



Cromwell High School

Headteacher

Salary Range: Leadership Scale L23-29 (Group 5)

Full-time and permanent

To start in September 2023

Advertisement

We are passionate about providing an outstanding provision for the students at Cromwell High School. We are an 11-19yrs Secondary Special School, currently maintained by Tameside Local Education Authority. Governors are consulting stakeholders regarding joining with the Kingfisher Learning Trust.

We cater for a range of learning difficulties and additional needs for 140 pupils and students, SEND needs include: Severe Learning Difficulties, Profound and Multiple Learning Difficulties, Complex Needs and Autistic Spectrum Conditions with associated Sensory and Physical Disabilities. Our vision is to teach pupils as much about the world they live in as possible, to teach them the skills to be as effective in the world as possible and to grow to be caring, confident, considerate citizens. Therefore, there is a strong emphasis on preparing pupils and students for life beyond school. The school offers a rich and innovative curriculum matching an entitlement to a broad and balanced education with strong and effective preparation for adulthood.

We are looking for someone to build on the outstanding achievements of the current Headteacher. If you believe you have the vision, drive and passion to lead this school through the next phase of its development and that you fulfil the requirements of the person specification for the role, we would like to hear from you.

An informal visit to the school is encouraged and warmly welcomed for all those interested in applying. To arrange such a visit, contact Karen Smillie on 01613389730 or karen.smillie@cromwell.tameside.sch.uk

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Timeline for appointment

- Closing date for applications is **Sunday 19th March 2023, at 12.00am.**
- Shortlisting will be on Monday 20th March, 2023.
- A two-day interview process will be carried out on Tuesday 28th March and on Wednesday 29th March 2023

Following the shortlisting process, successful candidates will be invited for interview.

The selection process will involve a number of assessed activities on Day One with a view to making a further shortlist for Day 2. The successful candidate will be informed soon after the decision has been ratified by the Governing Body on the final day.

Please email your completed application form, together with your Equal Opportunities Monitoring form and your supporting statement to Karen Smillie at karen.smillie@cromwell.tameside.sch.uk



Cromwell High School

Headteacher

Candidate Information Pack

Our intent:

Our pupils will:

- Learn as much about the world as possible.
- Learn how to maximise their opportunities in the world.
- Learn to be confident, caring, responsible citizens.

Our school is built on our main principle:

Every member of staff will communicate high expectations relative to individual need and “unconditional positive regard” for each and every pupil- as a person- at all times, in all circumstances.

This is what professionalism means to us!

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Letter from the Chair of Governors

Cromwell High School

Dear Applicant,

On behalf of the governors of Cromwell High School I would like to thank you for your interest in the key post of Headteacher. We are looking to appoint a Headteacher to maintain and build on our current high standards and move forward as we join Kingfisher Learning Trust in September.

Our mission statement is “Learning today for a better tomorrow” which puts the students at the heart of our work. We are looking for someone who can build on the strong relationships with governors, staff, students, and their families and also maintain and develop other collaborations with other schools and outside agencies.

You may wonder why school is in the process of consulting stakeholders about joining the Kingfisher Learning Trust at the same time as recruiting a new Headteacher. This is not a coincidence. As you will know the government agenda is for all schools to academise in the coming years. Tameside LA are an educational priority area and have agreed with the DfE that Tameside schools will do this ‘as soon as possible’. We have been working in a collaborative partnership led by the Kingfisher Learning Trust for 18 months to date and found this very beneficial. The Trust have committed themselves to fully respect the individual identity of joining schools and will not impose unnecessary centralised controls or procedures or a corporate approach. They have pledged that it will be a collegiate relationship. You will have an opportunity to discuss the appointment with the Trust during the interview process should you be shortlisted for the role. Governors have taken the view that it is exactly at the time of recruiting a new Headteacher that the benefits of being part of the Kingfisher Learning Trust would be most beneficial. Therefore, it is hoped that the successful candidate will embrace the additional opportunities and support that this change of status will facilitate. More information can be found at <https://www.kingfisherlearningtrust.co.uk/>

We have a strong Governing Board who support and challenge the Headteacher, SLT and everyone at the school. We attend training to develop our knowledge and skills and always aim to be a critical friend.

We look forward to receiving your application and strongly recommend that all applicants should visit school prior to interview.

Yours faithfully

Jane Bates- Chair of Governors

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Letter from the current Headteacher

Cromwell High School

Dear Prospective Applicant,

As a school community, we would like to thank you for taking time to look at the information about Cromwell High School.

I became the Headteacher of Cromwell High in Easter 2003 and we have never stopped learning and developing throughout this period and, if I could highlight the single most important thing about our school, it is that all our school community are completely committed to self-evaluation and continuous improvement based on the findings of our ongoing monitoring and reflections. Our Governing body truly back us in this endeavour and perfectly balance their twin functions of challenge and support. Whenever we receive external feedback, a criticism or even complaint, we see it as an opportunity to consider if there is merit in the feedback that we can use to move further forwards in our drive to make our provision the very best that we can for our fantastic pupils and sixth form students. This is based on the trust we have in each other as a team; that it is that we all share the value that the pupils/students that must come first! – each and every individual pupil/student! This is where our job satisfaction comes from, our morale and our wellbeing at work – as well as valuing each other as important members of the team providing for the pupils. It is also where the amazing faith and trust that I believe the large majority of our parents show in us comes from – including through a true honesty and transparency about their child's needs and experiences.

We have grown rapidly in the last 4 years and this means that we remain on a relatively sound financial footing despite the inflationary pressures of the last 12 years. I believe we have been able to maintain our identity and commitment to quality through the recruitment of significant numbers of new staff – including during the pandemic.

It has been an absolute privilege to be the Headteacher of such a school as we have developed and to fulfil that role in the wider school community. Hopefully, you can see what a difficult decision it has been to retire from such a position. However, I have concluded that it is the right time and I have absolutely no doubt that our team will embrace the leadership of any successor that shares our values and determination to do the right thing for our young people and their families.

Yours sincerely

Andrew Foord

Headteacher

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Cromwell High School

About our School

Basic Statistics:

- 134 pupils on roll - Secondary 92, Sixth Form 42
- 60 Pupil Premium
- 10 Looked After Children (LAC)
- 98 male, 36 female
- 53 of an Ethnic Minority
- Exclusions 0

Departments:

Cromwell High School is organised into 4 departments, each led by a senior leader:

In the secondary school (Key Stages 3&4):

- Sensory Department: meeting the needs of pupils with Profound and Multiple Learning Difficulties requiring a sensory curriculum.
- Structured Department: meeting the needs of pupils with Autistic Spectrum Condition and needing high levels of structure including TEACCH, PECS and PODD approaches.
- Conceptual Department: meeting the needs of pupils with Severe Learning Difficulties, a small number with more Moderate Learning Difficulties but needing additional support in other ways – pastorally or due to Communication and/or ASC needs.

Key Stage 5:

- Sixth Form Department – continuing with the needs specific strategies taught throughout Key Stages 3 & 4 but dedicated to the advanced stages of preparation for adulthood.

Curriculum:

In the secondary school (Key Stages 3&4):

- Matching access to the skills and core knowledge of the National Curriculum at the most appropriate, accessible, level for our learners, (often Key Stage 1) with a focus on Preparing

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for Adulthood by finding out about, and how to operate in, the world around them- beginning with their life experiences and building understanding linked to their reality. For example – delivering Science, D&T and Physical Geography through learning about the “Physical World”. Teachers coordinate each subject through collegiate groupings in line with the links between subjects.

In the Sixth Form

- In order to directly prepare for adulthood learning is organised into ‘Professional Life’, ‘Home Life’, ‘Social Life’, ‘Healthy Life’, ‘Active Life’, and ‘Creative Life’. Sixth Form classes are led by Tutors to optimise access to the community and wider world.

Key Skills:

In order to promote the development of Key Skills across the curriculum pupils have Individual Education Plans reflecting their EHCP priorities in the areas of:

- Communication and Interaction needs
- Cognition and Learning needs
- Social and Emotional needs
- Physical and Sensory needs

SIP:

Our Current School Improvement Priorities are:

- Teachers developing their coordination of curriculum areas through a collegiate approach to self-evaluation and action planning.
- Reading – including further implementation and consolidation of Read, Write, Inc.
- Sensory Processing – further implementation and consolidation of a structured and considered approach to meeting sensory processing needs throughout school including through our new IN10 (Individual Needs 10 minutes) initiative so that all time required for meeting individual needs is appropriately considered and accounted for.
- IEP refresh – a refreshing of our IEP systems including the Records of Achievement that celebrate pupils’ and students’ achievements in their core skills.
- All time is learning time – revisiting and reinvigorating the use of pastoral time, following measures necessary during the pandemic, to support pupil needs- including through our IN10 initiative.
- Boost the progress of vocational provision in the Sixth Form that was significantly delayed as the Sixth Form grew during the precautions of the pandemic and was not able to be as ‘outward facing’ in seeking to prepare pupils for the wider world as we intended. We are now working hard to catch up and recover the time lost during the Covid emergency.

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Cromwell High School

Headteacher

Job Description

Salary Range: Leadership Scale L23-28 (Group 5)

Job Status: Full-time and permanent

Responsible to: The Governing Body of Cromwell High School or Kingfisher Learning Trust should academisation proceed as per consultation with effect from September 2023.

This job description reflects the National Standards of Excellence for Headteachers (2020). These standards are built upon The Teaching Standards which apply to all teachers, including Headteachers.

The appointment is subject to the current conditions of employment for Headteachers, contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation, including that of the Department for Education. In carrying out his/her duties, the Headteacher shall consult, where appropriate, with the Local Authority, the Governing Body, - or the Multi Academy Trust - the staff of the school, its pupils and students and the parents of its pupils and students.

The Core Purpose of the Headteacher

The core purpose of the Headteacher is to provide vision, direction, professional leadership and management of the school. This vision will include core educational values, moral purpose and be inclusive and adaptive to the needs of all students, promoting a secure foundation from which to achieve high standards in all areas of the school's work. The Headteacher will establish high quality education by ensuring that teaching and learning, personalised to the needs of all students, provides an effective foundation for life. The Headteacher will establish a culture that promotes excellence, equality and high expectations for all students.

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As the leading professional in the school, the Headteacher is accountable to the Governing Body – or MAT- for providing vision, leadership and direction for the school and ensuring that it is managed and organised to meet the school’s aims and objectives. The Headteacher, working with others, is responsible for evaluating the school’s performance to identify priorities for continuous improvement and standards; ensuring equality of opportunity for all; developing policies and practices which are fit for purpose; ensuring that resources are efficiently and effectively used to achieve the school’s aims and objectives and for the day-to-day management, organisation and administration of the school.

The Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with its parents and carers, other schools, wider services and agencies for children and young people, the Local Authority, Multi Academy Trusts, community organisations and employers. Through such partnerships and other activities, the Headteacher plays a key role in contributing to the development of the education system as a whole and the collaborative with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all students.

Domains

Below are the three interlinked domains of the Headteacher’s role and the related standards that cover the domains, all underpinned by the Governance and accountability domain:

- Culture and ethos
- Curriculum and teaching
- Organisational effectiveness

Headteachers’ Standards

1. School culture

Our Headteacher will:

- establish and sustain the school’s ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community create a culture where students experience a positive and enriching school life
- uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life

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- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism
- have a commitment to life long learning for themselves and the whole school community

2. Teaching

Our Headteacher will:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students with SEN learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of pupil needs and subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

Our Headteacher will:

- 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 taught to read through the provision of evidence-informed approaches to reading, particularly the appropriate use of systematic synthetic phonics
- ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum

4. Behaviour

Our Headteacher will:

- establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students
- ensure full commitment to the highest possible standards of student behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to teaching pupils effective and cooperative behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

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5. Additional and special educational needs and disabilities

Our Headteacher will:

- ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- establish and sustain culture and practices that 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 the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

Our Headteacher will:

- 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

7. Organisational management

Our Headteacher will:

- ensure the protection and safety of students and staff through effective approaches to safeguarding, health and safety and pastoral support, 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 paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Our Headteacher will:

- 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, 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

9. Working in partnership

Our Headteacher will:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their 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 across other public services to improve educational outcomes for all students

10. Governance and accountability

Our Headteacher will:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship 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

11. Safeguarding

Our Headteacher will:

Be responsible for ensuring, as far as is reasonable, the safety and welfare of all children and young people. Create an organisational culture which is vigilant to, monitors and prioritises the safeguarding of children and young people above all considerations.

12. Health and Safety

Our Headteacher will:

Be responsible for ensuring the school meets all its responsibilities related to health and safety.
Create an organisational culture which is vigilant to, monitors and prioritises the health and safety of pupils, students, staff and all other stakeholders in relation to the school.

13. Service delivery imperative

Our Headteacher will:

Continually review, develop and improve systems, processes and services in support of the School's pursuit of excellence in service delivery. Recognise the value of our people as a resource.

14. Promoting equality and diversity

Our Headteacher will:

Accept everyone has a right to his or her distinct identity. Treat everyone with dignity and respect and to ensure that what our stakeholders tell us is valued by reporting it back into the organisation. Promote and participate in the work to eliminate discrimination; advance equality of opportunity; and foster good relations between diverse communities.

15. Developing people within our school

Our Headteacher will:

Use processes and put processes in place to generate a learning environment. Focus on the strengths and requirements of all individuals and enable them to further their skills and knowledge. Actively pursue their own development. Be self-aware and role model continuous self-development.

Safer Recruitment

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This role is subject to an Enhanced DBS check.



Cromwell High School

Headteacher

Person Specification and Selection Criteria

The applicant will be required to safeguard and promote the welfare of children and young people

Note: Candidates failing to meet any of the essential criteria will automatically be excluded

(*Source Key: A = Application, I = Interview process, R = Reference)

| | Essential | Desirable | *A / I / R |
|---|-----------|-----------|------------|
| A. QUALIFICATIONS | | | |
| Qualified teacher status | E | | A |
| Degree or equivalent | E | | A |
| NPQH and/or Higher Degree (or currently undertaking) | | D | A |
| B. PROFESSIONAL DEVELOPMENT | | | |
| Commitment to and evidence of regular, recent and appropriate professional development as or for the role of Headteacher | E | | A |
| Has successfully undertaken the Secretary of State's (NCSL, CWDC, Local Authority or equivalent) approved "safer recruitment" training, or has a commitment to do so within 12 months of taking up post | E | | A |
| Has successfully undertaken appropriate Child Protection training / Designated Senior Person training | E | | A |
| Demonstrate and sustain an understanding of up-to-date educational thinking, policy and practice | E | | A |
| C. SCHOOL LEADERSHIP & MANAGEMENT EXPERIENCE | | | |
| Minimum of three years substantial senior leadership as a Headteacher, Deputy Headteacher or Assistant Headteacher within a special school or equivalent | E | | A I R |
| Substantial experience of monitoring teaching and learning for pupils with complex SEND and delivering relevant and constructive feedback to support ongoing staff development. | E | | A I R |
| Experience of working effectively with governors, parents, the local authority and other agencies | E | | A I R |
| To have led school self-evaluation and development planning, which has resulted in positive impact on school performance | E | | A I R |

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| | | | |
|---|---|---|-------|
| Detailed knowledge and understanding of funding of special school provision | E | | A I R |
| To have implemented and successfully developed whole-school initiatives, resulting in improved provision for students | E | | A I R |
| Knowledge and understanding of strategic financial planning, budgetary management and resource deployment in relation to their impact on school improvement and student achievement | E | | A I R |
| To have had responsibility for formulating policy and implementation in consultation with governors and relevant stakeholders | E | | A I R |
| To have had experience of, and be able to contribute to, staff development across the SEND secondary age range, enabling staff at all levels of the school to be empowered to better meet the needs of all students | E | | A I R |
| To be fully versed in all aspects of the SEND Code of Practice and have a clear understanding of the school's statutory responsibility with regard to EHCPs & the annual review process | E | | A I R |
| D. EXPERIENCE AND KNOWLEDGE OF CURRICULUM AND TEACHING | | | |
| To have a knowledge and understanding of innovative curriculum design for students with SEND, reflecting their needs within a framework of national expectations | E | | A I R |
| To have a working and current knowledge and understanding of all three Key Stages of school | E | | A I R |
| To have an empathy with and understanding of SEND needs for independent living and employability beyond school, with experience to date of having positively impacted on this need | E | | A I R |
| Successful experience of teaching students with a range of learning difficulties and disabilities including PMLD, ASC & SLD | E | | A I R |
| Significant, successful and sustained teaching experience within a special school | E | | A I R |
| Significant, successful and sustained teaching experience within a secondary special school | | D | A I R |
| To be able to effectively use data, assessment and target setting to inform teaching and intervention, and impact positively on student achievement | E | | A I R |
| To be able to exemplify how the needs of all students have been met through the highest quality teaching, learning and adaptive practice | E | | A I R |
| Proven experience of raising standards of achievement at whole school level for students with SEND | E | | A I R |
| E. PROFESSIONAL ATTRIBUTES | | | |
| Demonstrate an understanding, awareness and empathy for the needs of the students at Cromwell High School and how these should be met | E | | A I R |
| Excellent written and verbal communication skills (which will be assessed at all stages of the process) | E | | A I R |

| | | | |
|--|---|--|-------|
| Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies | E | | A I R |
| To be an inspiring leader of learning demonstrating, promoting and encouraging outstanding practice both within and beyond the classroom | E | | A I R |
| Show a commitment to advancing equality and inclusion within the school and wider community | E | | A I R |
| F. PROFESSIONAL SKILLS (based on the National Headteacher Standards 2020) | | | |
| The Headteacher is expected to address the National Headteacher Standards (2020). | | | |
| Candidates are therefore asked to structure their Supporting Statement under the following Domain headings: | | | |
| <ul style="list-style-type: none"> • Culture and Ethos • Curriculum and Teaching • Organisational effectiveness including Governance and Accountability | | | |

All of the following personal qualities are considered to be essential for this post and will be assessed through interview, reference and assessment activities:

| |
|---|
| G. PERSONAL QUALITIES |
| <ul style="list-style-type: none"> • Continue to promote strong educational philosophy and values at Cromwell High School • Inspire, challenge, motivate and empower teams and individuals to achieve high goals • Be a positive role model at all times, a highly effective and respected representative of Cromwell High School Be approachable, person centred • Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people and staff • Build and maintain quality relationships through interpersonal skills and effective communication with parents and carers and the whole school community • Demonstrate personal and professional integrity, including modelling values and vision Inspire trust and confidence across the school and community • Prioritise, plan and organise themselves and others • Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others • Demonstrate a capacity to work with energy and vigour |

H. OTHER ESSENTIAL CHARACTERISTICS (all AIR)

Safeguarding

- Displays a commitment to the protection and safeguarding of children and young people.
- Has up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people.

Promoting Equality and Diversity

- Understand how knowledge of our diverse communities can help us to deliver effective services and reduce disadvantage in the borough.
- Listen to contributions made to service development without prejudice.
- Challenge behaviours and processes which do not support the council's work to eliminate discrimination; advance equality of opportunity; and foster good relations, while being prepared to accept feedback about own behaviour.

Service delivery imperative

- Listen and respond to children/young people's needs, seek out innovative ways of consulting and engaging them.
- Network with others to develop services for the benefit of the children/young people.

Developing Self and Others

- Coach and mentor others.
- Be willing to share learning and encourage others to do the same.
- Listen to others and respond to their needs.
- Apply a range of development activities to develop and train staff.
- Strive for improvement and take responsibility for own development.
- Be self-confident and lead by example.

APPOINTMENT PROCESSES:

Confidential references and reports

- Positive recommendation from all referees, including current employer
- For currently serving Headteachers: A supportive reference from the Local Authority, if possible, or a further supportive professional reference

Application form and supporting statement

- The application form must be completed in full and be legible.

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- The supporting statement should be clear, concise and related to the specific post, following the guidance outlined in section F above.
- The supporting statement should be no more than **2 sides of A4, Arial point 11.**

We are committed to safeguarding and promoting the welfare of children and young people, therefore as part of our Safer Recruitment process, references will be required for all shortlisted applicants.

Appointments are also subject to the outcome of an enhanced DBS check.