

The Hall

Brief for the position of

HEAD



ODGERS BERNDTSON

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Background

Founded in 1889, The Hall is a leading independent preparatory day school for boys aged 4-13. The school's academic results place it amongst the highest-ranked prep schools in London and the UK. But more importantly, the school has gained an excellent reputation for its nurturing pastoral care and its breadth of curriculum.

The Hall strives to produce a broad, high calibre education for all its pupils, of whom it has high expectations. It aims to ensure a happy, secure and energetic community in which every individual, child and adult alike can thrive, and to promote an exciting and stimulating academic environment which will foster a life-long love of learning for every pupil.

The school has a highly qualified, committed and capable staff, who are ambitious for its pupils academically

and proud of the range of senior schools they go on to. Yet, just as importantly, the school realises the significant role it plays in preparing the pupils for the future beyond their next school, through nurturing their adaptability to new learning environments as much as through specific subject knowledge.

The school's goal is to help Hall pupils acquire and secure formative ways of learning for this ever-changing wider world. In partnership with parents, staff aim to develop in students the intellectual, cultural, physical, moral, personal and spiritual resources they need to give them the confidence to go forward in life.

Today the school educates approximately 470 pupils from the ages of 4 to 13; admission to the school is by competitive selective assessment, and pupils enter at 4+. Occasional places may become available in certain year groups but the vast majority of the pupils remain in the school until the end of Year 8.



The Site

The three school sites comprising The Hall are in close proximity to each other in Belsize Park, Camden. The Governors remain strategic in ensuring that as the school's pedagogical techniques evolve, the school's teaching spaces continually adapt in line with the methodologies, in order to prevent the physical environment from becoming an obstructive, limiting influence on the learning activity within. The Hall understands that the physical setting is not merely a backdrop for learning, it is pivotal in shaping the quality of interaction and culture of a school.

The **Junior School** is home to boys in Reception to Year 3, based in two adjacent buildings on Belsize Avenue and Buckland Crescent. Each year group has a cluster of classrooms and in addition there is a large, bright art studio as well as music space with a large class music room and a suite of individual practice rooms. The JS Hall is used for assemblies, indoor PE, concerts, and events such as Christmas and Drama performances. In 2019, a major refurbishment of the Junior School was completed, enabling the development of an age-appropriate exploration, outdoor and 'play-based' learning approach to the Early Years. A large all-weather playground is also provided with a range of climbing equipment.

The **Middle School** is housed in a 1980s building on Crossfield Road, home to Year 4 and 5 pupils. The MS Hall is where assemblies, meetings and workshops regularly take place. In the middle of the day it is transformed into a cafeteria providing lunch for students in years 2 to 8 and all staff. The MS was also refurbished in 2022.

The **Senior School**, housing Year 6 to 8 is located opposite, at 23 Crossfield Road. This comprises the original Victorian building acquired by the school in the early 1900s. Additions such as the Centenary building have enabled the school to provide a full range of specialist facilities for the use of the whole school. An extensive development project was completed in 2024 and involved significant expansion and modernisation of the Senior School buildings: upgrading IT facilities; a new building housing three additional classrooms; a new science facility; modernisation of the sports hall and theatrical space and the repurposing of certain areas to allow for break-out areas.

An important off-site space for sport and social opportunity has been the development of the Wilf Slack Playing Fields in Finchley, with its pavilion, acres of grass and all-weather pitches.



Structure of the School and Admissions

All pupils are 'day pupils', whose families are cosmopolitan, living predominantly in North London (especially Belsize Park, Hampstead, St John's Wood) but with an increasingly wide catchment area. The Hall admits approximately 50 boys into three Reception classes (aged 4+) every September. Occasional places are offered to a few applicants in later year groups to make up the year group to 54; each academic year the students within each year group are 'mixed up' to create three different class mixes with a maximum of 18 pupils in each.

Junior School

Reception (4+) follows the Early Years Foundation Stage Guidance, and from the beginning there is an emphasis on 'play and playful learning', promoting age-appropriate self-regulation.

Middle and Senior School

In Years 4 and 5, the classroom is still the main base for pupils, with class teachers delivering English and Maths, complemented by specialist teaching for all other subjects within dedicated facilities. From Year 6, students are grouped into forms with a form tutor, who is the primary source of pastoral and day-to-day organisational supervision and they are taught by subject specialists.

The House system, the School Council and Eco-School meetings promote student voice and opportunity for boys to share their experiences and opinions in a safe environment. Such systems offer opportunities to work within vertical groups across all year groups, promoting resilience and fun, team spirit, competitive edge and opportunities for leadership. Students have input with regard to the food they eat, after-school activity options and larger eco issues, such as how the school deals with its waste. Pupil questionnaires and interviews are also frequently conducted to gauge opinion. The active participation of all Hall boys in these forums helps to sow the seeds for a more sophisticated understanding of democracy in the future and of society's shared and agreed values.

Staff Team

The school's staff is drawn from a large catchment area across London. Recruitment has been strong in recent years with the staff joining The Hall from a variety of school settings, both secondary and primary schools and from the state and independent sectors.

This strong community comprises 140 employed staff. Staff foster excellent relationships with the students and are committed to supporting the provision of co-curricular clubs, House activities, school trips and other events. The school supports the continuing professional development of its staff.

As well as external INSET courses, a full and varied programme is offered in-house. The school supports staff in gaining relevant qualifications such as ISQAM, QTS, and Masters degrees, as resources allow.

The Senior Leadership Team comprises the Head, Deputy Head Learning and Teaching, Head of Senior School & Senior School Liaison Officer, Head of Middle School, Head of Junior School, Deputy Head of Junior School, Assistant Head – School Management, Director of Finance and Clerk to the Governors and Director of Operations.

Learning and Teaching

A Hall education is about independent thought and excitement for learning. It is certainly about academic ambition, but just as vital for life as 'results,' is the

development of guiding-light values and the crafting of 'character,' through grasping with both hands the wide range of experience, interaction, opportunity and challenge on offer.

Curriculum subjects provide familiar and important vehicles for learning and so these are periodically refreshed and refocussed as part of the school's rolling strategic plan. The overall goal, to foster a love of lifelong learning in its students, determines not merely the curriculum on offer, but also shapes the ways in which the teaching is crafted and delivered, therefore empowering the learning. Tuning teaching into the specific ways in which pupils learn at different stages of their development, The Hall staff adapt and specialise teaching methods, supporting pupils to construct their own knowledge, skills and strong learning dispositions.





Academic Achievement

At the end of Year 8, students move on to a range of selective senior schools. The majority will join a London day school; around twenty to twenty-five boys commonly join St Paul's and Westminster each year. Other popular schools include City of London, Merchant Taylors' and Habs. Eton, Winchester, Harrow, Tonbridge, Haileybury and Radley are popular choices for those boys who wish to board. The Hall has an excellent track record of gaining both academic and music awards.

Over recent years, the senior schools have tended increasingly to make decisions about their Year 9 entry offers at 11+ when the boys are still in Year 6 or 7. The school therefore prepares them for a range of senior schools' pre-entry assessments so the boys can confidently meet these challenges as well as those of

the different school entrance frameworks taken at Year 8. The vast majority of the boys will have received an offer in Year 6 or 7 for entry to a senior school in Year 9. Increasingly, these offers are unconditional with students sitting exams in the June of Year 8. Some boarding schools still require certain Common Entrance Exams to be sat.

Pastoral Care

Every adult in the school has a responsibility for the students' wellbeing, welfare and security, and there are many layers of care in place. The Welfare Strategy Group is led by the DSL (also the Mental Health and Wellbeing lead), includes the Heads of the JS, MS and SS, and is supported by the Head of PSHE programme, all of whom work closely with Class Teachers and Form Tutors, the School Counsellor and School Matrons.

Three classes in each year group, with a maximum 18 pupils in each, ensures that pastoral care and personal development are prioritised, and boys are supported through nurturing relationships initially with their class teacher and later their form tutor.

From their earliest days at The Hall, pupils are encouraged to consider three main areas of their lives: Health and Wellbeing; 'Relationships'; and 'Living in the Wider World' in the PSHE programme. The framework provides a vehicle through which key knowledge, skill and attributes can be developed and applied to some of the most pressing issues young people face: from mental health to understanding the importance of staying safe online, healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to

negotiate the challenges of school life and enter into the next stage of their education with the knowledge and self-belief to fulfil their own potential. Above all, it promotes informed and positive decision making, whilst encouraging respect for other people, as well as teaching pupils to celebrate difference. The approach to teaching PSHE is varied and includes small group discussions, hands-on projects and experiences, visiting speakers and workshops including most recently input from such organisations as Diversity Role Models and Show Racism the Red Card.



Co-Curricular Life

Across the school, The Hall offers an extensive range of curriculum trips to support the learning across subject areas. The school's location near to tube and bus routes allows students to absorb the history, art, commerce and entertainment on our doorstep, taking advantage of the museums, galleries and other institutions as stimulating learning and experiential resources. A range of speakers and groups visit the school to give workshops and performances.

During the second half of the Summer Term, two 'Activities Week' programmes run for the Middle and Senior School pupils. In the older year groups, students take part for all or part of the week in a residential trip. There is an extensive programme of overseas trips. Every three years since 2013 a Music Tour of about 40 musicians and singers has visited South Africa to perform concerts in a variety of venues and undertake the

handover of funds raised by the Music School to music outreach communities based in townships in Cape Town and Pretoria. The Classics Department runs a residential trip to Italy or Greece and during the February half term each year, a Ski Trip to the Alps is organised for older boys and a Geography trip to Iceland for boys in Year 7 and Year 8 is offered. In February 2014 and 2018, a squad of 24 cricketers visited Sri Lanka and this Easter a squad toured India. Football tours to Europe have become a recent addition to the sports offering.

Music

Music is a thriving, vibrant part of daily life at The Hall. The atmosphere of inclusive, purposeful music-making in the school is greatly respected and most boys choose to become involved in the wider musical life of the school on top of their weekly class music lessons. Over 90% of pupils learn an instrument, usually from Year 1, many take up two and within

any given week over 50 music groups rehearse across the school.

Instrumental and vocal tuition is first class, delivered by visiting professionals who also deliver a comprehensive programme of ensemble work that supports the curriculum. Valuing the special venues that London offers in which to share performances of many high-profile music events during a school year including the Gala Concert at Cadogan Hall, or the Jazz Concert at Pizza Express in Soho for example, the school are proud to showcase the impressive music standards expected and achieved at all levels.

Sport

There are daily opportunities for recreational and representative sport. A challenging, enjoyable and rewarding Games and PE curriculum is offered, to engage and enthuse all students. The extensive provision not only supports

students to acquire the skills to stay active for life, but also to gain various cross curricular qualities, many of which also tie into the schools' key values of good sportsmanship and respect. The Hall wants its boys to learn to make their own decisions during games and to take pride, at all times, in doing their best in order to improve, whilst aiming to promote a growth mindset from an early age.

There is an extensive fixture list across the main sports of football, rugby, hockey, cricket and tennis with a focus on giving all pupils an opportunity to represent the school. Additional challenge and experience is gained through entering regional and national competitions with a good deal of success achieved in a variety of tournaments. The current U11 football squad recently won the IAPS national title with the Under 13 team also reaching a national final. The ski squad also regularly participates in national competitions.



Drama

Drama is an important and flourishing element of a Hall pupil's experience. All boys participate in drama as the subject is taught through the curriculum in the Junior School and as a separate lesson from Year 4 upwards. Cooperation, empathy and confidence are developed through the imaginative use of voice and movement.

In the Junior School opportunities are provided for class and year group productions while in the Middle and Senior Schools, opportunities for informal drama are embraced as often as the more formal productions. Traditionally, at the end of the Summer Term, there is a production open to boys in the Senior School. Recent shows have included performances of *The Exam* (Andy Hamilton) and *Rats' Tales* (Duffy and Still). In addition to the opportunities for a large cast to perform, the backstage elements of the production including set design, stage management, props design and lighting and sound allow for the involvement of students who are interested in this aspect of theatre.

School Clubs

On any given evening, the school is alive with activities involving boys and staff. The programme varies slightly from term to term but there is always a selection of the creative, the sporting, the intellectual and even some which are purely escapist in nature!

The After School Clubs programme, designed in consultation with the pupils, encourages them to try something new, become inspired or simply take part in an enjoyable activity with their friends. In the JS, clubs offered range from football, tennis and rugby to 'forest school' and street dance, some led by class teachers and others by external specialists. MS and SS After School Sports Clubs include Football, Basketball, Snooker, Table Tennis and Dodgeball, for example. Technology-related clubs include Coding, Student Radio, Design Technology, 3D ICT Game Design (in JavaScript). Other popular clubs include Greek, Gardening, Photography, Science and Debating.



Community

Partnerships

Since 2017, The Hall has worked with five local primary schools and a number of charitable organisations to determine key partnership priorities for the short and long term. This covers academic enrichment, pupil development and citizenship, teacher and staff development, professional and pedagogical development, sharing resources and facilities. Learning enrichment sessions are held throughout each term in specialist facilities at The Hall (e.g. science laboratories and recording studio) and in-school teaching and CPD are provided year-round by Hall staff in MFL and Science. A range of workshops such as Debating and Classical Culture are delivered in primary schools, where learning is supported by Year 8 Hall students alongside Hall specialist teachers.

As an 'associated school' of The Mercers, The Hall has benefitted from the receipt of grants totalling £225k over the past five years, enabling the school to support learning and teaching across the network of primary schools. Currently a Mental Health & Wellbeing project is running, supporting teacher and student social and emotional learning and resilience.

Hall School Parents' Association

The mission of the Hall School Parents' Association (HSPA) is to foster a feeling of community and integration at The Hall School, among parents, pupils and staff. The Association is led by a Committee of dedicated members, who are elected at the HSPA's Annual General Meeting in the Autumn term. The HSPA encourages those connected to the school to gather socially and endeavours to help maintain good relations by:

- Arranging and promoting a variety of social events that bring parents, staff and boys together. The Welcome Back Family Picnic, Quiz Night, and the Summer Festival are the main annual events hosted by the HSPA. The goal is to provide social opportunities which attract a wide audience from The Hall and the association strives to provide an enjoyable and inclusive setting for everyone in The Hall community.
- Developing and maintaining strong school-home links through frequent meetings between parent reps, teachers and senior management that work in the best interest of the boys.
- Supporting the school community by organising second-hand uniform sales, occasional cultural events and excursions, theatre trips and other family events throughout the academic year.



Further information on The Hall can be found via the School's website:
<https://hallschool.co.uk/>

The Role

Purpose

To lead, inspire and motivate The Hall pupils and its community, through the design and articulation of a contemporary and compelling vision, ensuring the school maintains its position as one of the UK's leading independent preparatory schools, offering a truly world-class education for pupils aged 4-13, whilst maintaining its educational values.

Accountability

The Head is appointed by the Governors and is responsible to them through the Chair of Governors.

Key Responsibilities

Strategic Vision

- Develop and articulate a contemporary and compelling vision for the future of the school and its wider community, in consultation with the Governors.
- Develop and implement a strategic plan that clearly encapsulates how to deliver the school's vision, whilst being grounded in practical and commercial reality.

- Be aware of, and proactively respond to, strategic considerations posed by the needs of the local and wider marketplace, adapting plans and strategies in an agile manner, as necessary.
- In line with the aspirations of the Governors, continually strive to innovate and improve the school's offering and make recommendations to the Governors as appropriate.

Leadership and Management

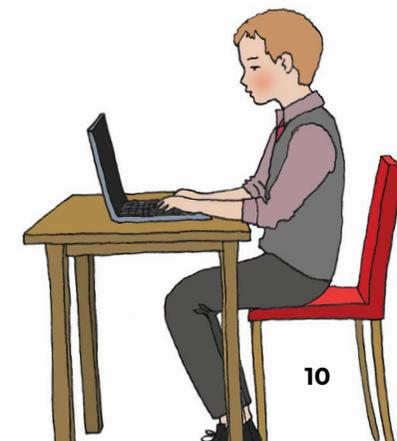
- Provide inspiring leadership to all staff within the school, fostering a strong commitment to the standards and values of The Hall, motivating colleagues and building a sense of belonging, community and inclusivity at all levels.
- Further shape and develop a strong, cohesive and proactive senior leadership team ensuring that roles, responsibilities and expectations are clear so that excellent performance across all areas of school life are expected and delivered.
- Take an empowering, collaborative and trusting approach to leadership, inspiring senior colleagues to drive the successful academic, pastoral and co-curricular functioning of the school.

- Recruit and retain staff of the highest quality with the ability to act as role models, inspire pupils, innovate and develop the reputation of the school.
- Build an aspirational and contemporary educational culture aligned to the school's desire to deliver a world-class experience through robust professional development practices and take a long-term view of staffing, planning effectively for progression and succession.

Marketing, Admissions and Community

- Ensure up-to-date and highly effective marketing and admissions strategies are in place and maintain and develop strong relationships with feeder nurseries, local schools and with both current and prospective parents.
- Promote and build the reputation of the school to all, especially parents, and create a brand for The Hall that is truly distinctive and genuinely compelling to all those that desire an independent education.
- Engage in and promote an open, two-way dialogue with current parents and work closely with the supportive Hall School Parents' Association (HSPA).

- Maintain a detailed understanding of the selection and admissions processes at 11+ and 13+ and good relationships with Heads and other key individuals in relevant senior schools both in London and nationally, to support and advise parents and pupils in their transfer to senior school.
- Engage regularly and maintain strong relationships with key organisations and charitable entities in the surrounding community in North London ensuring The Hall and its pupils play a meaningful role in the wider community around the school.
- Develop strong and meaningful relationships with all members of the Hall Community including alumni, past parents and friends of the school.





Academic and Educational Leadership

- Create a culture which promotes and safeguards the welfare of pupils and staff as the top priority.
- Create a culture which promotes contemporary, vibrant and inspirational teaching and stimulating, exciting and effective learning.
- Oversee the continual development of an ambitious and forward-looking curriculum and learning environment and identify and evaluate educational initiatives and innovate when and where appropriate.
- Determine, organise and implement policy for excellent pastoral care which prioritises the wellbeing and happiness of the pupils and instils in them the school's values and life skills which will ensure pupils become caring, considerate and valued members of society.
- Support and develop the programme of co-curricular activities that provides an enriching and diverse opportunity, including but not limited to Sport, Drama, Music, the Arts and support and service to the wider community.

Finance and Operations

- Work in partnership with the Director of Finance to set budgets and to ensure that the Governors are briefed fully on the school's resource and development needs based upon forecasted pupil numbers and the educational requirements and aspirations of the school.

- Develop an excellent knowledge of strategic financial planning and budgetary management for the school and ensure its strong financial performance is maintained.
- In collaboration with the Director of Finance, Director of Operations, and the Governors, prioritise and plan capital expenditure linked to the school's strategic aims and overall vision.
- Work with the Director of Finance and other members of the Senior Leadership Team, to ensure the appropriate deployment and management of all resources (financial, human and physical) across the school in support of the overall vision.
- Ensure a highly effective administrative and support structure is in place and that operational matters are dealt with efficiently to improve the quality of learning and teaching at the school and secure value for money.

Governance

- Set excellent standards for governance and ensure that the school maintains legal and regulatory compliance, that risks are monitored and mitigated, safe recruitment procedures are in place and are followed and that health and safety of all members of the school community is safeguarded and prioritised above all else.
- Maintain open lines of communication to develop and maintain good relationships with all the Governors.

- Report regularly to the Governors on progress towards the strategic priorities and the achievement of Board policies.
- In partnership with the Chair of Governors, ensure the Board receives sufficient and timely information and advice to make informed decisions.

Remuneration/Terms & Conditions

- A competitive salary, commensurate with the candidate's experience and the size of the school.
- Within the school, the Head will be provided with a four-bedroom, two-bathroom family flat, located above the Reception Department in Buckland Crescent, comprising a kitchen, dining room, sitting room, and large attic.
- Alternative accommodation options for families can be considered near to the school's facilities.
- Private Health Insurance.
- Generous discount on school fees for the Head's sons at The Hall.
- Access to Employment Assistance Programme.



The Person

The Hall are seeking a Head who will be:

- An energetic, innovative and inspiring leader with a strong record of achievement in educational leadership, adept at handling issues raised by challenge and change, with a track record of effective day to day operations management and leading change.
- An excellent communicator, able to inspire pupils, staff, parents and Governors working confidently and collaboratively with them and alongside them, leading by example and building a kind supportive and child centred community.
- A proven leader with the skills to run an inclusive and diverse school community, valuing and promoting inclusion. This person will have excellent skills of diplomacy and the confidence to work effectively with individuals and groups whatever their age, race, gender, sexuality, disability, faith or personal or social circumstances. effectively representing the school to the wider world, including through its marketing and recruitment as well as the partnership activities in the local community.
- An inspirational and resilient person of energy and enthusiasm, you will be innovative, imaginative, patient, sensitive, consistent, reliable, open and honest, supportive, rejoicing in others' gifts, and collegiate in approach.
- Experienced in developing school systems, organisation and processes that are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- An individual with a detailed and thorough understanding of a Head's responsibilities in relation to safeguarding and child protection issues and a clear commitment to delivering the very best practice in Safeguarding.
- Experienced in ensuring compliance with all regulations set for the control of independent schools, including child safety and safeguarding, health and safety, employment legislation, charity legislation and ISI inspection protocols.
- Someone with a clear understanding of the commercial skills required to run an independent school, preferably with experience of capital development and fundraising in a school context and the ability and desire to drive this.
- Understanding of the need for robust financial and strategic planning to deploy budgets and resources to deliver the aims and objects of the school in the best interests of pupils' achievements and the school's sustainability, including proper care for the school's fabric and infrastructure, the development of facilities and the bursary provision.
- An experienced and well-qualified teacher with a comprehensive understanding of the educational and pastoral needs of children from Reception (EYFS) and Key Stages 1-3 in day environments. A good understanding of the particular features and pressures of the educational system in London, including senior day schools will be an advantage.
- Focused on excellent teaching through an understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and ensuring pupils' wellbeing, while maintaining the school's strong academic position.
- An individual with an interest in, and knowledge of, current educational developments and pedagogy with evidence of personal and continuous professional development.



How to Apply

The search for a new Head at The Hall School is being led by Odgers Berndtson.

The closing date for applications is **09.00 BST on Wednesday 21 May.**

Initial interviews with Odgers Berndtson will take place on **Tuesday 27 and Wednesday 28 May.**

Shortlist interviews will take place on **Wednesday 4 June.**

Final stage candidates will be invited to have a full briefing visit to the school during **w/c 9 June** with final interviews being held on **Wednesday 18 June.**

To apply, please submit a completed application form alongside a CV and covering letter which sets out your interest in the role and encapsulates the aspects of your experience relevant to the required criteria. Please include current salary

details and the names and addresses of three referees. Referees will not be approached until the final stages and not without prior permission from candidates.

The preferred method of application is online at: www.odgers.com/93654.

All applications will receive an automated response.

For an initial discussion, please contact:

Peter Lawrence: +44 (0) 207 529 3055
peter.lawrence@odgersberndtson.com

Lottie Willis: +44 (0) 207 367 9795
lottie.willis@odgersberndtson.com

Personal data

In line with GDPR, we ask that you do NOT send us any information that can identify children or any of your Sensitive Personal Data (racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, data concerning health or sex life and sexual orientation, genetic and/or biometric data) in your CV and application documentation. Following this notice, any inclusion of your Sensitive Personal Data in your CV/application documentation will

be understood by us as your expressed consent to process this information going forward. Please also remember to not mention anyone's information or details (e.g. referees) who have not previously agreed to their inclusion.

The Hall is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.



The  Hall

hallschool.co.uk



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