

Candidate Pack



Head of Secondary Phase at
William Hulme's Grammar School



Welcome

Thank you very much for your interest in becoming Head of Secondary Phase at William Hulme's Grammar School. I will be the Principal from September 2023 and am looking for a Head of Secondary Phase, with whom I can work closely to lead William Hulme's Grammar School to become a beacon of excellence.

William Hulme's Grammar School has a long history of providing education to children and young people in South Manchester, dating back to 1887. During its 140 years it has been a grammar school, a fee-paying independent school, and finally became a comprehensive academy when it joined United Learning in 2007. Since joining United Learning, the school has expanded significantly, benefitting from considerable capital investment into its buildings and facilities, including an impressive new Secondary Phase building and Sixth Form Centre.

Its most recent inspection found it to be good across the board through all phases, demonstrating the consistently high standards leaders have embedded. I believe there is the capability and capacity within William Hulme's Grammar School for it to become a truly exceptional school, supported by the significant and substantial foundations already in place.

This is the ideal position for an ambitious and dynamic leader who sets the very highest academic standards, demands exemplary behaviour and has endless enthusiasm and passion for continuously improving teaching and learning.

I highly recommend you visit the school where I can show you around. Please contact Jane Carter at jane.carter@whgs-academy.org to do so and I look forward to meeting you.

Kate Heaton
Principal Designate

About United Learning



United Learning is a Group of schools which aims to provide excellent education to children and young people across the country. We seek to improve the life chances of all the children and young people we serve and make it our mission to bring out ‘the best in everyone’ – pupils, staff, parents and the wider community. We uniquely comprise schools in both the state and the independent sectors.

As a group, we can offer more to both staff and young people than any single school could offer alone. The growing range of outstanding group-wide activities that we can provide will mean that more young people will have truly exceptional and inspiring experiences. We believe that our Group contains the most developed relationships and practical interaction between independent and state schools in the country, creating benefits for all the schools involved.

United Learning comprises both United Church Schools Trust, which operates our fee-paying independent schools, and United Learning Trust, which operates our state-funded academies.

To find out more about United Learning, please visit the website: unitedlearning.org.uk

As part of United Learning, William Hulme’s Grammar School will share the objective of bringing out ‘the best in everyone’, enabling each student to become a balanced, happy and articulate person with intellectual freedom, confidence, compassion, integrity and a lifelong love of learning.

Our Ethos

Our approach to education is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people. We believe in supporting our colleagues to achieve excellence and in acting with integrity in all our dealings within and beyond the Group. We believe the safety and welfare of all children and young people is paramount. We summarise this ethos as 'the best in everyone'.

This ethos underpins our core values:

AMBITION – to achieve the best for ourselves and others;

CONFIDENCE – to have the courage of our convictions and to take risks in the right cause;

CREATIVITY – to imagine possibilities and make them real;

RESPECT – of ourselves and others in all that we do;

ENTHUSIASM – to seek opportunity, find what is good and pursue talents and interests;

DETERMINATION – to overcome obstacles and achieve success.

As a single organisation, we seek to bring together the best of independent and state sectors, respecting both traditions and learning from each. We believe that each of our schools is and should be distinctive – committed to developing its own strengths and identity while sharing our core values to promote service, compassion and generosity.

Continuing Professional Development

We believe that successful organisations make a priority of developing their staff; all the more so in education, where the people of the organisation are its most important asset. While the development of all staff is important, we make the support and professional development of Heads and senior leaders a particular priority, given the impact that leaders have on the life of staff and pupils alike. We work on the basis that each of us, however effective, can always improve.

The new Head of Secondary Phase at William Hulme's Grammar School will be set personal development objectives each year and will be supported to achieve them. The Head of Secondary Phase will also be asked to take a role in supporting the leadership of the whole organisation, working with other Heads in the Group, and sharing ideas and practice with one another. They will also have the benefit of accessing a range of networks, including the Group Education Forum, which brings together Heads from across the Group six times a year. United Learning has also commissioned training programmes from major universities. We provide 360-degree feedback as part of professional development. We believe that schools are at their best when they are autonomous and able to develop a distinctive ethos, reflecting the needs of their pupils and the context within which they work. The Group can get behind the work of Heads and leaders in schools through creating strong networks, providing outstanding educational support and professional development, and by taking the strain of professional functional support. We aim to ensure that the technology, finance, HR and data support is provided more effectively and efficiently than would otherwise be possible, so that Heads can focus on educational leadership.

The newly appointed Head of Secondary Phase at William Hulme's Grammar School will also benefit from a comprehensive induction programme.

Our Framework for Excellence



To achieve our mission, our schools prioritise five key principles:

- The best from everyone
- Powerful knowledge
- Education with character
- Leadership in every role
- Continuous improvement

'The best from everyone'

Our aim is to bring out 'the best in everyone'. So, we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child's potential? So, we expect unreasonably – we constantly encourage children to do what they think they can't, to persist, to work hard and to be at their best.

From every adult we expect the same: that they are at their best, expect unreasonably of themselves, are determined and resilient and pass those expectations on to the children in all they do. We act with the utmost love, care and good faith – the highest standards come with the greatest attention to the wellbeing of all.

'Powerful knowledge'

Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives. Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject-based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think and learn.

'Education with character'

Academic success is very important. Exam passes are an important aspect of that. But there is more to a good education. Our schools also aim to develop character, compassion and service. Young people are expected to contribute to their school and to society; to try things which they think they cannot do; to

persist in the face of difficulty; to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead.

We want young people to look back on a joyful schooling which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.

'Leadership in every role'

Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the school is a leader. In every word, tone and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children.

All those in formal leadership positions create the climate in which others work. They demand the highest standards, build an inclusive performance culture, develop their teams and create the space for others to lead. All leaders listen, grow relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident school.

'Continuous improvement'

However good we are, we can be better. We constantly look for improvements and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve.

We always look at the evidence and are rigorous in evaluating impact. We stop or change things which aren't working; we improve things which are. We aim for high leverage: high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.

Job Description

The Head of Secondary Phase at William Hulme's Grammar School will lead, motivate and inspire pupils, staff, parents and the wider community, to ensure every student is confident in himself/herself, is respectful of others, achieves well and gains the skills and qualifications to succeed in life and at work.

As a senior leader within United Learning, the Head of Secondary Phase, together with the Local Governing Body (LGB), will be responsible for establishing and implementing the vision and direction for the Secondary Phase. The Head of Secondary Phase will ensure that United Learning's ethos and values are deeply embedded and visible amongst pupils and staff, and that the school brings out 'the best in everyone.'

Broadly, the responsibilities of the role are as detailed below:

Educational Leadership and Management

- Ensuring excellent academic outcomes in all key stages (KS3 through to KS5);
- Developing a shared expectation of outstanding teaching and learning;
- Creating and supporting an aspirational and innovative culture of learning in the Secondary Phase;
- Creating a climate for learning and a system of monitoring and intervention that enables all pupils to thrive;
- Setting high educational standards in the Secondary Phase;
- Designing and implementing a broad and ambitious curriculum and the broader pupil experience;
- Setting and monitoring against targets for pupils' achievement;
- Ensuring the welfare and safety of all pupils from all groups, including their safeguarding.



Strategic Leadership and Management

- Defining and delivering the vision and objectives of the Secondary Phase and the School Strategic Plan, using United Learning's Framework for Excellence and as agreed with the Local Governing Body, Principal and the Secondary Regional Director;
- Leading the Secondary Phase in partnership with the Principal and the LGB and key senior leaders in the School;
- Agreeing, communicating and delivering aspirational short and medium term aims within the context of the longer-term vision;
- Developing and maintaining the values of United Learning in the Secondary Phase;
- Contributing professionally to the broader United Learning agenda.

People Leadership and Management

- Leading on all staffing issues in the Secondary Phase, and liaising with the Principal over the appointment and development of staff;
- Ensuring a culture of working together to achieve high standards throughout the Secondary Phase;
- Promoting staff well-being within the Framework for Excellence;
- Managing performance and ensuring that staff receive appropriate support in order to achieve those high standards;
- Undertaking effective planning to ensure that the staffing needs for the Secondary Phase are proactively identified and that plans are in place to ensure appropriate succession;
- Creating a climate of reflective practice and professional development that enables all members of staff to flourish and achieve their very best;
- Developing the capacity within the senior and middle leadership teams;
- Promoting equality and fairness for all staff;
- Taking responsibility for one's own professional development as the Head.



Financial and Business Management

- Working closely with the Principal and Executive Business Manager to ensure budgets are set and managed within guidelines agreed with the LGB and the Group through the Secondary Regional Director and Chief Financial Officer;
- Monitoring of actual spending against budget;
- Liaising with the Principal to Implement key Group-wide policies and strategies (eg in relation to compliance, finance, HR and IT);
- Ensuring that efficient administrative systems are implemented and managed;
- Managing and utilising the site and facilities to their full value for the school, the Group and the Community;
- Ensuring that safeguarding and health and safety policies are fully implemented and managed.

Reporting

The Head of Secondary Phase reports to the Principal, who is responsible to the overarching Charity Board through the Chief Executive.

The Local Governing Body, and its Chair in particular, will also work closely with the Head of Secondary Phase and Principal in relation to its responsibilities to act as a 'critical friend' to the school.

The Head of Secondary Phase will be key to driving the Secondary Phase forward and further developing local partnerships.

The Head of Secondary Phase will keep the Principal fully informed on the progress of the Secondary Phase and will submit reports for consideration as appropriate.

The Head of Secondary Phase will participate in an annual review as part of the agreed appraisal process.

Links with Community and Business

- Developing strong and effective partnerships with parents;
- Developing a thriving sense of school community to include present and past pupils and parents;
- Creating proactive, entrepreneurial and effective links with the community including, for example, with business, feeder schools, other local schools and with local religious establishments;
- Making a strategic contribution to the development of the Group.



Person Specification

Education and Training

- Educational and professional qualifications appropriate for the role of Head of Secondary Phase. Such qualifications would normally include a degree from a recognised university, professional qualifications (for example PGCE) and ideally a further post graduate qualification;
- Evidence of professional development across career to date.

Experience

- Demonstrable success in a leadership role in a comparable organisation and through significant periods of development;
- A proven track record of creating a rich learning environment through creating a strong climate for learning;
- A proven track record of achievement in raising standards through, for example, using target setting, data analysis and curriculum innovation to improve and monitor performance;
- Evidence of the ability to develop excellent relationships with young people and adults;
- Experience in leading and developing colleagues and effective teams;
- Experience and understanding of safeguarding policies and procedures to ensure the welfare of all pupils.



Knowledge, Skills and Qualities

- An in-depth understanding of school leadership and school improvement needed to achieve outstanding pupil progress and personal development;
- The ability to create and implement effective management systems in which roles, responsibilities and accountabilities are clearly articulated;
- An understanding of the importance of research in developing approaches to learning and curriculum design and the ability to put this into practice;
- A thorough understanding of school markets, the analysis required to develop those and the skills to implement successful marketing strategies.

Personal Qualities

- A clear understanding of and commitment to the development of the United Learning values;
- Clarity of vision with the ability to communicate it in a compelling way;
- An adaptable leadership style which encourages leadership from others and celebrates success;
- Determination and resilience;
- Sensitivity and wisdom in managing relationships with pupils, parents and staff;
- High level interpersonal and communication skills with the capacity to influence at all levels;
- High expectations of pupil achievement, conduct and behaviour;
- A commitment to collaborative working, both within the school and across the Group;
- Openness, sense of humour, energy and enthusiasm.



Terms and Conditions of Employment

EMPLOYER

United Learning

POSITION

Head of Secondary Phase, William Hulme's Grammar School with responsibility for the Secondary Phase

REPORTING LINE

Principal, William Hulme's Grammar School

LOCATION

William Hulme's Grammar School or such other nearby place operated by the school or to which the school may relocate.

START DATE

September 2023

STARTING SALARY

The salary will be commensurate with the significance and importance of the post and the experience of the successful candidate.

ILL HEALTH

United Learning's sick leave and pay policy will apply. The policy allows for a three years' sliding qualification period, at the end of which you will be entitled to full pay for 100 working days and half pay for 100 working days.

HOLIDAYS

You are entitled to take holidays during the normal school holidays except where your presence is required for proper execution of your duties as Head of Secondary Phase. United Learning would expect you would not have less than six weeks of the year without any work involvement.

TEACHERS' PENSION SCHEME

The Head of Secondary Phase is eligible to be a member of the TPS.

HEALTH INSURANCE

The Head of Secondary Phase is eligible to be a member of United Learning's medical insurance scheme, currently with BUPA. It is also possible for other family members to be included within the policy but, when this happens, there is a charge.

RELOCATION

Assistance with relocation is negotiable and may be available up to a maximum of £8,000 on the basis of receipts relating to actual relevant expenditure.

SAFEGUARDING

United Learning is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. An enhanced DBS (previously CRB) check is required for all successful applicants.





How to Apply

PLEASE APPLY THROUGH THE WILLIAM HULME'S GRAMMAR SCHOOL WEBSITE

www.whgs-academy.org/staff/vacancies

COMPLETE A COVERING LETTER

You are asked to complete a covering letter which explains your motivation for applying and outlines your suitability for the role including how you satisfy the requirements of the Person Specification. Please confirm in your letter that you are available for the interview date (see below) around which there is no flexibility.

PLEASE PROVIDE US WITH 2 REFEREES

Including one who must be your current or most recent employer. In line with our practice on safer recruitment, we will take up references for all those candidates who proceed to interview.

The closing date for receipt of applications is **12 noon** on **Thursday 13 April 2023**.

The Selection Process

We will treat all enquiries, formal and informal, in confidence. The selection process will be as follows:

- All applications will be acknowledged by email. If you have not received acknowledgement that your application has been received within two working days of sending it, please contact Louise Jackson at louise.jackson@whgs-academy.org. Shortlisting will occur on **Friday 14 April 2023**.
- The selection process will take place on **Thursday 20 April 2023** at William Hulme's Grammar School in Manchester. You do need to be available for this date. Candidates will be offered full feedback on their application and/or interview.

United Learning's normal terms and conditions of employment apply for the position of Head of Secondary Phase. The final detailed terms and conditions are subject to agreement between United Learning and the successful candidate and will be reflected in the formal employment contract.