



**HAYBRIDGE
HIGH SCHOOL**

PART OF THE FOUR STONES

THE FOUR STONES

CANDIDATE PACK



A WELCOME FROM OUR HEADTEACHER

Dear Candidate

Thank you for downloading this candidate pack and for taking the time to consider working for our Trust in the advertised position.

I am very proud to be the Headteacher of a school that is determined to make a positive difference to the future of our students and their families, the careers of our staff, as well as contributing to the wider and local community.

The students at Haybridge High School deserve the very best teachers, leaders and support staff and therefore we are looking for an exceptional candidate for this key post.

It is a really exciting time for us as we continue to grow and build upon what is already a hugely successful school.

This post is a great opportunity for you to work with a group of fantastic leaders who believe passionately in what they are doing.

At its simplest, our mission statement as a school remains the same each year and that is to work to achieve the best possible outcomes for all our students thereby ensuring the best life chances for everybody in our care.

This is underpinned by a belief that 'an education' is more than just a set of qualifications but is an experience which allows young people to enhance their natural talents, gifts and abilities.

We strive to ensure that all of our students are supported to be kind, articulate, tolerant, resilient and caring young people who will go

into the world beyond Haybridge as lifelong learners capable of achieving great things and making a difference.

Our responsive teaching model is simple and straight-forward and we pride ourselves on our outward-looking perspective and use of the latest research in the fields of education and cognitive science to ensure that our practice is cutting edge.

I believe that a successful school is founded upon communication and teamwork and so staff contributions are essential in helping us move our school forward. The welfare and development of all of our staff is of paramount importance to us and we are relentless in our quest to ensure all of our staff have the opportunity to access welfare and CPD opportunities.

Perceptions play a huge part in choosing your next employer and I encourage you to make contact and to come and visit us as part of your application.

I look forward to receiving your application.



Charlotte Mondon-Lines
Head of School, Haybridge High School

OUR TRUST

The Four Stones Multi Academy Trust (MAT) is a family of like-minded schools, that collaborate to provide mutual support, share their good practice, and learn from each other. Our students deserve the best and we do this most effectively by working together.

Established in 2018 we have grown to have 3 successful high schools across the West Midlands and we have plans for further growth.

We are unapologetically ambitious for every student, no matter what their background, prior attainment or needs. We take great pride in developing relationships between students, staff, and families, in order that we can ensure that success is desirable, demanded and achievable.

We are determined to make a positive difference to the future of our students and their families, the careers of our staff, as well as contributing to the wider community.

We are dedicated to improving standards and are driven to achieve excellence by living and breathing our core values of:



AMBITION



COMMITMENT



CREATIVITY



INTEGRITY

WE ARE AMBITIOUS FOR OURSELVES AND OUR STUDENTS

We set high expectations and standards and strive to achieve excellence in all that we do. We are unashamedly ambitious for the students we serve. We want to provide access to opportunities within the classroom and beyond. We will continue to strive to be the best we can be.

WE ARE COMMITTED TO BEING THE BEST WE CAN BE

We consistently deliver on expectations and go the extra mile to get the job done, approaching everything with a "can do attitude". We constantly look to improve ourselves and our service, cultivating our knowledge, skill, and attitudes to achieve excellence.

KNOWLEDGE AND LITERACY MAKE CREATIVITY POSSIBLE

Our schools, where students develop the literacy skills on which all further learning depends, cultivate creativity by providing a broad base of academic knowledge that students need to be properly creative. The knowledge we deliver is powerful in that it changes students' perceptions, values and understanding. It encourages students to ask new questions and explore alternate explanations.

INTEGRITY IS ABOUT DOING THE RIGHT THING

We treat others with respect and honesty. We take care of our environment and utilise knowledge and understanding wisely. We nurture our students so that they become young adults of principle and character who support each other in their quest for excellence.

OUR TRUST

As part of our Trust Development, we have the following aims which we call our Trust Dividend



We grow our own future leaders at all levels; we have high-quality CPD. We care about staff development, no matter the pay grade or position.



We integrate our SCITT/Teaching School Hub into the work of the Trust. This helps recruitment, contributes to our CPD programmes and provides opportunities for diversification and networking.



We are research-based, we base our practices on what is proven to work.



Our curriculum is forensically researched, planned and thought through so that our students are equipped with the knowledge they need to be successful in examinations and adult life.



We have the best personal development programme as an entitlement for all students.



We have partnerships with outstanding provision eg music, sport, professional bodies, business and universities.



Our four values are at the heart of all that we do - influencing our culture and our students' beliefs and actions.



Our differences are a strength as schools; our context diversity influences our practice and ability to deliver school improvement.



Our approach to literacy is outstanding and changes students' lives and access to education



Our strong, central services ensure leaders have the capacity to drive school improvement. We are experts in our management of finance, estates, HR and ICT.



Teachers can teach, learners can learn because we create school cultures with high expectations of behaviour and conduct where learning is sacrosanct.



We are kind and driven; the two are not incompatible.

Further details can be found on our website www.the4stones.co.uk

THE ROLE

Job title: Assistant Headteacher (Teaching and Learning) Salary: L9-L13 Job Location: Haybridge High School

All assistant headteachers play a critical role in the life of the school. They inspire confidence in those around them and work with others to create a shared strategic vision which motivates students and staff. They take the lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others. They have the confidence and ability to make management and organisational decisions and ensure equity, access, and entitlement to learning.

Assistant headteachers must demonstrate sustained high quality of performance in respect of school leadership and management and student progress and will be subject to a review of performance against the following before any performance points will be awarded.

- Their planning and review statement.
- National standards for school leadership.

Annual pay progression within the range for this post is not automatic. Any progression will normally be by one point, but the Trust Board will consider movement by two points in the following exceptional circumstances:

- Additional experience or training undertaken which would enhance performance.
- Sustained and continued measured improvement related to the educational performance of the students at the school.
- Clear and documented demonstration of exceptional performance with respect to all aspects of the management and leadership of the school.

All teachers are subject to the Conditions of Employment set out annually in the School Teachers' Pay and Conditions Document. These detail the professional and duties required of teachers, together with requirements for Management time, Working time and Guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers. The responsibilities outlined in this job description are in addition to those covered in the 'Teacher' job description.

Whole school Leading Strategically

Creating and delivering a shared, corporate strategic vision, which motivates and inspires students, staff, governors, and all members of the school community is critical to school leadership. The vision should be underpinned by shared values, moral purpose, and principles of sustainability. It should drive the strategic plan and subsequent actions to secure continuous school improvement and quality outcomes for all students.

Knowledge and understanding of:

- developments in education at local, national, and global levels
- models of effective leadership and organisational structures
- new technologies and their potential impact
- strategic planning processes, tools, and techniques
- ways of achieving stakeholder and community engagement
- leading change, creativity, and innovation
- ways of achieving social inclusion, diversity, and access

Skills:

- think strategically, analytically, and creatively.
- build capacity and achieve sustainability.
- deal with complexity and uncertainty
- build a vision and communicate clear purpose and sense of direction.
- model the vision and values of the school.
- anticipate, lead & manage change.
- use research to support and challenge practice.
- inspire, challenge, motivate & empower others to attain challenging outcomes.
- work strategically with the local governing body.
- celebrate achievement and acknowledge excellence.
- demonstrate political acumen.

Leading Teaching and Learning

With the whole school workforce, school leaders play a central role in raising standards of teaching and learning. School leaders have a responsibility to set high expectations, create the conditions for effective teaching and learning to flourish and to evaluate the effectiveness of learning outcomes. Leaders acknowledge the high status, value and importance of teaching and learning and in creating a learning culture which enables students to become effective, enthusiastic, and independent, life-long learners.

Knowledge and understanding of:

- curriculum design and management.
- principles of quality learning, teaching and assessment including school review and self evaluation
- ways of applying effective practice and research evidence to improve outcomes.
- use of external support and expertise.
- behaviour and attendance management.
- new technologies to support learning and teaching.
- political impact of external, community or family factors on learning
- strategies for improving outcomes and achieving excellence for all.
- tools for data collection and analysis.

Skills:

- design, develop and deliver the curriculum.
- demonstrate equality and diversity in teaching and learning.
- achieve the best possible learning outcomes for all.
- use developmental models for teaching and learning.
- engage parents/carers in children's teaching and learning.
- manage and use performance data.
- develop whole school culture of best practice in teaching and learning.
- create flexible and comprehensive learning opportunities for all students.
- capitalise on appropriate sources of external support and expertise.
- deploy technology to support teaching and learning.
- develop and use effective assessment and moderation systems.
- evaluate, review and develop systems and structures.

THE ROLE

Leading the Organisation

School leaders should ensure that the school, with the people and resources in it, are organised and managed to provide an efficient, effective, and safe learning environment. Using self-evaluation and problem-solving approaches, school leaders should also seek to improve organisational structures and functions so the school remains fit for purpose. School leaders should build successful organisations by working collaboratively with others, building capacity across the whole workforce, and ensuring resources are effectively and efficiently deployed.

Knowledge and understanding of:

- legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks.
- development of and access to school buildings and facilities.
- strategic financial planning, budget management and principles of best value.
- organisational development, planning and implementing change.
- employment market, effective recruitment, deployment, and management of staff.
- technology to enhance organisational effectiveness.
- strategies to maximise contributions from the whole workforce.
- accountability frameworks.
- project management techniques.

Skills:

- manage the school's financial, human, and physical resources.
- seek expertise and advice from within and outside the school.
- establish structures and systems so operational decisions are based on informed discussion.
- delegate, collaborate and distribute leadership.
- manage others within an accountability framework.
- create an environment which enables people to perform at their best and underpins effective employee relations.
- develop and sustain a safe, secure, and healthy school environment.
- create a working environment which takes account of workload and work-life balance.
- manage industrial relations

Leading People

As school leaders work with and through others, building and sustaining effective relationships and communication strategies are important. School leaders seek to improve their own performance through professional development. To enable others to develop and improve by creating a professional learning culture within the school. Through performance management and effective professional development practice, school leaders support all staff to achieve high standards. School leaders take account of issues surrounding work-life balance and recognise and value all staff and teams in the school.

Knowledge and understanding of:

- significance of interpersonal relationships, including impact on teacher performance and student learning.
- performance management, continuous professional development, and sustained school improvement.
- building motivation, including the importance of celebrating achievement.
- building and sustaining a learning community within a diverse workforce.
- own performance, ways of obtaining feedback and how to improve.
- support and development systems for individuals and teams.

Skills:

- create a culture which encourages ideas and contributions from others.
- develop self-awareness, self-management and self-confidence and use effectively.
- listen, reflect, and communicate effectively.
- negotiate and manage conflict, providing appropriate support.
- give feedback and provide support to improve performance.
- hold people to account and challenge under performance.
- develop a culture of learning and continuous professional development.
- receive and act on feedback to build on strengths and improve personal performance.
- foster an open, fair, and equitable culture.
- motivate, develop, empower, and sustain individuals and teams.

Leading in the Community

With schools at the centre of their communities, school leadership has a crucial role to play in working with the community and other services to improve outcomes for, and the well-being of, all children. Placing families at the centre of services, schools and leaders should work with others to tackle all the barriers to learning, health and happiness of every child. School leaders share responsibility for the leadership of the wider educational system and should be aware that school improvement, community development and community cohesion are interdependent.

Knowledge and understanding of:

- multi-agency work (including the team around the child), benefits and risks of multi-agency working.
- extended service provision, commissioning and contracting.
- the diversity of professional cultures and ways of working.
- diversity and community cohesion issues.
- collaboration and partnership working (including school, home, community, and business partnerships).
- strengths, capabilities and objectives of other schools, services, and agencies.
- wider curriculum beyond the school and opportunities it provides.

Skills:

- establish and engage in partnerships, including working with multi-agency teams.
- collaborate and work within and across the community.
- engage the community in systematic evaluation of the school's work and act on outcomes.
- take a leadership role within and across the community.
- consult, engage, and communicate with staff, students, parents/carers to enhance children's learning.
- engage in cross phase working and transition issues.
- engage in school-to-school collaboration and contribute to leadership in the wider education system.
- contribute to achievement of community cohesion.
- broker and commission services.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the executive headteacher reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • A good honours degree • DfE recognised qualified teacher status 	<ul style="list-style-type: none"> • Further relevant leadership and management • qualifications-eg NPQH, NPQSL etc
Professional Development	<ul style="list-style-type: none"> • Evidence of continual professional development • Evidence of keeping up to date with educational thinking and knowledge • A strong commitment to quality professional development of staff • The drive to develop the capabilities of others and help them realise their full potential 	
Key Knowledge/ Experience	<ul style="list-style-type: none"> • Experience of teaching in a secondary school • Outstanding classroom practitioner with the knowledge, understanding and practical application of effective teaching and learning strategies in order to raise standards • Proven track record as a teacher whose students reach high standards of learning and achievement • A track record demonstrating a commitment to high standards, continuous improvement and quality assurance • Successful leadership, management and development of a significant, recent initiative with measurable positive impact • Successful experience of strategic leadership and management • A track record of effectively leading, managing and motivating students and staff and developing team approaches • Clear vision for and proven track record of raising attainment and achievement at Key Stages 4 and 5 and dealing with underachievement 	
Personal Qualities	<ul style="list-style-type: none"> • A positive attitude to continuous improvement • A positive and practical approach to change and challenge • Willingness to challenge inefficiency, ineffectiveness or complacency • The ability to lead, inspire and motivate • A commitment to do everything possible for each student and to enable all students to be successful • Relentless energy for setting and meeting challenging targets • A healthy competitive attitude that shows a real desire for excellence • An unequivocal positive role model to staff and students • A commitment to justice, quality of opportunity and to comprehensive education • A capacity for hard work • A capacity to innovate, inspire and motivate • A sense of humour, warmth, energy, stamina and resilience • The professional respect of colleagues 	

SPECIFICATION

Skills and Abilities	<ul style="list-style-type: none">• Suitability to work with young children• Able to form and maintain appropriate relationships and personal boundaries with children and young people• Positive attitude to the use of authority and maintaining discipline• Knowledge of the various leadership styles and practices and their effects in different contexts within schools• Knowledge and understanding of the implications of recent legislation, development and initiatives in secondary education• Knowledge of the curriculum at Key Stages 3, 4 and 5• Knowledge of OFSTED requirements and self-evaluation• Ability to interpret and analyse school performance data• Knowledge and understanding of the use and potential of ICT to develop learning and raise standards• Expertise in making reliable and valid judgements with regard to the quality of teaching and learning• Ability to lead and manage people within and beyond the school community to work towards common goals• Ability to prioritise and manage own time effectively and work under pressure and to deadlines• Ability to maintain strictest confidentiality and integrity at all times• Ability to establish a positive ethos with an accent on high achievement for all• Ability to empathise with the needs of students and to be firm but fair and consistent• An effective communicator and motivator of students and staff• Ability to enable and empower others• A team player with the ability to establish good working relationships with staff, students and parents/carers• The ability to communicate clearly and concisely both verbally and in writing at all levels• The ability to set clear expectations and parameters and to hold others to account for their performance• The ability to challenge underperformance• Ability to deal with problems in a positive and systematic manner	
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OUR OFFER TO STAFF

We understand that happy, well-motivated and well-trained staff make the most effective teachers, leaders and support staff.

Our jobs are demanding, and we are therefore always striving to remove barriers and find ways to make life that little bit easier.

Whether that's making sure that you have time for a cup of tea during the day or ensuring that you have access to the best professional development- it all counts! We want you to enjoy your time at school and thrive professionally.

We understand that working in our trust is only one part of your life and we recognise that balancing the needs of work and your needs, or the needs of others outside of work, can be difficult at times. Working more flexibly can help you achieve a better balance. That why we are constantly reviewing our already extensive family friendly policies so that we can do our best to accommodate you where possible when you need it.

When working for us you can expect access to an excellent package of staff benefits, which includes:



Pension

Access to teachers' or local government pension schemes.



Flu Jab

Take a free annual flu jab each year.



Assistance Programme

Access to our employee assistance programme scheme.



Cycle to work

Help the environment with our cycle to work schemes.



Discounts

Take advantage of our lifestyle discount schemes.



Long Service

Help the environment with our cycle to work schemes.



OUR OFFER TO STAFF

But here are some of the established practices which we believe makes our Trust an excellent place to work:

- We offer access to recognised, accredited training and leadership courses such as the National Professional Qualifications
- Opportunities for promotion: we focus on growing and developing our staff through succession planning and by providing opportunities for promotion from within our school
- A Trust wide day in December when our pupils are not in school which gives our teaching teams dedicated time to the marking and moderation of the Year 11 mock examinations.
- A designated buddy to make sure you always have someone to work alongside in order to soundboard, discuss ideas and solutions, have their thinking challenged and to challenge the thinking of others
- A work life balance: we do not expect our staff to answer out of hours emails and we discourage the use of personal mobile phones to retrieve and respond to emails.
- Food is always provided on training days, parents' evenings and at other evening events as well as at those times of year when you need it most, such as just before a holiday.
- Admin support: we lighten the load of our middle leaders by providing admin support throughout the year so that they can focus their time and energy on strategy and the biggest levers to develop practice.
- A focus on wellbeing: in each of our schools, a member of the senior leadership team is in charge of wellbeing and workload to evaluate our practices and provide essential support to all staff



HOW TO APPLY

We welcome enquires, informal and exploratory conversations and applications from everyone and value flexibility and diversity in our workforce.

Should you wish to discuss the post or arrange a visit to the school please contact Lauren Shoring (People Admin Manager) lshoring@the4stones.co.uk.

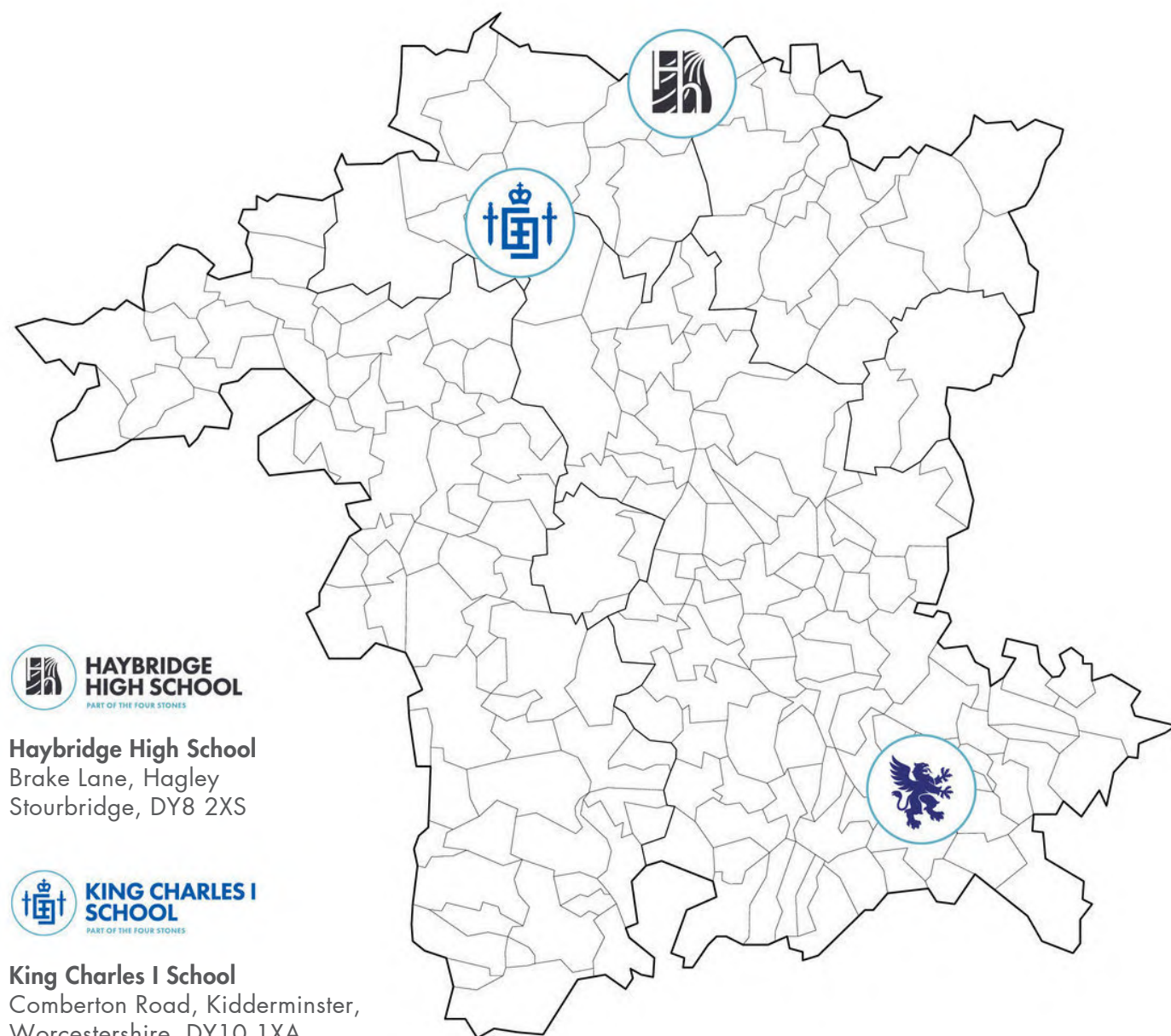
You are invited to submit an application form to The Four Stones MAT Human Resources Department using recruitment@the4stones.co.uk

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

We are fully committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. This role will involve undertaking regulated activity and therefore this position is exempt from the Rehabilitation of Offenders Act 1974 and an enhanced DBS will be required for the successful candidate.



OUR SCHOOLS



Haybridge High School
Brake Lane, Hagley
Stourbridge, DY8 2XS



King Charles I School
Comberton Road, Kidderminster,
Worcestershire, DY10 1XA



TDMS
Four Pools Road, Evesham,
Worcestershire, WR11 1DQ



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