HOLMFIRTH
HIGH SCHOOL

Information Booklet

Assistant Headteacher:
Strategic Leadership of Maths

A Lead School in the West Yorkshire Teaching Alliance

A Warm Welcome from Holmfirth High…..

Thank you for considering applying for this senior leadership post at Holmfirth High School.

We genuinely believe our school is a wonderful place to work and develop your career. We work hard to ensure that students get the very best quality of learning experience, thus supporting them to achieve the very best outcomes. We are a school community where relationships are positive, respectful and friendly.

We strive to do our best for all our students so that they leave here as well-rounded, decent young people who have achieved as highly as possible and have experienced a wide range of opportunities in and out of the classroom.

We strive to provide interesting and valuable developmental opportunities for our staff too so that they know their personal and professional skills are valued and that they are both supported and challenged in their careers.

We are an incredibly busy school community with lots going on all year round. We are fortunate in having an exceptional staff team who enthusiastically provide a wealth of extra-curricular activities and experiences for our students to enjoy.

We have a well-established passion for collaboration; working in partnership with a range of other alliances, schools, colleges and universities to: share best practice; support and train entrants into the profession, and to provide exciting professional development for all our staff.

Should you choose to apply, you will be sure of a warm welcome and will be joining a highly committed, professional and friendly staff team.

Yours sincerely

Wendy Bradford

G Howe

Dr W Bradford
Consultant Headteacher

Mrs G Howe
Associate Headteacher

Holmfirth High School

This highly successful Leading Edge school has 1320 students, a teaching staff of 91 and a support staff of 70.

Originally built in 1959, the school has undergone extensive refurbishment in recent years. Its facilities now include a Modern Foreign Language suite, 6 ICT rooms, a Drama studio, 8 Science laboratories, a Music suite with practice rooms and a brand new SEN department and RE/PSCHE block. The specialist school initiative has also meant the further building work of a new Maths block.

The catchment area comprises Holmfirth and surrounding villages. These provide an intake which is well balanced socially and academically. The school is conveniently situated about seven miles from Huddersfield. The surrounding countryside is beautiful, set as we are in the Pennine Hills. Holmfirth is within 30-45 minutes of the centres of Leeds, Manchester and Sheffield and is easily accessible from the M1 and M62 motorways.

The school takes its community responsibilities seriously. It adopts an open policy towards parents[1], and students are encouraged to participate in the life of the school and locality in a positive and helpful manner. The school also manages the sports centre accommodation which is used by local individuals and community groups in the evenings. We became an extended school in April 2006.

As a school, we aim to be sympathetic and understanding while being purposeful and demanding. We encourage all students to strive to achieve the highest academic level of which they are capable.

Our students' high personal and disciplinary standards are also fundamental to our calm and purposeful ethos. We are aware of the difficulties that all students share as they pass through a large school during adolescence, and we also recognise the special requirements of a small number of boys and girls who have personal or academic problems and we provide as much support as we are able.

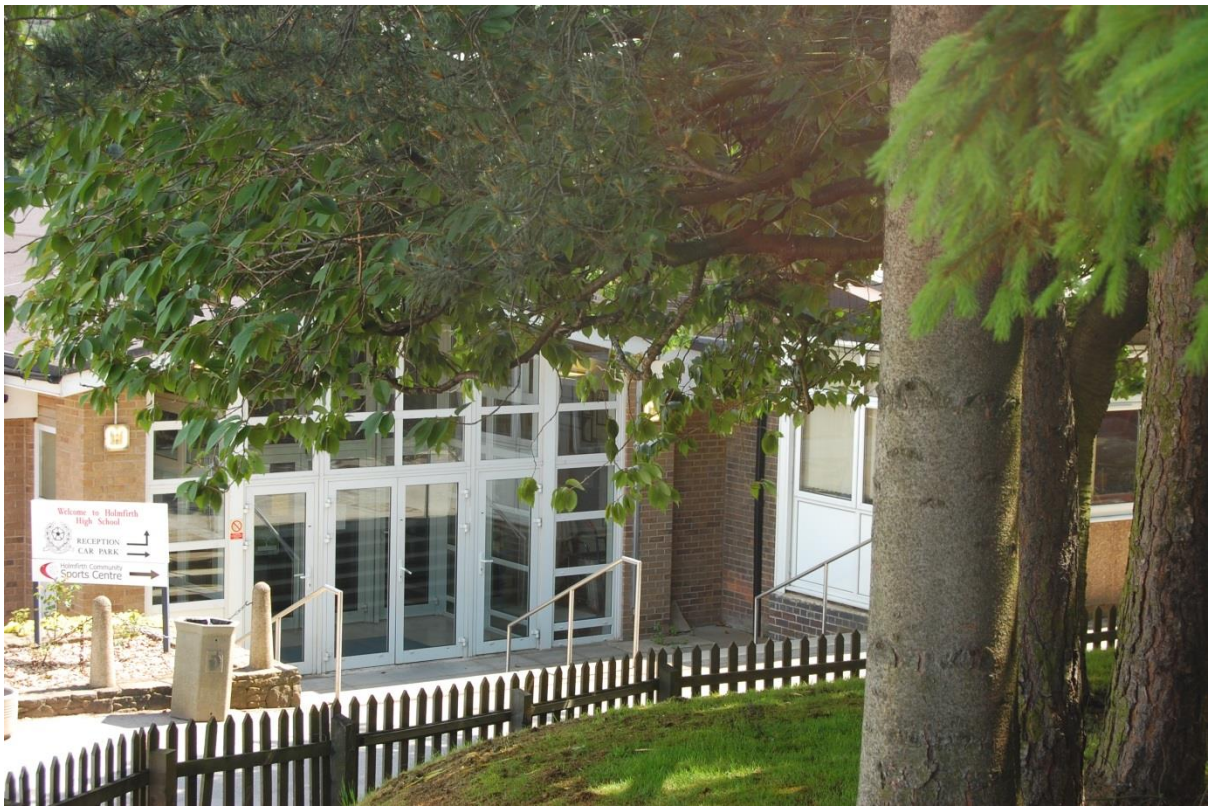
The school is organised on a year basis, with Heads of Years overseeing a team of Form Tutors. Students are taught in their mixed ability tutorial groups in Year 7, although setting is introduced in a number of subjects in Year 8. In Years 10 and 11, all students now follow a course which enables them to study English; Mathematics; Science (either combined or three separate subjects); ICT; Religious, Personal and Social Education including Careers, and Physical Education. In addition, students take four other choices from a wide programme of vocational and academic options.

[1] The term 'parent' includes any person or body with parental responsibility such as a foster parent, carer, guardian or local authority.

The school has an excellent record in public examinations; the great majority of our students achieve high standards at education or training beyond the age of sixteen. The average student achieves 10 A* - C passes including Maths, English, two Sciences and a Modern Foreign Language, over 50% go on to university and less than 1% become NEET.

We attach great importance to the place of extra-curricular activities in the school programme. A wide variety of cultural, sporting, outdoor pursuits and other activities take place, with outstanding levels of success being achieved. It is hoped that applicants will give a clear indication of areas in which they are able and willing to participate.

We hope that this outline has been useful. If you have any questions please do not hesitate to telephone the school. In normal circumstances, the appointment will be made within one month from the appearance of the advertisement. Unless applicants have been invited for interview within this period, it should be assumed that the post has been filled. It is regretted that expense makes it impossible to write personally to all unsuccessful candidates.



Aims of the School

- Members of our school community are encouraged to achieve their potential – academically, emotionally, socially, physically and spiritually and our school aims for the highest possible standards for all.

- Our school aims to ensure that members of our school community feel valued and appreciated.

- Our school aims to encourage students to enjoy learning through a broad curriculum delivered in a wide variety of ways and thus helps prepare them for later life.

- Our school aims to develop qualities of mind, body, and spirit through the encouragement and development of various senses; reasoned thought; the ability to question and discuss rationally; to state a point of view and accept other points of view.

- Our school aims to help students to develop self-discipline, self-respect, respect for others and their property, thereby enhancing relationships with others and providing the capacity to live as independent, self-motivated adults with the ability to act as contributing members of society.

- Our school aims to ensure all members of our school community respect religious and moral values, and show tolerance and understanding of other races, religions and ways of life.

- Our school aims to provide a wide range of support services for our young people in order to help them manage and cope well with concerns and problems not just with their education, but more generally with their life in and beyond school and as preparation for later life.

- Our school seeks to offer a wide variety of learning and activity opportunities through our extra-curricular programme and hope that these will help encourage the development of our students' interests and skills.

- Our school seeks to work and interact with our wider community to support local efforts to address issues and provide services and to ensure good use of school facilities out of school hours.

Local Information

Holmfirth – the Heart of the Holme Valley

Located in the heart of the beautiful Holme Valley, Holmfirth is a small town that sits just north of the Peak District in West Yorkshire. The town is better known as the location for the popular BBC TV series 'Last of the Summer Wine', with thousands of fans making the journey every year to visit such locations as Sid's Café and Nora Battye's Steps.

Whilst 'Last of the Summer Wine' is a major visitor attraction, it certainly is not the only reason people visit Holmfirth. With its breathtaking scenery across the Holme Valley, Holmfirth is also popular with walkers and wildlife enthusiasts alike as it is within easy reach of a number of beautiful reservoirs and picturesque surroundings, and if that isn't enough, there are some wonderful attractions to be seen in the town itself - from the last of the Summer Wine Exhibition, to the Holmfirth Vineyard, to the Postcard Museum or pop into The Nook for a cheeky pint!

Holmfirth is also home to a wide range of eating places, including restaurants, wine bars, pubs and take-aways that cater for a wide variety of tastes. It is one of the most popular and much loved destinations in West Yorkshire, with visitors flocking to the sleepy town all year round, Holmfirth is a wonderful place to visit, with lots of things to see and do.

Holmfirth is within easy reach of the major cities of Manchester, Leeds and Sheffield being accessible from both the M1 and M62 motorways. Our nearest town is Huddersfield which is home to Huddersfield University - winner of the Sunday Times Best University of the Year Award 2014. Huddersfield also has three sixth form colleges – Greenhead College, Kirklees College and New College.

There are many estate agents and letting agents in Holmfirth and Huddersfield, together with numerous high street banks and building societies.

Partner Primary Schools

Hade Edge J & I School
Greave Road
Hade Edge
Holmfirth
HD9 2DF
Tel 222470

Hepworth J & I School
Maingate
Hepworth
Holmfirth
HD9 1TJ
Tel 222472

Hinchliffe Mill J & I School
Waterside Lane
Holmbridge
Holmfirth
HD9 2PF
Tel 222476

Holme J & I School
Meal Hill Road
Holme
Holmfirth
HD9 2QQ
Tel 222477

Holmfirth J I & N School
Cartworth Road
Holmfirth
HD9 2RG
Tel 222481

Netherthong Primary School
School Street
Netherthong
Holmfirth
HD9 3EB
Tel 222487

Scholes J & I School
Wadman Road
Scholes
Holmfirth
HD9 1SZ
Tel 222478

Upperthong J & I School
Burnlee Road
Holmfirth
HD9 2LE
Tel 222488

Wooldale Junior School
Royds Avenue
New Mill
Holmfirth
HD9 1LJ
Tel 222490

The Maths Department

Our Maths department is an outward-facing department, involved in lots of national and local projects that ensure all teachers have access to high quality leading edge CPD.

We are currently a strategic partner of the White Rose Maths hub leading on the "#Yes U Can" project for this area. This project aims to encourage all students to believe they can be good at maths, and challenge mind-sets within our community that only some people can be good at maths.

We are also a partner in the 'Best Practice in Grouping Students in Maths' research project. This project is being led by Kings College London and is sponsored by the Education Endowment Fund. The project aims to challenge views on how students should be set in maths lessons and the effect this has on the fastest and slowest learners.

We have recently been working closely with AQA to ensure that sessions for the new maths GCSE address the key issues being faced by practising teachers.

We take very seriously our part in transition and view our primary schools to be key partners with whom we work closely. We also encourage Year 6 teachers to visit us as regularly as they are able.

Staffing

The Mathematics department currently has eight full time and two part time members of staff. All staff are specialist Mathematics teachers who teach across the full age and ability range. They have clearly defined areas of responsibility, which are outlined in their individual job descriptions.

Curriculum

We have taken the provided by the New Curriculum to completely rethink our Schemes of Work. We are keen that all students are fluent in the basics and regularly practise their mathematical reasoning and problem solving skills.

We aim to provide a balance of individual, group and whole class activities and students are encouraged to think for themselves, enjoying the satisfaction of personal discovery, particularly during investigational work.

At KS4 all students follow a course leading to GCSE Mathematics following the AQA specificatio . The department consistently achieves results above the national average. In Year 10 students are given the opportunity of studying for a GCSE in Statistics or a FSMQ in Additional Maths as a twilight course.

Developments

We have a fantastic suite of eight rooms, including an ICT suite, a small resource room and a staffroom. The department is keen to engage students by providing extra-curricular activities and so we regularly take part in competitions such as the Cipher Challenge and the UK Maths Challenge. We also take students to other exciting learning opportunities at local schools and universities. We have good links with our primary schools, run Masterclasses for our most able students and work in partnership to ensure transition is effective.

This is an exciting opportunity for an imaginative and highly motivated middle leader/ senior leader with energy, vision, enthusiasm and a commitment to continuous student improvement in Mathematics.

Holmfirth High School

Job Description

The school is committed to safeguarding and promoting the welfare of children in our care.

Post Title: Assistant Headteacher: Strategic Leadership of Maths

Reporting to: Link member of SLT

Salary / Grade: L9 to L13

Disclosure Level: Enhanced

Working Time: Full-time as specified within the current STPCD. To work as a classroom teacher and tutor with responsibility weighting of 26%.

Core Purpose: Provide strategic and operational leadership to the department to accelerate student progress and raise standards of student attainment. To lead the development of effective teaching, learning and assessment within the department to ensure the highest standards of provision and learner outcomes.

Core Responsibilities:

- To lead the development of teaching, learning and assessment within the department, ensuring all teaching staff have a tailored staff development plan to meet their needs and ensure highly effective teaching across the department
- In collaboration with department staff, formulate a department improvement plan, which espouses the priorities within the whole school improvement agenda, setting priorities for the development of teaching, learning and assessment.
- Have responsibility for the quality, standardisation and moderation of all aspects of assessment across the department to ensure exacting standards and accurate tracking of student progress.
- Develop the use of assessment for learning as a tool to improve the quality of teaching and learning and accelerate student progress and raise student attainment
- To ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning and where necessary develop rigorous and timely interventions to challenge underachievement
- In collaboration with department staff, regularly review the improvement plan to evaluate progress and impact of work undertaken
- Ensure rigorous department self-evaluation in line with whole school policy and procedures
- Lead and manage student behaviour management strategy in line with whole school policy
- Model subject leadership and supporting other staff with TLR responsibilities in leading and managing their areas of responsibility
- Providing day-to-day leadership of the department including staffing / cover arrangements in line with school policy
- Participate in the recruitment process, including interviews, for staff who will work within the department. That each member of the team understands his or her role and feels valued and supported; welcoming new members of staff and overseeing their induction, especially those who are newly qualified or relatively inexperienced in their roles; working with any trainees who join the department (School Direct, PGCE et al)
- Provide professional leadership to a large team of teachers and support staff.
- Develop innovative, non-traditional approaches to the curriculum subject(s) in order to ensure appropriate access and achievement for all students

- Review methodology, identify and share good classroom practice, develop new resources using new technologies to improve the quality of teaching and learning and enable students to become increasingly independent learners.
- Maintain a high quality learning environment within the department. This will involve ensuring that the fabric and furniture in each area is in good condition, that each area is kept tidy and free of health and safety hazards, that displays in classrooms and corridors are stimulating and that they are changed regularly and that resources are well maintained and treated respectfully.
- Establish and maintain high professional standards within the department. This will involve leading regular staff training, quality assurance checks of staff planning, homework, marking and assessment and the quality of student progress as demonstrated through students' exercise books. This involves lesson observation and feedback.
- Ensure teach student's starting points, special needs, gifts and talents are understood and catered for in the department
- Ensure the assessment of new students on their admission to the school so that they are placed in the appropriate classes and that their induction runs smoothly.
- Attend and contribute to meetings as required
- Ensure that internal and external examinations within the department run efficiently and effectively
- Have oversight of the communication of information about the department courses available to students so that informed decisions can be made
- Inform and work closely with parents to maximise the learning and development of their children through scheduled meetings, progress reports, parents' evenings and otherwise as required
- Liaise with other schools to ensure continuity of learning and to achieve the benefits of co-operation and collaboration
- Prepare the department for external inspection (OFSTED)
- Discuss and agree with senior leadership/ line management the specific responsibilities of the role to be added to the generic job description. These should be appended to the job description and will be subject to regular review within the Appraisal cycle.
- Undertake any additional task that is reasonably requested by the Executive Headteacher and Associate Headteacher.
- Manage the resources of the department within the limits of the delegated budget and in accordance with the school's financial procedures.
- Ensure that appropriate appraisal arrangements are in place and maintained in the department and that a robust programme of professional development is designed and maintained (this to include provision for support staff and non-specialist teachers).
- Ensure that robust procedures are in place to monitor the quality of teaching and learning outcomes throughout the department.
- Contribute significantly to the school's planning (both short and long term) and provide leadership to whole school developments, as required.
- Be responsible for the line management of teaching and support staff, setting high standards and expectations and challenging underperformance
- Ensure all teachers carry out their routine responsibilities accurately and effectively e.g. registers, recording requested information to support attendance, punctuality and behaviour
- In conjunction with Heads of Year and the Senior Leadership Team, provide appropriate level of challenge and support for teachers who struggle with behaviour management in their classrooms
- To assist the Executive Headteacher and Associate Headteacher in supervising and participating in any arrangements within an agreed national framework for the appraisal of the performance of teachers who teach in the school
- Measure and accurately assess the impact of intervention strategies to support and improve individual teacher performance
- To undertake return to work interviews for absent staff you are responsible for, supporting and challenging absences in line with the school absence policy and liaising with the Executive Headteacher and Associate Headteacher where persistent or repeated absence levels are having an adverse effect on student progress
- To co-ordinate all appropriate meetings, systems, processes and record-keeping
- To take a lead in developing school improvement planning and school self-evaluation relating to delegated areas of responsibility

Other Responsibilities

Leading school ethos and culture:

- Ensure that the school's vision is clearly articulated, shared, understood and acted upon effectively by all
- Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement
- Develop and promote policies and procedures that ensure the school's ethos is reflected in all learning activities
- Promote the school's ethos and culture to the broader community to support local expectations

Leading teaching and learning:

- Ensure a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress
- Establish creative, responsive and effective approaches to teaching and learning
- Ensure a culture and ethos of challenge and support where all students can achieve success and be engaged in their own learning
- Demonstrate and articulate high expectations and set stretching targets for the whole school community
- Monitor, evaluate and review classroom practice and promote improvement strategies
- Challenge underperformance at all levels and ensure effective corrective action and follow-up

Developing self and working with others:

- Treat students, staff and parents fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Implement procedures for staff induction, professional development and performance review
- Celebrate the achievements of individuals and teams
- Manage own workload and that of others to allow an appropriate work/life balance
- Regularly review own practice, set personal targets and take responsibilities for own personal development

Managing the Organisation:

- Produce and implement clear, evidence-based improvement plans and policies for the development of the school
- Implement successful Appraisal processes

Securing Accountability:

- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Provide the Executive Headteacher and/or Associate Headteacher and Governors with any information, objective advice and support to enable them to meet their responsibilities
- Develop and present an accurate account of the school's performance to a range of audiences

Strengthening community:

- Ensure learning experiences for students are linked into and integrated with the wider community
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural wellbeing of young people and their families
- Create and maintain an effective partnership with parents and carers to support and improve young people's achievement and personal development

Additional Duties:

- To be aware of, and assume the appropriate level of responsibility for, safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's safeguarding policies
- To comply with the school's Health & Safety policy and statutory requirements
- To undertake any other duties not detailed above commensurate with the level of the post

Leadership Specific Duties:

All teaching staff are expected to meet the relevant Professional Standards for Teachers in addition to the job description detailed above.

All staff on the Leadership Scale will have generic responsibilities, including active participation in the daily management of the school, e.g. maintaining a presence around the school throughout the day.

All staff on the Leadership Scale will also:

- contribute to school self-evaluation
- contribute to the strategic leadership and management of the school in order to develop an ethos and culture of high expectations
- model the ethos and vision for the school
- ensure that high standards of uniform and behaviour are expected of all students, and take action where students fall below these standards
- line and performance manage identified staff and teams
- coach and develop the staff and students for which they are accountable
- continue personal professional development as required
- actively engage in the performance review process
- lead assemblies
- attend school events and represent the school at wider community events

Many specific responsibilities will require collaborative working with other team members and middle managers, which the Assistant Headteacher will develop proactively.

While every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with all reasonable requests from the Executive Headteacher and Associate Headteacher to undertake work of a similar level that is not specified in their job description.

The post is on the Leadership Scale and therefore comes under the leadership conditions of service.

Personal Specification

Holmfirth High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

Post Title: Assistant Head Teacher: Strategic Leadership of Maths – Leadership Point 9 - 13

Attributes tested by Application, Interview, Task and References	**Essential E/ Desirable D**
Qualifications & Professional Development	
Educated to degree level in Maths or a closely related subject	E
Qualified Teacher Status/ DfE recognised teaching qualification	E
Evidence of appropriate and recent further professional development	E
Further study and/or qualification demonstrating a commitment to system leadership	D
Achieved or working towards Specialist Leader in Education status	D
Knowledge, Skills and Understanding	
Excellent communication and interpersonal skills	E
Excellent analytical and evaluative skills	E
Evidence of deep and extensive knowledge of their subject and curriculum area(s)	D
Acute understanding of data and assessment methodologies to inform student progress and effective intervention strategies	E
Demonstrate their own passion for and expertise in their subject(s).	E
Strong commitment to inclusive education and the principles and practices of equal opportunities	E
Leadership and Management Attributes	
Excellent understanding and application of effective school accountability and challenge	E
Demonstrable commitment to leading the professional development of others (individual and whole school)	E
Moral courage and determination	E
Motivate inspire and empower	E
Presence, drive and passion	E
Utilise high levels of emotional intelligence	E
Highest integrity in all aspects of professional practice	E
Excellent creative and innovative problem-solving skills	E
Excellent change management skills	E
Build strong professional relationships	E
Excellent time and self-management skills	E
Refined knowledge of school development and strategic planning, including effective monitoring and evaluation strategies	E
Develop leadership in others as part of their daily practice	E
Teaching and Learning Attributes	
Consistently good and outstanding classroom practitioner (current Teachers' Standards)	E
Ability to monitor performance and make incisive judgments that improve practice (individual and whole school)	E
Excellent classroom and behaviour management skills	E
Ensures a safe and stimulating environment that contributes positively to teaching and learning	E
Effective use of ICT in management and education	E
Commitment to extending opportunities available to students through extra-curricular/extended school activities	E
Other Experience	
Successful teaching experience across the full age and ability range (KS3 to KS5)	D
At least two years' recent experience in a middle leadership role within an 11 to 18 school	E
Experience of working in different schools	D
Successful teaching experience in a multicultural, urban school	D
Proven track record in raising achievement and securing whole school improvement	E

Application Details

Thank you for taking the time to read this pack. If you wish to apply for the post of Assistant Headteacher with strategic leadership of Maths at Holmfirth High School then please complete the standard Kirklees application form which is found on our website, together with a letter of application, nor more than 3 sides of A4) which provides your response to the following:

- How my experience to date has prepared me for this role
- An example of my recent impact on student achievement
- An example of my recent impact as a leader

Completed applications should be returned to:

The Consultant Headteacher
Holmfirth High School
Heys Road
Thongsbridge
HOLMFIRTH
HD9 7SE

Or via email to vacancies@holmfirthhigh.co.uk or office.holmfirth@holmfirthhigh.co.uk

The closing date for applications is: 12 noon on Friday 9 March

Interviews will take place: 16 March 2018

If we have not contacted you by mid March you will know that on this occasion your application has not been successful. Please accept this as acknowledgement of the time and interest you have shown.

If you would like to visit the school, please contact Catherine Mason, PA to the Executive Headteacher, on 01484 691460 ext 261 or email c.mason@holmfirthhigh.co.uk

Thank you.