



HENRY TYNDALE SCHOOL

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Acting Headteacher – Mehal Shah M.Ed.



Head Teacher Recruitment Pack

Application Closing Date: Noon 13th September 2019

Interview Dates: 26th and 27th September 2019

A rare and exciting opportunity has arisen to lead one of the top Special Schools in the country. We are looking for a dynamic and inspiring leader who fully embodies the ethos and values of our community, and will build on the success of this vibrant, outward looking and truly special school.



Henry Tyndale School



Welcome to our School

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Welcome from the Chair of Governors

Dear Applicant,

Thank you for expressing an interest in the position of Head Teacher at Henry Tyndale School and I would like to welcome you to our school on behalf of the board of Governors.

This vacancy has arisen due to the retirement of our Head Teacher, Rob Thompson, who has led our school with deeply felt passion, skill and integrity for over 20 years.

I am sure you will take time to study the recent school Ofsted reports on our website. We are proud of the findings in them, which are a true reflection of the care and ambition of all our dedicated staff to improving the outcomes and wellbeing of our pupils, their families, staff, and the whole Henry Tyndale School community.

Our consistently Outstanding Ofsted performance has enabled us to develop ourselves as a Teaching School, with the knowledge and experience of our specialist leaders now being shared within the wider Hampshire Schools' community. This is a precious resource for our regional SEN community which we hope to develop even further as more agencies seek out our expertise.

We warmly invite you to visit us, so that you can see for yourself what a vibrant school Henry Tyndale is.

Yours faithfully,

Ann Baty,

Chair of Governors

Vision Statement

- Henry Tyndale will be an Outstanding Specialist Teaching School, showcasing its expertise in special education and supporting others, within the community and beyond, who have special educational needs. The school will play a lead role in continuing to develop excellent SEN provision for pupils within the school as well as in the wider community.
- All pupils within the school will be valued and respected and have their individual needs fully met through the provision of first-rate teaching and learning and their access to their rights, as described in the United Nations Convention for the Rights of the Child, will be upheld at all times through the attitudes and approaches of every adult supporting them in school.
- Pupils' learning will prepare them for adult life in the community and they will be provided with opportunities to access the community. The school will work with students and families to secure the best available Post-19 provision.
- Children will have access to a broad range of educational social experiences and sporting activities.
- Staff will be valued, well-trained, supported and fully appreciated, whatever role they play within the school. Colleagues will have the opportunity to engage in innovative teaching & learning practices to better meet the range of needs of our pupils.
- Relationships with families will continue to be excellent and pupils' families will be in close communication with the school and well supported by a variety of professionals, co-ordinated by the school.
- The school will be working with families and other agencies to strive to ensure high quality health and social support for our children and their families.
- A number of specialist therapy support services will be in place to meet the wide range of needs of our children.
- Staffing structures will show high levels of support for teaching at all levels with well-trained assistants having suitable progression routes, both within the LSA structure and from an LSA to a teacher.
- Leadership and management, as well as teaching, assistant and non-classroom based staff will all be dedicated to achieving the most for the children.

School Information

Henry Tyndale is a Community Special School catering for approximately 150 pupils across the age range from two to nineteen years, all of whom have complex learning difficulties. All pupils at our school have a learning difficulty. Many also have an additional need, such as a physical disability, a language disorder or an autism spectrum disorder. Our school is proud of the outstanding quality of education and care it provides for all our pupils. This has been recognised by OFSTED, who have graded us OUTSTANDING three times in a row, with each new OFSTED showing an improvement on the previous inspection.

The school is situated within Farnborough with the main site in Ship Lane and an Early Years Centre in Mayfield Road.

The school also encompasses the Henry Tyndale Sixth Form, located on the main site, which provides a base for the education of the majority of our Post-16 students, as well as a suitable community-based location for the development of their vocational and community skills.

Henry Tyndale School is also the Lead School for the Better Together Teaching School Alliance.

Henry Tyndale Prospectus

Please refer to the website: <http://www.henrytyndale.hants.sch.uk/prospectus/>

The School Name

The man, after whom the school is named, Henry Tyndale, first became involved with the school in 1976. He supported the school tirelessly as an active committee member and treasurer of the parents, staff and friends association. He was an active fundraiser and a regular volunteer, who was particularly supportive of those children with the greatest difficulties or disabilities. He was a great friend to pupils, families and staff alike.

Henry supported two other special schools and he continued to be actively involved with Mencap, the charity that assists children and adults with learning difficulties and disabilities.

When the school was re-organised and re-developed in 1998 we were honoured to be able to re-name the school after Henry, in recognition of the great service he gave to the most vulnerable members of the community.

Henry Tyndale Early Years Site

On September 1st 2017 we opened a new Early Years site in Mayfield Road in Farnborough. This site caters for two classes - our Nursery and the class for the youngest school-aged children.



Early Years outside play area



Learning to explore and play together

The children based at our Early Years site also still use facilities on the main school site, shown elsewhere in this prospectus, as they have an accessible minibus based there to transport them over whenever needed.



Number time!



Our Early Years building

The Early Years site also acts as a training base for the school. As a 'Teaching School' we regularly host professionals here from local mainstream schools and from Special Schools across Hampshire and beyond for training purposes. Teaching School status is awarded to a select number of Outstanding Schools across the country and Henry Tyndale School is one of a rare number of Special Schools - the only one in Hampshire - who have attained Teaching School status (see below).

The Better Together Teaching School Alliance

Teaching schools are part of the government's drive to give schools more freedom and to enable them to take increasing responsibility for managing the education system. The vision for teaching schools is to establish a network of outstanding teaching school alliances that will drive significant improvement in the quality of professional practice, improving the attainment of every child.

The Better Together Teaching School Alliance works across the locality of North East Hampshire in relation to mainstream education and across the wider region of Hampshire and surrounding Authorities in relation to SEND, providing training and support to partner schools.

Henry Tyndale School is the lead school in the Alliance, which in essence consists of a team of schools, both special and mainstream, and other organisations in conjunction with the Better Together Strategic Board.

Better Together Alliance website: <http://www.bettertogetheralliance.co.uk/>

Visions and Values of the Teaching School Alliance.

Sharing and working together improves outcomes for all.

- We believe in collaboration with other schools and partners. Our experience is that by working with others we can both share and learn together.
- Partnerships should, and typically do, improve outcomes for both schools.
- Positive partnerships will ensure greater expertise by pooling and better use of resource.
- We believe, as key advocates for school improvement, in taking a pro-active approach, especially as LA resources reduce.
- The Henry Tyndale Teaching School Alliance (HTTSA) is effectively a voluntary agreement between schools and other partners to work together to ensure the best for all children. It ensures this by staff learning from each other and organisations working to prepare for a successful future together rather than by any formal structures or control.
- The HTTSA exists to promote first class education for children at all schools within the alliance and beyond.
- The HTTSA is passionate about achieving the best provision possible for those with SEND and this will be a key theme of our work.
- Children and young people deserve the very best from education and the Alliance will be fully committed to high quality policy and procedures in relation to all safeguarding issues
- The Alliance welcomes partnerships with other schools and organisation similarly committed to these values.

- We will seek to develop stronger ties for school to school support and to lead and develop the skills, knowledge and attitudes to teach and lead our children and our schools today and tomorrow.
- High quality leadership is essential to ensure high quality education for all. The Alliance will seek to support and develop current leaders and to encourage, nurture and train potential future leaders
- High quality teaching and learning can only be achieved with first rate teachers. The Alliance will seek to up-skill existing teachers and recruit and train the next generation of skilled professionals.

Ethos and Values

Behaviour Policy

The philosophy of the school is to provide an environment where families, staff, governors and others work together with the pupils to enable them to develop into responsible young people. We are working towards preparing the pupils for adult life and promoting independence, self-esteem and confidence. This is achieved by the whole school community providing the requisite level of support and assistance, appropriately tailored to the needs of each individual pupil.

Thus, the pupils feel safe and secure, in an environment where they are encouraged to take responsibility for their actions and accept the consequences of their behaviour. They develop self-esteem, self-respect and respect for others and their environment.

Our policy outlines strategies for managing behaviour, which may include use of the support services and involve co-ordination between outside agencies and others dealing with pupil behaviour.



The approach of developing appropriate behaviour in our pupils is fundamentally a positive one. Rewards and praise are far more effective ways of appropriately moulding the behaviour of children than negative strategies. An example of this is weekly school assemblies, which are used to celebrate significant achievement in terms of individual effort and behaviour.

All staff receive “Team Teach” training, which promotes a multi-disciplinary approach to positive behaviour management between education, social care and health.

Emotional Literacy

We are proud to have our own ELSAs (Emotional Literacy Support Assistants), whose role is to help pupils recognise their feelings and that of others, providing opportunities for them to build up their self-esteem and confidence, during individual or small group sessions. Pupils are referred by their class teacher.

The MOVE Programme – Enham Trust

Within our ethos of respecting each individual and promoting equal opportunity for all, Henry Tyndale School provides pupils with the opportunity to achieve their best as an individual.

MOVE works with the child, the family, teachers, therapists and others, using a goal based approach to work towards agreed targets which range from being able to raise and hold their head independently so they can view and interact with the world around them, to being able to play football using a ‘gait trainer (pacer).

The MOVE philosophy is evident throughout the whole school and all pupils have made significant progress in this area. We have a range of equipment to support the pupil to move, available for both home and school use.

There is a shared vision and cooperation with a multi-disciplinary team including families, which underpins the child’s whole learning.

Parents have informed us that “There has been a significant increase in her interest in the world around her”; “Now that he can lift his head and keep it there for a bit, he can now make choices and look at what he wants”. Staff in school have reported “_____ is not dependent on staff to move him from A to B anymore,” All children have a right to play and join in a wide range of activities and by adopting the MOVE programme we are encouraging our children to lead as full and independent lives as they can.

We are delighted to say we have now been achieved MOVE Centre of Excellence status.

Pupil Care

Our primary obligation as a school is of course an educational one, but we do strongly recognise that our pupils also have social and emotional needs and this forms a significant part of our role here. We pride ourselves on the quality of the relationships that we develop between staff and pupils. This is set within a school ethos where each pupil and staff member is expected to display a caring and purposeful attitude towards others at school, and towards people in general.

We demand high standards from staff to make appropriate allowances for pupil behaviour and to use whatever techniques best meet the individual’s needs. The pastoral system runs alongside an educational one, which encourages high achievement and appropriate behaviour at an individual level.

Henry Tyndale works closely with professionals outside the school who have an interest in the pupils care and medical needs. The school has close links with a local Paediatric Consultant, who holds regular clinics for pupils and their families at the school. We also have a school nurse, Physiotherapist, Speech and Language Therapists and an Occupational therapist.



Excellent pupil interaction



Time for number work

Child Protection

Henry Tyndale fully recognises its responsibilities with regard to child protection and we work in accordance with the Local Safeguarding Children's Board and the DfE guidelines.

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy.

- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Establishing a safe environment in which children can learn and develop.

Looked-After Children

Helping Looked-After Children succeed and providing a better future for them is a key priority for Hampshire County Council and Hampshire schools.

As for all our pupils, Henry Tyndale is committed to helping every Looked After Child to achieve the highest standards they can.

The full Policy is available upon request.

Activities in the Community

The School offers a broad and balanced Curriculum that is relevant to the needs of the students to help them become adult members of society. As such there are a wide variety of activities taking place outside of school, which contribute to this end. Some of these activities are regular weekly occurrences, such as swimming at the local pool and our Community Skills lessons, whereas others are less frequent, for example the week-long residential school journeys that take place for older students on an annual basis.



Abseiling on a residential



Crate stack climbing

A variety of other activities also occur because they complement an area of study being covered at school such as a visit to a museum as part of a project or to a Leisure Centre as part of our P.E. Curriculum. Pupils are also offered a variety of integration experiences within neighbouring schools and the local community.



We love books at the library!!



Social skills and shopping

The activities, which take place out of the school, are extremely valuable to the all-round education of the pupils at Henry Tyndale, and it is essential that all pupils take part if we are to fully meet their needs.

As students are required to go out of school as part of their educational programmes, policy and procedures are, of course, necessary to ensure that when groups go out of school they do so with due regard to matters of Health and Safety.

Off-site activities also provide enjoyable opportunities for our students to extend their experiences of life and develop skills with which to further enjoy and enrich their leisure time, an important skill for our students to grasp, as well as providing the school and its pupils with valuable opportunities to become involved with their local communities.



In our own new playground



Local Community work

The Going Out of School policy and procedures are available at the school for review at any time.

Policies and Strategy

Overall Policy Statement

As part of our commitment to the rights of the child the Governors are to use the following statement in all new policy statements and all policy reviews. This commitment is being included in all current reviews but should also be considered as applying to existing policies until reviews are due:

In all aspects of this policy full consideration is given to the UN Convention of the Rights of the Child, in its entirety; particularly Article 2; which states that the convention applies to all children, whatever their ethnicity, gender, religion, language, abilities, or any other status, whatever they think or say, whatever their family background, and Article 3, where it is explicit that the best interests of the child must be a priority in all decisions and actions that affect the children.

Details of individual policies can be found here:

<http://www.henrytyndale.hants.sch.uk/policies-strategy/>

Governing Body

Henry Tyndale School has an active Governing Body, who take a keen interest in all of the activities of the school. It has 13 members drawn from a variety of backgrounds, at least two of whom are parent governors, thus ensuring that we retain a culture of parental involvement. We are very fortunate to have a Clerk who is also employed by the school and therefore has an excellent overview.

The Governing Body operates six Full Governing Body Meetings per academic year and is supported by separate sub-committees for Teaching and Learning, Finance, Health, Safety & Premises, Personnel, Steering and Head Teacher's Performance Management.

Governors may additionally take on link roles around the school and/or be appointed to either the discipline or the appeals committee.

The Governing Body has a Service Level Agreement with Hampshire County Council Governor Services to support them and to provide the experience and training needed to ensure it operates efficiently and effectively.

Hampshire County Council is a pro-active Local Authority, which supports Henry Tyndale School in the delivery of education for its children and young people with special educational needs, all of whom benefit from education in a special school setting.

We are supported by and benefit from the input of our Learning and Leadership Partner. We also have the benefit of Service Level Agreements for Education and Personnel Services, as well as the comprehensive support from Governor Services, which provides advice, training and support to our Governing Body.

Henry Tyndale Governors:

<http://www.henrytyndale.hants.sch.uk/governors/>

Admission Arrangements

Every pupil at our school has either has an individual statement, an EHCP or, in the case of very young children, may be undergoing the process of assessment prior to being provided with an EHCP.

Hampshire County Council LEA is responsible for the maintenance of the SEN Statements / EHCPs of all the children at Henry Tyndale School and for arranging that the special educational provision be made for the child. It also considers the school's suitability in finalising an EHCP. Where a school is specifically named, the admission authority has a duty to admit the child to the school.

Accessibility

- The school is wheelchair accessible and we are very happy to offer assistance to any disabled visitor who may require additional support with parking arrangements or access. Please mention your requirements when making an appointment to visit the school.
- There is a Portable Hearing Loop available in the School Office - please request on arrival.
- We can provide large print text of our prospectus if it is required.

Most recent OFSTED Inspection

The last three OFSTED inspections of Henry Tyndale resulted in the school being rated as an OUTSTANDING school, with each OFSTED showing improvement upon the previous inspection.

Highlights of the Report.

This school continues to be outstanding.

'You, your leadership team, the governors and staff have maintained the outstanding quality of education in the school since the last inspection'

'You and your leadership team have the full confidence of governors, staff and parents. This has helped ensure that the school remains a vibrant community that supports pupils' learning and secures strong outcomes'

'The quality of teaching, learning and assessment remains outstanding. Teachers and teaching assistants know pupils incredibly well.'

'Pupils make consistently rapid and sustained progress from their starting points, including those who are eligible for the pupil premium grant and the most able.'

Safeguarding is effective.

'As a school that knows its pupils and families exceptionally well, pupils are cared for and protected rigorously and compassionately. Pupils report that they feel safe and happy'

'Staff work particularly well together to protect the welfare of the pupils'.

Inspection findings

- *Leaders have an excellent understanding of how to provide the highest standard of education for the varying needs of pupils they serve.*
- *Staff ensure that they provide bespoke learning experiences for every individual that is focused on their specific needs*
- *Pupils' behaviour is managed extremely well. Some join the school following difficult and disjointed educational experiences. Others present with complex and very challenging behaviour.*
- *Governors provide useful and robust challenge for leaders. They make excellent use of the information they are given by the Head Teacher.*
- *Governors have implemented clear structures for fulfilling their responsibilities.*
- *Pupils make outstanding progress. Assessment information demonstrates that pupils make rapid and sustained progress.*
- *The 16 to 19 study programmes are highly effective. Staff make excellent use of assessment to ensure strong transition from key stage 4.*
- *Early Years' provision is especially effective. Effective early identification of need, in collaboration with other agencies, leads to extremely well-informed strategies for each individual child's learning.*

Local Authority Views of Henry Tyndale School

The Local Authority commission a Leadership and Learning Partner (LLP) who, as a Special Educational Needs Inspector, looks at the performance and capability of the school. Please find below a few selected quotes from this recent visit. The full report is sent to Governors to help them evaluate the school performance.

The school continues to demonstrate performance at the higher thresholds and descriptors set for Ofsted inspection across all aspects.

As demonstrated by the successful Teaching School bid, this is an outward looking school with the capacity to share and demonstrate its expertise in support of other schools through local and regional links, professional partnerships with other agencies and strategic work within the local authority.

The high quality teaching, learning and therapeutic provision made for all pupils has been sustained throughout the last academic year and the great majority of pupils continue to make expected or better progress against ambitious, upper quartile targets (Progression Guidance).

The school is active in triangulating and moderating teachers' judgements with other special schools, including those in other local authorities, and regular pupil review and progress discussions with teachers, families and others are used to ensure intervention is timely and properly targeted. The outcomes for pupils in the school compare very well with those of pupils in similar schools.

The Head Teacher and the governing body are outward looking. They are determined to ensure that the school maintains a high and effective presence as a centre of excellence within the local and wider community of Hampshire schools whilst still delivering the best outcomes for the children, pupils and students placed at the school.

Families' Comments about the school and the staff team

At the end of the school year, after Curriculum Reports have gone home and when we have our open evening, some parents are kind enough to give a few comments expressed in cards, notes and letters for the staff. I have printed some quotes from a selection of comments received.

I really can't put into words what the school has meant to us.

Thanks so much to you and the team for all you have done this academic year.

Thanks and gratitude to every member of staff.

We have been so lucky to have you.

I loved looking through the report and it gives me a few ideas about what to do during spare moments in the Summer.

A big thank you for all your help and support for the whole family.

I can't help but reflect on what a truly amazing school Henry Tyndale is.

He has made fab progress and we are very grateful for all you have done.

Words cannot convey our feelings – we can only say how blessed we are to have you as her guide, mentor and teacher.

You feel like part of the family.

We are so grateful for everything you do for him.

Words cannot convey how grateful we are to all of you and how much we appreciate all your efforts.

We have just read the report and are amazed at everything you enable him to do.

We still cannot believe we have a place at your amazing school. We truly feel like we have won the lottery.

Our life is so much better because we have you in it.

Local information

The Office For National Statistics survey for 2018 named Rushmoor as the happiest place to live anywhere in the UK and we certainly think the local area is quite attractive for anyone seeking to live and work in North East Hampshire. We are based in Farnborough, and just a couple of miles away in Aldershot, we are currently seeing an on-going urban expansion, with lots of new homes being built.

Farnborough town centre is being rejuvenated and new businesses are springing up. We have shopping centres nearby in Farnborough, Aldershot, Fleet and Camberley. We are around 12 miles from Woking and Guildford and approximately 30 miles from London, with good train links into the city.

We are also expecting a new Health Centre to be given the go-ahead not too far away in Cove and we also have the well-established Aldershot Centre for Health, with Frimley Park Hospital, an excellent hospital, just a few miles away.

Please find below some links to information about Hampshire and Farnborough's local borough of Rushmoor. Our school is located in Farnborough, close to major transport road and rail networks and a short walk from Farnborough North railway station.

Rushmoor Borough Council

<https://www.rushmoor.gov.uk/article/1372/About-Rushmoor>

Rushmoor has been named the happiest place in the UK

<https://www.countryliving.com/uk/wellbeing/a23488565/happiest-place-in-uk-rushmoor/>

Visit Hampshire: Farnborough

<https://www.visit-hampshire.co.uk/explore/towns/farnborough>

Visit Hampshire

<https://www.visit-hampshire.co.uk/explore/areas-to-visit/north-hampshire>

Things to do in Hampshire

<https://www.hants.gov.uk/thingstodo>

Schools in the Rushmoor area

<https://www.hants.gov.uk/educationandlearning/findaschool?search=yes&q=school&requiredfields=district:Rushmoor>

All education services

<https://www.hants.gov.uk/educationandlearning/educationservices>

Hampshire County Council

<https://www.hants.gov.uk/>



Henry Tyndale School – Farnborough, Hampshire

Salary – L51-63 (£73,903 to £85,606)

(some flexibility in salary may be possible for an exceptional candidate)

Start Date – January 2020

Head Teacher

Henry Tyndale is a maintained Community Special School catering for approximately 150 pupils, with SLD, MLD and PMLD aged from two to nineteen years. The school is situated across two sites in Farnborough and includes a nursery and a sixth form. The school is a successful Teaching School and leads the 'Better Together Teaching School Alliance'.

Due to the retirement of the Head, the Governing Body is seeking a dynamic and inspiring leader who will fully embody the ethos and values of our learning community and build on the success of this vibrant, outward-looking and truly special school.

We welcome applications from experienced Head Teachers and Senior leaders with:

- a demonstrable record of success in inspiring and leading large teams to deliver outstanding learning and outcomes for children and young people with significant special educational needs.
- proven experience of building excellent relationships with pupils, staff, parents, governors, the local authority, other schools and the local community.
- a thorough understanding of the needs of pupils and students with significant SEND including those with PMLD and Autism.
- varied teaching and leadership experience across a range of special schools and familiarity with a range of pupil needs.

Potential Applicants are encouraged to visit our school.

The Governing Body would be delighted to receive applications from suitable applicants looking for this full time role, but also are open to discussion over a job share or other flexible working patterns.

For further information, or to request a tour of the school, please contact Sue Pearson - s.pearson@henrytyndale.hants.sch.uk – or call 01252 544577

Closing Date for Applications: Noon 13th September 2019
Interviews will take place on 26th and 27th September 2019

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check

Application Procedure

Applicants should fully complete the application form including their supporting statement and return it by no later than noon on 13th September 2019 to:

**Education Recruitment Solutions
Education Personnel Services 3rd Floor,
Hampshire House
84-98 Southampton Road
Eastleigh, SO50 5PA**

Tel no 023 8038 3500

Email address eps-recruitment@hants.gov.uk

You should provide a full statement in support of your application. Please do not exceed two sides of A4 paper and do not restate factual details already included elsewhere on the application form.

Recruitment and Selection procedure

The shortlist will be drawn up on 17th September 2019 and the selection process will be held on 26th & 27th September 2019. Further details will be provided to candidates called to interview.

Applicants will be advised within three working days after the shortlisting date whether they have been successful or not. Failure to send your application form to the above address may invalidate your application.

Receipt of application: All applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the recruitment team immediately on the number above.

Postage: Insufficient postage occasionally leads to application forms being received after the closing date has passed. Please ensure you have applied the appropriate postage. Please be aware we are unable to receive hand-delivered mail outside normal office hours 9am-5pm (4.30pm Friday). E-mailed applications are acceptable, but please do not send both paper and electronic applications.

Henry Tyndale School Headteacher

SUMMARYJOB DESCRIPTION AND KEY FOCUS AREAS

Job Title: Head Teacher

The Contract of Employment between the Local Authority and the Head Teacher will be the current Contract of Employment for a Head Teacher. The job description can be amended at any time, following consultation between the Head Teacher and the Governing Body and will be reviewed annually.

Salary Scale: The Governing Body have determined that this post should be paid on the 2018 Hampshire agreed pay scale. Henry Tyndale School is a Group 6 school, so governors have set the Individual Salary Range at £73,903 to £85,606 (L51–L63).

General job expectations and accountabilities: The Head Teacher is an employee of the Local Authority and is required to carry out his/her professional duties in accordance with the terms and conditions of the current School Teachers' Pay and Conditions Document and relevant employment legislation.

Responsible to: The Governing Body of Henry Tyndale School.

Key responsibilities:

Safeguarding: The post holder is responsible for ensuring that all school and county child protection policies are adhered to and that concerns are raised in accordance with these policies.

Financial Management: The post holder will advise the Governing Body on the school's annual budget and the budget revision as appropriate, as well as be responsible for the day-to-day running of the budget at Henry Tyndale School.

Teaching School: The post holder will be responsible for running the Henry Tyndale Teaching School Alliance, in particular take final responsibility for what is taught and for the financial and budgetary aspects of its management.

National Standards of Excellence for Head teachers (2014)

The Teachers' Standards, including the Personal and Professional Code of Conduct which applies to all teachers, provide a foundation upon which the National Standards of Excellence for Head Teachers (2014) standards are built. These standards are intended as guidance to underpin best practice, whatever the particular job description of the Head Teacher. They are to be interpreted in the context of each individual Head Teacher and school, and designed to be relevant to all Head Teachers, irrespective of length of service in post.

The Governors of Henry Tyndale School intend that the standards are used to shape the Head Teacher's own practice and professional development, within and beyond the school and to inform their appraisal. As such, we expect the Head Teacher to:

1. be a lead professional and significant role model within the community they serve.
2. embody values and ambitions that drive the achievements of the school.
3. be accountable for the education of current and future generations of children.
4. exhibit leadership that has a decisive impact on the quality of teaching and pupils' educational achievements and social outcomes.
5. lead by example the professional conduct and practice of teachers, in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff.
6. set standards and expectations for the highest possible achievement for each student within and beyond the school, recognising differences and respecting cultural diversity.

The National Standards of Excellence for Head Teachers are set out in four domains and within each domain there are six key characteristics expected of the nation's Head Teachers. These domains are:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Focus areas for the Head Teacher We have identified the following focus areas for our Head Teacher during the next part of our journey:

Key Focus 1:

Maintain the highest standards of teaching and learning, ensuring each pupil achieves their full social and personal potential, as well as the best academic outcomes.

Key Focus 2: Teaching and Learning

Foster a culture of continuous development across all staff, creating positive outcomes for pupils.

Key Focus 3: Integration and Leadership

Integrate the learning programmes and the social and administrative interaction between the Henry Tyndale Early Years site and the main school site and provide clear and unifying leadership for the staff and students throughout both the Henry Tyndale sites and the Teaching School.

Key Focus 4: Climate and ambition

Create an outward-facing school which works with all stakeholders, including families, public services and schools to champion best practice and secure excellent achievements and strong social outcomes for all children and young people.

These focus areas will be subject to a review, after appointment, with the Governing Body and Local Authority Leadership and Learning Partner to ensure that they remain the priorities for action.

Links to application process

The application statement should refer to the candidate's consideration of these key focus areas and their relevant experiences, achievements, and skill against elements of the person specification.

National Standards of Excellence for Head Teachers: Departmental advice for Head Teachers, governing boards and aspiring Head Teachers January 2015.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/396247/National_Standards_of_Excellence_for_Headteachers.pdf

Henry Tyndale School Person Specification and links to the application process

The application statement should refer to the candidate's consideration of these relevant experiences, achievements, and skills **and** in relation to the **four key focus areas** described in the job description (NB specific reference should be made to *italicised* elements wherever possible).

Core professional experiences, qualifications	Shortlisting evidence sought in application (A), reference (R) or interview (I)?
<p>General:</p> <ol style="list-style-type: none"> 1. Is a qualified teacher with Qualified Teacher Status (Statutory) Essential 2. Evidence of relevant professional study and/or qualification Essential 3. Has experience of Deputy Headship / Assistant Head Teacher / Head of School / Acting Headship / Headship or relevant senior leadership experience in a Special School Essential 4. Holds, or is working towards, the National Professional Qualification for Head Teachers (NPQH) Desirable 5. Has experience in more than one Special school Desirable 6. Evidence of relevant professional study and/or qualification in SEN Desirable 7. Has achieved or is within reasonable distance of achieving National Leader in Education (NLE) status Desirable <p>Has knowledge and understanding of:</p> <ol style="list-style-type: none"> 8. <i>Strategic financial planning, budgetary management and principles of best value</i> Desirable 9. <i>The use of a range of evidence, including performance data, to support, monitor and evaluate and improve aspects of school life, including challenging poor performance</i> Essential <p>Is able to demonstrate that he/she:</p> <ol style="list-style-type: none"> 10. <i>Has a proven track record of leading successful change in an education environment</i> Essential and in a SEN environment Desirable 11. <i>Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of the responsibilities</i> Essential. 	<p>A, I</p> <p>A, I</p> <p>A, R, I</p> <p>A, I</p> <p>A</p> <p>A, R, I</p> <p>A, R, I</p> <p>A, R, I</p> <p>A, R, I</p> <p>R, I</p>

<p align="center">Hampshire Leadership Qualities and Behaviours</p> <p align="center"><i>Please tell us how you demonstrate the following in your current practice to impact on outcomes for children:</i></p>	<p align="center">Shortlisting evidence sought in application (A), reference (R) or interview (I)?</p>
<ol style="list-style-type: none"> 1. You anticipate future possibilities; your thinking is not constrained by the current agenda. 2. You show the ability and confidence to interact effectively with people in a range of contexts; you understand the audience and the purpose of different relationships. 3. You have high expectations of yourself, staff and pupils to realise the full potential of the learning community. 4. You make useful connections beyond the individual community through a collaborative, creative approach to development. 	<p>A, R, I</p> <p>R, I</p> <p>R, I</p> <p>A, R, I</p>
<p align="center">National Standards of Excellence for Head Teachers (2015)</p> <p>These standards are intended as guidance to underpin best practice, whatever the particular job description of the Head Teacher. They are to be interpreted in the context of each individual Head Teacher and school, and designed to be relevant to all Head Teachers, irrespective of length of service in post.</p> <p><i>Please tell us how you have impacted positively on outcomes for children through taking action in your current and previous leadership roles to demonstrate that you:</i></p>	<p align="center">Shortlisting evidence sought in application (A), reference (R) or interview (I)?</p>
<ol style="list-style-type: none"> 1. Sustain wide current knowledge and understanding of education and school systems locally and nationally and pursue continuous professional development. 2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being. 3. Provide a safe, calm and well-ordered environment for pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society. 4. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils. 	<p>A, R, I</p> <p>R, I</p> <p>R, I</p> <p>A, R, I</p>

Here is a selection of what staff and pupils said about the qualities they would want in a new Head Teacher.

