



# Hasland Hall Community School

## Appointment of Deputy Headteacher

### Background Information

Hasland Hall Community School is an 11-16 Local Authority School which is well respected in the local community. It occupies a compact but attractive site in the South Eastern corner of Chesterfield, close to the M1 and within easy reach of the Peak District. There are currently 770 on roll, with a rise in numbers anticipated. The school aims (see below) reflect our commitment to the principles of comprehensive education and there is a high priority placed on inclusion and the effective use of the Pupil Premium and SEN funding. The school was judged as Good by OFSTED in September 2015. The improvement from 2013, when the school was deemed to be 'Requiring Improvement', is an indication of the commitment and determination of staff and students, and the support of parents.

A shared sense of purpose, good working conditions and positive relationships between staff and pupils enable us to maintain stable staffing. The Senior Leadership Team and Governors have shown that they have the capacity to improve the school and a determination to continue to raise standards. They have taken decisive action to eradicate staff underperformance, improve teaching and learning and improve outcomes for all students. Our 2013 to 2018 results evidence the impact of school improvement strategies. In 2018, 46% of students achieved 5+ in English and Maths. The implementation and impact of the School Improvement Plan over the last four years, together with the information provided by current assessments and analysis, enable us to remain very positive about our capacity to continue to improve the attainment and progress of pupils in 2018/19 and beyond.

### Teaching, Learning and Assessment

As is the case in most schools, we emphasise the importance of a broad and balanced curriculum with a focus on the core subjects, English, Maths and Science, at KS3 and KS4. All students learn French in Year 7 and pick up Spanish in Year 8. RE lessons are taught in Years 7 to 10. Personal, Health and Social Education and Citizenship are taught across the curriculum throughout the school and are a feature of assemblies and the Tutor Programme.

In Years 10 and 11 all students study GCSEs in English Language, English Literature, Mathematics, Combined Science: Trilogy (2 GCSEs) and four other subjects.

Dialogue Marking has been implemented across the school and the Teaching and Learning Policy contains clear guidelines for good practice, with an emphasis on the development of independent learning. Appraisal targets rigorously reflect teaching and learning issues as well as statistical targets related to the new Progress Measures. There has been an increased emphasis on the impact of Reading for Pleasure on student outcomes.

Data is used routinely and effectively to improve the quality of teaching and identify where improvements are needed. A review of the tracking system took place in 2015/16, in response to the new progress measures, and student progress is now tracked against Attainment 8 milestones.

Half of the student intake each year comes from Hasland Junior School, situated on the same site as ours, and there are three other local partner primary schools, although a number of students join us from primary schools outside the cluster. We have excellent relationships with all our partner primary schools and work closely with them. As well as joint training events, learning walks and cross-phase subject groups, we also ensure that time is given to implementing changes to the curriculum and this allows staff to plan effectively to ensure continuity and challenge at Key Stage 3.

The needs of individual learners are addressed by all teachers through the emphasis on high quality teaching, with the only withdrawal being Year 7 Catch-up sessions during some Tutor Times. All pupils on the SEN register, including SEN Support, have a related Individual Education Plan which is used by all staff, reviewed annually and the targets identified provide a focus for class work.

## **Behaviour and Welfare**

The school's expectations are high and pupil attitudes reflect this, as Ofsted confirmed. There is a strong sense of community in the school and a positive climate for learning. The calm purposeful atmosphere and the courteous, pleasant attitude of our pupils have a positive impact on their learning. The school ethos emphasises mutual respect and inclusion and pupils respond positively to this. We expect all staff to place a high priority on student welfare and to ensure that every pupil receives the help they need we have a Student Support Coordinator or Pastoral Manager for each year group.

## **Extra-Curricular Activities**

There is a wide range of extra-curricular activities. We provide a subsidy (33%) for students wishing to learn an instrument (or vocal tuition) through visiting teachers and in both the Music and English (including Drama) Departments there is a strong tradition of extra-curricular and performance opportunities for students. There is also a strong commitment in the School to providing students with the opportunity of participating in a wide range of sports, in lessons, recreationally and competitively. Other clubs, such as the highly successful Craft Club, provide links with the wider community as well as providing additional experiences in school. There are also many residential opportunities for students, including the regular ski-trips, and a wide range of other organised activities which extend the formal curriculum.

Year 11 Focus Groups are provided after school in English, Maths and Science to provide additional support for students as they approach their GCSES. Many other subject areas also open their facilities at lunchtimes and after school. Homework Club, where students are supported by a number of Teaching Assistants, is well attended.

## **Leadership and Governance**

The Senior Leadership Team lead by example, set high expectations, are generous with praise and encouragement, but uncompromising in tackling issues of incompetence or under performance. Evidence of effectiveness can be seen in the significant improvement in outcomes and in the consistently high standards of pupil behaviour and attitudes. There is a clear understanding of how the school can improve and the skill and determination to ensure that this will happen.

The line management of Subject Leaders and other teams is rigorous and challenging. The Leadership Handbook, introduced in September 2013, for use with all Middle Leaders, has achieved greater consistency and accountability.

Governance at the school is strong with individual Governors having the knowledge, skills and commitment to offer appropriate levels of support and challenge.

## **Site**

The very well-maintained site includes blocks of rooms for the various departments: English, Maths, Science, Humanities, Languages, Art and Design, Music, Computer Suites, a Library, a Sports Hall, Gymnasium, Drama Studio, Dining Room, floodlit AstroTurf pitches and playing fields. Significant refurbishment of our older buildings has taken place in the past couple of years and a new section of the Maths block was completed in early 2016.

## **ICT**

The ICT infrastructure increases each year and we currently have a network of almost 400 computers. Currently, the only curriculum area without sole access to a suite of computers is the PE department. Curriculum and administrative software packages used in School include a Capita Sims pupil data, assessment and examinations system and an integrated electronic attendance/library bar-code and cashless catering system. There is also an extranet and finance management system which are part of Derbyshire County Council's network. Our policy is to use computers and the skills and knowledge of support staff to strip out unnecessary bureaucracy and routine administration from teachers' workload, freeing them to focus on teaching tasks. The School employs a full-time Network Manager and an ICT Technician.

## **Parents**

We believe that a strong partnership with parents is an essential component to the school's success and most parents respond positively to this and are committed to the education of their children. We communicate with parents regularly through newsletters, Parents' Evenings, Year Group Information Evenings, Open Days and other events.

**Community Education**

Many of the School's facilities are available for community use and generate an income of around £30,000 a year. The Sports Hall and all-weather pitches are in particularly heavy demand. Wider community links and greater use of the school's facilities are areas we wish to develop.

**Safeguarding**

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS disclosure.

**Senior Leadership Team**

Headteacher

Deputy Headteacher

X2 Assistant Headteachers

SENDCO

**Future Developments**

While proud of our achievements so far, we are not complacent and we know that we can do much to develop the quality of the educational experiences we provide. The successful candidate should find an appointment to Hasland Hall exciting and challenging, with excellent scope for his or her own personal and professional development.

November 2018

## Hasland Hall Community School Aims

At Hasland Hall, we aim to develop young people's learning through a range of experiences in a purposeful, ordered environment where achievement and the enriching nature of school community activities are highly valued. Our students' education is for now and for the future in that it will focus on how they live their lives currently and on what they can become. Our starting point is that the past and present experiences of young people are respected and that they all have the capacity to determine their future circumstances regardless of their starting point. The principles of democracy and inclusion underpin the ethos of the school and its processes; central to these principles is the belief that appropriate challenges must be set in order that students and staff can develop and progress.

Learning takes place in a formal sense in classrooms and in a wider sense through the social activities which being part of the school community brings. Learning is a life-long activity and therefore Hasland Hall's contribution is part of a continuum. A strong sense of partnership with other places of learning is essential for the success of the school, as is the commitment to the professional development of all adults within the school community.

Young people will have opportunities to discover, create and reflect. Their personal development will be enhanced by the acquisition of knowledge and the nurturing of skills such that they can become independent thinkers and learners.

The school is a community in itself but it is also part of a wider community. By creating a vibrant and ordered school community we can ensure that young people can appreciate the richness of living and learning with others. Thus they can develop their empathy and respect for others, a sense of justice and an awareness of the importance of peace and harmony. They can also develop their understanding of the rights and responsibilities which being a member of such a community brings. Our building is also a resource for the community and we actively encourage the involvement of members of the outside community in the life of the school and in a range of learning, cultural and sporting activities.

Achievements are valued in a wide range of areas within and outside the curriculum. In recognising success, prior attainment is taken into account as is the potential for further development. Where young people meet the high standards expected of them in the classroom, their success is rewarded through the formal recognition of having met personal learning targets as measured by National Curriculum levels and other qualifications. Of equal measure is the self respect which comes from acquiring the feeling of being at ease with oneself and with others.

We foster positive working relationships with parents and the wider community through effective communication, shared purpose and the recognition of our inter-dependency in striving to maximise young people's potential.

Our commitment to school improvement rests primarily on the development of teachers' skills of professional review and evaluation as individuals and team members. The professional ethos is one in which teachers are supported and appreciate the value of sharing good practice and learning from others. Relevant learning opportunities outside the school will be sought to complement this fundamental process and to maintain links with colleagues locally, nationally and internationally.

We adhere to the principles of providing broad and balanced learning experiences which are accessible to all at Key Stages Three and Four. This involves all young people in the core subjects of English, Maths and Science, Humanities, Languages, Creative Arts, Technology, Physical Education, Religious Education, Careers Education and Guidance and Personal and Social Education. There is flexibility to study in vocational areas at Key Stage Four. There is a very deliberate focus on improving skills which are transferable.

We will establish and maintain a pleasant, clean and stimulating environment which is welcoming to all who work or visit the school.

School resources are managed carefully so that they can be distributed equably to maintain high standards of teaching and learning and to support developments outlined in the School Improvement Plan.

The school aims are not static and are reviewed regularly to ensure that the school is the responsive learning environment which our young people deserve.

## **The Curriculum – Accessible, Broad and Challenging**

The development of independent, critical thinkers and deep learning lies at the heart of our curriculum design. Our belief is that every student is given access to, and has an entitlement to, the full learning experience at Hasland Hall. A person who cannot walk is not disabled by their condition but by the lack of lifts and ramps. In the same way, the curriculum and education can 'disable' some students if we do not recognise their diverse needs. It is, therefore, everyone's responsibility at Hasland Hall to ensure that we make the curriculum accessible and remove any barriers that could be experienced by those with learning difficulties, disabilities or from different cultures and/or socio-economic groups.

Students have different pasts and different futures. Our curriculum should help them to find their futures, understand their past and present and build lives that have meaning and purpose in a future society we can barely predict. All students, regardless of capacity, aptitude and biography have a right to the broad and challenging curriculum and, therefore, we do not offer a different curriculum to different students. Instead, we ensure that the curriculum is accessible, includes creative and cultural elements and embodies the knowledge and skills required for all. Students should analyse problems, question the methods used, explain the learning process, organise information, sustain curiosity, welcome questioning and probing, delight in the capacity to make sense of texts, ideas, theories and emotions and develop high-level transferable skills. The curriculum actively contributes to the development of students' sense of identity through an understanding of diversity and local and global dimensions of their lives. Throughout the curriculum, students are encouraged to explore bias, to challenge prejudice and to address the causes and consequences of discrimination.

Throughout the curriculum, we maintain a culture of challenge and high expectations for every student, while recognising the methods we use and the responses we give may vary according to the particular student. Because our curriculum design is based on the principles outlined above, we value three years dedicated to a broad Key Stage 3 Curriculum. Life is more than work and work is rarely a life-time career in one specialist area. If we give students the idea that they need skills, knowledge and understanding just for work or for one type of work, we would be wrong. Students need even higher-level transferable skills to perform effectively in a 21<sup>st</sup> century democratic society. Our curriculum design is, therefore, not about vocational outcomes, technological advancement, work choices or a set body of knowledge. It is about deciding what it means to be human and what kind of future and society we want for the human race and, therefore, for the students in our care. The inclusion of Music, Art, Design, Language, RE/Ethics, Humanities, Computing and PE, together with Core Subjects remain an entitlement of all students at KS3.

In a world where roles and jobs change frequently and where new technologies, approaches and organisations require transferable, rather than specialist, skills, we will, therefore, continue to guide students to a broad and challenging education at KS4. We recognise that if students become disengaged and/or do not make progress, it is not because the curriculum we provide is not appropriate. Instead we understand that to prevent disengagement and underachievement we need to provide quality teaching that ensures the best and most effective learning experience for all students in all subjects.

Finally, we recognise at Hasland Hall, that the curriculum is not just the schemes of work and the course outlines as students learn from what surrounds them. The curriculum is, therefore, also the seating plans and the group work, the displays, the books everyone reads, the reception of parents in the office, how we eat together in the Dining Room, the teachers' reactions, the facial expressions and the language used by everyone, the place of the school in the community, the school teams and the extra-curricular activities and the way every student and every adult is greeted on every occasion throughout the school day.



# Hasland Hall Community School

## JOB DESCRIPTION

<b>Post:</b>	Deputy Headteacher
<b>Grade:</b>	Leadership Scale (Points 18-22)
<b>Location:</b>	Hasland Hall Community School
<b>Job purpose:</b>	To support the Headteacher in providing effective leadership and management that will secure high standards in all areas of the School's work. To take responsibility for creating a culture of learning that promotes excellence, equality and high expectations for staff and students.
<b>Responsible to:</b>	Headteacher

DEPUTY HEADTEACHER	
<b>Duties and Responsibilities: General Aims and Ethos</b>	<ol style="list-style-type: none"> <li>1. To assist the Headteacher in ensuring that the school's aims are realised in all aspects of its life and particularly in relation to its curriculum, teaching and learning, assessment practices and inclusion.</li> <li>2. To play a major role, under the direction of the Headteacher, in formulating the aims and objectives of the school, establishing the policies and practices through which they shall be achieved, managing staff and resources and monitoring progress towards their achievement.</li> <li>3. To provide professional leadership and management of Teaching and Learning throughout the school.</li> <li>4. To provide leadership and management of School Improvement Plan priorities.</li> <li>5. To successfully manage change to improve outcomes for pupils and staff.</li> <li>6. To ensure equality of opportunity for all and promote high expectations for progress and attainment.</li> <li>7. To establish and maintain effective partnerships with the wider community, other schools and agencies.</li> <li>8. To maintain an up to date knowledge of current developments in education.</li> <li>9. To develop strong, positive relationships with colleagues, students and parents.</li> <li>10. To assist the Headteacher in the on-going and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision.</li> <li>11. To ensure that the school's statutory safeguarding procedures are followed.</li> <li>12. To lead by example in setting high professional standards.</li> <li>13. To represent the Senior Leadership team at appropriate meetings of Governors.</li> <li>14. To prepare accurate reports, proposals, reviews and other documents concerning agreed areas of responsibility when required.</li> <li>15. To teach within the school.</li> </ol>
<b>Duties and Responsibilities: Learning and Teaching</b>	<ol style="list-style-type: none"> <li>1. To secure and sustain effective learning and teaching throughout the school.</li> <li>2. To monitor, evaluate and review the quality of learning and teaching and standards for all pupil groups and, in liaison with staff, identify and implement strategies for improvement.</li> <li>3. To oversee the work of the Curriculum Area Leaders to ensure consistent standards of the curriculum and teaching and learning throughout the school.</li> <li>4. To chair the meetings of Subject Leaders.</li> <li>5. To update the Headteacher and Governing Body on the effectiveness of provision for students.</li> </ol>

	<ol style="list-style-type: none"> <li>6. To support the Assistant Headteacher in implementing Support Plans for any teachers graded below Good.</li> <li>7. To ensure that parents and students are well-informed about the curriculum, attainment and progress and ensure that it is accurate and consistent throughout the school.</li> <li>8. To provide leadership by example to senior and middle leaders in evaluating the performance of teachers through lesson observations, book sampling, data analysis and in making this connect effectively with the Appraisal Policy.</li> <li>9. To work with Curriculum Area Leaders to ensure that they provide reports on pupil progress and results with explanatory analysis and identified actions.</li> <li>10. To work with Curriculum Area Leaders to ensure that Self-Evaluation Summaries are produced, that these are used effectively to inform the Subject Improvement Plans and these Improvement Plans are implemented and monitored.</li> <li>11. To ensure that learning and progress are effectively tracked.</li> <li>12. To lead on Subject Reviews, write the reports and oversee the implementation of the Action Plans.</li> <li>13. To monitor curriculum developments, initiatives and research at national and international level to ensure that the school is at the forefront of effective practice.</li> <li>14. To oversee the strategic development of ICT and new technologies.</li> </ol>
<b>Duties and Responsibilities: Leading and Managing Staff</b>	<ol style="list-style-type: none"> <li>1. To maximise the contribution of staff to improve the quality of teaching and learning and standards achieved and ensure that effective working relationships are formed between staff and students.</li> <li>2. To oversee the work of the Curriculum Area Leaders and ensure that they are fulfilling their duties in line with their job descriptions and responsibilities outlined in the Leadership Handbook.</li> <li>3. Line managing particular Curriculum Area Leaders, as agreed.</li> <li>4. To undertake the Appraisal process, ensuring that all Curriculum Leaders are given and monitored against effective and rigorous targets and that through quality assurance processes the same levels of challenge are seen in all subject appraisals managed by Curriculum Area Leaders.</li> <li>5. To work with senior colleagues to recruit, retain and deploy staff effectively and appropriately to achieve the aims and vision of the school.</li> <li>6. To work with senior colleagues to develop all staff effectively in order to improve the quality of education provided.</li> </ol>
<b>General Requirements</b>	<p>All school staff are expected to:</p> <ol style="list-style-type: none"> <li>1. Work towards and support the school vision and the current school objectives outlined in the School Improvement Plan.</li> <li>2. Contribute to the school's programme of extra-curricular activities.</li> <li>3. Support and contribute to the school's responsibility for safeguarding students.</li> <li>4. Work within the school's health and safety policy to ensure a safe working environment for staff, students and visitors.</li> <li>5. Promote equality of opportunity for all students and staff.</li> <li>6. Maintain confidentiality and observe data protection and associated guidelines where appropriate.</li> <li>7. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues, following the guidelines outlined in the Code of Conduct.</li> <li>8. Engage actively in the Development Review process, appraising their own work against agreed priorities and targets.</li> <li>9. Understand and comply with all other relevant school policies.</li> <li>10. Undertake any necessary training associated with the duties of the post.</li> </ol>





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## Person Specification

DEPUTY HEADTEACHER			
Attributes	Essential	Desirable	How identified
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>A good honours degree, PGCE and QTS.</li> </ul>	Evidence of further professional study e.g. NPQH.	Application References
<b>Relevant Experience</b>	<p>A successful record of:</p> <ul style="list-style-type: none"> <li>contributing to raising standards in teaching and learning to improve achievement</li> <li>contributing to decision-making and leading initiatives</li> <li>leading teams and participating as a team member</li> <li>setting high standards to staff and students by personal example</li> <li>setting targets for students and monitoring student performance</li> <li>setting targets for own work, for the work of colleagues and reviewing progress/outcomes</li> <li>dealing with day-to-day issues while remaining focused on longer-term aims</li> <li>initiating and implementing whole school developments (individually or as part of a team)</li> <li>participating fully in self-evaluation practices</li> <li>professional development</li> </ul>	<ul style="list-style-type: none"> <li>Successful experience of Senior Leadership e.g. DH or AHT post holder</li> <li>Involvement in educational practice beyond school e.g. Professional Association, writing or Exam Board work</li> <li>A good understanding of primary education and/or experience of working with primary colleagues</li> <li>Experience of providing informal or formal monitoring of teachers as part of Competency Procedure.</li> <li>Experience of working with governors and/or attending meetings</li> </ul>	Application References Interview
<b>Attitude</b>	<p>Able to demonstrate:</p> <ul style="list-style-type: none"> <li>a strong commitment to inclusion, with high expectations for all learners</li> <li>a commitment to equal opportunities</li> <li>a clear understanding that it is the responsibility of leadership to provide active support and challenge to colleagues</li> <li>being committed to high quality in all aspects of their work</li> <li>s/he understands and practises the principles of change management</li> <li>a collaborative approach to partnership working</li> <li>a deep understanding of school systems, timetabling, data tracking for students, development, planning and implementation</li> <li>experience as an excellent teacher</li> <li>the ability to maintain strong relationships with governors and parents.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with a range of community partners</li> <li>Evidence of being an outstanding teacher</li> </ul>	Interview Application References



<b>Knowledge and Skills</b>	<p>Able to demonstrate s/he can:</p> <ul style="list-style-type: none"> <li>• lead and inspire others</li> <li>• work on her/his own initiative and be part of a team</li> <li>• see tasks, plans and ideas through to completion</li> <li>• think strategically</li> <li>• undertake complex, problem solving tasks such as data analysis</li> <li>• assimilate information quickly and prepare helpful summaries</li> <li>• research educational literature and present papers</li> <li>• communicate effectively in a wide variety of forms to a range of audiences</li> <li>• provide a clear vision based on an understanding of school improvement strategies</li> <li>• manage change effectively</li> <li>• develop links and access resources</li> <li>• use ICT solutions effectively and with confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of leading a whole school initiative/ development</li> <li>• Evidence of data analysis skills and the innovative use of ICT to address needs</li> <li>• Evidence of coordinating and leading effective CPD programmes for colleagues</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Creative, enthusiastic and imaginative</li> <li>• efficient</li> <li>• ambitious</li> <li>• committed to improving standards</li> <li>• good sense of humour</li> <li>• genuine concern for others</li> <li>• listens and is prepared to seek advice</li> <li>• decisive, determined and self-confident</li> <li>• integrity, trusted, honest and open</li> <li>• empowers, delegates, develops potential</li> <li>• accessible and approachable</li> <li>• clarifies boundaries, keeps others informed and involves others in decision making</li> <li>• encourages critical and strategic thinking</li> <li>• intellectual tenacity and resilience</li> <li>• excellent attendance and punctuality</li> <li>• able to deal sensitively with people and resolve conflict</li> </ul>		

November 2018