

# HAILEY HALL SCHOOL

A Converter Academy & Specialist Sports College



## Headteacher Candidate Pack

# Contents

Letter from Chair of Trustees	Page 3
About Hailey Hall School	Page 5
Our Vision	Page 6
Our Aims	Page 7
Our Values	Page 8
Key Facts and Statistics	Page 9
Our new headteacher	Page 10
We can offer	Page 11
Job Description	Page 13
Person Specification	Page 17
Completing your application pack	Page 21
Important dates and information	Page 22

**BELIEVE STRIVE ACHIEVE**



# Letter from the Chair of Trustees

Dear Applicant

Thank you for your interest in the post of Headteacher at Hailey Hall school. This is an exciting time for our school and we are looking for a Headteacher who will inspire and lead our team to work together on significant and innovative initiatives with the Members and Trustees.

The vacancy has arisen due to the retirement of our previous headteacher in April 2019 after 11 years service. Hailey Hall staff and students are looking for a visionary leader who will harness the expertise of our teams to deliver an exciting curriculum which will cater for all aspects of our students' educational development.

Transparency and openness is now a feature of our philosophy. Members and Trustees are keen to work with a leader who will instil this trust throughout the school in order to facilitate the growth and change we need in 2020 and beyond.

The right candidate will be able to deliver a robust school improvement plan through an effective structure of accountability across all aspects of the school. This will be underpinned by a well trained staff team who work within rigorous processes and procedures and tight financial management to ensure we can deliver the progress we desire.

Members and trustees are proud to be associated with Hailey Hall School. Since the last section 5 Ofsted, in January 2019, significant changes have been actioned in order to address identified areas for improvement. A Section 8 monitoring inspection took place in September 2019. The report identifies 'staff morale [as being] high'. Candidates will need to demonstrate the skills and ideas they can bring to the post, to advance further the significant progress being made.

This information pack is designed to assist you with your application; please complete the forms as requested so that we are able to identify your experience and impact to enable us to fully review your application.

The closing date for applications is Monday 27<sup>th</sup> January 2020 at 9am, shortlisting will take place on Thursday 30<sup>th</sup> January 2020 and interviews will be held on Wednesday 12<sup>th</sup> February 2020. Further information about the school can be found on the school website [www.haileyhall.herts.sch.uk](http://www.haileyhall.herts.sch.uk)

We encourage you to come and visit our school; you may do so by contacting Julie Kinchlea, Strategy Manager by email on [jkinchlea@haileyhall.herts.sch.uk](mailto:jkinchlea@haileyhall.herts.sch.uk) or call 01992 465208 to book a show round with one of our team. If you would like a conversation with one of our governors, Julie will help to arrange this.

This is an important and exciting challenge and the interview panel looks forward to receiving your application to make this the next career step for you.

A handwritten signature in black ink, appearing to read 'R. Parperis', is shown within a white rectangular box.

Richard Parperis  
Member of Board  
Chair of Trustees



# About Hailey Hall School

At Hailey Hall we cater for boys who have Learning, Social, Emotional, Behavioural and Mental Health Difficulties aged 11 to 16 based in Hertford.

We aim to be an outstanding school which offers a safe and stimulating learning environment where students are able to develop socially, academically and emotionally, in order for students to attain and achieve their full potential becoming effective citizens and life-long learners.

We have a wonderful setting for our students and highly trained, enthusiastic and committed staff. This combination enables us to provide the specialised individual programmes required by our students. Along with teaching and classroom support staff, the school is supported by a multi-agency team of specialist colleagues and a business support team who ensure the smooth running of the school.



## Our Vision

We aim to be an outstanding school which offers a safe and stimulating learning environment where students are able to develop socially, academically and emotionally, in order for students to attain and achieve their full potential becoming effective citizens, life-long learners and enjoy good mental health.

**'Working together....Achieving together'** best describes our desired **'ethos'** for Hailey Hall.

We believe that this will be achieved through outstanding relationships amongst students and staff, and parents.



**BELIEVE STRIVE ACHIEVE**

# Our Aim

- ❑ To develop our total curriculum provision to ensure that we offer high quality learning opportunities that are able to meet the needs of each student that maximises student progress and instils in our students the confidence to contribute positively to our society.
- ❑ To extend the range of extra curriculum provision opportunities for all our stakeholders and develop Hailey Hall School as an active, healthy school.
- ❑ To create a stimulating, secure and exciting environment, which encourages full and positive participation in all aspects of school life by all stakeholders.
- ❑ To ensure that all students are adequately supported, appropriately challenged and have a variety of opportunities to exceed expectations and overcome barriers to learning.
- ❑ To create a supportive caring and purposeful ethos which promotes the values of the school and offers a high quality customer service to individual students, parents and other key stakeholders.
- ❑ To improve school performance by providing high quality support, accountability and professional development for teaching and non teaching colleagues.

# Our Values

At Hailey Hall we aim to create an ethos relevant to the needs of the young people and society and reflects the following British values:

- *Mutual Respect*
- *Respect for other cultures and their values*
- *Responsibility*
- *Tolerance*
- *Understanding*
- *Empathy*
- *Compassion*
- *Integrity*
- *Equality*
- *Individual liberty*
- *Democracy*
- *Belief in personal and social responsibility*
- *Respect for the law*





## Key Facts and Statistics

**Type of School:** SEMH Special Needs Secondary

**Location:** Hailey Lane, Hertford, SG13 7PB

**Age Range:** 11 - 16

**Intake per year:** Depends on availability

**Number of Children:** 69

**Boarders:** 16

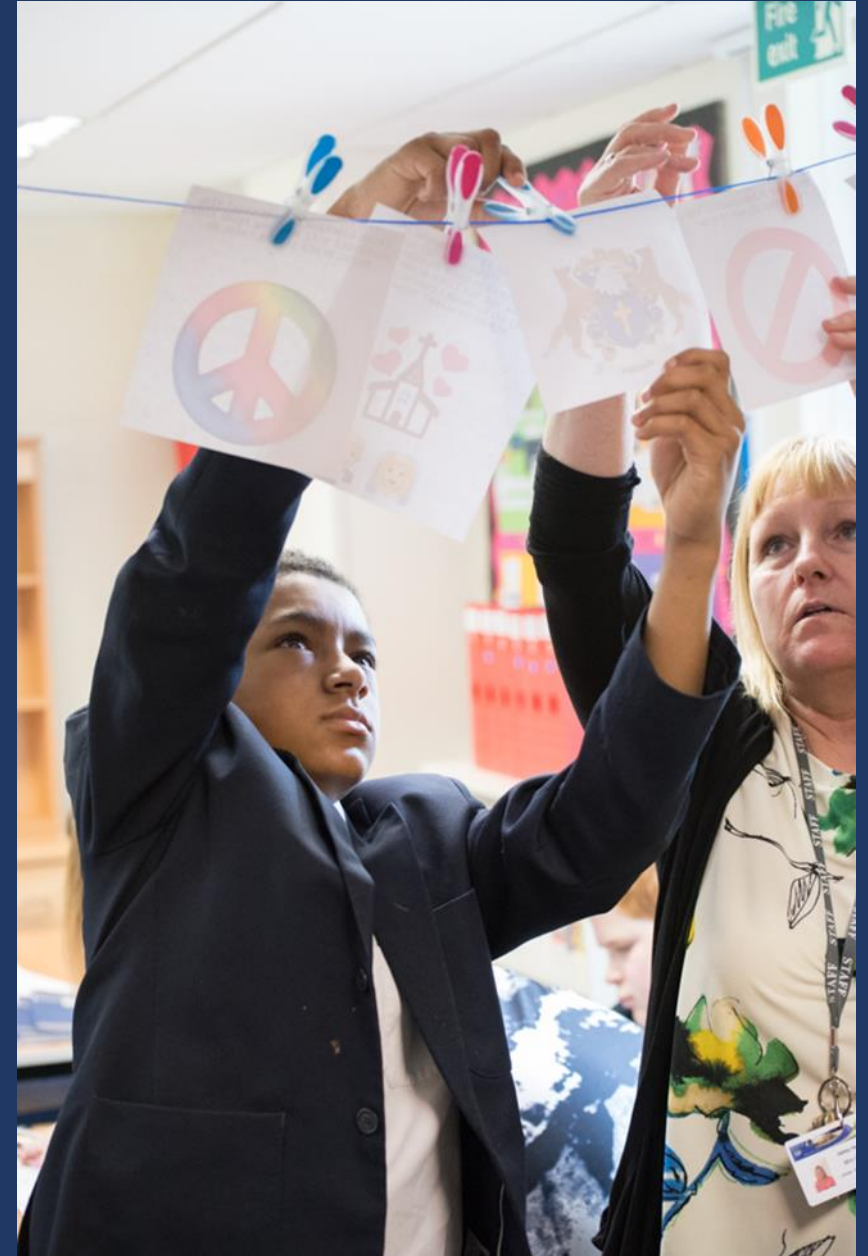
**% of children in receipt of FSM:** 33%

**% of children in receipt of Pupil Premium:** 63%



# Our new headteacher will be

- ❑ An inspirational leader able to shape our vision and ethos
- ❑ Striving for excellence for our students to gain them the best life chances
- ❑ Embedding a holistic approach to the curriculum, children and the community throughout their work
- ❑ Compassionate, open and transparent in their approach
- ❑ Able to listen and adapt their approaches to staff and students
- ❑ Focused on driving outcomes and improving every year
- ❑ Resilient, resourceful and determined
- ❑ Able to represent the school's interests in the wider community



# We can offer

- ❑ Students who depend on you and your team to improve their life chances
- ❑ A culture where dedicated staff work together to gain a good outcome
- ❑ A community which supports parents/carers and encourages them to try new techniques
- ❑ An opportunity to shape the future of Hailey Hall fit for 2020 and beyond
- ❑ An experienced and committed Members and Trustees body to support you
- ❑ A salary package commensurate with the size of the school
- ❑ A CPD package tailored to suit your stage of career development
- ❑ A well maintained 3 bedroom property on site available at advantageous rent (if required)
- ❑ Headteacher clusters locally and wider special school networks
- ❑ Challenge, support and growth





# Job Description

## Main purpose of role

Overall responsibility for providing leadership to the school, ensuring success, continuous improvement and high quality education for all our students by improving 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.

## The Duties and Responsibilities

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

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

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



# Job Description

## 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 special 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

### Pupils 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' and learning walks 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 within special needs 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.
7. Champions SEMH best practice within the field of special needs education

# Job Description

## 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 in school and in the wider society.
3. Aware of preventative measures to develop good behaviours within the school setting.
4. 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.
5. 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.
6. 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.
7. 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 outward-facing schools which work 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, vocational and social outcomes for all students.
3. Challenge current educational practice 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 and life enhancing skills.





# Person Specification and Personal Statement

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they **meet the first 7 of** the Qualifications, Knowledge and Experience and Professional Development sections. It is important to provide examples using the STAR acronym (situation, task, action, result) relating to the person specification criteria. Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement.

Criteria	Essential or desirable			
		Application	Interview	References
Qualifications, Knowledge and Experience				
QTS	E	✓		
Degree or Equivalent	E	✓		
Commitment to and experience of working with children with SEMH aged 11 to 16	E	✓		
Recent successful leadership as a Head, Deputy or School Improvement Lead	E	✓		
Has current training for Child Protection and Designated Safeguarding Lead and has successfully undertaken the role within the school setting	E	✓		
Professional Development				
Evidence of appropriate and recent professional career development toward the role of Headteacher	E	✓		
Evidence of recent leadership and management operational training and development	E	✓		
SEN Professional Qualifications	D	✓		
Has successfully undertaken approved safer recruitment training	D	✓		

# Person Specification and Personal Statement

Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Leadership Skills				
Ability to articulate a clear vision for the future	E		✓	
Proven record of inspiring, enabling and motivating others to succeed	E	✓	✓	✓
Able to delegate and effectively achieve outcomes and provide development opportunities for staff	E	✓	✓	✓
Demonstrates excellent communication skills, including written and verbal communication	E	✓	✓	
Ability to build effective relationships with staff, parents, carers, governors and other stakeholders	E	✓	✓	
Whole School Leadership and Management Experience				
Have taken an active involvement in effective school self-evaluation and development planning	E	✓	✓	
Experience of implementing a strategic plan across the whole school, identifying priorities and evaluating the impact	D	✓	✓	
Experience of leading change effectively and successfully	D	✓	✓	
Able to listen and engage with stakeholders including parents in a range of ways on a daily basis or as a lead on specific projects	E	✓	✓	
Knowledge and understanding of strategic financial planning and budgetary management and their contribution to school development and student outcomes	D	✓	✓	
Have had responsibility for whole school policy development and implementation	D	✓	✓	



# Person Specification and Personal Statement

Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Experience of working with stakeholders including governors, school improvement partners and external agencies / companies	E	✓	✓	
Absolute commitment to safeguarding	E	✓	✓	✓
Evidence of clear commitment to promoting health and safety and the welfare of children in a special education setting	E	✓	✓	✓
Absolute commitment to promoting social inclusion	E	✓	✓	✓
Knowledge and experience of working with children with autism from mild to severe	E	✓	✓	✓
An ability to understand the needs of children with SEMH and develop strategies to successfully manage this	E	✓	✓	✓
Successful track record of developing the performance of staff through effective performance management	E	✓	✓	
Safeguarding				
Demonstrate understanding and personal commitment to your responsibilities for safeguarding children within an SEN context	E	✓	✓	
Demonstrate a clear understanding of what is appropriate and inappropriate professional practice towards a child within a SEN environment	E	✓	✓	
To know how to sustain a safe environment and employ practices that promote children's health and safety	E	✓	✓	
Updated professional development regarding current safeguarding legislation	E	✓	✓	

# Person Specification and Personal Statement

Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Personal Qualities				
A genuine passion for SEN education, coupled with the ability and enthusiasm, to see every child fulfil their potential	E	✓	✓	✓
Leads by example with integrity and demonstrates resilience	E	✓	✓	✓
Visible and approachable, empathetic and enjoys engaging and inspiring children, staff parents and the wider community	E	✓	✓	✓
Demonstrates resilience whilst also showing compassion in dealing with complex issues	E		✓	✓
A people person who actively enjoys communication with the different stakeholders in the school community (including listening to and inspiring children, staff, parents, carers and the wider community)	E		✓	✓
Flexible leadership style, being ‘hands on’ when required, balanced with knowing when to delegate	E		✓	✓
Demonstrates a capacity for sustained hard work with energy and enthusiasm	E		✓	✓
Able to take a dynamic approach to the changing needs of the school population	E		✓	✓

# 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 qualifications and training 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. ***It is important to provide examples using the STAR acronym (situation, task, action, results / impact)***

## 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 around. Preferred referees are your last two employers and you should provide their official organisation email address for us to contact. One referee is likely to be your last Headteacher or Chair of Governors.

# Important dates and information

<b>Leadership pay range</b>	£75,237 to £86,965 - discretionary within Leadership group 7 for the right candidate
<b>Start date</b>	April or September 2020
<b>Closing date</b>	Monday 27 <sup>th</sup> January 2020 at 9am
<b>Shortlisting date</b>	Thursday 30 <sup>th</sup> January 2020
<b>Interview date</b>	Wednesday 12 <sup>th</sup> February 2020

<b>Visiting the school</b>	Visits to the school are warmly welcomed: To arrange a visit to the school or should you have any questions, please contact Julie Kinchlea, Strategy Manager, on <a href="mailto:jkinchlea@haileyhall.herts.sch.uk">jkinchlea@haileyhall.herts.sch.uk</a> or telephone 01992 465208
<b>Visit the school website</b>	<a href="http://www.haileyhall.herts.sch.uk">www.haileyhall.herts.sch.uk</a>
<b>Visit the Teach in Herts website</b>	<a href="http://www.teachinherts.com">www.teachinherts.com</a>
<b>Send your completed application form to</b>	<a href="mailto:leadership.recruitment@hertsforlearning.co.uk">leadership.recruitment@hertsforlearning.co.uk</a>
<b>Any questions, call the leadership recruitment team</b>	01438 845785

Hailey Hall School is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. This post will require an Enhanced Disclosure and Barring Service check (DBS) and will be subject to satisfactory pre-employment checks and references.

