



HEAD TEACHER

Recruitment Pack

Group 5

Indicative Pay Range: L22 – 28

£74,283 - £86,040



Preparing for Positive Futures

HIGH WELL SCHOOL



HIGH WELL SCHOOL

Preparing for Positive Futures

A letter from our Chair of Governors, *Margaret Turner*

Dear Candidate,

Thank you for your interest in working at High Well School as our new Head Teacher.

We have a fantastic Staff team at High Well who are committed to our ethos of 'Preparing for Positive Futures'. They work hard to ensure the best possible quality of education for each pupil and work to improve the opportunities for pupils in their care.

We recognise how valuable our Staff team are in creating a culture where pupils can experience a positive and enriching school life and invest many resources into both our pupils and staff's wellbeing.

If you share our vision for improving the lives of our pupils, we will warmly welcome your application or contact our HR Manager to arrange a visit by emailing HRManager@highwell.org.uk or telephoning 07825 935008.

Yours Sincerely,

Margaret Turner
Chair of Governors



'Governors have a secure understanding of the school's strengths and areas for development. In partnership with governors, the school's leaders have developed strategic plans for the future'.
OFSTED, September 2022



HIGH WELL SCHOOL

Preparing for Positive Futures

Our Ethos and some parent's thoughts about High Well

Preparing for Positive Futures

At High Well our core purpose is to develop our pupils' academic, social and emotional skills so that each pupil leaves us ready and equipped for further education, employment or training, knows how to keep themselves safe, and is able to contribute to society.

We have dedicated curriculum time for Preparing for Positive Futures (PPF) in all year groups which includes the following areas:

- Social, moral, spiritual and cultural development
- Careers and impartial advice and guidance
- Personal, social, health and economic development
- Promoting British values
- Life skills development

Through our curriculum offer including PPF, SEBS (social, emotional and behavioural skills), vocational experiences, work placements and a range of accreditation at KS4 our pupils from Year 6 are being prepared for life after school and positive futures.

Some of our parents wanted to share their own thoughts about High Well with prospective candidates, and these are shown below:

Parent of Year 11 and Year 8 pupils says...

"Two of my children have attended High Well School. The oldest is leaving this year, and I am truly grateful for all that the school has done for him. He came to this setting hating school with low self-esteem and would have meltdowns on a regular basis. The staff have given him so much help and encouragement and he has left a complete different person, with great coping strategies and doing his GCSEs which he didn't believe was possible. He is looking forward to going to college.

"My other son has been attending for two years and has already made massive progress in self-regulation and looks forward to school. He still has some way to go but I am sure that, by the time he comes to leaving, that he will be looking forward to his future and will have the coping strategies that he needs to do whatever it is that he chooses to do in life."

Parent of Year 8 pupil says...

"We were quite reluctant at first to send our son here, a new school where he didn't know anyone. After speaking to staff I can't express just how relieved we were, we felt totally reassured, not just that our son felt the same, which was the most important. He was so excited to start his first school year and with confidence. High Well has totally changed the way our son sees his education. He now enjoys school, which is fantastic and a relief all round. We firmly believe that High Well was the definitely the right choice for our son."

Parent of Year 9 pupil says...

"I have been going to the parent groups at High Well for a while now and I find them beneficial. I just love the support and no judgement there at all. Everyone has been through similar, or same, situations as each other, and are there to offer help and support. The parenting groups are just relaxed and enjoyable and you can have a good old laugh too, and that's why I enjoy going. I also did the mental health. This I found interesting as it helps you to recognise what could be causes of mental health issues, and if you were to come across somebody who may be struggling, how you might be best to approach them to try and help and support them."



HIGH WELL SCHOOL

Preparing for Positive Futures

Our Vacancy

Post title	HEAD TEACHER
Location	High Well School, Rookhill Road, Pontefract, WF8 2DD
Salary & Group Size	Group 5, L22 - L28 (£74,283-£86,040)
Hours	Full Time

We are seeking to appoint an outstanding leader who will be our next Head Teacher

A little about us

High Well School is a special school which caters for pupils aged 9 -16-year-olds who have an Education Health & Care Plan for profound and severe social, emotional and mental health needs as well as other learning difficulties. The school meets the needs of some of Wakefield's most complex and vulnerable young people.

High Well endeavours to provide a nurturing environment with personalised support and specialist teaching to enable pupils to re-engage in learning, develop their social and emotional skills and leave with not only appropriate qualifications but the skills required to succeed in life after school. This is reflected in our vision of 'Preparing for Positive Futures'.

Wellbeing is very important to us at High Well and in 2022 the school achieved Mental Health Charter status for our investment in wellbeing support to both staff and students. Staff provided annual feedback in our staff engagement survey and told us that High Well is 'a great place to work' and our students told us that they feel 'safe, listened to and respected'. In our 2022, Ofsted inspection we retained our good status and OFSTED commented that High Well continues to be a 'Good school with effective and focused leadership'. We are exceptionally proud of who we are.

What we offer all our staff

You can be assured a supportive, flexible, and rewarding working environment at High Well School. We place staff wellbeing and work life balance at the forefront of all our decision-making. There's no late-night working expected of you, and you are trusted to do your job the right way. To say a thank you for working so hard, you will be able to purchase a subsidised daily lunch, enjoy a free Wellbeing Breakfast each Friday, plus have your birthday off. If this sounds exciting, please read on!

So, here's what we are looking for and what you will be doing.

The Governors are seeking to appoint an inspirational leader who is passionate about delivering an exceptional education for our students; you will also be passionate about SEN. You will guide the school through its next stage of development and inspire ethical, supportive, and thoughtful leadership across the whole school, including our offsite provisions. You will be a leader who can take people with you, communicate shared success and place staff and student wellbeing at the top of the agenda.

Your key responsibilities will entail: the provision of strategic leadership, curriculum management, staff, resource management and accountability for success and attainment. You will work alongside a team of talented and dedicated senior leaders and be invested in always aiming higher.

We want our Head Teacher to consistently demonstrate the following qualities and skills:

- Successful senior leadership experience
- Excellent leadership and management skills, with a proven track record of motivating and inspiring others.
- Distribution of leadership throughout the school and forge teams that support each other and work together effectively.
- Promote and safeguard the welfare of all young people within the school and off-site provisions.
- Create an outward-facing school which works with other schools to champion best practice and secure excellent outcomes for all young people
- Strong financial management capabilities
- Ability to build an outstanding partnership with governors.
- Lead by example - *with passion, integrity, creativity, resilience and clarity*

In return for your contributions, we also offer:

- A comprehensive LA and school induction package followed up with access to outstanding CPD.
- Auto-enrolment into the Teachers' Pension Scheme.
- A talented and supportive Senior Leadership Team and dedicated Governing Body
- A supportive environment in which your talents will be encouraged, nurtured and rewarded.
- Access to Wakefield's Special Head's Forum, Schools Advisory Service (SAS) and other wellbeing platforms, including cycle to work and (EAP), as well as onsite HR Management support.



HIGH WELL SCHOOL

Preparing for Positive Futures

Job Description

Job Title: Head Teacher	
School: High Well School	
Location: Rookhill Road, Pontefract, Wakefield WF8 2DD	
Group Size of School: 5	Indicative or Individual Pay Range (7 pts): L22 - L28 £74,283 - £86,040
Age Range: 9-16 years	
NOR: 105 - 110	

Reporting to: Chair of Governors
Service Directorate: Children & Young Peoples Services

The overall purpose of the post of Head Teacher:

- To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.
- To meet the National Standards for Headteachers (including "The Seven Principles of Public Life" formerly known as the Nolan principles) as published by the DfE (October 2020).
- To seek to achieve any performance criteria, objectives or targets agreed with or set by the School's GB in accordance with the requirements set out in the current School Teachers' Pay and Conditions Document.
- To promote and safeguard the welfare of all children and young people within the school, by ensuring that the school's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities: and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.
- The head teachers' standards cover the full breadth of leadership responsibilities and are designed to be relevant to all head teachers. They are non-statutory and intended as guidance to be interpreted in the context of each individual headteacher and school when setting objectives but there is no expectation that these are met simultaneously.
- To provide clear and concise leadership and management of the SLT.
- To live our school values and ensure that every child accesses a curriculum that aims to Prepare them for Positive Futures.

Head Teachers' Standards (DfE – October 2020)

School Culture	<ul style="list-style-type: none"> ▪ Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community. ▪ Create a culture where pupils experience a positive and enriching school life. ▪ Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life. ▪ Promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment. ▪ Ensure a culture of high staff professionalism.
Teaching	<ul style="list-style-type: none"> ▪ Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn. ▪ Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains. ▪ Ensure effective use is made of formative assessment.
Curriculum and Assessment	<ul style="list-style-type: none"> ▪ Ensure a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught. ▪ Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities. ▪ Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading. ▪ Ensure valid, reliable, and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.
Behaviour	<ul style="list-style-type: none"> ▪ Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils. ▪ Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy. ▪ Implement consistent, fair, and respectful approaches to managing behaviour. ▪ Ensure that adults within the school model and teach the behaviour of a good citizen.
Additional and special educational needs and disabilities	<ul style="list-style-type: none"> ▪ Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities. ▪ Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively. ▪ Ensure the school works effectively in partnership with parents, carers, and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate. ▪ Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
Professional Development	<ul style="list-style-type: none"> ▪ Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team, and individual needs. ▪ Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development. ▪ Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.
Organisational Management	<ul style="list-style-type: none"> ▪ Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care. ▪ Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds. ▪ Ensure staff are deployed and managed well with due attention paid to workload. ▪ Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently. ▪ Ensure rigorous approaches to identifying, managing and mitigating risk.
Continuous School Improvement	<ul style="list-style-type: none"> ▪ Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness and identify priority areas for improvement. ▪ Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context. ▪ Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.
Working in Partnership	<ul style="list-style-type: none"> ▪ Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community. ▪ Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support. ▪ Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.
Governance and Accountability	<ul style="list-style-type: none"> ▪ Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility. ▪ Establish and sustain professional working relationship with those responsible for governance. ▪ Ensure that staff know and understand their professional responsibilities and are held to account. ▪ Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Whole School Organisation, Strategy and Development

- Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school.
- Develop, implement and evaluate the school's policies, practices and procedures.
- 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.
- 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.

Teaching and Learning

- Lead and manage teaching and learning throughout the school. Including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils-
- in the first, second, third and fourth key stages, for foundation and other core subjects and religious education; and in the preliminary stage (as applicable).
- Teach (where applicable).
- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Determine, organise and implement a diverse, flexible curriculum and implements an effective assessment framework.

Safeguarding and Behaviour

- Manage the school's responsibility for safeguarding pupils' wellbeing and in providing a safe environment in which pupils can learn.
- Ensure good order and discipline amongst pupils and staff.

Management of Staff and Resources

- Lead, manage and develop the staff, including appraising and managing performance.
- Develop clear arrangements for linking appraisal to pay progression and advise the Governing Body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.
- Organise and deploy resources within the school.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Promote harmonious working relationships within the school.
- Maintain relationships with organisations representing teachers and other members of the staff.
- Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.

Professional Development

- Promote the participation of staff in relevant continuing professional development.
- Participate in the arrangements for own performance and further training and professional development.
- Develop and maintain a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory.

Accountability

- Consult and communicate with the Governing Body, staff, pupils, parents and carers.
- Fulfil commitments arising from contractual accountability to the Governing Body.
- 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.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.

Work with Colleagues, other Relevant Professionals and the Community

- Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.
- Build a school culture and curriculum which takes account of the richness and diversity of the school's communities.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.

Responsibility for Resources

Employees (supervision):

Line management responsibility for all members of the Senior Leadership Team.

Overall supervision responsibility for all staff employed to work at the school (Teaching and Support Staff) except for staff employed to provide services through a service level agreement.

Financial:

Overall responsibility for the agreed school budget which includes the setting and overall monitoring to ensure effective spend and income generation.

Physical:

Overall responsibility for the physical resources held in school e.g., manual or computerised information; data and records; office and other equipment; tools and instruments; vehicles; machinery; fixtures and fittings; goods, stocks and supplies.

Characteristics of the post:

- **Dispersed Sites** e.g., St Mary's and Cherry Tree provisions
- **Extended Services** e.g., Breakfast and After School Clubs.

Employment checks

The following employment checks are required:

- Identity Check
- Rehabilitation of Offenders Act 1974
- Children's Barred List
- Section 128 Check
- Prohibition from Teaching Check
- Evidence of a satisfactory safeguarding check e.g., Enhanced DBS Check
- Evidence of entitlement to work in the UK.
- Childcare Disqualification Declaration (where applicable)
- Evidence of Essential Qualifications outlined within the Person Specification
- Two satisfactory references (including current and / or most recent employers)
- Confirmation of medical fitness for employment
- Driving Licence clearance
- Professional Registration with appropriate bodies (where applicable)
- Fluency Duty
- Lived or worked abroad declaration.

Date completed: HRM M Davis August 2023



HIGH WELL SCHOOL

Preparing for Positive Futures

Person Specification – Head Teacher

School Group size: 5

Indicative Pay Range: L22 - 28

The Selection Panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the criteria detailed under each section.

Qualifications and Training	E	D	AM
Degree	X		A
Qualified Teacher Status	X		A
NPQH or be willing to undertake this.		X	A
Have had, or be undertaking, further study relevant to headship or special education.		X	A
Evidence of continuous professional development relevant to school leadership, special education, and safeguarding.	X		A
DfE's Senior Mental Health Award		X	A/S/I

Experience, knowledge, and skills	E	D	AM
Successful and extensive experience of working with children with social, emotional, and mental health needs/ SEN.	X		A/I
Successful senior or whole school leadership at Head Teacher, Deputy Head Teacher, or Assistant Head Teacher level in a special school.	X		A/S/I/P
Expertise in special school curriculum design, assessment and monitoring the quality of teaching.	X		A/S/I
Experience in other schools at KS 2-4.		X	A
Successful experience of leading or managing the expansion of schools (e.g., off-site provision, capital works).		X	A/S/I
Demonstrate experience of successful line management and staff development.	X		A/I
Demonstrate sound understanding of the different roles of the Headteacher and Governing Body; the partnership this plays in school improvement and fulfilment of the Governing Body's strategic responsibilities.	X		A/I
Ability to communicate a vision and inspire others.	X		A/S/I/P
Maintains good awareness of local, regional, and national education policy and strategy.	X		A/I
Possess the abilities to effectively analyse school data and identify appropriate actions which then form part of the school improvement plan.	X		A/S/I/P
Demonstrate strong behaviour management	X		A/I
An ability to communicate effectively, both orally and in writing, with a range of audiences	X		A/S/I/P
Experience of effective budget management, financial analysis and funding models, together with an understanding of strategic financial planning in relation to its contribution to school improvement and pupil achievement		X	A/I

Safeguarding	E	D	AM
Demonstrate a commitment to safeguarding and the welfare of children and young people	X		A/S/I
Experience of managing the school's responsibility for safeguarding pupils' wellbeing and providing a safe environment in which pupils can learn.		X	A/S/I
Recent accredited safeguarding training		X	A

Head Teachers' Standards

The Selection Panel will require evidence that you work within the Head Teachers' Standards (DfE October 2020). In particular, the panel will focus attention on the following qualities and characteristics:

Head Teachers' Standards (October 2020)		E	D	AM
School Culture	Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.	X		A/S/P/I
	Promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment.	X		A/S/P/I
Teaching	Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.	X		A/S/P/I
Curriculum and Assessment	Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.	X		A/S/P/I
Additional special educational needs and disabilities	Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.	X		A/S/P/I
	Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively	X		A/S/P/I
Professional Development	Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.	X		A/S/P/I
Continuous School Improvement	Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.	X		A/S/P/I
Key	<p>E = Essential on appointment D = Desirable on appointment</p> <p>AM = Assessment method (See below)</p> <p>A = Application Form S = Selection Tests P = Presentation I = Interview</p>			



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Preparing for Positive Futures

Key Dates

Date	Key information
18/09/2023	Vacancy closes at 9 am
19/09/2023	Shortlisting takes place
20/09/2023	Shortlisted candidates contacted by the HR Manager
26/09/2023	First day of assessment
27/09/2023	Final day of assessment
27/09/2023	Full GB meets with SIP/HRM at school to ratify the appointing panel's decision

Applying for our vacancy

1. You must submit a **fully** completed school application form.
2. You must enclose a letter of no more than 2 sides of A4 telling the Appointing Panel what experience you have, your professional impact and how you would be the best fit for our school.
3. You must submit a copy of your Teacher Reference Number (TRN), degree certificate, QTS and any other supporting documentation you have available to support your application for this post.
4. Applications should be submitted to Michael Davis (HR Manager) by emailing: HRManager@highwell.org.uk