



PRINCIPAL RECRUITMENT PACK

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LETTER FROM OUR EXECUTIVE HEADTEACHER

Dear Applicant,

Recruitment of Principal for Adeyfield School

It is with great pleasure that I welcome you to the Adeyfield Community. Thank you very much for your expression of interest in the position of Principal of Adeyfield School. Within the application pack you will find a job description, person specification and information about how to apply. I would encourage you to visit our school to gain a further insight into life at our school.

Adeyfield School is set in the heart of the community of Hemel Hempstead and whilst we celebrate the traditions of the school, we also must embrace change in order to thrive and flourish. We have a great opportunity now to make a difference to the lives and aspirations of our young people and we want to ensure that the quality of provision is never in doubt again.

Adeyfield School is a mixed, all ability 11-18 sponsored Academy, having converted on 1st September 2018 into ATLAS Multi Academy Trust, with 90 students for each year group in Years 8-11, we have successfully increased the PAN for September 2018 to 120 and our goal is to reach 150 students for September 2019, which based on attendance at Open Evening some weeks ago, is certainly achievable. There are 40 students at Post 16.

This is a perfect time to make a difference, to raise standards and to ensure growth. The school is on the cusp of change. There is a dedicated team of teaching and support staff, an excellent core team of governors as well as much support from the wider community, so that working together, refocusing on the highest quality of standards in the classroom, we can make a difference to the lives of our young people. There is a growing population, with much new housing stock, all ensuring the viability and longevity of the school, both today and for future generations.

Why choose Adeyfield School? I asked myself the same question some months ago! When you visit the school and meet the students and staff you want to ensure that all receive the best possible opportunities. Students are motivated and keen to learn; they want to engage in the process of their learning and take their futures seriously. The school environment is calm and purposeful and there have been huge strides in the competency of teaching and learning and the richness of the curriculum in such a short period of time. With the projected growth figures we will ensure a stable financial position and opportunities through the Condition Improvement Fund applications to the Department for Education are already in place. We have very exciting plans to develop sports facilities and work collaboratively with the local football club to share facilities and teaching opportunities.

LETTER FROM OUR EXECUTIVE HEADTEACHER

We will not be defined by the Ofsted outcome of April 2018. We have moved swiftly and significantly to address many issues which resulted in the outcome and as I am sure that you have seen, Progress Measures in the summer have increased significantly on performance measures in previous years. We are optimistic but not deluded! There is much systemic improvement to be made and we want you to lead and enjoy this journey which will also enable you to flourish both professionally and personally.

We aspire to learn and succeed, to be better than we have ever been before, and we are looking for an outstanding leader to make this happen, who also has a commitment to the whole school community and ensures that each student fulfils their unique potential. You need to have proven leadership skills and be ready to rapidly improve, lead and enhance our school. The school's values of '*Learning Without Limits*' are at the heart of all we do.

If you are interested in leading our school and would like to find out more I would be delighted to answer any questions you may have and to arrange a tour of our school. For an informal conversation about this role please contact me via email at head@stags.herts.sch.uk to arrange a time to discuss. If you would like to visit our school, please contact Sara Lawton, Headteacher's PA, at LawtonS@adeyfieldschool.org. Tel: 01442 406020.

With all good wishes

Margaret Chapman

We encourage you to visit our dynamic school and see it in action. We are holding 2 open mornings on:

Tuesday 6th November 9am to 1pm or Friday 9th November 8am to 12 noon.

Potential candidates will be given an overview of the school and see it on a normal working day. This is an informal opportunity to get to know more about the school and see if it is the right fit for you. Please contact Sara Lawton, Headteacher's PA, at LawtonS@adeyfieldschool.org. Tel: 01442 406020.

OUR SCHOOL

Adeyfield is a warm and welcoming small secondary school with enthusiastic students who have a passion for extra curricular activities, sport and the community within which they live. The school has a Cadet Force, Duke of Edinburgh scheme and many sports and after school clubs.

Our relaunched and aspirational Teaching and Learning activities have been well received this term by staff, students and parents alike and has made the school community enthused and invigorated for the coming year and beyond.

The school already has many strands of educational support and collaboration available through the Atlas Multi Academy Trust (MAT), Alban Learning Partners (Post 16) and the East Dacorum Co-operative Trust as well as additional guaranteed support from Herts for Learning education teams. The local MP and other bodies as well as Headteachers from local schools are fully behind the relaunch of Adeyfield under the management of the Atlas MAT.

The school is now ready to welcome a new Principal to lead it through it's next phase of improvement and growth to make Adeyfield once again a strong and stable guiding educational light for its community.

If you can feel the pull of Adeyfield's character coupled with its challenges but also amazing opportunities the school has to offer you and all the school community then take some time to find out more about us.

We are looking forward to hearing from talented individuals who have the right credentials to lead Adeyfield in to the future.

KEY FACTS

| | |
|--------------------------|-----------------------|
| Type of school: | Foundation to Academy |
| Age range: | 11 - 18 Years |
| Year school established: | 1953 |
| Number of students: | 477 (years 7 to 11) |
| Sixth Form: | 64 (years 12 & 13) |
| % SEND: | 20% (110 students) |
| % Pupil Premium: | 47% (227 students) |
| % FSM | 28% (111 students) |
| % EAL: | 10% (46 students) |



WHAT WE ARE LOOKING FOR



- An individual who knows what good and outstanding looks like
- A proven track record of raising Teaching and Learning standards
- Has tenacity, robustness and presence to instil confidence in the school community
- Exudes enthusiasm and a 'can do' attitude

- Has great attention to detail and is able to engender this in students and staff
- Able to use CPD opportunities imaginatively to develop the wider staff team
- Is good at building rapport with students, staff and parents
- Able to articulate a vision and take the school community with them on the journey
- Commercially astute and able to grow links which will benefit the school and Trust

WE ARE ABLE TO OFFER YOU

- A generous remuneration package reflecting the calibre of candidate we are looking for
- Continuing Professional Development to ensure your appointment is successful and rewarding
- An opportunity to lead the school at this time of change and development and move it to Good
- Growth in the local house building market which should translate to an increase pupil numbers
- Supportive parents and community engagement
- An established Post 16 consortium, Alban Learning Partners (7 schools) flexible 6th form offer
- Part of the East Dacorum Co-operative Learning Trust and good local links
- Expertise and support of colleagues in the Atlas Multi Academy Trust and an opportunity to play a key role in the future



KEY RESPONSIBILITIES

MAIN PURPOSE OF ROLE

Overall responsibility for providing leadership for the school to secure its success and continuous improvement, ensuring high quality education for all its students and improved standards of teaching and learning in line with statutory requirements.

This Job description reflects the national standards of excellence for Head Teachers 2015

The appointment is subject to the current conditions of employment of Headteachers, contained in the Schools Teachers' Pay and Conditions document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.

DUTIES AND RESPONSIBILITIES

The National Standards of Excellence for Headteachers are set out in four domains:

- Qualities and knowledge
- Students and staff
- Systems and process
- The self-improving school system

There are four 'Excellence as Standard' domains. Within each domain there are six key characteristics expected of the nation's Headteachers; some of these have been expanded to give a more comprehensive description of the role.

KEY RESPONSIBILITIES

Domain One:

Qualities and knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the students they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel.

Domain Two:

Students and staff

1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

KEY RESPONSIBILITIES

Domain Three:

Systems and process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for student, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Domain Four:

The self-improving school system

1. Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.



PERSON SPECIFICATION

Important information for candidates who are thinking of applying for this Principal post.

Please ensure that you provide evidence relating to the person specification. A candidate will only be considered for shortlisting and move forward for the subsequent person specification sections if they meet the first 7 areas within the person specification criteria grid.

It is important to provide examples using the STAR acronym (situation, task, action, result (impact)) relating to the person specification criteria. This will be evidenced via Application (A), Interview (I) and/or References (R)

| Criteria | Essential or Desirable | Evidence |
|---|------------------------|----------|
| Qualifications & Knowledge | | |
| Qualified teacher status | E | A |
| Degree or Equivalent | E | A |
| Professional Development | | |
| Evidence of appropriate and continued professional development for the role of Principal in a Secondary school | E | A |
| Evidence of recent leadership, management and operational development | E | A |
| Has successfully undertaken appropriate Child Protection training/Designated Senior Leader training | E | A |
| Has successfully undertaken approved 'Safer Recruitment' training | E | A |
| Whole School Leadership and Management Experience | | |
| Recent successful leadership and experience as a Head, Principal, Deputy Headteacher or Vice Principal | E | A, I, R |
| Have taken an active involvement in school self-evaluation and development planning | E | A, I |
| Experience of implementing a strategic plan across the whole school, identifying priorities and evaluating the impact | D | A, I |
| Experience of leading change effectively and successfully | D | A, I |
| Evidence of excellent communication and dialogue with the parent body | E | A, I |
| Knowledge and understanding of strategic financial planning and budgetary management and their contribution to school development and student achievement | D | A, I |

PERSON SPECIFICATION

| Criteria | Essential or Desirable | A, I, R |
|---|------------------------------|---------|
| Whole School Leadership and Management Experience | | |
| Successful record of conducting staff performance management | E | A |
| Have had responsibility for whole school policy development and implementation | D | A, I |
| Experience of working with all stakeholders, including governors and school improvement partners | E | A, I |
| Absolute commitment to safeguarding | E | A, I, R |
| Evidence of commitment to promoting health and safety and the welfare of children | E | A, I, R |
| Absolute commitment to inclusion | E | A, I, R |
| Knowledge ,experience and evidence of activities which are successful at closing the gap for disadvantaged students | E | A, I, R |
| Experience of working with a strong behaviour for learning policy and pastoral structure | E | A, I, R |
| Leadership Skills | | |
| Ability to articulate a clear vision for the future | E | A, I |
| Proven record of inspiring, enabling and motivating others to succeed | E | A, I, R |
| Able to delegate and effectively achieve outcomes and provide development opportunities for staff | E | A, I, R |
| Excellent communication skills, including written and verbal communication skills which will be assessed at all stages of the process | E | A, I |
| Ability to build effective relationships with staff, parents, governors and other stakeholders | E | A, I |

PERSON SPECIFICATION

| Criteria | Essential or Desirable | A, I, R |
|--|------------------------------|---------|
| Personal Qualities | | |
| A genuine passion for education, coupled with the ability and enthusiasm, to see every student fulfil their potential | E | A, I, R |
| Leads by example with integrity and resilience | E | A, I, R |
| Visible and approachable, empathetic and enjoys engaging with children, staff, parents and the wider community | E | I, R |
| Demonstrates resilience whilst also showing compassion in dealing with issues | E | I, R |
| A people person who actively enjoys communication with the different stake holders in the school community (including listening to and inspiring children, staff, parents and the wider community) | E | I, R |
| Able to take a dynamic approach to the changing needs of the school population | E | I, R |
| Flexible leadership style, beings 'hands on' when required balanced with knowing when to delegate | E | A, I, R |
| Demonstrate a capacity for sustained hard work with energy and enthusiasm | E | I, R |

Completing your application pack

Application Form

Using the standard application form provided (CVs are not accepted) please complete all aspects of the form fully. Include your full work history with no unexplained gaps since leaving school education. Include all the professional development you have completed, particularly those in recent years which have helped to prepare you for headship.

Person Specification and Personal Statement

When writing your responses it is really important you address each of the requirements in the person specification.

Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement.

Covering letter

You may also wish to include a covering letter of no more than two sides of A4 paper and at a font size of no less than Arial size 11.

References

Please make sure your referees are aware of your application and that they are able to provide a swift turn round. Preferred referees are your last two employers and you should provide their official organisational email address for us to contact. One referee is likely to be your current or most recent Headteacher or Chair of Governors.

IMPORTANT INFORMATION

| | |
|-----------------------------|---|
| Leadership pay range | £73,223—£84,637 |
| Start date | Easter 2019 |
| Closing date | Monday 12th November 2018 at 9:00am |
| Shortlisting date | Thursday 15th November |
| Interview dates | Wednesday 28th and Thursday 29th November 2018 |

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|--|--|
| Visits to the school | To arrange a visit to Adeyfield, Please contact Sara Lawton, Headteacher's PA, at LawtonS@adeyfieldschool.org. Tel: 01442 406020 |
| Visit the school website | www.adeyfieldschool.org |
| Visit the Teach in Herts website | www.teachinherts.co.uk |
| Send your completed application form to | leadership.recruitment@hertsforlearning.co.uk |
| Any questions, call the leadership recruitment team | 01438 845785 |

Adeyfield School and the Atlas Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check, including the barred list, as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2018).

