

ACES ACADEMIES TRUST



APPLICATION PACK FOR HEAD OF HINCHINGBROOKE SCHOOL



Dear Applicant

Thank you for your interest in this post.

Before you complete the application form, please read our application pack carefully. You may also wish to view the video about working at Hinchingsbrooke on our website. This pack contains vital information about the position you are applying for, the school, the application process and guidance on the recruitment of ex-offenders.

The application form can be downloaded from our website or you can request a hard copy from the school. Please read all the relevant information before you complete your application form. Once completed, you should return the completed application form to:

**Human Resources Team
Hinchingsbrooke School
Brampton Road
Huntingdon
Cambridgeshire PE29 3BN**

or email it to recruitment@acesacademies.co.uk

Please address all the relevant selection criteria stated in the person specification throughout your application form. Please use the letter of application to support your application by addressing key points.

The deadline for applications is **noon on Tuesday 19th March** and the interviews will be held on **Monday 25th – Wednesday 27th March**.

Please note that if you return your application electronically, it is not necessary to follow it up with a paper copy as well. If you are invited for an interview, we will ask you to sign a copy of your application then.

Please DO NOT send us your CV as it is not going to be considered.

We would welcome visits to the school from prospective candidates and tours can be arranged.

If you wish receipt of your application to be acknowledged, please make sure that you advise us in your email or enclose a stamped self-addressed envelope with your returned application.

Short-listing for the post will take place during the period 19th -21st March and you will be notified of the outcome shortly after that.

We welcome applications from all sections of the community and we carry out diversity monitoring in order to help us monitor our recruitment processes and establish whether we offer real equality of opportunity for our prospective and existing staff. The personal information requested in our monitoring form (via our website) will help us to ensure that our policies and practices are fair and effective. The monitoring form will not form part of the selection process and the information provided will be treated in strictest confidence and processed in accordance with the Data Protection Act 1998. Relevant contents may be verified prior to shortlisting but will not then be used for selection purposes.

We will make sure, whenever possible, that the application process is adapted to suit the needs of applicants who have a condition that gives them rights under the Equality Act 2010. If you have difficulties or are unable to complete the application form because of a DDA condition, please contact us as soon as possible to discuss in confidence.

In the meantime, if you have any queries or you experience problems with accessing the relevant documents, please do not hesitate to contact the Principal's PA on 01480 375675 or recruitment@acesacademies.co.uk

Thank you for your interest in working for our school.

HINCHINGBROOKE SCHOOL – From the current Principal & CEO (Part of the ACES Multi-Academy Trust)

Thank you for your interest in our remarkable school.

Hinchingbrooke is one of the country's largest co-educational secondary schools with a current roll of c.1950 students aged 11 to 18 years and a Sixth Form of 400 students. It is in several senses a unique state school. It is built in the beautiful parkland grounds of Hinchingbrooke House, the former home of the Cromwells and the Montagus. Charles I almost certainly sat at the oak table, now in the Chapter Room, for his meals whilst a prisoner during the Civil War. Several Kings and Queens have graced its rooms, including Elizabeth I, whose arms now are displayed above the bow window. This heritage gives staff and students a very special pride and sense of identity.

The school has retained some of the best features of its Grammar School history whilst addressing the contemporary needs of modern-day students at an all-ability school. The Sixth Form play a very active whole school role and there are many very able post-16 students, as well as those in years 7 – 11, who have a strong sense of community. Participation in House activities and events is both broadly based and highly competitive. There are a significant number of leadership opportunities for students throughout the various student councils and committees and we often use a student panel as part of our interview processes for the appointment of teachers.

Having been an academy since September 2011, Hinchingbrooke was given the go ahead, in November 2017, to set up a Multi-Academy Trust and sponsor one of our feeder primary schools, Cromwell Academy. The **ACES ACADEMIES TRUST** launched officially on 1st January 2018 and we are in discussions with a number of other schools about joining our MAT.

The post of **HEAD OF SCHOOL** is the most critical in any school and we are seeking to attract someone of the highest calibre, who can work collaboratively and strategically to lead and manage Hinchingbrooke School. You will report directly to the CEO, who has been the Principal (Headteacher) for the last 7 years and who is currently undertaking both roles.

There are many areas in which Hinchingbrooke has achieved excellence including sports and the performing arts and the school is recognised for these in the local community. We have a national reputation for innovation through our specialism in sport; our English, Maths and Science departments are strong and are beginning to support cross phase working to help raise achievement in other schools; Design Technology has triumphed in national competitions; Art has developed a wide range of artistic disciplines at a high level and is working collaboratively with a number of other organisations and schools; Music, Drama and the performing Arts stage incredibly professional productions and six of our departments contribute to the curriculum ambitions of the Prince's Teaching Institute. At Hinchingbrooke our mission is to ***inspire excellence and fulfil potential*** and for fuller details of our mission and values, please refer to our website.

We enjoy a number of quite outstanding facilities. A thriving Arts curriculum has the use of a professional standard theatre which is also a focal point for the local community. Music and Drama have good specialist facilities and we have had two students in recent years reaching the final of the Young Musician of the Year. Sports facilities are extensive and include a floodlit all-weather pitch, swimming pool, sports hall, fitness suite, dance studio and large playing fields and pavilion. A new £2.5m Sports Hall was completed in June 2016. Being adjacent to Hinchingbrooke Park allows for sailing and orienteering in another stunning setting. There is a comprehensive website and a fast developing intranet which supports teaching and learning. The school aims to make learning technologically empowered, and supports 'bring your own device' access, so further investment in this important area is planned.

The strength of Hinchingbrooke is founded on the quality of its staff, both teaching and non-teaching. There is a strong relationship with Cambridge University and De Montfort University both for research and ITE. Teaching staff not only mentor student teachers, but also contribute to the broader ITE agenda, actively promoting routes

into teaching. Teaching and Learning is at the heart of all we do and the development of pedagogical practice is driven by the four Heads of Faculty along with a very able and creative Teaching and Learning committee. Their work is further underpinned by the 'Teach meet' events, workshops and opportunities offered in our diverse and comprehensive staff development programmes. We delivered a joint INSET day on independent learning with another local secondary school last year and are used to collaborative working to secure improvements in all areas. We also play an active role in the Discovery Teaching School Alliance by co-ordinating school to school support and in hosting the NPQML and NPQSL development programmes. Teachers are well supported in their task by some talented and dedicated support staff. All staff take pride in our community and are mutually supportive.

The school is inclusive and welcomes fresh ideas and opinions from adults and students alike. Teachers and support staff are equally valued. There is a strong emphasis on professional effectiveness and we aspire to the highest of standards. CPD and professional development is a high priority and we are constantly seeking to find ways to share and spread best practice and to provide opportunities for career progression and professional fulfilment.

The supportive Senior Leadership Team, currently led by the Principal, comprises two Vice Principals, eight Assistant Principals, which include four Heads of Faculty and the Director of Sixth Form, and a Bursar, who is also the HR & Finance Director for the ACES Academies Trust.

Student services

Student services is currently led by Assistant Principal Tony Heath, who is also the most senior member of staff overseeing the team for safeguarding and child protection. Student Services comprises Learning Support and the Gateway school, which is our facility offering alternative provision and wrap around care for the small number of students unable to access the full main curriculum.

Academically the school is divided into four Faculties as follows:

CORE Faculty	STEM Faculty	ARTS Faculty	GLOBAL Faculty
Head of Faculty: Helen Fullard (AP)	Head of Faculty: David Pendlebury (AP)	Head of Faculty: Matthew Pinder (AP)	Head of Faculty: Kate Tandy (AP)
Administrator: Rachel Kitt	Administrator: Jackie Moore	Administrator: Jodie Brasher	Administrator: Dani Dow
Subjects: English Mathematics Religion, Philosophy & Ethics	Subjects: Science Design Technology Including Food & Textiles ICT & Computing Business Studies	Subjects: Art Music Dance Drama Film & Media Studies PE	MFL History Geography Social Sciences: Psychology Sociology Criminology Health & Social care Government & Politics PSHE (Personal, Social & Health Education) & Citizenship

whilst the student guidance and welfare is structured into mini 'Schools' and year groups as follows:

Lower School		Middle School			Upper School
Head of Year 7: Dan Milner SSO for Year 7: Caroline Pittock Head of Year 8: Katie Daniell Year 8 SSO: Vikki Taylor Administrator: Nicola Darbyshire		Head of Year 9: Helen Nichols SSO for Year 9: Alesia Dickinson Head of Year 10: Rebecca Palmer Year 10 SSO: Linda Lunn Head of Year 11: Andrew Hobley Year 11 SSO: Liz Erskine Administrator: Julie Connor			Head of School: Charlie Fordham Deputy Head of School: Tom Wheeley Kate Moyes Sixth Form SSO: Joanne Edwards Administrator: Ann Stephenson
Year 7	Year 8	Year 9	Year 10	Year 11	Years 12 & 13

The work of the Year Teams is overseen and supported by the Director of Student Progress, Chris Pape (Assistant Principal).

The Director of Student Services, Tony Heath (Assistant Principal) is responsible for the working of two distinct but complementary services: Learning Support and Safeguarding & Inclusion. Another Assistant Principal leads all of our work in teacher training and with the Discovery Teaching School Alliance, whilst the Director of Sixth Form leads our very large and successful Sixth Form of some 420 students.

The Business Manager, who is also the HR and Finance director for the ACES Academies Trust, is the most senior of the support staff and strategically manages many of the non-academic processes and operations including, most crucially, the budget.

The Achievement agenda is informed and promoted through PiXL methodologies, which is led by one of the Vice Principals. Progress in all Key Stages is good with some of the best results coming in the Sixth Form. The vast majority of Sixth Form students progress to University with some successes at Oxbridge and Russell Group

Universities. We attract a large number of students from other schools and, with some 420 students, ours is substantially the largest Sixth Form in the county.

Students have a strong affection for Hinchingsbrooke and many are very talented young people. Sixth Form students play a key role in the school by leading the inter-House activities and competitions and by supporting younger classes. Participation levels are high and the school offers a wide range of extra-curricular opportunities to ensure the education of the whole person. Our intake is fully comprehensive and there is a significant minority of students from socially disadvantaged backgrounds as well as those from more privileged backgrounds.

Hinchingsbrooke has great ambitions to provide 'premium brand education' and is seeking to recruit high quality staff willing and able to support its ethos and aspirations. We are a dynamic organisation committed to developing all of our staff and we welcome strong applications.

You will find further details below about this role and the selection process.

If you have any questions, or would like to visit before deciding whether to apply we would welcome an enquiry and a chance to meet you.

Andrew Goulding

**Principal of Hinchingsbrooke School
CEO of the ACES Academies Trust**

FURTHER DETAILS:



ACES ACADEMIES TRUST

Hinchingbrooke Head of School - Key Responsibilities

The Head of School reports to the CEO and is responsible for all aspects of the school's operation and the standards achieved.

The Head of School is responsible for the effective overall management of the school, for ensuring the provision of academic leadership and strategic vision and for the quality of education, both in terms of provision and outcomes. The Head of School is expected to lead the school in line with the national standards for headship.

The Senior Leadership Team

The Head of School will lead the senior team and distribute leadership responsibilities to ensure that all key aspects are covered. The senior team consists of two Vice Principals and seven Assistant Principals, their current responsibilities being detailed in a separate document. The CEO and Director of Finance and HR are central office appointments and are available to assist in any aspect of the leadership and management of the school.

The key responsibilities of the Head of School fall into the following broad areas:

1. Teaching, Learning, Attainment and Achievement

This area includes:

- ensuring that students receive high quality education designed to promote excitement, enjoyment and enthusiasm in learning, leading to the pursuit of excellence and the fulfilling of potential;
- having overall responsibility for the management of the school's curriculum and programme of teaching and learning;
- ensuring the effective delivery of high quality teaching and the maintenance of the highest of academic standards;
- promoting a culture of learning that is directed to pupils' needs, and of teaching that is informed by research and the interests of pupils;
- promoting excellence and improvement in all matters of teaching, learning, attainment and achievement;
- ensuring the regular monitoring, evaluation and follow up actions, to ensure continuous improvement;
- ensuring that the assessment requirements of the curriculum are appropriately and accurately carried out, in line with the annual assessment timetable;
- ensuring that the progress of each child is monitored and recorded so that the most appropriate decisions can be taken with regard to the next steps and planned 'gap teaching'.

2. Staff and Students

This area includes:

- ensuring that students are safe and protected;
- providing a safe, calm, and well-ordered environment for staff and students;
- ensuring the maintenance of good behaviour and discipline through an appropriate system of rewards and sanctions for students, which is consistently applied;
- setting expectations for the professional conduct and practice of staff;
- holding staff to account;
- establishing an educational culture of 'open classrooms' as the basis for sharing and developing excellent practice;

- establishing the effective and regular use of data and recent research to inform academic and pedagogical decision making;
- creating a culture within which staff are motivated and supported to develop their talents;
- ensuring programmes for effective staff development and well-being;
- ensuring there are rigorous and fair systems that promote clear accountabilities and which manage the performance of staff, including addressing under-performance.

3. Partnerships and Community

This area includes:

- developing excellent relationships with other key stakeholders such as parents and governors;
- developing excellent relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for students;
- creating an outward-facing school which works with other schools and organisations in a climate of mutual challenge to champion best practice and secure excellent outcomes;
- ensuring the marketing and communications from Hinchbrook School and ACES Academies are regular, positive and serve to enhance the reputation of the school and trust;
- inspiring and influencing others, within and beyond the school, to promote the importance and value of education and the values of the school and trust in shaping young people's lives.

In addition

The Head of School is the lead professional and should conduct themselves in a professional manner at all times and be a good role model for all staff and students. You must lead by example with integrity, creativity, resilience, and clarity. You must demonstrate optimistic personal behaviour, positive relationships and attitudes towards students and staff, and towards parents, governors and members of the local community.

You should draw on your own scholarship, expertise and skills, along with that of others, to communicate a compelling vision and sustain a current understanding of educational excellence, working with political and financial astuteness, within a clear set of principles, to translate local and national policy into the context of the school.



Andrew Goulding

CEO - ACES Academies Trust

Hinchbrook School

Brampton Road

Huntingdon

Cambs PE29 3BN

ceo@acesacademies.co.uk





ACES ACADEMIES TRUST

Hinchingbrooke Senior leadership Team - Key Responsibilities

The current responsibilities for the senior leadership team are tabulated below. These may be altered and renegotiated by the Head of School according to circumstances.

The two Vice Principals ensure the smooth running of the school, along with the Assistant Principals. Although the Vice Principals have broadly defined areas of strategic responsibility and a number of systems and processes that they personally oversee, they work very closely together and have the flexibility to manage any aspect of the day-to-day running of the school.

Name	Strategic lead for	Exemplar responsibilities
Simon Cooke (Vice Principal)	Ethos & Culture, Welfare, Pastoral care and guidance, Communications, Partnerships and links.	Behaviour & Discipline; Attendance & Exclusions; Rewards & Sanctions; Student well-being; Assemblies, theme of the week & golden antlers. Student Leadership, School Council & Student voice; House system; Specialist links including HSSP; Oversight of examinations; Learning Support, SEND. Partnerships including with Primary schools, the Hinchingbrooke Alumni Association and international links.
Anna Nightingale (Vice Principal)	Achievement, Teaching & Learning, Curriculum & CPD.	Teaching and Learning; Staff well-being; Staff Development & INSET; Teacher recruitment & Appraisal; Self-Review, SEF & Development planning; Ofsted preparation; Blue Sky lead; PiXL lead; Chair of the Achievement Team. Data team; Options; Timetabling.

Of the seven Assistant Principals, four are Heads of Faculty as outlined below, and the other three have specific areas of operational responsibility. From time to time, development opportunities are created for other aspirational senior leaders to join SLT as an Associate member, with a specific remit for one or two years, as part of their professional development.

Name	Head of Faculty	Faculty responsibilities	Other responsibilities
Matthew Pinder	ARTS Administrator: Jodie Brasher	Quality & consistency of Teaching & Learning; Standards of progress and attainment; Research & Development of pedagogy; Coaching & Mentoring; Oversight of cover within the faculty.	Pupil Premium – compliance & impact Co-ordination of external intervention strategies and primary contact for the providers Timetable
Helen Fullard	CORE Administrator: Rachel Kitt	Quality & consistency of Teaching & Learning; Standards of progress and attainment; Research & Development of pedagogy; Coaching & Mentoring; Oversight of cover within the faculty.	Chair of the T&L team <ul style="list-style-type: none"> Stretch & challenge (esp. most able and K group) Cross curricular and cross phase curriculum development Questioning and thinking hard Flipped learning / independence Year 7 catch-up

Kate Tandy	GLOBAL Administrator: Dani Dow	Quality & consistency of Teaching & Learning; Standards of progress and attainment; Research & Development of pedagogy; Coaching & Mentoring; Oversight of cover within the faculty.	New staff induction and NQTs Communications & parental engagement Chair of CEIAG team <ul style="list-style-type: none"> • Business links • Employability skills • Apprenticeships
David Pendlebury	STEM Administrator: Jackie Moore	Quality & consistency of Teaching & Learning; Standards of progress and attainment; Research & Development of pedagogy; Coaching & Mentoring; Oversight of cover within the faculty.	Doddle - assessment & reporting Homework Target setting and tracking

Assistant Principals – non-Heads of Faculty

Name	Title	Responsibilities
Charlie Fordham	Head of Sixth Form	All matters relating to the Sixth Form which include <i>inter alia</i> , recruitment & admissions, transition, curriculum, monitoring & tracking, quality of tutoring, information advice & guidance, external agencies, liaison with HEI & student leadership; HAA (Alumni).
Tony Heath	Assistant Principal Inclusion	Admissions including in-year transfers. Safeguarding and Child protection; Inclusion; Alternative provision; Gateway School; Emotional and social well-being; Inclusion & equal opportunities; Named senior person for LAC, DSP for CP, Prevent officer, Drugs officer, police and social care link.
Chris Pape	Assistant Principal Student progress	Tracking and promoting student progress across all year groups 7-11. Line managing Heads of Year, Attendance Officer and Student Support Officers. Quality of Tutoring and use of tutor time. PiXL EDGE; Attendance; Academic Review Days; use of Blue Room and Restorative approaches; Easter revision school.

Associate member of SLT

James Leigh	Head of History	QA processes; (Work scrutiny, Room with a view, drop ins and learning walks). Sharepoint VLE development.
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Appointment schedule

Advert appears	1 st March – 19 th March 2019
Deadline for receipt of applications	Tuesday 19 th March 2019 (noon)
Shortlisting	19 th – 21 st March 2019
Interviews	Monday 25 th (from midday), Tuesday 26 th and Wednesday 27 th March 2019
Tours of the school and meeting candidates prior to application	email: recruitment@acesacademies.co.uk or contact the Principal's PA to arrange: 01480 375675

EQUALITY AND DIVERSITY¹

The Directors of ACES Academies are committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief. (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.

SAFER RECRUITMENT²

Hinchingbrooke fully recognises the responsibility it has under section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with students and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Social Care via the Cambridgeshire Direct Contact Centre (Designated Person for Child Protection to refer).

Our Safeguarding and Child Protection policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at the school.

PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

The school will operate safer recruitment practices including ensuring appropriate Disclosure and Barring Service checks and reference checks are undertaken according to the DfE document 'Keeping Children Safe in Education' (July 2015).

Any allegation of abuse made against a member of staff will be reported straight away to the Principal. In cases where the Principal is the subject of an allegation, it will be reported to the Chair of Governors.

The school will consult with the Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Children Safe in Education (part 4) and the school's Personnel Manual from EPM Ltd.

The Named Senior Officer will advise on all further action to be taken. Please note that the Principal or Chair of Governors should not seek to interview the child/ren involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents/carers as advised within the Local Authority's Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries with all children, especially those with a disability or who are deemed vulnerable. All staff will have read and signed to confirm they have read the DfE Keeping Children Safe in Education (September 2016, part 1) and Working Together to Safeguard Children (March 2015).

¹ Extract from our Equality policy 2012

² Extract from the School's Safeguarding and Child Protection policy dated January 2016

The school will ensure that staff and volunteers are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of trust). Staff will also be made aware as part of Induction about how to report inappropriate sexualised behaviours to the Principal or Designated Person to follow up with Social Care teams. Staff who work within a school have a duty of care to model appropriate social behaviours and to ensure that the professional role of trust is not abused.

RECRUITMENT OF EX-OFFENDERS³

In accordance with the Criminal Records Bureau Code of Practice this policy is made available to all Disclosure applicants at the outset of the recruitment process. The full CRB Code of Practice is available at www.disclosure.gov.uk.

- As an organisation which uses the Disclosure and Barring Service (DBS), the Governing Body of the school complies fully with the CRB Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all job applicants will be subject to a criminal record check from the DBS before the appointment is confirmed. This will include details of convictions cautions and reprimands, as well as 'spent' and 'unspent' convictions. A criminal record will not necessarily be a bar to obtaining a position.
- We are committed to the fair treatment of applicants, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
- We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.
- A Disclosure will only be requested from the DBS for those positions where a Disclosure is required. All application forms and recruitment information will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.
- We encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. This information should be sent under separate, confidential cover. The information will only be seen by those who need to see it as part of the recruitment process.
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- We ensure that people at the school who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, eg the Rehabilitation of Offenders Act 1974.

Having a criminal record will not necessarily bar you from working at the school. This will depend on the nature of the position and the circumstances and background of your offences.

³ From the School's Policy statement on Recruitment of Ex-Offenders December 2010