



Hatch End HIGH SCHOOL

Headteacher Candidate Information Pack



Welcome to Hatch End High School

Dear Candidate

Thank you for your interest in becoming the next Headteacher of Hatch End High School. We are delighted to invite you to find out more about the school and the role.

This is an exciting opportunity to lead a high performing, thriving and happy comprehensive academy for students aged 11 to 18, of all cultures, faiths and beliefs. Our current Headteacher is moving on from Headship after 14 successful years.

Our students make strong progress. Hatch End is a thoroughly inclusive school with an exceptionally wide range of students.

Our academic excellence is paralleled by our equal commitment to develop and nurture the personality, talents and abilities of all our students. Our core values of Co-operation, Ambition, Respect and Empathy underpin everything we do. Our Pastoral and Inclusion work is recognised nationally as being exceptional.

Hatch End is an outward looking school that works in close partnership with other high schools in Harrow and beyond. The school actively embraces the best in new technologies and innovative practice. We give a high priority to the professional development of our staff and play a lead role in training the new generation of teachers.

We are looking for a Headteacher who has the personal qualities, vision, talent, energy and passion to lead our school and trust successfully. You will drive the academic agenda to the forefront of the school's overall improvement strategy. Whilst staff and student well-being have to remain at the core of a successful school, the Governors are looking for someone with an uncompromising and relentless teaching and learning focus who is willing to challenge the status quo to ensure that all pupils leave school with the very highest academic outcomes of which they are capable.

Your leadership style, combined with high standards and expectations in all areas of school activities, will inspire our staff and students.

Hatch End is a school where all staff and students, including the Headteacher, know they are cared about and will be supported. We will take pride in your professional growth and will provide opportunities for your development within and beyond the school and trust.

We hope this information pack provides you with an insight into our school. We would strongly encourage candidates to come and visit the school prior to the selection process. Please see details for arranging this on the person specification.

Yours faithfully

Kate Garnons Williams
Chair of Governing Board
Hatch End High School

Our vision and aims

Our Ethos

At Hatch End High School, we care about and are totally committed to each and every student's academic success and personal well-being. We are proud of being a high performing, inclusive community school which welcomes all cultures, faiths and beliefs. Our core purpose is to enable all young people to make exceptional progress and achieve outstanding outcomes, so they are able to live fulfilling and successful lives.

Our student code of conduct states:

We aspire to excellence and care about everyone in our diverse community. We strive to be the best we possibly can be and live by our core values everyday:

C = CO-OPERATION

A = AMBITION

R = RESPECT

E = EMPATHY

Co-operation

We work together, follow instructions and seek to help each other at all times.

Ambition

We strive to aim high, aspire to excellence and be the best we can possibly be!

Respect

We respect equality of opportunities for everyone in our school, local and global community.

Empathy

We think of others and seek to understand different feelings and needs.

As a school our ethos states that we will:

- be ambitious and always expect the highest standards from students and staff
- provide a creative and stimulating teaching and learning environment in which each and every student feels safe and secure to express themselves and fulfil their optimum potential
- deliver a broad and exciting curriculum which stretches all our students and enables them to achieve, develop and extend their life skills
- create a calm and disciplined environment in which positive relationships flourish
- work in co-operation and partnership with our families and wider community in a common endeavour to deliver excellence
- develop our students' appreciation and respect for others as well as for themselves
- reflect regularly on our school's strengths and areas for development in order to continue to thrive

About Hatch End High School

Hatch End High School is a high achieving and successful comprehensive school for students aged 11 to 18, based in the London borough of Harrow.

As a forward looking community, we know that a really great school remains true to its traditions whilst always embracing new and stimulating innovative practice. We have, over the last 14 years frequently been in the top performing schools nationally for A level and GCSE achievement. We care about our young people as individuals, which means always ensuring a careful balance between challenge and support.

Ofsted picked up immediately on the palpable sense of inclusion, nurturing and rigour at Hatch End High School saying in 2013, “Students thrive in this school” and that later in 2018, “Pupils say they feel part of a harmonious community.” In 2018, we were proud to achieve the national “Inclusion Quality Mark”. In 2021 we achieved the Quality Mark for outstanding careers provision. Our ethos of we CARE is not just a set of words, it is a call to action.

The future headteacher will need a high level of stamina along with energy and enthusiasm to lead Hatch End High School. It is not a post for the faint hearted and whilst essentially strategic, each day brings new, exciting, but often pressurised challenges.

Performance at GCSE is currently in line with the national average in terms of attainment and typically above national average for progress. Entry for the EBacc is significantly above the national average at 75% as we believe that these subjects present the best opportunities for our students to be successful in the wider world. However, we pride ourselves on the breadth of our curriculum including its strong applied offer both in Key Stages 4 and 5. Whilst performance has been consistently strong in English and Maths, there are areas **we know we need to improve in**, especially if we are to secure success in the EBacc subjects. Some departments are not achieving the levels of progress they should be with some of our young people. Progress and outcomes in the Sixth Form are consistently above national average. Our personal development programme is excellent and many of our extra-curricular activities including our school trips are heavily subsidised to ensure we are as inclusive as possible.

We attract students from over 50 primary schools and work hard to ensure that all our young people transition smoothly and become settled quickly in Year 7. We work similarly hard to establish effective partnerships with parents, who are extremely supportive of the school. Our comprehensive intake makes it a joy to work in our school however we do also have a high level of need with many young people facing challenging circumstances both in and outside of school. The school also has a very high level of student mobility which presents its own challenges. We are a challenging school, and our students need a leader who will be unwavering with their high expectations of both themselves and the young people they serve. Our students are extremely proud of their school, recognise the high quality of education they receive, and the benefits they enjoy being part of a rich and diverse community. They have a strong voice in the school and their feedback is highly valued.

The school focuses upon appointing the best teaching and support staff, with outstanding subject knowledge, to ensure our students achieve their full potential. We have a culture of reflective practice, distributed leadership and responsibility, and recognising and celebrating success. Alongside highly effective CPD, this engages and develops our staff. We seek to ensure that our “we CARE” ethos applies to all members of the school community. We have benefitted for many years from a strong partnership

with TeachFirst, the national training provider, and therefore welcome the very highest calibre of graduates to the profession each year.

In recent years we have made substantial investments including a partial DfE rebuild, to ensure that our accommodation matches our curriculum needs and our aspirations and we intend to continue this investment in the future.

Hatch End is a well-led and managed school. We have capable middle and senior leaders in all areas of school life. However, they too need challenging to ensure our students achieve their very highest outcomes. Our staffing is carefully matched to our curriculum and to the needs of our students. Our financial management has enabled us to establish school reserves of approximately £2m for future investment, with our school base budget being approximately £9.1m in 22/23.

Our website contains additional information about the school, including our prospectus, exam results, Ofsted report, and curriculum information.

Further information about our pupil and staff composition is provided in the following table:

	*2020 - 21	*2021 - 22	Autumn 2022
Students on roll (All)	1191	1183	1202
Students on roll (not inc. dual sub students)	1175	1162	1191
6th Form NOR	264	220	192
Number of EAL	742	705	720
Number of SEND	196	190	205
Number of students with EHCP	22	21	28
Number of students eligible for FSM	274	309	339
Average class size	23	22	24
Number of CIN	14	16	11
Number of CP	11	14	9
Number of students with a Social Worker	37	32	25
Referrals to MASH	37	61	10
Number of LAC	11	8	7
Number of teachers	83	85	83
Number of support staff	68	71	75
Number of ECTs	4	8	9
Number of ECT+1	3	2	3
Number of Trainees.	8	9	5

NB: Student information is taken from the Autumn Census carried out in October of each year.

A summary of our public examinations data is provided below:

Year 11 Results

Year 11 Results 2022 – Trends over time (excluding 2020)				NA	Fischer	
	2019	2021	2022	2019	Fischer 5 Target	Fischer 20 Target
E and M 9-7	15%	14%	13%	-	-	-
E and M 9-5	41%	50%	44%	43%	55%	46%
E and M 9-4	56%	63%	69%	65%	77%	70%
Sci 2 x 9-5	43%	47%	36%	47%	-	-
Sci 2 x 9-4	58%	67%	59%	65%	-	-
5 x 9-7	15%	20%	13%	-	21%	15%

Total percentage of grades compared to National Average								
	2018		2019		2021		2022	
	HEHS	National Average	HEHS	National Average	HEHS	National Average	HEHS (Provisional)	National Average (Provisional)
9+	3%	N/A	3%	5%	5%	7%	3%	7%
7+	15%	21%	20%	21%	23%	28%	16%	26%
5+	46%	N/A	48%	51%	55%	60%	47%	58%
4+	62%	67%	64%	67%	71%	77%	68%	73%

Progress 8					
2017/18		2018/19		2021/22	
HEHS	National Average	HEHS	National Average	HEHS (Provisional)	National Average
0.31	-0.02	0.07	-0.03	0.04	- 0.03

Year 13 A Level Results - Trends over time:					National Average
	2018	2019	2021	2022	2022
A*	5%	2%	9%	11.0%	14.6%
A*-A	20%	15%	29%	30.0%	36.4%
A*-B	55%	41%	61%	63.1%	62.8%
A*-C	79%	73%	87%	89.7%	82.6%
A*-D	93%	92%	97%	97.0%	93.6%
A*-E	99%	96%	99.6%	98.5%	98.4%

Job Description: Headteacher

Responsible to: Governing Board of Hatch End High School

Start date: 1 September 2023

Salary: L33 – L39 (Outer London)

Working conditions: These will be as specified in the latest School Teachers Pay and Conditions Document (STPCD). The postholder will be expected to act in accordance with the DfE's latest headteacher standards. As a qualified teacher the postholder will comply with the National Standards for QTS as laid down by the DfE.

Core purpose

The Headteacher will provide outstanding leadership and management of Hatch End High School, promoting and modelling its culture and ethos, to secure exceptional education for all students while maintaining the highest standards in all areas of the school's work.

Culture and leadership

1. Maintain and further the culture within the school including reflective practice (by students and staff), distributed leadership and responsibility, and recognising and celebrating success;
2. Maintain an ethos of equality, high aspirations, and high expectations;
3. Work in partnership to set the vision and values for the school and ensure that they are securely embedded;
4. Work in partnership to develop and implement the school's strategy for the future, including potential growth;
5. Lead the development, communication, implementation and monitoring of the School Improvement Plan with agreed and prioritised objectives to sustain improvement;
6. Promote the school to our community and partners; and
7. Lead by example, consistently reinforcing the vision, values and culture of the school.

Students, Teaching and Learning

8. Responsible for safeguarding and promoting the welfare of children and young people, including compliance with school child protection policies and procedures;
9. Determine, organise and implement an engaging and stretching curriculum in line with the school's vision and that meets DfE requirements, including ensuring that a broad range of extra-curricular opportunities are available to students;
10. Ensure an effective learning environment based upon a sound and consistently applied policy for positive behaviour for learning;
11. Establish and sustain high-quality, expert teaching across all subjects and key stages, built on an evidence-informed understanding of effective teaching and how students learn;
12. Ensure that effective strategies are in place, closely monitored and reviewed, to ensure that all groups of students progress and achieve well;
13. Ensure formative and summative assessments are used to support outstanding student progress, staff development, and to develop the curriculum;
14. Implement strategies that secure high standards of attendance and behaviour;
15. Ensure students feel safe, happy, and supported, and that barriers to their learning and progress are identified and addressed; and
16. Ensure robust systems of pastoral care to promote positive mental health.

Leading and managing staff

17. Recruit and retain staff of the highest quality and work to ensure that their deployment has maximum educational impact;
18. Ensure effective induction, continuing professional development and robust performance management processes are in place for all staff;
19. Lead succession planning for middle and senior leaders; and
20. Regularly review own practice and take responsibility for your own personal development.

Managing the organisation

21. Effectively undertake the responsibilities as the Accounting Officer for the school;
22. Work with colleagues across the school and school to achieve 'added value' from being within the school;
23. Ensure that effective teaching and learning is at the heart of all strategic planning and resource allocation;
24. Lead prudent short and medium-term financial planning for the school and school;
25. Ensure effective and efficient day-to-day management, organisation and administration of the school;
26. Responsible for the school site its buildings, equipment and grounds, ensuring their statutory compliance, their fitness for purpose and efficient/effective usage, and developing proposals for their maintenance and enhancement; and
27. Ensure compliance with the requirements of all relevant auditing, employment and health and safety legislation and guidance.

Accountability and governance

28. Accountable for all elements of student and school performance to the Board of Trustees and Members, as well as responsibilities as Accounting Officer;
29. Provide information and objective advice to the Board of Trustees and Members to enable them to meet their statutory, governance and leadership responsibilities, including regarding the implications and opportunities of national and local educational policy and context;
30. Ensure individual staff and team accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation;
31. Present accurate information about the school and its performance in a form appropriate to a range of audiences, including students, parents, governors, the local community, Ofsted, and others; and
32. Ensure that students and parents are well-informed about individual progress and their role in the students' future success.

Notes

- The Headteacher will be required to safeguard and promote the welfare of all children and follow trust and school policies and the staff code of conduct.
- The Headteacher may be asked by the Board of Trustees to undertake other duties that are reasonably regarded as falling within the duties and responsibilities of the post.

Additional information

Conditions of service

The role is subject to and with the benefits of the National Conditions of Service for Teachers as specified in the School Teachers' Pay and Conditions Document (STPCD) and Condition of Service for Teachers in England and Wales (The Burgundy Book), except where you are informed in writing that a local condition applies. The contract of employment is between the Headteacher and Hatch End High School.

Asylum and Nationality Act 1996 Under the Asylum and Nationality Act 1996 you will be required to prove your eligibility to work within the UK.

Disclosure and Barring Service

An offer of employment for this post will be subject to a satisfactory enhanced disclosure clearance through the Disclosure and Barring Service in England and Wales.

Equalities

Hatch End High School is an equal opportunity employer. It is committed to make any necessary reasonable adjustments to the selection process, job role and working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the recruitment panel's decisions will be based upon an assessment of that person's expected capabilities once reasonable adjustments have been made.

Person Specification: Headteacher

The person appointed will:

1. be an outstanding, well qualified and appropriately experienced teacher;
2. have appropriate middle and senior leadership experience;
3. evidence outstanding leadership skills;
4. evidence their commitment to equality and inclusion (in their broadest senses);
5. believe in the vision, values and culture of the school;
6. be a strategic thinker who keeps up-to-date regarding national educational research and policy and can distil implications and opportunities from that context;
7. evidence where they have led significant changes to improve the opportunities for or outcomes of students, including intent, implementation and impact;
8. evidence where they have led a team where student progress and outcomes remained outstanding or improved under their leadership;
9. be a team-player who is able to develop and sustain supportive working relationships with colleagues both within and outside the school and school
10. have the ability to inspire and lead the full range of stakeholders within and beyond the school
11. evidence commitment to reflective practice and how they have incorporated this into school improvement;
12. be confident in the interpretation, analysis, and presentation of data (educational, financial and operational);
13. evidence financial leadership and management experience, including understanding the responsibilities of the Accounting Officer role and the financial context of the school;
14. be a flexible problem-solver with well-developed decision-making skills;
15. demonstrate commitment to their own professional development, including recognising any areas where they may need support within the first 12 – 18 months; and
16. have an excellent understanding of, and be wholly committed to, safeguarding.

How to apply

We strongly encourage candidates to visit Hatch End High School to get a better sense of the school and our culture and values. Ms Sue Maguire, current Headteacher, will be available to conduct tours of the school on Tuesday 10th January and Wednesday 11th January 2023 from 9:30 to 11:30am. Please email Ms Stabler, Business Manager, stabler@hatchend.harrow.sch.uk if you would like to book a tour or if you have any queries regarding this role.

The timetable for appointment is as follows:

- Deadline for submitting application: Noon, Friday 20th January 2023, 12 noon.
- Interview days: Tuesday 7th and Wednesday 8th February 2023.