

Healing School – A Science Academy

Principal Application Pack



Contents

	Page
Welcome letter	3
Additional supporting information:	
Safer Recruitment	5
Healing School – A Science Academy	5
The Humber Teaching School	6
Healing Multi-Academy Trust	7
About the local area and North East Lincolnshire	8
Job Description	9
Person Specification	13



Welcome Letter



Our mission is:

“To inspire ALL to achieve their potential in a climate of high moral standards and shared social values”.

Dear prospective Principal,

Re: Vacancy for Principal at Healing School – A Science Academy

Recruitment timeline:			
Start Date:	1 st January 2019	Closing Date:	17 th September 2018 – 12:00hrs
Short Listing:	19 th September 2018	Interviews:	24 th and 25 th September 2018
Contract type:	Permanent	Pay scale:	ISR 29 - 35

This post arises following the promotion of the current Principal to the role of full time Chief Executive Officer of Healing Multi-Academy Trust. We are now looking to appoint a Principal who has the vision, inspirational leadership and skills to take the school even further. Healing School has been recognised as one of the most successful non-selective schools in the country, was rated outstanding by Ofsted (2009), converted to Academy status (2010) and was designated as one of the country's first Teaching Schools (2011). In 2014 Healing School was the founding school of Healing Multi-Academy Trust.

Whilst we are justifiably proud of our many successes, we are not complacent and the Trust Board and Local Governors are seeking to appoint a new Principal who will share our vision and who can lead us on the next significant phase of the school's development.

The Trustees and Governors are committed to finding the “best candidate for the very best school” and to this end we are interested to hear from experienced Principals and those looking for their first headship.

Healing School – A Science Academy is a full and over-subscribed secondary school situated in the heart of the village of Healing which is located about 3 miles outside Grimsby in North East Lincolnshire. We have 916 pupils on roll and are in the process of growing to 1000 pupils. Academic standards and relationships are at the heart of the school and we have unrelenting high expectations of pupils and staff. Outcomes for pupils are consistently outstanding across the school.

Healing School's catchment comprises the village communities of Healing, Stallingborough, Keelby and Laceby but approximately 40% of our intake comes from parental choice from Grimsby and the surrounding area.

Healing School is home to the Humber Teaching School, one of the first teaching schools in the country. The Humber Teaching School is a genuine 4-19 collaboration comprising over 40 strategic partner schools. School Direct and school to school support are two of the Humber Teaching School's most important foci. Currently, many leaders and staff make a significant contribution to a wide range of Teaching School programmes, including school to school support and professional development.

Further information about the school, the Trust and the Humber Teaching School, including Ofsted information, is available on the following websites and online;

www.healing-school.co.uk

www.healingmultiacademytrust.co.uk

www.humberteachingschool.co.uk

We encourage you to arrange to visit the school as part of this process. To arrange a visit to the school or for an informal discussion and submit your on-line application we would be grateful if you would contact Charlotte Carter, HR Manager on 01472 502407 or email

HR@healingmultiacademytrust.co.uk

How to apply:

The supporting statement in your application should be no longer than 2 sides of A4 with a minimum font of Arial 11. It should address the precise selection criteria detailed in the person specification and should reinforce this by giving examples to support your candidacy.

Please note that covering letters and other extraneous material will not be accepted as part of the application.

We thank you again for your interest and, if you decide to proceed with the application, wish you good luck with the process

Yours faithfully,

Ian Fielding, Chair of the Local Governing Body

Graham Walker, Chair of Healing Multi - Academy Trust Board

Mark Knapton, CEO to the Trust

Additional supporting information

Safer Recruitment

Safer recruitment practice aims to minimise the risk of appointing individuals who are unsuitable to work in a post where they will be in contact with children or vulnerable adults and could cause them harm.

Our selection processes observe best practice in selecting the appropriate candidate by ensuring equality of opportunity for all applicants whilst excluding any who may be unsuitable to work with our children.

The Disclosure and Barring Service (DBS) helps employers to make safer recruitment decisions and to prevent unsuitable people from working with vulnerable groups, including children.

It is a criminal offence to offer to a barred individual (or indeed for a barred individual to apply for, or to accept an offer of) employment in certain designated posts (those which involve working with children in what is defined as regulated activity). All candidates are expected to understand their own responsibilities and duties in regard to child protection and safeguarding with due relevance to the specific post advertised. Any conditional offer of appointment will be made strictly subject to receipt of all required documentation (as specified) and satisfactory verification of all necessary checks.

Healing School – A Science Academy

Our mission:

To inspire ALL to achieve their potential in a climate of high moral standards and shared social values.

Our aims:

- Provide the highest quality education and training
- Promote a safe, disciplined, caring environment where individuals are known and valued
- Produce healthy, responsible citizens with a love of learning and a zest for life
- Widen horizons and aspirations via a diverse extended curriculum
- Form strong partnerships via our teaching school, local, national and international links
- Focus, relentlessly, on becoming the very best we can be for the benefit of all.

Key Features of Healing School:

- Healing School is an 11 - 16, average sized secondary school in a rural setting
- Outstanding GCSE performance
- The school was rated as "Outstanding" in the latest Ofsted inspection
- The school is regularly oversubscribed and has over 900 pupils on roll
- Teaching staff in all Faculty areas are subject specialists
- The school is fully staffed with well qualified teachers, Teaching Assistants and Learning Mentors
- Attendance is significantly above national average
- The proportion of students with learning difficulties/disabilities is below average
- There is an extensive range of extra-curricular activities.

Developments of the School

- 2010 saw a "fast track" conversion to academy status
- 2011, Healing was designated as one of the first 100 Teaching Schools
- 2014, Healing converted into the Healing Multi-Academy Trust

Awards include: Basic Skills, Healthy Schools, Information and Guidance (Gold Standard), Investors in People (Gold Standard), Sportsmark.

The Humber Teaching School



Our Vision

The following principles underpin the vision for the Teaching School programme:

- a focus on the quality of teaching and leadership
- a progressive continuum of professional development provision from ITT to leadership
- a collaborative, school-led approach that sits within a more autonomous system
- a simple, non-bureaucratic and flexible approach
- a system that provides high quality training and development
- an outcome that provides value for money and is self-sustaining.

Our Key Principles for Working in the Teaching School Alliance. We will have;

- a culture of openness, honesty and trust
- a shared moral purpose
- a commitment by all partners to improving outcomes for pupils through high quality teaching and learning
- activities which directly impact on standards
- school based CPD and leadership development that has impact upon classroom practice and the progress of pupils
- a self-improving system
- a commitment to distributed leadership, leadership development and prioritisation of CPD
- a commitment to training an agreed number of trainees
- solutions focused developments
- a rigorous focus on QA standards and progress.

Key Objectives:

- play a greater role in training new entrants to the profession
- lead peer-to-peer professional development (Including CPD, Leadership Development, Governance and Research and Development)
- provide support for other schools and Healing Multi-Academy Trust to meet local and regional needs
- designate and broker NLEs, LLEs and SLEs
- manage potential risks including operational risks and financial risks.

Healing Multi-Academy Trust

Healing School – A Science Academy is part of Healing Multi - Academy Trust. Since April 2014, the Trust has been an accredited academy sponsor for primary and secondary schools. We have a proud history based on traditional values and high standards for all and have a strong track record for school improvement and ITT provision. Our Trust is not a chain; each school is different, reflecting the particular aspirations and leadership style of the Principal.

Currently there are four schools in the Trust; Great Coates Primary School, Healing Primary School, Healing School-A Science Academy and William Barcroft Junior School. This allows our schools to share best practice and achieve economies of scale in purchasing services; by working together at a strategic level to ensure the future success of all schools. This is combined with a rigorous approach to school improvement, which stringently holds school leaders to account for their performance. The Trust is currently in the process of expanding to seven schools with the expected conversion of three new Primary Schools on 1st November 2018.

Healing School is home to the Humber Teaching School which works in partnership with the Trust and provides support for local and regional schools. This brings a wealth of expertise and opportunities for professional development across the Trust partnership of schools.

Our Trust vision is to:

- create a distinctive partnership of schools which is led by local people for local people
- strengthen the partnership by valuing the uniqueness of our partner schools
- foster a relationship where autonomy and accountability go hand in hand
- share expertise and bring together best practice and the best practitioners
- recruit, retain and develop the best teachers and future leaders locally
- achieve efficiency savings for mutual benefit.

Trust support for schools

Healing Multi - Academy Trust provides robust strategic oversight, challenge and support to secure uncompromising standards from governors to pupils, consistently across the Trust. A key strategy is to identify the key services required by schools joining the Trust and commission bespoke services so that our schools can focus on improving teaching and learning and deliver educational excellence.

We have a strong track record of leading school effectiveness including support for:

- quality assurance and compliance
- leadership development and support
- professional development from ITT to leadership, including governance
- business support
- service provision via bespoke contracts.

Information about the Trust can be found at: www.healingmultiacademytrust.co.uk

About the Local Area and North East Lincolnshire

Healing is located to the west of Grimsby in the county of North East Lincolnshire and is a dormitory village for commuters mainly to Grimsby and the industries located on the south bank of the Humber. The village is on the edge of the rolling Lincolnshire Wolds and is a perfect location to enjoy the open tranquillity of the countryside whilst being minutes away from Grimsby and the seaside town of Cleethorpes.

Houses in North East Lincolnshire have picturesque surroundings. There are modern new developments as well as a variety of Victorian and Edwardian period houses and on average, house prices in North East Lincolnshire are substantially cheaper than comparable properties in many other parts of England.

North East Lincolnshire is a relatively small Authority. Grimsby, once one of the world's largest fishing ports in the area is now known as "Europe's Food Town". The area is also diversifying into new industries, such as offshore wind and renewable energy, bringing with it a range of global companies and opportunities. The Local Plan has projected a target of 8,800 new jobs by 2032 as a result of inward investment in and growth of key sectors.

North East Lincolnshire has fantastic uncongested main roads leading right into the centre of towns. The A180 provides dual carriageway links direct to the national motorway networks. A direct rail route to Manchester Airport, calling at Doncaster and Sheffield means the whole country can be accessed quickly and easily by train. Humberside International Airport is only 20 minutes away and the Humber Bridge provides direct access to Hull and its passenger Ferry Terminals.



Job Description

Healing School – A Science Academy



Job title	Principal
Scale:	ISR L29 – 35
Purpose of role:	The Principal is responsible to the Local Governing Body of Healing School – A Science Academy and to Healing Multi-Academy Trust for the leadership, internal organisation, management and control of the school. It will be for him/her to ensure our school remains forward looking to enable the pupils to continue to achieve their potential in partnership with the community.
Accountable to:	Local Governing Body and CEO of Healing Multi-Academy Trust

Main duties and responsibilities:

Strategy and improvement:

- Ensure that policies and practices take account of national, local and school requirements and apply good quality educational practice through evidence based pedagogy
- Work in partnership with the Local Governing Body, the Trust, the DfE, staff and parents, maintaining and developing the ethos and values which will underpin the school
- Provide information, objective advice and support to the Local Governing Body to enable it to meet its responsibilities for securing high standards of achievement, and for achieving efficiency and value for money
- Co-create and implement effective quality assurance processes across the school including an accurate SEF that links to a School Development Plan which will secure continuous school improvement
- Regularly monitor, evaluate and review the impact of policies, priorities and targets and take action if necessary
- Monitor and evaluate the performance of the school and respond and report to the Local Governing Body and the Trust as required
- Sustaining the embedded outstanding pastoral care provided to every child
- Ensure all pupils remain 'known and valued' so all pupils can thrive and leave the school able to effectively contribute and integrate into society
- Be pro-active with techniques to maintain high attendance and low exclusion rates
- Support the Director of the Humber Teaching School to lead the strategic and operational development of school improvement across the Humber Teaching School Alliance
- Carry out any such duties as may be reasonably required by the Local Governing Body or the Trust.

Teaching and curriculum excellence:

- Maintain and promote an environment that secures outstanding teaching, effective learning and high standards of pupil achievement, behaviour and attendance
- Determine, organise, implement and monitor the curriculum so it remains broad and balanced and ensure that it continues to meet and go beyond statutory requirements
- Ensure regular assessment across the school provides accurate information that leads to pro-active intervention to accelerate pupil progress
- Ensure that pupils exhibit behaviour for learning and develop resilience in order to learn more effectively and with increasing independence
- Organise and implement policies that ensure the curriculum effectively develops pupils understanding of Fundamental British Values and enhances their Spiritual, Moral, Social and Cultural development
- Monitor and evaluate the quality of teaching and learning and the impact it has on the progress and achievement of all pupils
- Determine and implement policies which ensure inclusion, diversity and equality of access
- Ensure effective Careers Education, Information, Advice and Guidance ensures pupils to make informed choices and progress into further education, training or employment.
- Provide opportunities for pupils to enhance their learning by participating in enterprise activities, educational visits, work experience and other extra-curricular activities
- Create opportunities for pupils to be actively involved in the school decision-making process and for their views to be listened to and respected
- Ensure that parents/carers are well informed about the curriculum, attainment and progress of their child and about the contribution they can make in supporting their child's learning via regular reports, parents' evenings, and one-to-one meetings when required to discuss their child's progress or welfare.

Leading with impact:

- Lead by example, providing inspiring, creative and purposeful leadership for all staff and pupils
- Continue to develop corporate responsibility in which all the staff recognise that they are accountable for the success of all pupils at the school
- Inspire all those involved in the school to commit to its aims, stay motivated to achieve them and involved in meeting long, medium and short term objectives of the school
- Present coherent and accurate data showing the school's performance in a form appropriate to the range of audiences, including staff, governors, the Trust, parents and OFSTED
- Ensure that a Vice Principal or suitable person, assumes responsibility for the discharge of the Principal's function at any time when they are not in school.

Working in partnership:

- Develop an outward facing school to collaborate with other schools in the Trust, the Humber Teaching School Alliance, DfE, parents, the wider community and partners to champion best practice and enhance the education and safeguarding of pupils
- Oversee the work of the Director of the Humber Teaching School to ensure quality assurance on all aspects of operation, including the impact of provision in line with key performance indicators
- Develop good and effective working relationships with governors, staff, pupils, parents/carers, the community and the Trust.
- Actively promote the school in the local and wider community so it continues to remain full as a 'school of choice'.

Managing resources and risks:

- Ensure that management, finances, resources and administration of the school supports its vision and aims and provides best value
- Set appropriate priorities for expenditure, allocation of funds and effective administration and control
- Make arrangements for the security and management of the school buildings, contents and the grounds
- Manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum, health and safety regulations and community use
- Manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

Increasing capability:

- Work with governors, senior colleagues and the Trust to recruit, retain, deploy and develop staff of the highest quality
- Organise and participate in the recruitment and selection process of teaching and support staff
- Support the Humber Teaching School with the recruitment of ITT students, SLEs, LLEs and NLEs as required
- Ensure strategies are in place so the school is fully staffed by specialist teachers to deliver all subjects in the curriculum
- Plan, allocate, support and evaluate work undertaken by SLT, faculties and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with conditions of employment
- Implement and sustain effective systems for the robust management of staff performance, incorporating performance management and target setting
- Promote and monitor the continuing professional development of all staff
- Hold all staff to account for their professional conduct and practice, as specified in the Terms and Conditions of Service of Teachers.

Core competencies:

National Standards of Excellence for Headteachers

Other Duties - The duties and responsibilities in this job description are not restrictive and the postholder may be required to undertake any other duties which may be required from time to time. Any such duties should not however substantially change the general character of the post.

Person Specification

Legend to criteria:

Means of identification:

E - Essential

D - Desirable

A - Application Form

I - Interview

H – How identified

R - Reference

T - Task

Qualifications & Training

E

D

H

Qualified teacher status

✓

A

Evidence of related CPD educational activities (including teaching and learning)

✓

A/R

Honours degree in a relevant discipline

✓

A

Safer recruitment training

✓

A

Designated persons training (safeguarding)

✓

A

NPQH Award

✓

A

Experience

E

D

H

Recent experience as a successful senior manager in the secondary phase (at least 2 years) with proven experience of creating and leading effective, high achieving teams

✓

A/R/I

Excellent secondary practitioner able to demonstrate outstanding practice in supporting others to improve

✓

A/R/T

Experience of setting and achieving ambitious, challenging goals and targets as part of the culture of high expectation and excellence

✓

A/I

Experience of strategically formulating aims, policies and plans (such as school development plan) and of monitoring, evaluating and reviewing the impact of these

✓

A/T

Experience of monitoring standards and developing curriculum delivery with successful target setting and tracking which has raised standards of attainment

✓

A/I

Experience of analysing/evaluating performance data which effectively contributes to school improvement strategies

✓

A/T

Experience of teaching in more than one school

✓

A

Experience of managing finances and ensuring financial sustainability

✓

A/R/I

Experience of parental engagement which has supported and enhanced pupil and school development

✓

A/I

Experience of managing risk

✓

A/I

Knowledge and Skills	E	D	H
Up to date knowledge of the current and emerging priorities for the education sector	✓		A/I
Awareness and commitment to safeguarding and promoting the welfare of children including the expectation that all staff will share this approach	✓		A/I
Able to contribute to the leadership of school improvement across the Multi -Academy Trust and Humber Teaching School		✓	A
Good communication skills, both written and verbal	✓		R/T/I
Ability to manage and prioritise workload and, where appropriate, delegate to others	✓		R/I
Ability to develop and maintain appropriate relationships and establish effective partnerships with pupils, parents/carers, staff, local governors and trustees	✓		R/I
Skilled in collaborative working and networking with a wide range of partnerships within and beyond the school	✓		A/R/I
Ability to determine, organise and implement a balanced and broad curriculum that has a positive impact on pupils' outcomes and their personal development, behaviour and welfare	✓		A/I
Ability to lead school wide improvement initiatives that have a demonstrable impact on pupils' progress and achievement	✓		A/R/I
Ability to analyse and present data and information coherently to make judgements and identify next steps	✓		A/T
Ability to communicate a complex vision in simple and easily understood terms to a variety of audiences	✓		I
Ability to deal sensitively with people and resolve conflicts	✓		I
Ability to effectively lead and manage staff including undertaking staff appraisals		✓	I
Ability to deploy staff and resources effectively		✓	A/I
Attributes	E	D	H
Act with honesty and integrity at all times	✓		I
Emotionally resilient and show patience and perseverance when faced with challenging behaviours and attitudes	✓		I/R
Be positive, passionate, enthusiastic, self-confident and have the ability to help and support others	✓		I
Show self-discipline and be able to reflect and learn in order to develop wisdom and understanding.	✓		R
Be able to remain calm under pressure	✓		I/R