



HUNTINGTON SCHOOL

INFORMATION FOR APPLICANTS 2020

School leaders and staff have a strong moral purpose.
– OFSTED November 2017



STAFF FIRST!

One of the most obvious truisms about schools is that when it comes to educating students, teachers are your greatest resource. Any head teacher who explicitly puts the students first hasn't thought that decision through; the implication is that teachers are less important than students. The best thing for students is a happy, motivated staff team comprised of healthy, well-trained experts; by putting **staff first** you are doing the best you can do for the students.

Our School purpose is, *To inspire confident learners who will thrive in a changing world*, and we regard teacher-learning as highly as we value student-learning.

We value: respect; honesty; and kindness, and we believe in both the limitless potential of people and the fallibility of the human condition.

Our school is a *truly* great school. We are obsessed with being authentic, making sure that we do what we say we do at all times. We focus single-mindedly upon providing the best teaching we possibly can for our students. If you want to become an even better teacher than you are now, and want to work hard on your practice, then Huntington is the school for you.

Beyond the great professional development we provide, Huntington School is a place where love exists, founded upon a culture steeped in humanity. We reject some of the nonsense that has gripped our education system over the years and, instead, we treat people like people. Teachers come to work here and enjoy the best working conditions we can provide; in return, all we ask is that they work hard and accept the professional obligation to improve their classroom practice.

Here are some of the working practices we have introduced over the past few years which have created a culture where truly great teachers can thrive:

1. We have a Marking and Feedback policy designed from the bottom up, based upon a set of principles, different according to subject specific needs.
2. Data capture is minimised – we have only two data captures per year.
3. Most policy is designed by the middle-leaders with minimal SLT input, because the middle-leaders know what works best.
4. Minimise admin so meeting time is dedicated to teaching & learning: on alternate Mondays we combine the one hour of meeting time with an hour gained when the students go home early at 2.30 pm so that teachers can work on their practice in what we call Teaching & Learning Forums (TLFs) from 2.45-4.45 pm.
5. We have c.50% part-time teaching staff.
6. Everyone can take one Family Day a year, fully paid.
7. All funeral requests are granted without question.

8. All staff can go home if they are not teaching last period of the day.
9. A full-time teacher teaches 44/50 periods per fortnight maximum.
10. Our “no lesson judgements” policy came in six years ago; we just discuss how to get better.
11. We develop leadership positions and undertake shadow-staffing/succession planning exercises to help individuals develop their chosen career paths.
12. Performance Management is called *Performance Development* and the only performance objective everyone completes is an Inquiry Question, with support from the Research School.
13. We begin from the assumption that all of us will get an annual pay rise unless our students' outcomes are poor, and we use our wisdom when making that call, with utter transparency.
14. Training is planned across the whole year, so people know what is happening from the outset.

An Education Endowment Foundation/Institute for Effective Education National Research School

The school's 'Research School' status has had an extraordinary impact on teachers' understanding of how to improve their practice – OFSTED November 2017

In November 2016 we were officially designated an EEF/IEE Research School, one of only 22 in the country. Since then, the DfE has put EEF/IEE Research Schools at the heart of raising achievement in our most deprived areas in the country. Over the next few years Huntington will be playing a crucial role in this DfE initiative and will provide colleagues with great professional development opportunities.

Research Schools aim to lead the way in the use of evidence-based practice. Through the network we share what they know about putting research into practice, and support schools in their region to make better use of evidence to inform their teaching and learning so that they really make a difference in the classroom.

Becoming a Research School is an exciting development that will help us to support teachers and school leaders in our region, and nationally, at a time of turmoil and increasingly challenging curricula and assessment. **We see our role as providing support tools and training to better inform school improvement and improve student outcomes.**

The school is steeped in research-based practice, which is leading to pupils making rapid gains in their skills, knowledge and understanding – OFSTED November 2017