



Headteacher Application Pack

Many Minds, One Mission



Contents

Letter from the Chair of Governors	3
Vision and Values	4
About the School	5
Key Information	6
Letter from the Head Student	7
What people say about our School	8
Job Description	9
Person Specification	13
How to Apply	16





Letter from the Chair of Governors

Dear Candidate,

Thank you for expressing interest in the position of Headteacher at Colton Hills Community School. As a former pupil of the school, I have been privileged to become involved in the school at the Board level for over 10 years, serving as Chair for the majority of that time.

The Governing Board is seeking an outstanding and visionary leader who is committed to the ongoing success of the school and who can work with partners to become a role model for the children, their parents, and the broader local and cultural communities. All children are valued as individuals and encouraged to fulfil their potential while seeking to maximize their enjoyment and social interaction at the school.

Colton Hills Community School has a strong reputation for academic excellence, achieving a "Good" rating in its last two OFSTED inspections. We are proud of our team of hardworking, professional, and dedicated teachers aided by well-motivated and caring support staff. We are looking for a Headteacher who has the ability to lead our school, secure consistency for all children, and build on our many strengths, including the integration and role of the school within the local community.

We have a strong governing board made up of experienced and longstanding members, as well as new and enthusiastic governors. The governors have specific areas of strategic responsibility, along with curriculum subject responsibility. We meet on a regular basis through full governing board termly meetings and sub-committees.

We wish to work alongside professionals who can bring new and innovative ideas to ensure that our high standards of achievement are not only maintained but improved, with a strong understanding of the ever-changing landscape for education.

We are committed to diversity, equality, and inclusion throughout the school for all, regardless of background or abilities. We welcome candidates who share these values.

If you believe that you are the ideal candidate for this exciting opportunity, we invite you to submit your application by noon on the 12th April. The application process is outlined in this Candidate Pack.

You are also warmly invited to visit us, and we would look forward to showing you around and introducing you to our staff. You will have the opportunity to see for yourself the children working in the happy learning environment we have achieved.

Thank you for considering this opportunity. We look forward to hearing from you.

Yours sincerely,

Mr Duane Williams, Chair of Governors





Vision & Values

Colton Hills Community School is driven by its commitment to the rich, diverse community it serves ensuring we continue to raise standards and challenge social disadvantage so that everyone thrives.

Many Minds, One Mission encapsulates the value the school places upon the unique contribution of all members of its community focused on the success, wellbeing and growth of all.

Our Mission is at the heart of everything we do. To ensure we reach out to anyone who needs us; to listen, to act; to be strong in partnerships and fulfil dreams of the school community.



The PRIDE of Colton Hills



Participation



Respect



Integrity



Diversity



Excellence



Integrity: We are mindful of our actions both in school and within our community. Our openness and transparency instils confidence in others.

Diversity: We value social and cultural diversity - we are officially a school of 'sanctuary'.

Excellence: We raise standards through taking personal responsibility for our achievements and continuous improvement.

The **PRIDE** values of Participation, Respect, Integrity, Diversity and Excellence are embedded in the school ensuring that the school community lives by these core values.

Participation: We have aligned autonomy and a spirit of support, teamwork and sharing, but we are disciplined and follow through on our commitments.

Respect: We recognise the dignity and worth of every individual and the contribution they make.





About the school

Colton Hills Community School is a very successful, happy school which is dedicated to serving its community. The growth in student numbers, with over a 1000 on roll, and impressive outcomes at GCSE and A level clearly demonstrate the popularity of CHCS and, more importantly, its positive impact on young lives.

The school is situated to the south of Wolverhampton's city centre, on a site surrounded by green space and fantastic views across hills and fields. Students benefit greatly from a wide range of fantastic facilities, including an on-site swimming pool, all weather sports pitch, dedicated Sixth Form block, flexible breakout spaces across the school and a large theatre often used by groups in the local community for performances. Staff and students alike value the strong House ethos at CHCS which engenders a spirit of belonging to a supportive family.



“ The school is a harmonious, welcoming, multicultural community. ”

- Ofsted



A strong sense of mission and integrity drive the leadership and governors of Colton Hills Community School. Staff are proud of the school and ensure that its PRIDE values of Participation, Respect, Integrity, Diversity and Excellence are thoroughly embedded in the daily life of the school. Work in careers guidance and wellbeing demonstrate the commitment of CHCS staff to the whole person and to supporting the future direction of students.

In these challenging times, Colton Hills Community School enjoys the benefit of a secure financial position, stable staffing and strong governance. More than anything it thrives because the staff and student community share a determination to provide culturally rich learning experiences for every student regardless of starting points.

CHCS is proud of its status as both a community school and a School of Sanctuary and enjoys effective partnerships with local schools and academies around the City of Wolverhampton and with the Local Authority. The new Headteacher of Colton Hills Community School will find a community confident in its future and eager to provide even greater opportunities for students and staff.



Key information

Status	Local Authority Community School
Last Ofsted	September 2018
Ofsted Judgement	Good
Forms of Entry	Currently Year Groups with a 161 or 210 PAN with 7 OR 8 form entry groups
Type of School:	Comprehensive Secondary, Co-educational
Age Range	11 – 18
Number of Students on Roll	1,018
Number of Students in Sixth Form	107
% of SEND Students	11.52%
% of EAL Students	69.01%
% FSM Students	53.30%
% of Pupil Premium Students	51.57%
School website	www.coltonhills.co.uk





Message from the Head Student

Dear Applicant,

I am pleased that you are considering applying for the post at Colton Hills Community School. My name is Olexandr Oleschuk, and I am one of the Head Students here. Both my peers and I feel that the following attributes and qualities are a necessity from our new

Headteacher, someone who listens to students and staff, who takes action with their opinions and recommendations if they fit well. A considerate and passionate person in their field, who will always want the best for the entire community. An inspiring member of staff who will motivate students in all fields to reach for the stars, whilst doing their best to encourage students to embrace their individuality, to learn responsibility, respect and to gain independence. An ideal Headteacher will teach life lessons to the students, helping them to grow and bloom into respectable individuals.

Colton Hills Sixth Form is a rising institution, nurturing strong teaching and learning through the use of High-Performance Learning (HPL), we pride ourselves on our diverse and rich community which has solidified our place within the City of Wolverhampton. Our aims for the future are to further incorporate all aspects of post-16 life with our lower school, developing outstanding opportunities for knowledge acquisition and cultural experiences led by our Sixth Form students. We have a culture of safety and inclusion within our Sixth Form, and students believe that we listen and respect the needs of our pupils; aiming to close the gap on disadvantage at all levels.

This all helps to make our school a supportive and inspiring place to learn.

Thank you.

Olexandr Oleschuk - Head Student



“ I love working at Colton Hills. The staff are fantastic and there is a lovely atmosphere to the school... I’m very proud to work here. ”

- Staff

What people say about our school

"I value the open and honest culture at the school that allows staff to feel part of the decision making processes." - Staff

"The school provides strong support for students’ mental health." - The Governing Body

"My child is doing well and is happy. Thank you for everything." - Parent

"Colton Hills is more than a school, it is a vital support that many of our young people need. Colton Hills is a family." - Staff

"Pupils say they feel safe at school and that bullying is rare." - Ofsted

"All staff have a real desire for for students to do well, even the most challenging learner." - Staff

"The school has a close working relationship with the community." - The Governing Body

“ I am very happy with the school and the progress that my children have made. ”

- Parent





Headteacher Job Description

Title: Headteacher
Responsible to: The Chair of Governors
Leadership scale: L 28 - L34 currently £86,040 - £99,660

This role description reflects the Headteachers' Standards issued in October 2020. These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers.

Core Purpose and Responsibility

The Headteacher's main role is to provide highly effective, professional leadership for the school which secures its continuing success and improvement, ensuring high quality education for all its students and excellent standards of learning, achievement and pastoral care.

Ethics and Professional Conduct

The Headteacher is expected to demonstrate consistently high standards of principled and professional conduct and to uphold the Seven Principles of Public Life at all times.

Legal Requirements

The Headteacher is required to carry out all the statutory duties in the School Teachers' Pay and Conditions Document para 46.1 and 47.1 and 47.2, the contractual framework and the professional responsibilities outlined in sections 48 and 49 of the STP.

1. School culture

- Sustain the school's ethos, vision and strategic direction in partnership with the Governors and the school community
- Create a culture where students experience a positive and enriching school life
- Uphold and deliver ambitious education standards which prepare students from all backgrounds for their next phase of education
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff expectation
- Promote and support the wellbeing of students and staff

2. Leadership

- Provide exceptional leadership to all teaching and support staff through outstanding communication and timely, insightful, decision making
- Develop highly effective delegated leadership throughout the school
- Hold SLT and post-holders to account through clearly defined roles and responsibilities, challenging targets and objectives
- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness



- Identify a deputy or other suitable person to assume responsibility for the discharge of the Headteacher's role during any absence from school
- Develop appropriate evidence-informed strategies for improvement as part of well targeted plans which are realistic, timely and appropriately sequenced
- Carefully monitor and evaluate the effectiveness of school improvement strategies
- Prepare and lead strategies to maximise success in Ofsted inspections

3. Teaching

- Sustain high-quality, expert teaching across subjects and key stages, built on evidence informed understanding of effective teaching and how students learn
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- Ensure effective use is made of formative assessment

4. Curriculum and Assessment

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Ensure that all students are supported to achieve standards of literacy and numeracy that will enable them to enjoy the maximum success both at school and in later life
- Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum

5. Behaviour

- Establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood by all staff and students
- Ensure high standards of behaviour and courteous conduct in accordance with the school's behaviour policy which is understood by parents and carers
- Implement fair, consistent and respectful approaches to behaviour management
- Ensure that adults within the school model and teach the behaviour of a good citizen

6. Additional and special educational needs and disabilities

- Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- Establish and sustain culture and practices and enable students to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate
- Ensure that the school fulfils its statutory duties with regard to the SEND code of practice



7. Professional development

- Ensure staff have access to high quality, sustained professional development opportunities, aligned to balance the priorities of whole school improvement, team and individual needs
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

8. Organisational management

- Ensure the protection and safety of students and staff through effective approaches to safeguarding as part of the duty of care
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- Ensure staff are deployed and managed well with due attention to workload
- Establish and oversee systems, policies and processes that enable the school to operate effectively and efficiently
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Ensure the school provides a safe environment for students, staff and visitors and maintains a detailed risk register
- Ensure the school complies fully with the General Data Protection Regulation (GDPR)

9. Continuous school improvement

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, costed, appropriately sequenced and suited to the school's context
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

10. Ambassadorial role and working in partnership

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- Commit the school to work successfully with other schools and organisations in a climate of mutual challenge and support
- Establish and maintain working relationships with fellow professionals and colleagues in the Local Authority and other public services to improve outcomes for all students
- Liaise with the press and media, as appropriate



11. Governance and accountability

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- Establish and sustain professional working relationships with those responsible for governance
- Ensure that staff know and understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Note

The above represents key priorities and accountabilities for the role of Headteacher and is not an exhaustive list. This Job Description is current at the date shown, but, in consultation with the successful applicant, may be changed in the future should the Governors deem it necessary.



“ The governing body is very committed to the school. They provide leaders with strong support. ”

- Ofsted



Person Specification

	CRITERIA	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
A	QUALIFICATIONS AND CONTINUING EDUCATION			
1	Well qualified honours graduate	✓		A
2	Qualified teacher status as recognised by the DfE	✓		A
3	Evidence of continuing professional development	✓		A
4	Evidence of enhanced DBS	✓		I
5	Evidence of Leadership in Education qualifications eg NPQH, MEd		✓	A, I
B	EXPERIENCE			
6	Substantial experience of highly effective teaching in the secondary phase, including 6th form.	✓		A
7	Recent proven ability to lead, motivate and manage highly effective teams as Headteacher/Principal or Deputy Head/Vice Principal	✓		A
8	Recent leadership experience in a school(s) delivering the National Curriculum	✓		A
9	Experience across more than one school		✓	A
C	PROFESSIONAL COMPETENCES			
10	Knowledge and understanding of current educational issues in the Key Stages of the secondary phase, including post 16 education	✓		A, I
11	Experience in monitoring, evaluating and improving Quality of Education and quality first teaching	✓		A, I
12	Effective and persuasive communicator both orally and in writing	✓		A, I
13	Ability to marshal, analyse and evaluate evidence and data to support the continuous improvement of standards	✓		I
14	Understanding of strategic financial planning, budget management and financial forecasting and their contribution to school development	✓		I
15	Understanding of the role of Governors and an ability to work productively with the Governing Body/Trustees	✓		A, I



	CRITERIA	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
D	LEADERSHIP AND MANAGEMENT			
16	Knowledge and understanding of statutory requirements and experience of Child Protection, Safer Recruitment, Safeguarding procedures and Prevent Knowledge	✓		A, I
17	Understanding of the key legal issues relating to the leadership of a school including: equal opportunities, race relations, disability, employment, health and safety and public relations	✓		A, I
18	Proven track record of securing successful outcomes for learners through highly effective leadership and management	✓		A, R
19	Ability to build, support, lead and work with highly effective teams	✓		I, R
20	Strategic thinker with a vision that can be shared with students, governors, staff, parents, potential funders and wider stakeholders	✓		A, R
21	Innovative and with a clear understanding of educational opportunity and how to translate it into practical reality.	✓		A
22	Promotion of high standards of personal conduct and high expectations	✓		A, R
23	Understanding of effective support structures to promote mental well-being for students and staff	✓		A
24	Ability to devise effective and efficient systems to embed a culture of continuous improvement through appraisal	✓		A, R
25	Ability to lead the school community through periods of change	✓		I, R
26	Ability to forge effective, positive relationships with the school and education community	✓		A, I
27	A vision for how Information Technology can enhance learning and creativity and a capacity to translate that vision into reality.	✓		I
E	PROFESSIONAL AND PERSONAL ATTRIBUTES			
28	High personal standards of integrity and probity	✓		I, R
29	Ability to create and communicate an exceptionally positive ethos	✓		A, I



	CRITERIA	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
30	Excellent interpersonal skills with both adults and young people.	✓		I, R
31	Resilience, courage confidence	✓		I
32	Enthusiasm for the potential of schools to transform lives for the better	✓		I
33	A demonstrable commitment to the wider life of the school	✓		I
34	A strong personal commitment to inclusion, equality and diversity	✓		A, I
35	A strong commitment to personal development for all.	✓		A, I
36	A clear understanding of and commitment to engaging with the local community	✓		A, I

Key: A = Application I = Interview R = References





How to apply

Thank you for your interest in our school. The Governors look forward to receiving your application. Please complete all sections of the application form in full.

In addition to completing an application form you are requested to submit a supporting letter. Your letter should be no more than **1000 words** in length. Please outline: **How your experience to date has enabled you to meet the requirements of the Person Specification and indicate through evidence of impact how your leadership has improved outcomes for students and the wellbeing of staff.**

Please address your application to **Mr Duane Williams, Chair of Governors**. Your completed application, including your letter, should be emailed to **gohara@coltonhills.co.uk** and copied to **kate.abbott@ascl.org.uk**.

The deadline for applications is noon Wednesday 12th April 2023

References will be taken up shortly after shortlisting and prior to interview using the contact details you supply on your application form.

Shortlisting will take place on or around the **17th April 2023** and successful applicants will be informed by the **19th April 2023**. Shortlisted candidates will be invited to undertake psychometric profiling assessment online prior to interview.

Arrangements for this will be shared with applicants once selected for interview.

The selection process and interviews will take place between the **25th and 27th April 2023**. The panel may decide to make cuts to the shortlist after the 1st and 2nd days of the process.

REASONABLE RELOCATION EXPENSES MAY BE CONSIDERED, IF NECESSARY, FOR THE SUCCESSFUL CANDIDATE.

Further information about Colton Hills Community School can be found on the school website www.coltonhills.co.uk. In addition, candidates are warmly encouraged to take the opportunity to visit the school on the morning of the **28th and the 29th March or after 2pm** on both days. Please contact Mrs Tracy Hollingsworth at **thollingsworth@coltonhills.co.uk** or by telephone 01902 558430 before **27th March** to arrange your visit.

Mrs Kate Abbott of ASCL kate.abbott@ascl.org.uk will be providing professional support to the Governors' panel throughout the selection and appointment process. She will be available to discuss this exciting opportunity with potential applicants over the Easter holiday break. Please copy her into any correspondence with the school.

Please note that the closing date is during the Easter break.

