



H A M W I C  T R U S T
EDUCATION

Candidate Briefing Pack

Headteacher

across Hollybrook Infant and Hollybrook Junior Schools

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Hamwic Education Trust is registered in England and Wales, registered address as above. Company No. 10749662

Chair of Hollybrook Schools' Governing Body Introduction



On behalf of the Governing Body at Hollybrook Infant and Junior schools thank you for your interest in the position of Headteacher.

We are proud of the children in our infant and junior schools at Hollybrook and were pleased that this was praised in our recent Ofsted inspection describing us as having 'high aspirations for our pupils'.

The schools have been working together under the current Headteacher for the past three years. There is a strong foundation of collaboration to build upon and we are looking forward to welcoming a new Headteacher with enthusiasm, ambition and a commitment to developing the schools' partnership further. It is a truly unique opportunity to bring together the transition from infant to junior school – as well as having great challenges and diversity from each of our settings.

Everything we do is based on our vision and learning values through which we aim to equip pupils with an education that enables them to achieve their ambitions. We promote a sense of belonging to the school community and provide a broad, creative and skills-based curriculum. Ofsted also acknowledged this saying our 'pupils are encouraged to be curious, creative and confident' and that our 'leaders have developed a curriculum that is dynamic and matches the different needs and interests of each class and year group'.

Our professional and energetic staff teams engage positively with other local schools in the Hamwic Education Trust and as a Headteacher it gives the successful candidate a real opportunity to be part of a wider support network locally and regionally.

Our children are articulate, engaging and excited by learning. They make an increasing contribution to school decisions through their school councils. They achieve well and particularly enjoy music and sports activities.

As Governors we challenge, support and work collaboratively with the school leadership teams to ensure a clear strategic vision. We are a relatively small Governing body – some with relations to the school, but others from the wider community – and we are keen to find an enthusiastic, passionate, professional and caring new Headteacher to continue the work in our schools.

We thank you for your interest and do encourage you to make contact with us for any formal or informal questions via nigel.reichelt@hollybrookschoools.co.uk

We look forward to hearing from you.

Nigel Reichelt

On behalf of Hollybrook Schools' Governing Body

Hamwic Trust Chief Executive Introduction



We are seeking to appoint an inspirational individual with a track record of delivering strong educational outcomes and school improvement at a senior level. This is an exciting opportunity to lead and further develop the primary school approach to education across Hollybrook Infant and Hollybrook Junior schools.

I hope you share this sense of excitement to pursue the opportunities that will further build on the success of the Hollybrook schools. Both schools are rated 'good' by Ofsted.

The Hamwic Education Trust is a community based Trust striving to create academic excellence through community engagement. Our aim is to establish self-improving school systems by creating local partnerships of schools where School Leaders take a collective responsibility for student outcomes.

As at 1 February 2019, our Trust comprised of 6 local partnerships containing 29 academies, in excess of 10,000 pupils and over 1,600 staff. The 29 academies consist of 27 primaries, 1 secondary and 1 hospital school. We also have another school in conversion. The 6 local partnerships are spread across Portsmouth, Southampton, Poole and Dorset. The Trust also contains a Teaching School and SCITT.

At the Hamwic Education Trust we are passionate about the central role of education in improving individual life chances for children and young people. We bring professional expertise and experience to secure the highest possible achievement for all. We believe in a local education, with the freedom to collectively support the needs of the community it serves.

I hope that you would want to be part of the team.

Robert Farmer
Chief Executive

Advert

Location:	Hollybrook Infant and Hollybrook Junior School, Southampton
Role:	Headteacher across Hollybrook Infant and Hollybrook Junior Schools
Salary Range:	L18-L24 plus reasonable relocation expenses
Start Date:	January 2020
Closing Date:	Friday 22nd March 2019
Interviews:	Wednesday 3rd and Thursday 4th April 2019

JOB/PERSON SUMMARY:

The federated Local Governing Body of Hollybrook Infant and Hollybrook Junior Schools is seeking a visionary, experienced and innovative leader with the ambition to continue developing the work achieved so far in both Hollybrook schools in Southampton. This is a unique opportunity to oversee and lead two separate schools, continuing to work on further joining up childrens' transition from one to the other. Our new Headteacher will inspire and bring out the best in staff, have resilience and drive, and have a proven track-record of delivering strong educational outcomes.

WE ARE SEEKING A PROFESSIONAL INDIVIDUAL WHO:

- Is currently an outstanding practitioner and inspirational leader
- Has a strong track-record of success in their current role and experience in a primary setting
- Has a proven track record of success in raising pupil attainment across the primary phase
- Will empower and inspire staff to be the best they can be
- Is innovative and passionate about improving educational standards
- Will build upon our good relationships within the schools, across partnerships and in the wider community

APPLICATION PROCEDURE:

Should you wish to apply for this vacancy, please view the recruitment pack and complete the application form which can be found at www.hamwic.org. Completed applications should be returned to recruitment@hamwic.org

If you would like a tour of the school, please register your interest at recruitment@hamwic.org, or contact Joanne Jones by emailing joanne.jones@hamwic.org

Tour dates will be agreed.

ABOUT HOLLYBROOK SCHOOLS

At Hollybrook we believe that children learn best when they feel happy, safe and secure. We were praised in our recent Ofsted inspection for having 'high aspirations for our pupils'. We aim to provide a caring, positive environment, where our c.400 pupils can thrive, develop and learn. We believe every child is unique and we go out of our way to ensure they have the education that equips them to fulfil their ambitions. We support this within our inclusive and diverse community through a broad, creative and skills-based curriculum. Our parents and carers are supportive and

enthusiastic. Being an academy in a large multi-academy Trust enables us to work closely with, and be supported by, other local schools.

The Hollybrook schools joined the Trust, with other local schools, in 2012. The schools continue to work collaboratively together and have access to the Trust's experienced advisory team. The Trust also provides managed services to support key school business functions.

The schools are part of the Jefferys Education Partnership, which is one of the six regional partnerships that form the Hamwic Education Trust.

We aim to deliver an outstanding education to our pupils and to do so we must employ **outstanding** people.

We offer a training pathway for all employees including teachers, support staff and our middle and senior leaders.

Our staff have opportunities to work on cross phase projects and to work in other schools within the Trust in order to gain invaluable experience and enhance their skills.

All schools within the Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

Job Description

Job Title: Headteacher across two schools

Location: Hollybrook Infant and Hollybrook Junior School

Salary Range: L18 – L24

Terms and Conditions

- The terms and conditions detailed in the Hamwic Education Trust (HET) Pay Policy and unless varied by the Policy, the current 'School Teachers Pay and Conditions' document will apply. Any variation from these terms and conditions will be with the agreement of governors and the post holder.

Job Purpose including Main Duties and Responsibilities

Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school:

- To secure a strong commitment from all stakeholders to continuity of education from 4-11 years across both schools
- To provide the leadership and management with governors which enables the schools to give every pupil high quality education and which promotes the highest possible standards of achievement and well being
- To deliver the annual performance management targets set by Governors in conjunction with the HET Deputy CEO (Standards) and the Standards Team
- To build on the excellent standards already in place and ensure the schools maintain a creative and enjoyable learning environment in which children excel
- To build leadership capacity at all levels through actively developing strategic governance, staffing structures and roles and responsibilities
- To represent and be an advocate for the schools in the local and wider community and work to develop productive engagement

Key Accountabilities

1. Creating the future of the schools

- a) Working with governors and key stakeholders to create the strategic vision for the schools
- b) Motivate others to create a shared learning culture and positive climate through distribution of leadership through teams and individuals
- c) Translate the vision into agreed objectives and operational plans
- d) Use the schools structure to maximise and deploy both resources and expertise to raise achievement

2. Leading Teaching and Learning/outcomes and standards

- a) Lead teaching and learning from the Foundation Stage to Key Stage 2 so that children achieve their very best
- b) Provide an outstanding curriculum that meets both schools' educational vision
- c) Ensure that teaching and learning sit at the heart of all leadership decisions
- d) Create a culture of high expectation for all and ensure that parents and carers are included as partners in their children's progress
- e) Monitor, evaluate and review school practice and promote improvement strategies
- f) Tackle under-performance at all levels

3. Developing Self and Working with Others

- a) Promote and maintain a culture of high expectations for self and others
- b) Regularly review own practice, set personal targets and take responsibility for own development
- c) By example lead, value effort, support, challenge and encourage an ethos of trust, teamwork and continual improvement among all staff
- d) Recognise and promote the excellent opportunities within the community to attract and retain high quality staff
- e) Lead, motivate, support, challenge and develop the leadership teams, ensuring organisational structures are fit for purpose

4. Managing the Organisation

- a) To ensure the ongoing development of an organisational structure which reflects the schools' values and enables effective and efficient operations
- b) To ensure evidence-based improvement plans and policies promote continuous school improvement
- c) To effectively strategically manage the schools' human, financial and physical resources
- d) To recruit, retain and deploy staff appropriately

5. Securing Accountability

- a) Develop an ethos which enables everyone to work collaboratively
- b) To ensure individual staff accountabilities are clearly defined, understood, agreed and recorded
- c) To work with the governing body to enable it to meet its statutory responsibilities
- d) To ensure every individual pupil has access to high quality teaching and learning

6. Strengthening Community

- a) To create and promote positive strategies for challenging racial and other prejudice
- b) To ensure a range of community-based learning experiences
- c) To collaborate with other agencies to ensure pupil and community needs are met
- d) Work with schools within the trust to promote community cohesion
- e) Work collaboratively, at both strategic and operational levels, with parents and carers and across multiple agencies for the well-being of all children
- f) Collaborate with other schools in order to share expertise and bring positive benefits to all including, but not limited to, close co-operation with JEP Headteachers in support of developing the JEP educational strategy and the wider Hamwic Education Trust

7. Safeguarding

- a) To carry out the role as Designated Safeguarding Lead Officer
- b) To have due regard for safeguarding and promoting the welfare of children and young people and to follow the schools' child protection policies and procedures
- c) To ensure a safe working environment for pupils and staff alike and to comply with Trust and school health and safety policies

8. Other Duties

At an appropriate level, according to the job role, grade and training received, all employees in the Trust are expected to:

- a) Support the aims, values, mission and ethos of the school and participate in a team approach to all aspects of school life
- b) Attend and contribute to staff meetings and INSET days as required, and identify areas of personal practice and experience to develop
- c) Take appropriate responsibility for safeguarding and children's welfare and be aware of confidential issues linked to home/child/teacher/school and keep confidences appropriately
- d) Be aware of health and safety issues and act in accordance with the school's and Trust's Health and Safety policy
- e) To liaise with other school staff, contractors and outside agencies/organisations as appropriate;

The post holder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar and he/she has appropriate qualifications or receives appropriate training to carry out these duties

Person Specification

The person specification comprises of:

- Part one - Qualifications, training and experience
- Part two - Qualities and Behaviours: for school leadership now and in the future

Candidates should note that the elements markers with an 'APP' are expected to be addressed in the written statement as part of the application. These will be used by the panel to shortlist for the interview stage.

Part 1: Qualifications, training and previous experience

<i>Candidate is able to provide pertinent evidence of their previous education, training and experiences</i>	Essential or Desirable
<p>Professional experiences and qualifications:</p> <ol style="list-style-type: none"> 1. Qualified Teacher Status, including relevant degree (APP) 2. Evidence of appropriate professional development (APP) 3. Holds NPQH or equivalent (APP) 4. Willingness to continue professional development 5. Experience of working in partnership with other schools and organisations (APP) 6. Experience of leadership within each phase represented in the school: EYFS/KS1/KS2 7. Experience of supporting schools other than their own to improve 8. Experience of leadership within schools of different socio-economic areas and communities 9. To have a strong understanding of the Designated Safeguarding Lead Officer role 	<p>Essential Essential Essential Essential Essential Desirable Desirable Desirable Essential</p>
<p>Has knowledge and understanding of/and:</p> <ol style="list-style-type: none"> 1. Ability to use comparative data, benchmarking and target setting data (APP) 2. Ability to think strategically and plan for educational improvement 3. Strategic understanding of current educational issues and curriculum research 4. Effective teaching, learning and assessment methods 5. Understanding of effective leadership 6. Knowledge/experience of tracking progress and attainment (APP) 7. Knowledge of new technologies and use of a learning platform to support learning and teaching 8. The national inspection framework for schools and the proposed changes from Sept 2019 9. Current national curriculum research and evidence based approaches within education 	<p>Essential Essential Essential Essential Essential Essential Essential Desirable Desirable</p>
<p>Is able to demonstrate experience:</p> <ol style="list-style-type: none"> 1. In management of primary education 2. Clear evidence of leading a team to accelerate pupil progress 3. As an existing or past senior leader within a primary school 	<p>Desirable Essential Essential</p>

Part 2: Qualities and Behaviours:

Leadership Qualities and Behaviours: <i>Candidate is able to give significant examples of the ways in which they exhibit the following characteristics</i>	Essential or Desirable
<ol style="list-style-type: none"> 1. A driver of staff engagement 2. A driver of strong pupil outcomes across the curriculum 3. High levels of resilience 4. Communicates effectively to a range of audiences 5. Action-orientated and solution focused 6. Self-awareness 7. An effective and inspirational leader 8. Flexible and able to respond to change in local and national climates 9. Willingness to contribute to the wider ethos of the Partnership and Trust 	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>
<p>Has the following skills and attributes:</p> <ol style="list-style-type: none"> 1. An effective and inspirational leader 2. High levels of emotional intelligence 3. Strategic vision for raising standards and the impact of effective deployment of funding including for the most vulnerable pupils 4. Ability to change and ensure all stakeholders are on board 5. Ability to develop effective relationships with staff and promote succession planning 6. Excellent organisational skills and written communication skills 7. Ability to prioritise, meet deadlines and work under pressure 8. Ability to hold challenging conversations and oversee capability procedures 9. Leadership of effective transition points across the primary years 	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>
<p>Can demonstrate the following teaching and learning attributes:</p> <ol style="list-style-type: none"> 1. Strong understanding of what makes an outstanding classroom practitioner 2. Development of a range of teaching and learning styles 3. Experience in raising academic standards 4. Expertise in monitoring classroom performance 5. Evidence of the impact of coaching/support for individuals 	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>
<p>Motivation and personality:</p> <ol style="list-style-type: none"> 1. Positive and optimistic 2. Sense of accountability 3. Good sense of humour 4. A constant drive for improvement 5. Able to work in a professional manner as part of a team 	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>



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