body and of working with staff, students, parents/carers and the wider community to ensure that the school is a happy, successful and inclusive community where everyone shows respect for themselves, others and the wider world.

Following the retirement of Eddie Wilkes in September 2016 we appointed Peter Cole and Ben Riggott as Co-Heads on a temporary basis. We are now seeking to appoint a substantive Head Teacher from September 2018.

In its May 2017 report, Ofsted wrote that:

You believe that all pupils can – and should – achieve highly. You communicate this belief very clearly to all who learn and work at the school. Your high expectations have a positive impact on the culture of the school. Pupils know and understand the school motto, 'Be the best you can', and they want to succeed. Pupils enjoy coming to school and benefit from the many educational and enrichment opportunities they have. Extra-curricular opportunities are extensive and varied, particularly in music, dance and drama.

That's what makes Highfields an exciting, fun and inclusive place to be!

We are looking to appoint an outstandingly innovative, inspirational and caring Head Teacher who shares our commitment to ensuring that every student is supported in achieving to their full potential as well as enjoying their experience of being at Highfields. The new Head will have the vision and strategic thinking to lead the school in meeting the challenges of the changing educational landscape and on to the next stage of our development.

Thank you for your interest in this post. The governing body look forward to receiving your application if you feel our school is right for you.

Helen Crane and Ranald Macdonald
Co-Chairs of Governors

January 2018



2 Information for Candidates



Highfields School is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share this commitment.

Date of Appointment

September 2018

Salary

L30 – L36

Estimated Number on Roll

1197

Teaching Establishment

Head + 68.13 fte

Head Teaching Commitment

To be agreed

Management Structure

Head + 2 Deputy Headteachers

2 Assistant Headteachers



Support Staff

School Business Manager:

37 hours / 1 post

Administration:

647 hours / 22 posts
(incl Ancillary posts)

Teaching Assistants:

667 hours / 21 posts

Senior Midday Supervisor:

2 posts

Midday Supervisors:

10 posts

Caretaker:

148 hours

Cleaner:

236 hours / 15 posts



Upper School Site:

Upper Lumsdale, Matlock DE4 5NA

Tel 01629 581888



Location

Highfields is a vibrant, popular school located near the town of Matlock, the County town of Derbyshire on the south eastern edge of the Peak District, within easy reach of Sheffield, Derby and Nottingham.

The school has a strong partnership with the community and local schools.



Buildings and Site

The school is located on two sites 1.8 miles apart, at Starkholmes (Lower Site) and Upper Lumsdale (Upper Site). The buildings comprise a Sports Hall, a Gym, two Halls, 74 classrooms and specialist rooms, two staff rooms, two libraries and three kitchens.

Outdoors there are extensive grounds including tennis courts and rugby/football

OFSTED INSPECTION

The School was inspected in 2017 and was judged to be a Good school

FINANCIAL BUDGET

The School's basic budget for this financial year is £4,708,594
Extra eligible funding includes £1,001,377 Sixth Form funding
Pupil Premium £187,330
SEN top up £167,318



3 What Highfields means to me: Thoughts from the school community



... Year 7 Student

Highfields means to me fun and joy as I get to see all my friends and learn new things with amazing teachers. The staff and everyone who works at Highfields means everything to me as they make my life at school the best ever. When I walk to school I don't think 'Oh it's school' I feel really excited as the lessons are so exciting and with all my different teachers. At Highfields they also have lots of different clubs e.g. sports leaders, which makes me feel involved. Highfields is the best.



... Year 8 Student

Highfields means a lot to me. It has helped me grow as a person and begin to understand the world around me as well as myself. When I was needing support it pointed me in the right direction and guided me to where I needed to go to be happier. Although there is a huge variety of students here the teachers accept all of them and help them with what they need. Obviously there are some students that annoy me in different ways but that's just natural and it would be strange if that wasn't the case. Actually it creates drama and excitement which just adds to the school environment. I am so happy to be at Highfields and hope to continue here for a long time.



... Year 10 Student

Highfields means quite a bit to me actually. I don't normally think about how much I need it to be there and I just take it for granted but Highfields means a lot to me and every student at this school. If you are having trouble at home or you feel threatened, you can go to Highfields and you will feel safe as all of the staff are willing to listen and help you through what you are going through.



There have been quite a few times when I have had to rely on the teachers at Highfields School to help me with problems that I have faced in friendships which they have done without even thinking of my petty little problems as an inconvenience. They are always willing to help with anything from homework to something more serious.

All in all, Highfields, to me, means a listening ear, a place that I feel completely safe and a place that I can prepare myself for my future.

... Year 12 Students

- I started Highfields this year, everyone has been very friendly and supportive.
- This school, for me, is a very sociable and lively environment to be in. Everyone, both students and teachers included, are very friendly and supportive and if assistance is every required, the school has the right resources and services to provide it. I really enjoy coming to school everyday as I know that the teachers will always push me to achieve my very best.
- Highfields means a lot to me. I had a very serious and severe knee dislocation; they supported me throughout my struggles. I am extremely happy 😊
- Highfields is to me a lot of work but also a very friendly and welcoming place to be involved with. There is always a lot going on and loads to get involved in. It can be very stressful but the teachers are always there to support you and help you succeed.



Ex-Highfields student/current Highfields teacher

There's no other place like Highfields. My feeling as a staff member remains the same as when I was a student here. There is a great atmosphere between staff and students and a strong support network for all. Highfields allows students to be who they want to be, still offering a varied curriculum throughout all key stages. Highfields was the place that nurtured my passion for music and the reason I went on to train to become a professional musician/music teacher. I was one of four siblings to attend Highfields, we all took different paths in life but all equally loved our time at Highfields School.

Another Highfields teacher

To me Highfields is a place where students can express their individuality in a safe environment. It is a place where teachers can try new ideas and students will respond with enthusiasm and respect. It is a hive of activity which I am proud to be a part of, from Rugby, Football, Netball teams to Badminton, table tennis, orienteering, cross country, futsal. Our Leadership Academy is also something I am extremely proud to be a part of; it gives me a sense of fulfillment when I see Highfields students coaching and supporting sporting activities for Primary Schools.



I am proud to teach and lead at Highfields School and look forward to each and every day.

Inclusion Team Leader

Having worked in the Student Support Department at Highfields for the last five years I always feel proud when people ask me what I do and I say "I work at Highfields". The slow turnover of staff at the school speaks volumes about the sort of school that it is. It is a good place to be.

The future of a community is in the hands of the young people and this is why I work in the school, we have a chance here to help young people become good young adults and make the future a better place to be. Achieving the level of support that we would like to offer is not without its challenges.

On a personal note, I am very pleased that my daughter studied here. She started out as an average student and was well supported. She became an excellent student in the sixth form at Highfields and is now studying Medicine at University and is consistently getting top results.



Ex-Highfields student/now co-opted Governor

When I was student at Highfields, the teachers helped me to make an informed decision about my further education and future career, and then equipped me with both the academic and social skills to pursue my chosen career.

Now I'm a governor at Highfields, and although many of the staff have moved on to be replaced by new staff, it's clear that the school remains a supportive and nurturing environment for students as they prepare to leave the school and pursue their chosen careers.

Parent of two students currently in school

- Senior leaders are visible and therefore approachable. My daughters are happy to raise concerns or queries with key staff. There is always action.
- The mathematics department (in my view) have created a culture where pupils thrive.
- There are a plethora of opportunities for pupils to enrich the academic curriculum at lunchtime and after school
- Teachers are effective in assessing pupils' attainment. This means that my daughters understand where they are 'up to' in each subject and therefore what they need to do next.
- My oldest daughter has flourished through the opportunities to perform at school events.



Co-Chair of Governors

I have been amazed at the consistently high quality of performances at concerts, musicals and special dance and drama evenings. Our students have also made names for themselves throughout the county and nationally.

It is also important to me that, as well as challenging and supporting the academic high achievers, we provide a broad curriculum to meet the needs of all students, whatever their interests, abilities and aspirations, and provide opportunities to widen their horizons as to the futures open to them.



This is being achieved by our highly dedicated and experienced teaching and support staff. Like all schools, we have faced challenges in recent years but the senior and middle leaders in the school were rightly acknowledged in our recent Ofsted visit as bringing about improvements in learning and teaching, to the benefit of all students. Governors are proud to support and challenge the School in achieving its overall ethos, values and aims.

4 Job Description: Headteacher



Post Title: Head Teacher

Responsible to: The Governing Board of Highfields School

Main Purpose: To carry out the duties of Head Teacher in accordance with the Teachers Pay and Conditions Act and other relevant statutory provisions.

Shaping the Future

The Head Teacher will work with the Governing Board and others to create a shared vision and strategic plan which inspire and motivate pupils, staff and all other members of the school community.

The Head Teacher will:

- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
- Demonstrate vision and values in everyday work and practice.
- Motivate and work with others to create a shared culture and a positive climate.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that strategic planning and the school culture and curriculum take account of the diversity, values and experience of the school and community at large.

Managing the Organisation

The Head Teacher will provide effective management of the school and continuously seek to improve organisational structures based on self-evaluation.

The Head Teacher will:

- Take responsibility for safeguarding and promoting the welfare of children.
- Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the School and its facilities.
- Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.

- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the range, quality and use of all available resources are monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school.

Leading Learning and Teaching

The Head Teacher has a central responsibility for raising the quality of teaching and learning. This involves high expectations, maintaining and evaluating outcomes and establishing a successful learning culture which all impact on pupils' achievement.

The Head Teacher will:

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every student's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Establish creative, responsive and effective approaches to learning and teaching.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies which secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum and implement Assessment for Learning.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Take a strategic role in the development of emerging technologies to enhance and extend the learning experience of pupils.
- Challenge under-performance at all levels and ensure action is taken to secure improvement.

Developing Self and Working with Others

Effective communication and relationships are key to effective headship. The Head Teacher needs to build a professional learning community which enables others to achieve.

The Head Teacher will:

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance management.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others.
- Regularly review own practice and achievements, set personal targets and take responsibility for own personal development. Take account of feedback from others.
- Manage own workload and that of others to allow an appropriate work/life balance.

Securing Accountability

With values at the heart of leadership, the Head Teacher has a responsibility to the whole school community and is accountable to a range of groups particularly pupils, parents, carers, Governors and the LA.

The Head Teacher will:

- Take responsibility for establishing and monitoring the systems and culture of the school to promote and safeguard the welfare of young people.
- Fulfil commitments arising from contractual accountability to the governing body.
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of attainment and for achieving efficiency and value for money.
- Reflect on personal contribution to school achievements and take account of feedback from others.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.

Strengthening Community

The Head Teacher should engage with the internal and external school community to secure equity and entitlement and collaborate strategically and operationally with a wide range of partners to bring positive benefits.

The Head Teacher will:

- Build a school culture and curriculum which takes account of the richness and diversity of the school's communities.
- Ensure learning experiences for pupils are linked into and integrated with the wider community.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.

5 Person Specification: Headteacher



Person Specification

Measurements: A = Application I = Interview R = Reference	
<p>Qualifications</p> <ul style="list-style-type: none"> • DfE recognised qualified teacher status/Qualified Teacher Learning and Skills (QTLS) status and registered with the Institute for Learning (IFL) • Evidence of recent relevant Continuing Professional Development. • For a first Headship, NPQH is desirable. • A relevant graduate qualification is desirable. • A relevant post graduate qualification is desirable. 	<p>A A, I A A A</p>
<p>Experience</p> <ul style="list-style-type: none"> • Significant recent and relevant experience as a Head Teacher/Principal, Deputy / Associate Head Teacher or equivalent. • A recent senior leadership post for at least 3 years • A proven track record of successful leadership • Successful experience of raising achievement • Working with and engaging the involvement of external partners and the local community • Successful teaching of pupils in the Secondary phase • Planning, determining and organising major curriculum areas 	<p>A, I, R A, I A, I, R I, R A, I A, R A, I</p>
<p>Knowledge and Understanding of current issues and best practice including:</p> <ul style="list-style-type: none"> • Safeguarding children and young people • What constitutes a good/outstanding school • The process of strategic planning and school self-evaluation • Ways to communicate and translate a shared vision into practice • Leading the management of change • Application of new technologies to teaching, learning and management • Comparative data and performance indicators to establish benchmarks and set targets for improvements • National policy framework and current educational legislation and initiatives • Principles of effective teaching and assessment for learning • Roles and responsibilities of Governing Body, LA and of the requirements for accountability • School budget management and financial responsibilities • Strategies for fostering school improvement, including attendance and behaviour for learning • Equal opportunities and commitment to their pursuit • Legal issues relating to school management 	<p>A, I I A, I A, I I I I A, I I I A, R I I I</p>

Continued/...

Measurements: A = Application I = Interview R = Reference	
<i>Person Specification continued/...</i>	
Personal and Professional Qualities	
• Commitment to the welfare and safeguarding of young people	I
• Strong personal motivation and drive	I, R
• A genuine enthusiasm for, and commitment to, the development of young people, and concern for the development of colleagues and members of the wider school community	I
• The ability to inspire, motivate staff, students and the wider community and engage their active commitment to your vision	I,R
• Commitment to ensuring inclusion, addressing diversity and access	A, I
• Commitment to own personal and professional development and that of all staff	A,I
• High order analytical and problem solving skills and the ability to make informed judgements	I
• Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues and the wider school community	A,I
• The ability to project the school in a positive way and establish the school at the heart of the community	I
• The ability to engage parents and carers in supporting children’s learning	I,R
• The ability to fill the role of lead professional in classroom practice	R
• Commitment to an open, collaborative style of management	I
• Evidence of collaborative working and networking with others, within and beyond the school to build and sustain a learning community	A,I
• The ability to understand and appreciate the school’s current strengths and the ways in which these might be further developed	I
• The ability to form and maintain appropriate relationships and personal boundaries with young people	I,R

6 How to apply and recruitment timetable



Due to this post having access to children and/or vulnerable adults, an enhanced Disclosure and Barring Service check will need to be undertaken for all candidates. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Applications

Candidates should submit applications **online** on a DCC Teacher Application Form available online at www.derbyshire.gov.uk/jobs, together with a supporting statement (space provided for this on the form) matching their skills and experience to the headings in the Job Description and Person Specification. The letter should be no longer than 1500 words (please include word count). CVs should not be attached.

If preferred, **postal application forms** are available from Call Derbyshire on 08456 058058, quoting the job reference number attached to this post. Completed applications should be sent to Derbyshire County Council, Recruitment Section, County Hall, Matlock, Derbyshire DE4 3AG, allowing sufficient delivery time to meet the deadline for applications.

In order to comply with the safer recruitment requirements candidates must fully complete the application form including the section on references. It is not acceptable to substitute parts of the form with your own version. All gaps in employment should be accounted for and explained.

References

Open testimonials are not accepted for this post and it is intended that the Local Authority will take up a professional reference from your **existing employer** and one other professional reference of your choice. **If you are not currently working with children, references will be requested from a previous employer where this was the case. You are, therefore, requested to supply contact details for this organisation and also to alert all referees to expect a request, should you be shortlisted.** References from relatives or people writing solely in the capacity of friends will not be accepted.

Security Checks

Due to this post having access to children and/or vulnerable adults, candidates will be required to undertake a Disclosure and Barring Service check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided. **Candidates who are foreign nationals, or a UK national who has lived abroad at any point in their adult life, MUST provide a Certificate of Good Conduct prior to taking up an appointment.**

Interviews

It is intended that interviews will take place over three days from 27 February to 1 March 2018. The first day will start with an opportunity for the candidates to tour the school prior to the start of the interviews, with the formal selection procedures continuing on the second and third days.

The Governors will be advised by a Local Authority Officer and Adviser.

Candidates selected for interview will be contacted by telephone. If you have not been contacted within seven days of the proposed interview dates you should assume, on this occasion, that you have not been shortlisted for interview. Should you wish to make any further enquiries, please contact the Headship Recruitment Team on 01629 538836.

Closing Date: 4 February 2018.