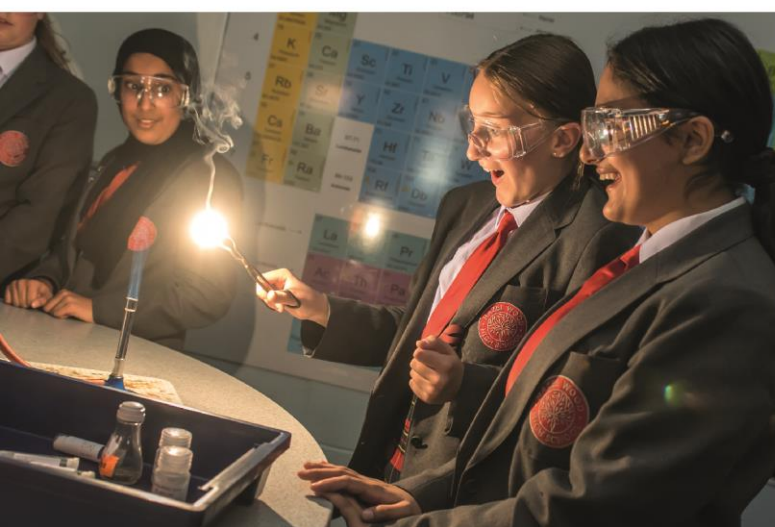




Hazel Wood
High School



Deputy Headteacher Vacancy

Candidate Pack



Part of the

Oak



Learning Partnership

Please visit our school website for further information.
<http://www.hazelwoodhigh.co.uk/>

Welcome from the Headteacher

Dear Candidate,

I am the Headteacher of Hazel Wood High School and, during my time here, I have overseen a necessary period of considerable change since becoming a part of a Multi-Academy Trust in April 2019.

Our school has a good reputation for being caring and inclusive, and is highly regarded by its local community. We have high expectations of our staff and a great emphasis on pupil care, which includes a particular focus on outstanding quality teaching and learning, with the aim of achieving excellent outcomes for all students. Every student at Hazel Wood high School is challenged to achieve outcomes in line with the top 20% of students nationally, who have the same starting points, and we are determined not to settle for mediocrity. At Hazel Wood, we have high expectations around behaviour and learning, and we support staff to actively apply these in the classroom, every day. With a consistent and supportive approach for all staff, this facilitates the student's ability to understand and meet our expectations every day.

We believe that all our students deserve the very best education that we can provide and our teaching staff aspire to raise the standards and quality of teaching and learning. This is encouraged through inspiring and supporting colleagues with bespoke CPD; and by ensuring that best practice is shared and embedded. Having the right team in place is essential to this. Therefore, we thank you for reading through our application pack and considering us as the next step in your career.

The cumulative impact of all our school improvement work has been recognised both by our Ofsted Monitoring visit after academisation, and by many external agencies who have worked with us. Attainment and progress indicators at Key Stage 4 are improving; student numbers are healthy across all year groups, attendance levels have dramatically improved and exclusions are falling. After some significant restructuring, we are as financially secure as anyone can be at the present time. This is an exciting time for the school, our students and our staff.

As a part of the Oak Learning Partnership, we are proud of what we have achieved so far and excited by the continuous improvements and changes here at Hazel Wood High. This appointment will form a key element in the next phase of our transformation. If you would like to join our excellent team then we would like to hear more about you.

Visits to the school prior to application are both welcomed and encouraged. Please contact the school on **0161 797 6543** or by e-mailing **enquiries@hazelwoodhigh.co.uk** to arrange an appointment.

I hope that when you have read the information enclosed that you will be encouraged to apply for the post. We look forward to receiving your application.

Please visit our school website for further information.
<http://www.hazelwoodhigh.co.uk>

Paul Greenhalgh
Headteacher at Hazel Wood High School



"I really enjoy working with the Oak Learning Partnership. I feel supported in my role and I am valued and encouraged to reach my full potential by leaders who believe in me. I have a wealth of support that I can access from the central and executive leadership team and their values are evident in raising outcomes for children whilst empowering staff to make, and be, the difference."

Member of our Admin Team
at Hazel Wood High
School



Deputy Headteacher

Salary: Leadership Scale 17 – 21, actual salary £62,570 – £69,031 per annum

Closing Date: Friday 14th October 2022

Required for January 2023

The Trust, on behalf of Hazel Wood High, are seeking to appoint a well-qualified, hardworking, and enthusiastic Deputy Headteacher, capable of making a strong contribution to our rapidly improving school. This position will offer the chance to work within a dedicated school where you will be supported to develop your practice.

We are passionate about delivering a high-quality education to all our young people and believe this is a great opportunity for someone to really accelerate their career by being part of a team which further adds to the strong improvement journey working for a Headteacher and a CEO who are highly experienced in school improvement.

Applicants must have relevant qualifications and experience, please ensure that you meet the person specification before applying.



How to Apply

Closing Date: 9.00am, Friday 14th October 2022

Applicants must have relevant qualifications and experience, please ensure that you meet the person specification before applying.

We are committed to **equality** of **opportunity** for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service and references. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Please do not send CVs. Applications should be sent to:

recruitment@oaklp.co.uk For the attention of Mr. Paul Greenhalgh



A young boy with short dark hair, wearing a grey school blazer over a white shirt and a red tie, is sitting at a desk. He is smiling and looking towards the camera while holding a blue pen over an open book. In the background, another student is visible, slightly out of focus. A red circular graphic in the top right corner contains a quote from a teacher.

"Hazel Wood is a fabulous place to work. We are like one big family. Not only do we have amazing pupils and families, we also have the opportunity to develop ourselves and take part in professional development which prepares us for future roles. The Senior Leadership Team are really supportive and we are encouraged to share our ideas in order to make our school a better place."

Teacher at Hazel Wood
High School

Deputy Headteacher

Salary: Leadership Scale 17 – 21, actual salary £62,570 – £69,031 per annum
Closing Date: Friday 14th October 2022

Job Description

Normal place of work: Hazel Wood High School, although you may be asked to contribute towards Trust wide projects.

Main Responsibilities: Strategic lead for student support including Behaviour, Attendance, Inclusion, Safeguarding, Personal development and wellbeing.

Responsible to: The Headteacher

The job description should be read in connection with the duties of a Deputy Headteacher as set out in the current School Teacher's Pay and Conditions Document 2018.

CORE PURPOSE

To be responsible for the leadership of specific whole-school developments. In conjunction with the Headteacher and other Deputy Headteacher, assist with the leadership and management of all the staff and the general organisation of the school. To carry out ad hoc duties delegated by the Headteacher. The job description should be read in conjunction with the Core Standards for all leaders.

This job description may be amended according to the strengths and areas of experience of the successful candidate, following consultation with the Headteacher. Priorities for the year will be negotiated within the context of the School Improvement Plan.

Whilst main responsibilities will depend on strengths of successful candidate the areas of responsibility will include:

GENERAL

- To manage the school in the absence of the Headteacher and Deputy Headteacher and support the Headteacher and Deputy Headteacher in leading and managing the school to the highest professional standards.
- Assisting the Headteacher and Deputy Headteacher in the day-to-day management, organisation and administration of the school and to assist in the cover for absent staff where necessary.
- Reporting to the Quality of Education Board.

KEY RESPONSIBILITIES

- Inclusion.
- Strategic lead for student support including Behaviour, Attendance, Safeguarding, Personal development and wellbeing.
- QA for Behaviour, Attendance and Well-being.
- Designated Safeguarding Lead.
- Pupil premium, LAC and Vulnerable groups.
- Alternative provision.
- Pupil voice.
- Strategic lead for Careers & IAG.
- Whole school special events.
- Strategic lead - Parental Engagement.
- Transition.

ADMISSIONS

- Ensuring admissions policy and practice are in line with the DfE Admissions code.
- Ensuring admissions systems are smooth running and support learning as well as student well-being.
- Annually reviewing the Admissions Policy and liaising as appropriate with the local authority on such issues that relate to the policy.
- Attending, or delegating attendance to, appeal hearings.
- Organising in year admission procedures, including students allocated from the In Year Fair Access Panel.

ATTENDANCE

- Strategic lead for student attendance, ensuring outstanding attendance and punctuality.
- Line management of the Assistant Head for behaviour and attendance and having oversight of attendance policy and procedures.

BEHAVIOUR

- Securing outstanding Behaviour for Learning through a whole school strategic system.
- Having strategic leadership of policies and procedures relating to ensuring outstanding Behaviour.
- Line management of the Assistant Head for behaviour and attendance.
- Oversight of Alternative Provision and specific intervention for targeted students.

INCLUSION

- To have strategic oversight and leadership of the school's Inclusion provision.
- To line manage the school SENCO and play a critical role in ensuring that all our young people receive the support they need.
- To ensure the school has a fully inclusive approach and plans/monitors the use of alternative pathways for all students, in particular those with SEND. This will include internal and external provisions so that student needs are met.
- To ensure high levels of student progress, attendance and engagement specifically from those with additional needs, SEND/EHCP.
- To have strategic oversight of SEND/EHCP students including, target setting process and rigorous tracking of pupil progress towards target.
- Responsible for teacher development over the SEND, LAC, EHCP processes and SEND interventions and strategically lead SEND interventions for students.

WELLBEING/WELFARE/SAFETY

- Leading on child protection as the designated safeguarding lead.
- Line management of the Operational Safeguarding Lead (OSL) and all Deputy DSLs
- Ensuring all policies and procedures are in place and up to date with regards to safeguarding and child protection.
- Ensuring staff are well trained and access regular and high quality CPD for safeguarding and student wellbeing.
- Leading on the educational experience of vulnerable students including Pupil premium students and looked after children.
- Having strategic oversight for student safety/welfare/promoting the wellbeing of young people across the school.

PERSONAL DEVELOPMENT

- Strategic lead on Personal development and wellbeing, British Values, SMSC, Emotional Wellbeing and Student Leadership.
- Line management of the Director of Personal development and wellbeing, monitoring the delivery of personal and social development / PSHCE and the pastoral curriculum.
- Strategic lead for Careers education and guidance, line managing the Director of PDW and the Aspirations lead.

LEADERSHIP AND MANAGEMENT

- Ensure that all whole school targets at all key stages are met.
- Work alongside the DHT Quality of Education to ensure that curriculum provision gives all pupils the opportunities to succeed.
- Inspire, challenge, motivate and empower others to attain challenging outcomes.
- Establish clear expectations and constructive working relationships among staff.
- Initiate and manage change and improvement to develop the school and its staff, ensuring positive staff participation and effective communication and procedures.
- Maintain high expectations of all staff and prepared to challenge poor performance.
- Act as line manager and mentor to Assistant headteachers, Directors of KS3 & 4, Director of PDBW, Pastoral Year Leaders and the SENCO, supporting as appropriate and aiding the development of key documentation and implementation of policy.
- Demonstrate high professional standards.
- Support and assist the Headteacher in planning, managing and monitoring the use of finances and resources effectively to achieve the aims of the school.
- Develop and promote effective partnerships with parents, carers, staff and students so they are highly positive about the school in terms of achievement, teaching and learning, behaviour and safety.

OTHER MAIN RESPONSIBILITIES

- Carry out a teaching commitment within the general framework of the school timetable. This will include, as far as possible, teaching the full age and ability range.
- Implement HWHS & Oak Learning Partnership policies on equal opportunity issues for all staff and students in relation to sex, gender, race, disability and special needs.
- Devise opportunities for student consultation and leadership, specifically related to areas of responsibility.
- Organise and assist in the delivery of parent forums and information evenings.
- Contribute to the gathering and collation of stakeholder views.
- Attend school events and functions, as well as appropriate meetings, with colleagues and parents/carers.
- Assist with the marketing of the school, organising key events as appropriate and acting as an ambassador for the school at high profile functions.
- Engage actively in Performance Management and Continuing Professional Development to ensure professional skills are kept up to date and further developed.
- With the Headteacher, lead the school Faculty review process and the quality assurance of attainment and progress at school and subject level.
- Work and report to the Quality of Education Board on relevant areas of responsibility.
- Line manage the Pastoral Leadership team.
- Other Line management as delegated by the Headteacher.
- Provide an excellent role model of outstanding academic and pastoral care.

Deputy Headteacher Person Specification

CRITERIA		Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:
ESSENTIAL	DESIRABLE	
<p>Qualifications:</p> <ul style="list-style-type: none">• Qualified Teacher status.• Good Honours Degree.• Relevant Qualifications.• Relevant in-service training during the last three years related to key responsibilities of the role. <p>Experience:</p> <ul style="list-style-type: none">• Significant successful teaching experience and an excellent classroom practitioner.• Significant Leadership and Management experience in a secondary school at a senior level.• Experience of leading a successful whole school initiative.• Evidence of work which has led directly to positive outcomes for students at whole school level.• Involvement in leading CPD at whole school level.• Proven track record of raising standards, managing change, leading innovations and meeting challenges successfully.• Proven pastoral leadership.• Experience of safeguarding and successful implementation of systems which promote the safeguarding of young people.• Experience of using performance management processes successfully to contribute to school improvement.• Experience of successfully holding other professionals to account.	<p>Qualifications:</p> <ul style="list-style-type: none">• A range of relevant in-service training during the last three years which includes accreditation. <p>Experience:</p> <ul style="list-style-type: none">• Experience in more than one school.• Successful collaborative work with other schools.	

Deputy Headteacher Person Specification (cont.)

CRITERIA	Knowledge and Values: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following knowledge and values:	
ESSENTIAL		
<ul style="list-style-type: none">• Ability to articulate a sound educational philosophy consistent with the school's aims.• A good range of Information Communication Technology skills.	<ul style="list-style-type: none">• A high order of Information Technology skills which have been deployed to support student learning.• Understanding of effective practice in the teaching of all areas of the curriculum and cross-curricular themes.	
CRITERIA	Personal qualities: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:	
ESSENTIAL		
<ul style="list-style-type: none">• Inspirational Leadership skills.• Ability to work on own initiative.• Ability and willingness to work with a wide range of people.• Excellent interpersonal skills.• Role model of the highest professional standards.• Track record of being a team-player.		

Leadership Posts:

Post holders are also responsible to the Headteacher for ensuring the general good order and discipline and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims and ethos of the school and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as interrelated.

Section (A) Generic to all Leadership Team:

This section is based on the National Standards for Headteachers. These standards include four 'Excellence As Standard' domains: 1. Qualities and knowledge; 2. Students and staff; 3. Systems and processes; 4. The self-improving school system.

Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the students they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the School's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the School's vision and drive the strategic leadership, empowering all students and staff to excel.

Students and Staff

1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

System and processes

1. Ensure that the School's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively - in particular its functions to set school strategy and hold the headteacher to account for student, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the School's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The self-improving school system

1. Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.



Aspiration



Integrity



Resilience

Introduction to Our Trust

Dear Candidate,

Thank you for your interest in this post at Oak Learning Partnership.

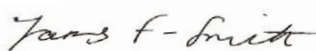
Our trust is a cross phase partnership which consists of primary, special and secondary schools. We have a vision to create a family of world-class schools who transform the lives of young people. The shared principles of our schools have aligned ways of working whilst still retaining their individuality. We are ambitious, supportive of one another and we look to achieve excellence in inclusive education. 'Inclusion is at the heart of our trust'.

Our schools work closely with one another: they collaborate with purpose, support each other, and share collective systems across both educational and business provisions. But it's also important to us that each school has their own identity and individuality. We make sure we focus on impact and ensure clarity and consistency from our leaders, always making sure common sense is at the heart of our decision making.

One of our shared principles is 'our people matter', we understand that we can only achieve our vision by recruiting the right people and providing them with the support, training and time they need in order to allow them to flourish and be the best they can be. Whatever role an individual undertakes within our organisation, they are contributing to our collective aim of transforming lives. We invest heavily in our people ensuring they feel valued and their well-being is always considered. We understand that if staff feel valued and if the impact they are having is recognised, they can perform at their best.

We are laying strong foundations for growing the Trust and with this, will come multiple development opportunities for our staff. We are committed to making a difference on a wider scale, whilst continuing to build on our current strengths. Above all we are a values driven organisation and we are passionate about doing things in the right way with deep integrity.

If you want to make a difference to young people, want to work in a values driven environment, and this role applies to you, we would love to hear from you.



James Franklin-Smith
CEO of Oak Learning Partnership

Oak 
Learning Partnership

oaklp.co.uk



Schools within our Trust

Find out more on our website: <https://oaklp.co.uk/our-schools/>

Oak Learning Partnership is a recently-established Trust of schools which currently comprises of a primary, secondary and special school in Bury, Greater Manchester. We are an educational charity which exists to advance education. As a Trust, Oak Learning Partnership is one single organisation to which all our schools belong, and all staff in our individual schools and our central team work for the Trust as a single entity.

Our schools work closely with one another: they collaborate, support each other and share collective systems across both educational and business provisions. But it's imperative to us that each school has its own individuality and autonomy and we are very keen for schools to be managed by their own leadership team and staff. The Trust's central team is made up of both business and educational professionals, and their role is to support schools to be the best they can be. We are passionate about being part of a family of schools and know the benefits this brings to young people, staff and communities.


Our Trust is committed to improving the life chances of children and young people through the delivery of an excellent, well-rounded education. At Oak we live and breathe inclusion; this is at the heart of our ethos and we aim for it to be a golden thread of strong practice which links all of schools together. Our core values of Aspiration, Resilience, and Integrity drive everything we do.



Unsworth Primary School is a 'family' school with the motto 'Together We Build Understanding.' The five chosen values of happiness, honesty, friendship, respect and learning are at the heart of developing children's social and academic understanding and ensuring that they enjoy making progress together.

Hazel Wood High School is driven by the core values of Pride, Respect and Aspiration. Pupils are members of a very inclusive school community which offers them the opportunity and encouragement to aim high and excel.

Elms Bank is a generic secondary special school for pupils aged between 11 and 19 years old. Elms Bank works in partnership with many other agencies to ensure that the specific needs of each pupil are met so that they can grow in confidence both socially and academically.



"Our Trust is a really supportive and friendly place to work. Whilst crossing from site to site I get a strong feeling that we are a Trust of schools working with and for each other."

Member of our Trust
Estates and Facilities
staff

At Oak Learning Partnership, we value our staff highly and recognise their contribution with a series of benefits and incentives.

Find out more on our website: <https://oaklp.co.uk/>

Staff Benefits



CPD Opportunities

We are committed to helping our staff keep their skills and knowledge up to date.



Tech Scheme

Tech scheme through techscheme.co.uk



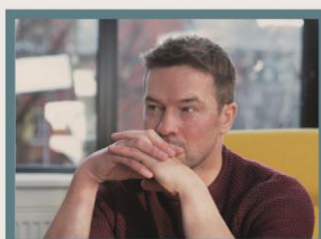
Cycle Scheme

Cycle scheme through cyclescheme.co.uk.



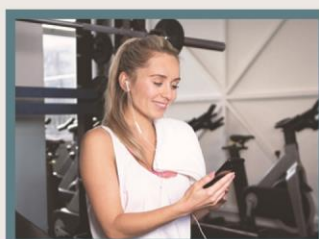
Medicash Health Cash Plan

An easy-to-use health insurance package provided by Oak Learning Partnership.



Medicash Wellbeing Services

Oak Learning Partnership values staff wellbeing and offers comprehensive and positive resources for staff.



Medicash Gym and Health Club Discounts

Oak Learning Partnership supports an active and healthy lifestyle for our staff.



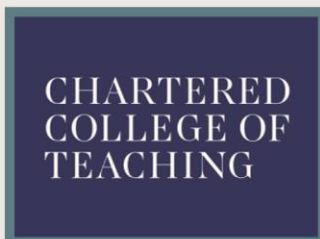
Medicash Extras

Exclusive discounts available on shopping, travel, entertainment, and more.



On Site Parking

On site parking is available for staff with level access to the building.



Chartered Membership

All teaching staff can subscribe to The Chartered College of Teachers through the Oak Learning Partnership.



Childcare Voucher Scheme

Salary sacrifice childcare voucher scheme With KiddiVouchers.



Hazel Wood
High School

Hazel Wood High School

Hazel Avenue
Bury
Lancashire
BL9 7QT

0161 797 6543

recruitment@oaklp.co.uk

www.hazelwoodhigh.co.uk



Part of the

Oak 
Learning Partnership