

HEATHFIELD KNOLL SCHOOL

and First Steps Day Nursery





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Background and History

Neatly, nestled within the Wolverley Countryside Heathfield Knoll School (HKS) and First Steps Day Nursery is hidden away in plain view. HKS is an independent day school and nursery.

Heathfield Knoll is a recently merged school consisting of Heathfield School and The Knoll School, our combined history reaches nearly 500 years.

Heathfield

In 1620 Wolverley Grammar School was founded by William Sebright. This was later renamed Sebright School in 1931. In 1970 Sebright School closed but the junior boarding school continued as the newly created Heathfield School. In 2017 Heathfield and the Knoll Schools merged to form HKS.

Knoll

In 1917 Miss Ethel Wood founded The Knoll School in Kidderminster and it became an educational trust in 1966. The school gained a significant reputation as a high quality preparatory school and repeatedly made the Times Top 100 Prep Schools.

Heathfield Knoll

An independent day school for boys and girls, HKS enjoys a rural location boasting extensive grounds. Children can join the First Steps Day Nursery at three months, moving on to the Pre-School at three years. The main school welcomes children at any age from five to 16 years. The school is centred around a large country house in beautiful surroundings which includes extensive playing fields, woodland and grassland (a total of over 30 acres). Heathfield Knoll's generous grounds are frequently used to support a creative curriculum, including a recently re-launched Forest School. HKS aims to provide a traditional, well-structured education in small, nurturing teaching groups. This means that children's needs are catered for and they thrive in a well-ordered atmosphere of mutual respect. HKS is concerned with more than just scholastic achievement, we encourage children to approach adulthood as a confident, articulate and courteous individual.



Heathfield Knoll School Strategic Plan

January 2015 - August 2020

We are pleased to present our long-term strategic plan for Heathfield Knoll School. Our intention in developing the plan is to set out and communicate our vision, ethos and long term direction for the school, so that we are all clear on where we are going and what we are trying to achieve. We are proud of the school's achievements and values and look forward to continuing with the excellent progress made in recent years to make this a truly outstanding school. We would welcome any comments or suggestions.





Vision, values and aims

Vision

Working together to be exceptional in all that we do every day.



Values

Leading and learning together by:

- Embracing every opportunity
- Including everyone
- Acknowledging the individual
- Expecting the best
- Celebrating success
- Demonstrating respect and tolerance towards others
- Upholding strong moral values
- Working together to achieve



Aims

Our aims in support of this overall vision are:



1. Teaching and learning

- That exemplary teaching will support the needs of all
- That our pupils fulfil their potential, regardless of ability
- That learning is fun and engaging
- That our pupils are supported in every step of their learning

2. Pastoral care

- That pupils are nurtured and given the highest levels of care
- That our pupils are treated as individuals
- That the needs of pupils are fulfilled
- That our pupils develop relationships within an atmosphere of tolerance and respect
- That our pupils are treated as members of a school community



3. Parents

- That our parents are treated as responsible partners in supporting pupils' learning
- That our parents are sufficiently informed to act as critical friends in their child's learning and development

4. Extra-curricular

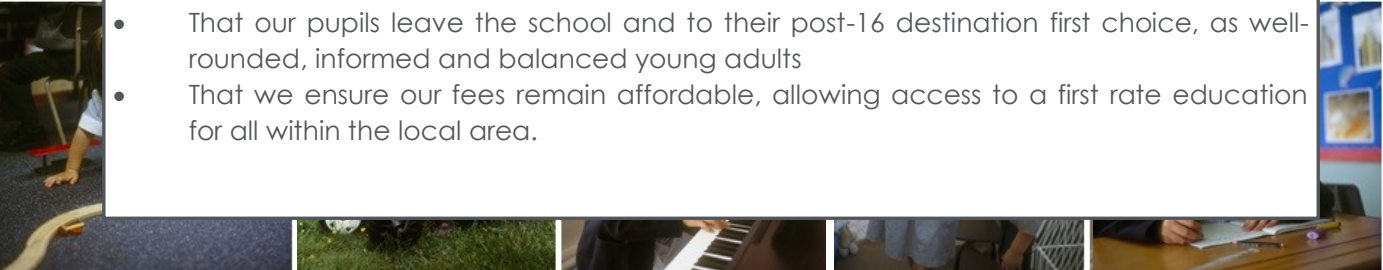
- That value is attached to every achievement
- That our pupils are given every opportunity to achieve beyond the classroom
- That our pupils discover new ways in which to participate and to contribute to school life
- That our extra and co-curricular activities are inclusive and offer challenge for all



5. Staff

- That our staff are valued as members of a close-knit and hard-working community
- That staff are challenged and supported in equal measure in our pursuit of excellence

6. General

- That our pupils leave the school and to their post-16 destination first choice, as well-rounded, informed and balanced young adults
 - That we ensure our fees remain affordable, allowing access to a first rate education for all within the local area.
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Strategic priorities

Our strategies are designed to support and deliver the vision, values and aims. In addition to the continued development of existing strategies we will pursue new strategies in the period 2015-2020 in order to achieve our ambitions to create the most successful school possible.

The strategic priorities are loosely organised around the revised ISI framework:

Quality of Education: Special Educational Needs

- Raise the profile and increase effectiveness of Learning Support Assistants
- Support individualised and personalised approaches to learning

Quality of Education: Literacy, numeracy and ICT

- Embed computing (and ICT) across the curriculum,
- Effective use of cloud based computing to support learning outside the classroom
- Whole school approach to numeracy to reflect recent changes to curriculum at KS4 and KS2
- Raise standards of literacy across the whole school

Quality of Education: PSHE and Careers

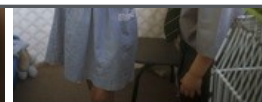
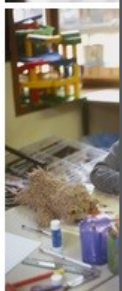
- Implement work experience programme as part of a whole school approach to Careers education
- Revise schemes of PSHE work
- Specialist teacher input, including role of Matron and Head of Wellbeing

Quality of Education: Contribution of curricular and extra-curricular provision

- Broaden curricular and extra-curricular provision
- Plan for and provide a creative curriculum accessible to all
- Develop outdoor learning
- Plan for delivery of (wider) technology subjects
- Closer management of whole school curriculum
- Embed Forest School more effectively within whole school curriculum
- Realise all opportunities provided by Erasmus Plus project

Quality of Education: Teaching

- All lessons to be at least rated good
- Quality and appropriate resources for every pupil, regardless of ability or need
- Encourage and support reflective practice within a model of Joint Practice Development
- Implement whole-school Marking Policy
- Informed use of performance data, including use of value added data
- Effective use of MIS to inform pupil tracking
- Develop a rewards system that is valued by all





Spiritual, moral, social and cultural development

- Develop opportunities for pupil leadership at all levels of the school
- Whole school (thematic) approach to themes of citizenship, including British values



Welfare, health and safety: Bullying and e-safety

- Appoint and develop role of Head of Wellbeing (including appropriate levels of training)
- Anti-bullying Ambassador programme (Diana Trust)
- Increase awareness of e-safety risks, including parental understanding
- Review robustness of ICT systems



Welfare, health and safety: Safeguarding

- Full audit and review of all school policies, with particular regard to those pertaining to safeguarding
- Peer review of all safeguarding procedures and implement robust systems for the delivery of safeguarding at all levels
- Quality and relevant safeguarding training



Quality of leadership in and management of schools: Quality of governance

- Reorganise Trust to reflect the changing needs of a forward-thinking and pro-active school
- (Re)define the role of the Trustee (as a critical friend and able to hold the school to account)

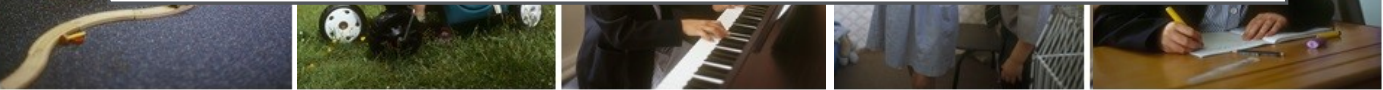


Quality of leadership in and management of schools: Quality of leadership

- Develop and support role of School Coordinators
- Refine further effective monitoring procedures at all levels of school
- Ensure robust systems for recruiting
- Implement (and review) appraisal system for all staff
- Develop partnership with Worcester University and appoint a Lead Mentor in school
- Increase use of (pupil) data and manage it effectively to support teaching and learning
- Facilitate and support CPD opportunities that are flexible, appropriate and meet identifiable needs
- Increase opportunities for parents to support children's learning
- Implement a system of peer review of school policies
- Formalise systems for reporting to parents of children's progress



Early Years Foundation Stage

- Enhance further the provision for children identified as with SEND
 - Increase opportunities for parental involvement in the work of the setting
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Job Specification

Teacher of Science

Full Time (Part-time considered)

Vacancy details

We are seeking to appoint an enthusiastic and passionate teacher of science. A willingness to teach Year 5 and/or Year 6 science would be an advantage but this should not deter applications from secondary trained teachers. This is a full time post working within our Middle School (Years 5-8) and Upper School (Years 9-11) and is required from September 2018. The **closing date** for applications is **Friday 9th March**. Interviews will be in the week commencing **12th March 2018**.

To be successful in this role, you must be:-

- Suitably qualified with QTS in the appropriate age range and experience teaching to KS4
- Passionate in using your knowledge of current theory and practice in teaching and learning to provide highly effective curriculum delivery, in a stimulating and enjoyable way
- Ready to utilise the benefits of an independent curriculum that is innovative and flexible in terms of delivery and content
- An enthusiastic team player, willing to participate fully in the School's extra-curricular programme and wider school life
- Engaged with the School's ethos, thinking creatively and reflectively within an open, honest and hardworking team.

Job Purpose:

- To carry out the professional duties of a teacher across the age ranges specified and in accordance with the school's policies under the direction of the Headmaster.
- To be an effective professional who demonstrates thorough curriculum knowledge and can plan and deliver well-structured lessons meeting the needs of all pupils.
- Set high expectations which inspire, motivate and challenge pupils and contribute positively to life at HKS.

Teachers' Standards

In addition to the School's general requirements and key responsibilities set out below, Teaching Staff must also have regard for the Teachers' Standards set out by the Department for Education. As a minimum, a Teacher must:-

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities



Person Specification

The School will seek evidence of the following criteria from:-

- Application form
- Letter of application
- References
- Interview
- Qualification certificate
- Successful completion of appropriate Child Protection Screening including Disclosure and Barring Service and other checks as described in the Recruitment Policy.

Attributes	Criteria	Rank
Education and Training	• Qualified to Degree Level or equivalent	Essential
	• QTS in appropriate age range	Essential
	• Evidence of ongoing personal development training	Desirable
	• Desire to continue with professional development	Desirable
Relevant Experience	• Experience of working with children	Essential
	• Experience working across the secondary age ranges	Essential
	• Experience working across the upper year groups of Key Stage 2.	Desirable
General and Special Knowledge	• High level of subject knowledge across age range (in particular, Physics and/or Chemistry)	Essential
	• Experience of leading curriculum area(s)	Desirable
	• Experience delivering extra-curricular activities	Desirable
	• Thorough understanding of current education policies and practice, such as safeguarding and health & safety (including radi-	Desirable
Skills and Abilities	• Ability to plan and teach well-structured lessons to all abilities and ages to a high standard	Essential
	• Strong interpersonal skills to effectively communicate with staff, parents and children	Essential
	• To be caring, patient and sympathetic to the needs of the children	Essential
	• Ability to work as part of a team	Desirable
	• Adapt teaching to the strengths and needs of all pupils	Essential
	• Good organisational skills	Desirable
Any Additional Factors	• Ability, flexibility and willingness to take on other responsibilities or duties as deemed necessary	Essential
	• Play a full part in the life of the school community, to support its distinctive mission and ethos.	Essential



Safeguarding Statement

We are committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo Child Protection screening appropriate to the post, including checks with the Disclosure and Barring Service.



In addition to an assessment of their ability to perform the duties of the post applied for, candidates invited to attend for interview should expect further discussion relating to safeguarding and promoting the welfare of children.

Application process



Please send a covering letter in support of your application together with a completed Application Form including contact details of two referees.

Applications should be sent online to: info@hkschool.org.uk.

Should you have a preliminary enquiry regarding your application or further details of HKS, please contact Julie Onions, Office Manager, on 01562 850204.

Closing date for applications is the **Friday 2nd March**.

Candidates for interview will be notified by email no later than **Tuesday 6th March**.

