



EXECUTIVE HEADTEACHER APPLICATION PACK

A Place Where Every Student Can Learn And Grow

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H3 ETHOS AND VALUES

H3 Federation was founded in April 2023, and currently comprises three schools working in close partnership.

OUR VISION:

A place for all to learn and to grow.



OUR MISSION:

We work together so that our partnership of schools can provide the best possible education for every single student.



OUR VALUES:

1. Aspiration and inclusion is at the heart of all that we do
2. We believe in service to our community
3. We adopt a mindset of 'always learning'

LETTER FROM THE CHAIR

Dear Applicant

Thank you so much for your interest in this unique opportunity.

The recruitment pack has a lot of detail about our Federation which, I hope, will help you to understand what the Federation is. I want to use this introduction to explain what the Federation means to us.

The development of the Federation from three very different schools was driven by our belief that we could do so much more for every secondary age student in Camden. The Federation is more than a sum of its parts, creating a unique environment to meet the needs and rights of every student to a meaningful and ambitious 11-18 educational entitlement whatever their starting points. As well as the three schools, we have a reintegration base which works with students at risk of exclusion and a specialist provision for autistic students. Both of these, at Haverstock School, serve the whole borough.

As well as developing specialist provision we also want to provide an academic path which meets the needs of all students. Our post 16 offer means that every student can gain qualifications and we have an ever expanding range of co-curricular activities to spark their interest.

We need an enthusiastic, energetic, innovative and highly motivated Executive Headteacher who understands what we are trying to do and who will sustain and continually develop the successes of the Federation.

If you feel you have the qualities we are looking for and are the right person to lead the Federation further forward, we would be delighted to receive your application.

Yours sincerely



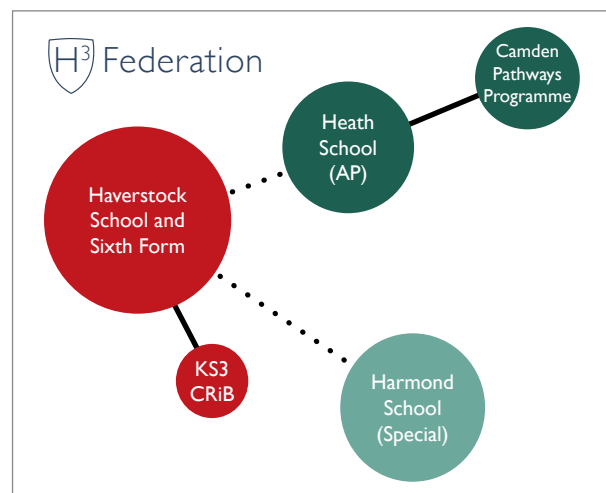
Alison Lowton, Chair of Governors



KEY INFO ABOUT THE FEDERATION

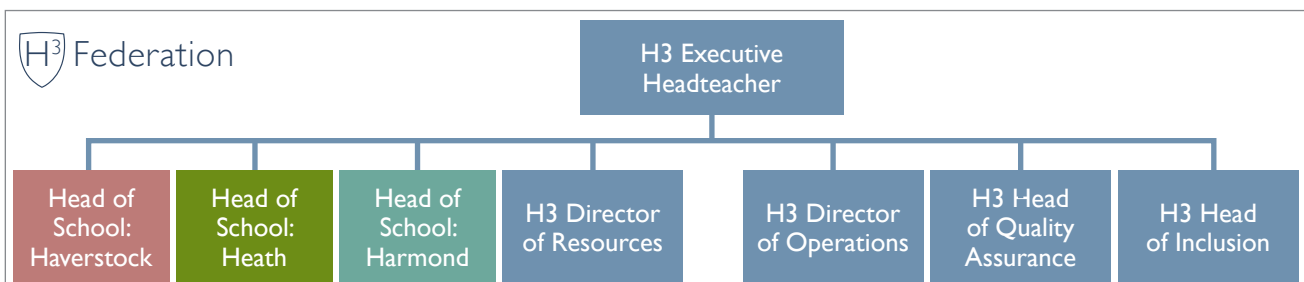
H3 is a values-based group of three schools who believe in the benefits of collaboration to achieve our aim of being a place where all can learn and grow. Comprised of Haverstock (mainstream secondary and Sixth Form), Harmond (SEMH secondary special school) and Heath (secondary pupil referral unit), our schools share expertise and resources and create opportunities and better outcomes for young people, whilst at the same time allowing each school to flourish with its own identity and community.

H3 was created in April 2023 following a two-year trial collaboration between Haverstock and Camden Centre for Learning under the leadership of the outgoing Executive Headteacher. Having seen the benefits of collaboration, the Governing Bodies of Haverstock and Camden Centre for Learning worked together to form a 'hard Federation' with a single Governing Body, whilst at the same time renaming the Camden Centre for Learning Schools Heath and Harmond. The Governing Body also has delegated authority from the Local Authority as the Management Committee of Heath School (pupil referral unit). H3 works closely with the Camden family of schools to enhance inclusion across the borough and our provision also includes the Camden Reintegration Base (CRiB), a short-term intervention for Key Stage 3 students in all Camden schools at risk of permanent exclusion and the Camden Pathways Programme, which commissions, places and quality assures alternative education placements in local settings for Key Stage 4 students.



Each H3 School has its own Head of School with responsibility for the day-to-day management of their school. They are supported by the H3 central team under the overall leadership of the Executive Headteacher. The central team has developed a service level agreement with Heads of School with the aim of providing high quality advice and support and value for money for each school.

As our collaborative work has grown and developed, we are increasingly able to provide bespoke pathways for young people, provide a range of career and professional development opportunities for staff and develop our inclusive practice in order to work towards achieving our aims.



ABOUT HAVERSTOCK SCHOOL

HAVERSTOCK'S ETHOS:

Haverstock is a vibrant, aspirational and inclusive 11-18 co-educational school in the heart of Camden with 135 students in each year group and 300 in the Sixth Form. Our 'Aim High, Step Forward, Be Kind' ethos is at the centre of everything we do and we blend high challenge with high support to enable students to reach their full potential.

AIM HIGH

Our academic curriculum is crucially important to us, with pathways through to A Level in all subjects. We work hard to overcome the barriers that students face, supporting those with SEND with quality first teaching rather than intervention as a first priority, providing after school homework support for those who need assistance with homework and ensuring that all students give their absolute best through our Raising Achievement programmes.



STEP FORWARD

We impress upon every student the importance of stepping forward to grasp the many opportunities on offer, to try something new and stretch themselves. With our programme of 50 co-curricular activities, we aim to have each student come to school thinking, 'I can't wait to see what's being offered to me today!' Beyond this, we are very proud of our Personal Development programme, which builds students' cultural capital and confidence so that they can compete on an equal footing with students from more advantaged backgrounds.

BE KIND

'Be Kind' is at the heart of all we do at Haverstock. Whilst our behaviour policy is built on non-negotiable high expectations, we model what we expect from students by being unconditionally warm whilst supporting students to learn from their mistakes and contribute to their school and local community.



HAVERSTOCK'S CONTEXT

Haverstock faced significant challenges prior to the pandemic, including a 'Requires Improvement' Ofsted judgement in 2017 and a falling roll. The school is now in a much stronger position, having been graded 'Good' by OFSTED in 2019 and has the following particular strengths:

- A highly effective behaviour policy, which ensures a calm learning environment and effective intervention for students who need support to meet our high expectations.
- The Sixth Form has been transformed since 2019, resulting in a third of our students gaining places at the prestigious Russell Group universities. In line with the vision and values of H3, the Sixth Form now offers a wide range of vocational qualifications at Levels 1-3 alongside an expanded A Level offer, a Level 3 Football Scholarship programme and, from 2024, a T Level in Business Administration.



- A range of partnerships with local organisations and businesses, with all students in the Sixth Form having work experience opportunities as part of a well developed whole school careers programme, which goes beyond the Gatsby benchmarks.
- A well established and wide ranging free co-curricular programme for students in all years, supported by students in our Sixth Form as part of their 'Community Action Project'.
- A commitment to inclusion, through our recently opened Additionally Resourced Provision for students with autism and the Camden Reintegration Base, which has been heralded as best practice nationally in reducing the risk of permanent exclusion.
- An experienced and committed senior leadership team who are eager to build on strong foundations, led by Katie Metselaar, Haverstock's new Head of School.



ABOUT HEATH SCHOOL

HEATH'S ETHOS:

At Heath School, we believe every single one of our students can be inspired, can learn and can succeed.

Our primary goal is to ensure our students can reintegrate back into mainstream education. We view Heath school **not** as the student's final destination, but as **a part of their journey**.

Our curriculum builds on each student's starting point to ensure that knowledge and skills are taught in depth and allow every student to develop their literacy, numeracy and character virtues.

Students are challenged and supported through a bespoke curriculum which prepares them for their next steps, where they can make the most of the guided choices and options available to them post-16.



We have supported our teachers through the introduction of lesson principles in our continuing professional development programme, which prioritises Quality First Teaching. Teachers focus on the embedding of key vocabulary in schemes of work and ensure that their teaching makes links to the bigger picture of students' lives and aspirations.

Every week, students take part in Active Learning which provides the students with experiences they would not otherwise have. This engages, challenges and broadens horizons. The Prince's Trust personal development accreditation provides dedicated time to focus on personal development.

Food, delivered through 'home cooking skills' is a core part of the curriculum. This engages students through the opportunity to succeed and build relationships with peers and staff through cooking. It also offers personal development and opportunities to demonstrate our school's character virtues – for example, demonstrating our Kindness virtue by sharing food with peers and staff.



HEATH'S CONTEXT

Heath faced significant challenges during the pandemic, leading to a period of reflection and significant change at the school which has seen it go from strength to strength over the last two years under the leadership of the new Head of School (Alex Wilson). This includes:

- The development of a new vision, mission and values, leading to a complete transformation of the school's offer.
- A significant increase in the school's staffing to ensure that all areas of the school's work have the capacity to improve so that we can deliver on our aims.
- Significant site improvements to match our aspirational vision for the school.



- A doubling of attendance rates, with the school now having higher attendance compared to other PRUs nationally.
- A significant improvement in reintegration rates alongside a more integrated way of working with other Camden Schools to support a reduction in Permanent Exclusion rates.
- An expanded and committed new Senior Leadership Team, who have worked tirelessly to prepare the school for the upcoming Ofsted inspection and develop long term plans for the school's ongoing development.





ABOUT HARMOOD SCHOOL

THE HARMOOD SCHOOL ETHOS:

Harmood School is Camden's Special School for secondary-aged students with an Educational Health Care Plan (EHCP) whose primary need is their social, emotional and / or mental health needs (SEMH). We are a welcoming and nurturing school. Each of our students has an Education, Health and Care plan (EHCP) and we work closely with each student as an individual, helping them achieve their very best – whatever their starting point.

We offer a high quality provision for up to 40 students who are otherwise unable to access mainstream provision. Our integrated multi-agency approach, combined with a broad and flexible curriculum, ensures that every child can succeed.

Our curriculum is designed to meet the learning and personal development needs of our students, so they are successful in school and when they leave us to go into further education, employment or training.

The Harmood School values, care, compassion, warmth and ambition, are at the heart of our school curriculum. We believe these values contribute to a strong learning environment that enhances achievement and develops students' social, emotional, and relationship skills.

We have intentionally designed our curriculum to the learning and development needs of our students whilst ensuring that it is purposely challenging so that students acquire rich knowledge and skills, enabling them to become curious about the world around them and resilient to its demands.

We support our students' development needs by using nurture practices. The learning environment,



routines and transitions are structured to develop secure base learning. Expectations, praise and consequences are used to develop and maintain relationships.

We teach our students to care for their community and make a positive contribution to the world. We intend our students to learn how to become responsible and caring members within the school and Camden communities of which they are a part.

We have developed our vocational curriculum to give a wide and rich community-based learning experience, so that our students can better make informed choices in their present and future lives.

We have designed our personal development curriculum to give all of the students a rich learning experience in values, community, relationship and sex education, so that they can become healthy, active, responsible citizens of their communities. We want all of our students to make informed, healthy decisions about themselves and those around them.

At Harmood School, we work closely with other agencies who offer extra support to our students and families. This makes sure everyone is coordinated, effective and quick to respond.

HARMOOD SCHOOL CONTEXT:

After facing a very challenging period during the pandemic, Harmood has had significant successes over the last two years, including:

- A successful Ofsted inspection in September 2022, during which the school's many strengths were recognised.
- The development of a new vision, mission and values, more closely related to its new designation as a Special School.
- The introduction of a new 'Nurture Hub' provision designed to better meet the changing needs of our cohort.
- Adaptations to the school's staffing structure and buildings to support our long-term development planning.
- With our Head of School (Gaby Thomas) retiring at the end of the academic year, the new Head of School will be supported by an experienced and committed Senior Leadership Team as the school works to build on its current strengths.





WHAT STUDENTS SAY ABOUT HEATH SCHOOL - Student View



“ **The school really listens and is giving me chances to do the things I’m interested in when I leave school.** ”

- Shiya, Heath Student

“ **This school supports me and helps me to grow. People care here.** ”

- Clem, Heath Student

“ **I like the opportunities I get at Heath School to do different activities.** ”

- Dylan, Heath Student



WHAT STUDENTS SAY ABOUT HARMOOD SCHOOL - Student Views



“ ***It's a good school which helped me with all my needs. I had a good experience with staff and I'm happy with everything the school did for me.*** ”

- Rijay, Year 11 Student

“ ***There were lots of opportunities to study different things and I learnt to play the guitar at school – I don't think that would have happened for me if I wasn't here. I am really happy with it.*** ”

- Richard, Year 11 Student

“ ***I am really happy with all the qualifications I got. I'm happy with the relationships I have with the staff too. They really helped and supported me going on to college.*** ”

Stephanie, Year 11 Student





WHAT STUDENTS SAY ABOUT HAVERSTOCK SCHOOL - Student Views

“ ***I thought of ‘Always Learning’ because it’s really what makes Haverstock special. We’re always being encouraged to learn something everyday.*** ”

- Jake, creator of our school motto

“ ***The careers and progression advice has been excellent. My advisor has helped me make good decisions about my future, and helped me choose the best university for my interests.*** ”

- Leonard, Year 13 Student

“ ***I’ve grown from being a really shy individual, into a person who is much more confident and not afraid to put my opinions across.*** ”

Papia, Haverstock Student



WHAT OFSTED SAYS ABOUT OUR SCHOOLS



HEATH OFSTED 2017

- “ Heath School promotes a strong sense of continuous journey. The school has faced its fair share of challenges... However, what stood out was the positive commitment to improvement and growth. ”
- “ Leaders at all levels have continued their determined approach to ensure that all pupils at the school receive the best possible support and educational experience. ”
- “ The Governing Body are highly experienced and know the school well. They are fully committed to the collaboration and are fully engaged in the development of the school in an appropriate manner. ”



HARMOOD OFSTED 2022

- “ Pupils are happy here. Staff take time to understand pupils' complex social, emotional and mental health needs. They use this knowledge effectively to build strong relationships with pupils. ”
- “ Leaders have introduced a new curriculum and have high expectations of pupils. For some pupils, this is the first time that they have enjoyed learning and made progress. ”
- “ Parents and carers are happy with their child's progress and like the way the curriculum is adapted to suit pupils' needs. Many parents used words such as 'fabulous' and 'amazing' to describe the support their child receives. They value the commitment of leaders and staff in helping their child to succeed. ”



HAVERSTOCK OFSTED 2019

- “ Headteacher, leaders and governors share an ambition to help pupils achieve academic and social excellence. ”
- “ Curriculums and learning plans are challenging and focused on preparing pupils for the rigours of the new GCSEs. ”
- “ Pupils benefit from a well-planned programme of careers guidance, helping them make appropriate choices for Key Stage 4 and post-16 courses. ”

REASONS YOU WILL LOVE WORKING IN CAMDEN...

It's a great place to work professionally as an educational leader

If appointed you will be working for a Local Authority that still hugely supports its local schools. 'Camden Learning' is an innovative and successful schools-led and area based partnership set up for the benefit of children and schools. Formed in 2017, it is a joint enterprise between Camden Learning, Camden Schools and Camden Council. It brings together teachers, headteachers and other educational practitioners, to share expertise, drive improvement and develop excellent practice, learning from the best to improve outcomes and opportunities for all.

It's vibrant, dynamic and diverse

Our borough is a role model for diversity, with a historical mix of cultures living peacefully side by side. We're proud of the vibrancy and energy this brings – with communities coming together to tackle problems, share cultures and bring about real social change.

An amazing location

Based close to the heart of the Capital, and just inside Zone 2, Camden combines the convenience of central London with the charm of London's best village locations. Walk 5 minutes in any direction to find beautiful parks, handy shops, the lively Camden Lock market, great bars and eateries, and world-class museums and cultural venues.

Fantastic transport links

You could not ask for better transport links. Our Federation schools offer car parking, but you will also find local public transport links are very fast and easy.



Each of our schools is only a 5-minute walk from a well-connected tube or overground station. Commuting from outside London is simple with mainline rail stations at Euston and King's Cross just 2 or 3 stops away. Plentiful bus routes head in all directions, day and night. And walking and cycling are encouraged with pedestrianised streets and great local cycleways including the Regents' Canal towpath.

World-class venues and museums on your doorstep

Camden is home to many of London's famous cultural attractions. Find world-class music at The Roundhouse and the iconic Dingwall's nightclub; learn the latest scientific developments at the Francis Crick Institute; enjoy an evening of Shakespeare at Regent's Park Open Air Theatre; or catch up with the latest literary exhibition at the British Museum.

A great choice of property types

If you are looking to live in Camden, there's a wonderful mix of property types in or near the area. These include Georgian and Victorian terraces, canal-side warehouse developments, low rise council blocks, larger Victorian and Regency houses and many new-build apartments to choose between.



EXECUTIVE HEADTEACHER JOB DESCRIPTION

Responsible to: The Chair of Governors

Leadership scale: L39-43

Contract type: Full time, permanent

Reporting to: The Governing Body of the Federation

Responsible for: Headteachers of each School within the Federation and Federation staff

The Executive Headteacher will undertake their responsibilities in accordance with the standards set out in the National Headteachers' Standards 2020 - Headteachers' standards 2020 - GOV.UK (www.gov.uk) and all relevant statutory requirements.

Core Purpose and Responsibility

- High levels of strategic thinking, strong emphasis on coaching the Heads of School, delegating and achieving change through others and the capacity to look outwards
- To drive progress towards the vision of the Federation to offer a range of tailored and inclusive educational provisions so that every Camden student has a place where they are supported to learn and grow
- To provide vision, drive and exceptional inclusive leadership and management for the H3 Federation
- To work alongside the Governing Body and ensure that all statutory policies are in place
- To have a strategic responsibility for the leadership, internal organisation, management and control of the schools and consult appropriately in so doing
- To build a collaborative learning culture within and across the Federation to ensure that every student reaches their full potential in all areas of their development
- To oversee work that promotes and safeguards the welfare of children and young persons for whom the Federation is responsible and those with whom they come into contact
- To carry out the duties as may be required of a Headteacher as set out in part six of the School Teachers' Pay and Conditions Document at all three schools within the Partnership
- To oversee all key staff appointments and to foster and develop in house talent

Shaping the Future

- Work with the governors and relevant stakeholders to create the strategic vision for the Federation and ensure that vision is clearly articulated, shared, understood and acted upon effectively by all
- Build upon and further develop a collaborative working culture across the Federation and actively monitor staff wellbeing and workload
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence

- Ensure that strategic planning across the schools takes account of the diversity, values and experience of the schools and the communities at large
- Work with the Heads of Schools to determine and implement clear evidence-based improvement plans and policies for the development of the Federation, resource provision and their facilities
- Ensure that each school determines and implements a broad and balanced curriculum relevant to the school population and work to ensure that all students receive this entitlement
- Ensure that the key issues for school improvement are acted on appropriately

Leading Teaching, Learning and Managing the Organisation with Continual Monitoring and Evaluation

- Lead by example, providing inspiration and motivation
- Demonstrate and articulate high expectations and set challenging targets for the whole Federation community
- Support senior leaders across the schools to maintain and promote high standards of behaviour and attendance
- Work collaboratively with the Heads of School and key senior staff to determine, organise and implement a diverse, creative curriculum that reflects the distinctive character of each school, and implement an effective assessment framework to measure impact
- Build on and develop systems that produce meaningful data that enhance the understanding of all stakeholders
- Ensure a continuous and consistent Federation focus on students' achievement, using data and benchmarks to monitor progress
- Challenge under-performance at all levels and ensure effective corrective action and follow-up
- Manage financial and human resources effectively and efficiently to achieve educational goals and priorities
- Ensure that the Federation's management systems work effectively in line with legal requirements
- Manage and organise the different Federation environments efficiently and effectively to ensure that they meet the needs of the curriculum and all health and safety regulations

Developing Self and Working With Others

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive trusting culture
- Build a collaborative learning culture within the schools and across the Federation, actively engaging with external partners to build effective learning communities
- Develop and build upon effective strategies and procedures for staff recruitment, induction, professional development and performance review
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Develop and build upon a culture of high expectations for self and others and take appropriate action when performance is unsatisfactory
- Regularly review your own practice, set personal targets and take responsibility for your own personal development by participating positively in arrangements made for the performance management of the Executive Headteacher

- Develop and build upon a Federation ethos that 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, in keeping with performance management and appraisal procedures
- Work with the Federation's Governing Body, providing information, objective advice and support, to enable them to meet their statutory responsibilities
- Develop and build upon suitable quality assurance systems, including internal reviews, self-evaluation and performance management
- Ensure every individual student has access to high quality teaching and learning

Strengthening Community

- Collaborate with the local authority and other schools in order to share expertise and bring positive benefits to the Federation and professional partners eg. Camden Learning
- Engage at a strategic level with multi-agency partners to secure any support needed by students to remove barriers to learning

Variation in Role

As the Federation's work develops, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive.

Equality and Diversity

The Federation is committed to equality and diversity for all members of society. This will require leaders such as yourself to both set an example and support the Federation's initiatives.

Commitment to Safeguarding Vulnerable Groups

The H3 Federation of Schools is committed to safeguarding and promoting the welfare of children and young people, as well as vulnerable adults, and expects all staff and volunteers to share this commitment. This postholder must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.

This job description is subject to annual review.

PERSON SPECIFICATION

	CRITERIA In assessing these criteria, the focus will be on demonstration of the necessary experience/knowledge to fulfill the overall strategic function as Executive Headteacher with three Heads of School working under you	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
A	EDUCATION AND QUALIFICATIONS			
1	A good honours degree and Qualified Teacher Status (QTS).	✓		A
2	Professional/management qualification relevant to the role or relevant higher degree and / NPQH/ NPQEL or equivalent qualification.		✓	A
3	Evidence of continuing professional development at Headteacher level in preparation for Executive leadership role.		✓	A
B	PROFESSIONAL QUALITIES, KNOWLEDGE AND EXPERIENCE			
4	Substantial leadership experience as a Headteacher to sustain high levels of improvement through strategies for raising standards, including change management, and the achievement of all students in those settings.	✓		A, I, R
5	Understanding of the strategic role of the Federation Governing Body and the Local Authority across the H3 schools, experience of working collaboratively with Governors to achieve success.	✓		A, I, R
6	Able to plan strategically and operationally with the Heads of School across the Federation, allocating resources effectively and evaluating impact.	✓		A, I, R
7	Knowledge and experience of what constitutes quality in educational provision and outcomes, particularly with regards to SEND, the characteristics of effective schools and alternative provision.	✓		A, I, R
8	Knowledge and understanding of teaching and learning and a demonstrated interest in the education of young people with SEND, SEMH needs and those in alternative provision.	✓		A, I
9	Experience of trauma informed practice and the role of multi-agency support to remove barriers to learning.		✓	I
10	Knowledge and understanding of statutory requirements and experience of Child Protection, Safer Recruitment, Safeguarding procedures, Health and Safety requirements and Prevent.	✓		A, I, R

	CRITERIA In assessing these criteria, the focus will be on demonstration of the necessary experience/knowledge to fulfill the overall strategic function as Executive Headteacher with three Heads of School working under you	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
11	Experience of using ICT and administrative systems in innovative ways to support teaching and learning, such as the use of Google Drive and approaches to remote learning.		✓	A, I
12	Strong financial acumen, ensuring that the central business unit thrives to enable each school to progress.	✓		A, I
13	Leadership experience of HR, engaging with parents and marketing strategies.		✓	I
C	STUDENTS AND FEDERATION STAFF			
14	Outstanding classroom practitioner with an excellent understanding of how young people learn, barriers to learning, and the core features of successful classroom practice.		✓	A, I, R
15	Show an empathetic understanding of students whose behaviour can become dysregulated and recognise the importance of building positive relationships with them.	✓		A, I, R
16	Provide innovative inspirational leadership which challenges, motivates and empowers young people, staff, and parents to carry the Federation's vision forward and delivers the best possible outcomes.	✓		I, R
17	Successful experience of curriculum development and assessment to maximise young peoples' educational and personal development outcomes, adopting a co-curricular approach and providing a personalised curriculum.		✓	A, I
18	A commitment to coaching staff and growing and developing people with a track record of delivering on this, recognising the importance of work life balance and CPD for staff.	✓		A, I
19	A commitment to maintaining a physical presence in each school whilst balancing operational and strategic responsibilities.	✓		I
D	ACCOUNTABILITY			
20	Experience and evidence of highly developed skills of robust appraisal and performance management of direct staff and systems for all staff, recognising high performance and tackling underperformance to resolution.	✓		A, I

	CRITERIA In assessing these criteria, the focus will be on demonstration of the necessary experience/knowledge to fulfill the overall strategic function as Executive Headteacher with three Heads of School working under you	ESSENTIAL (E) DESIRABLE (D)		WHERE ASSESSED
		E	D	
21	Proven successful experience of systematic, rigorous school self-evaluation, to inform school improvement planning, building on existing strengths to further raise educational standards and improve student outcomes.	✓		A, I
E	PERSONAL QUALITIES, SKILLS AND ATTRIBUTES			
22	Energetic, adopting a collaborative approach, with a willingness to take appropriate risks and show flexibility to changing circumstances, including the ability to see and take opportunities as they arise.	✓		I
23	Embody the Federation's core values of aspiration, inclusion and collaboration driven by a demonstrable commitment to inclusion and social justice which underpins everything we do across the Federation.	✓		I
24	Be able to work effectively and maintain positive, respectful relationships with parents/carers, pupils, stakeholders across both the Federation and the wider community.	✓		I
25	Has a passion for working with young people with special / medical / mental / physical and health needs.	✓		A, I

Key: A = Application I = Interview R = References



HOW TO APPLY

EXECUTIVE HEADTEACHER H3 FEDERATION CAMDEN

L39-43

REQUIRED SEPTEMBER 2024

The governing body of the H3 Federation is seeking to appoint an Executive Headteacher for our unique Federation of a mainstream secondary, an SEMH school and a PRU. This is an excellent opportunity for a suitably talented, ambitious and motivated senior leader to lead and oversee the future development of three very different 'good' schools. We are proud to be at the forefront of inclusion, serving the wider Camden family of schools with a range of bespoke pathways and re-integration provision.

We are looking for somebody who:

- is an inspirational and collaborative leader
- is driven to ensure that success is embedded and to further develop our relatively new Federation
- is relentlessly committed to inclusion and finding new and different ways of achieving the very best for our diverse range of students
- has a strong understanding of students with SEND and SEMH
- is courageous with an entrepreneurial and visionary approach
- understands our values and the needs and importance of local communities
- has the necessary experience to effectively coach and support three talented Heads of School

To find out more about the role, please follow the link: www.tes.com/jobs/vacancy/executive-headteacher-camden-2000156

To apply, please contact the HR/Finance Officer, Grace Molloy, at hr@h3federation.org.uk for further details and information. Visits are encouraged. Tours are available on: Wednesday 28th February (PM) from 1.30-4.20; Wednesday 6th March (AM) from 9.30-12.30 and (PM) from 1.30-4.20; and Friday 8th March (AM) from 9.30-12.30. Please book them using the same e-mail address.

Closing date for applications: Monday 11th March 2024 at 9:00am

Interviews will be held on: Monday 18th March and Tuesday 19th March 2024

This appointment is supported by [ASCL's Leadership Appointment Service](#)

Interested candidates who wish to have a further conversation about the post should contact **Peter Monk at peter.monk@ascl.org.uk** who will make contact with you and arrange a telephone conversation.

There are many benefits for all staff working within the Camden Federation, including the Camden Learning offer from the Local Authority, a bike loan scheme, access to an employee assistance programme, a discounted gym membership scheme and a season ticket loan.

This position is subject to an Enhanced Disclosure check under the Rehabilitation of Offenders Act 1974. Further details regarding this check are available from the Federation.

This Federation is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.