



HUNTERS HILL COLLEGE

INFORMATION PACK FOR
PROSPECTIVE HEAD TEACHER

Welcome from the Governors

Thank you for your interest in the vital position of **Headteacher** at Hunters Hill College.

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

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

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

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

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

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

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

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

Paul Clarke
Chair of Governors



Hunters Hill College

About our school

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

We offer a curriculum which aims to support our student's emotional well-being and mental health, and we endeavour to weave our strategies for supporting these through our curriculum structure and delivery. We believe by doing so our students will be better placed for learning and in this respect we have a strong commitment to offering high quality teaching with high academic aspirations. The staff team are committed to the knowledge that emotional well-being and the capacity for learning are interwoven. A significant contribution to this is the residential element of the school. All students are attached to Homes and many of them are in residence from 1 to 4 nights each week. We have a team of Residential School Care Workers who offer consistent adult role models and support on a 24-hour model from Monday to Friday each week. This provision is often highly significant in helping students to develop skills and strategies for forming and maintaining positive relationships and the team also offer very important support and contact with children's homes and families. The pastoral systems and elements of school life are a strength of the school and significantly influence students' behaviour and engagement with learning. We do have a small number of students who present extreme needs which stem from earlier family and school experiences which are typically complex in nature.

In September 2014 the school employed a Clinical Psychologist who offers assessment and programmes of psychotherapeutic intervention to support students' emotional, mental health and personal development as well as specific support for ASC and anger management issues. The school has a multi-sensory learning environment where 1:1 and small group intervention can take place. Some staff are trained in anger management programmes and we have a number of trained staff in advanced levels of Restorative Practice and conflict resolution techniques including an Autism lead on the pastoral team.

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

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

As part of the vision to use the environment to support student's self-confidence, social skills and emotional resilience the school also has a strong programme of outdoor education and annual outdoor challenges which are increasingly successful.

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

76% of our students have pupil premium. Our profile of needs changes but it currently is: 50% ASC, 100 % SEMH, 55.64% ADHD.

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

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

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

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

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

Hunters Hill Outdoors

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

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

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

School Profile

Year Group	Current Numbers
7	26
8	23
9	26
10	26
11	20
Total	121

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

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

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

Budget

Along with the majority of schools nationally the school is facing a challenging financial future. We are looking for a headteacher who will support us in setting a balanced budget year on year. Plans are already underway to strategically tackle any potential deficit.

The Governing Body

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

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

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

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

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

Staffing

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

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

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

Teaching Team

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

Care Team

The current establishment for Care staff is 20.

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

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

Administration & Support

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

Caretaking & Housekeeping

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

Head Teacher Induction

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

HUNTERS HILL COLLEGE

The General Aim of the School

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

Constituent Aims

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



OUTCOMES

- WIDEN OPTIONS AT KS4
- INCREASE OPPORTUNITIES FOR HIGHER LEVEL QUALIFICATIONS FOR THE MORE ABLE STUDENT
- DEMONSTRATE STUDENT ACHIEVEMENT IS RISING AND POST 16 OPTIONS REFLECT ABILITY LEVELS AND OUR ASPIRATIONS

TEACHING & LEARNING

- IMPROVE TEACHERS' SUBJECT KNOWLEDGE
- ENSURE TEACHING STRETCHES THE MORE ABLE STUDENT
- ENSURE CURRICULUM PLANNING AID PROGRESSION
- ENSURE A WHOLE SCHOOL APPROACH TO READING AND IMPROVE RESOURCES ASSESSMENTS AND TRACKING SYSTEMS
- ENABLE CROSS SCHOOL/DEPARTMENT MODERATION OF STUDENTS' LEVELS

BACK TO GOOD



ATTENDANCE

- ELIMINATE PERSISTENT ABSENCE
- BRING ATTENDANCE IN LINE WITH, OR BETTER THAN, NATIONAL EXPECTATIONS

LEADERSHIP & MANAGEMENT

- RAISE ASPIRATIONS AND OPPORTUNITIES FOR STUDENT ACHIEVEMENT AT ALL LEADERSHIP LEVELS
- ENSURE PERFORMANCE DATA IS ANALYSED AND REPORTED WITH RIGOUR TO ENABLE AN ACCURATE PICTURE OF THE SCHOOL'S PERFORMANCE

Terms and Conditions

- Terms and conditions are as detailed in the School Teachers' Pay and Conditions Document.
- Leadership Pay Range: L32-L38 plus Residential Allowance.
- A Residential School is subject to an annual Ofsted Care Standards Inspection of its residential provision.
- In the absence of the Head Teacher, the Deputy Head takes full responsibility for the running of a 24 hour operation, its staffing, protocols, ethos and function.
- Hunters Hill caters for up to 75 resident young people (Monday to Friday) in any week, which is within 66%-100% of the total population; the Governors have agreed therefore that a maximum Residential Allowance applies.
- If residence is not taken, up the Allowance will be at the lower level of the scale (to be confirmed)
- On-site accommodation is available if required. Monthly rental is negotiable and subject to annual review.

Hunters Hill is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A criminal record check via the Disclosure & Barring Service is a requirement.

How to Apply

Completed applications should be returned to:
Performance, Engagement & Commissioning Services

PO Box 16461

Birmingham

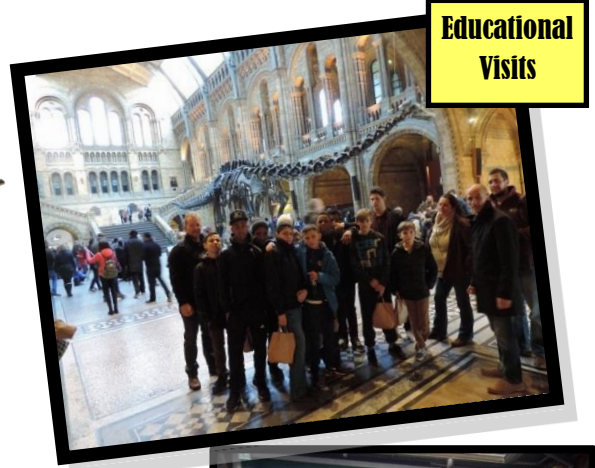
B2 2DB

Or via email to CSURecruitment@birmingham.gov.uk

“Motivate and Inspire”



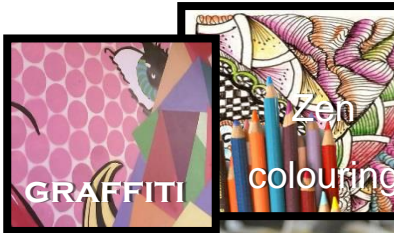
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Educational Visits



relaxation



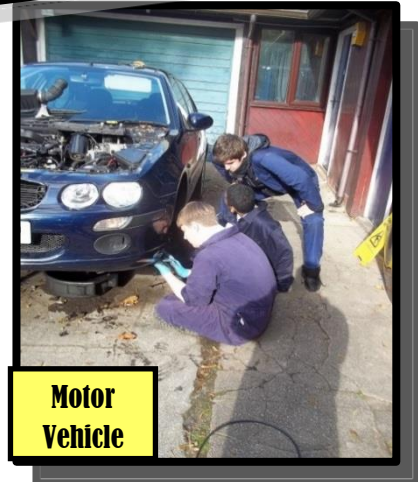
GRAFFITI

Zen colouring



Candlemaking

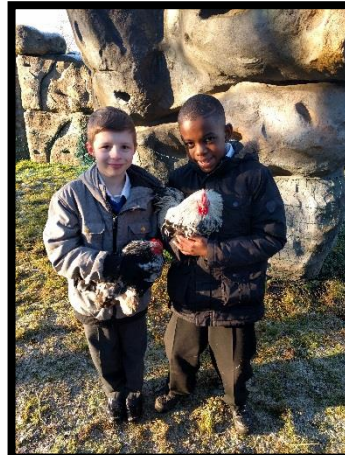
Lunchtime Clubs



Motor Vehicle



Food Technology



Rural Studies



Outdoor Challenges

“fitness and positive mental attitude needed”



CDT



Wilderness Therapy