



MAIDEN ERLEGH
TRUST

HEAD OF SCHOOL CANDIDATE BROCHURE



HamiltonSchool

A PLACE OF EDUCATION, GROWTH & OPPORTUNITY



MAIDEN ERLEGH
SCHOOL



MAIDEN ERLEGH
SCHOOL IN READING



MAIDEN ERLEGH
CHILTERN EDGE



Cranbury
College



Great Hollands
Primary School

WELCOME

Dear Colleague

We are delighted that you have taken the time to explore our Head of School position.

Hamilton School is a vibrant and resilient school already making strides forwards on its journey of improvement. We are looking for someone who shares our ambition for the school, its students and its staff, to play a key role in the next phase of its development.

Hamilton School is an SEMH (Social, Emotional, and Mental Health) Special School in Reading catering for up to 64 students with Education, Health Care Plans (EHCP). Our mission is to recognise each and every one of our students as individuals, and to nurture their potential, developing the whole child by challenging and supporting them, intellectually, emotionally, socially, and physically. The school has embedded Trauma Informed Practices and approaches behaviour through a Therapeutic Thinking agenda.

The successful candidate for our Head of School position will work closely with the Executive Headteacher, colleagues in the school and the Trust, to push forward the school on its journey towards excellence in all aspects of school life and for all students. They must be optimistic, resilient and calm under pressure in a sometimes-challenging context to support our excellent staff team as they drive towards high standards.

The successful candidate will understand that all students should have every opportunity to achieve the highest possible standards. They will work closely with, and facilitate the work of, a highly effective senior leadership team to ensure the best possible outcomes for our fantastic students and their families. They will also be committed to working with the Trust, including collegially with other Headteachers and Trust colleagues.

They will ensure that our ambitious development plans are implemented effectively so that students' life chances are maximised and the school environment is safe and positive for all those who learn and work at the school.

We are looking for someone who demonstrates their leadership through action, someone who is visible to staff and students throughout the day and who leads by example. Someone who understands and can implement ambitious academic and personal development curricula in a special school setting, is "solutions focussed", is an exemplary role model and who follows through on work to the end. We need someone who communicates well to a range of different audiences and can inspire staff and students alike. It is important for us that all stakeholders feel well managed, so communication needs to be timely and clear.

They will be someone with relevant senior leadership experience who can demonstrate real and timely impact in their current or previous roles. This role would be ideal for someone who aspires to, and the potential for, substantive headship in the future. The Executive Headteacher will provide coaching and mentoring, and there will be opportunities for development within the Trust also.



We are not looking for a superhero – but someone who can lead a diverse team to achieving shared goals. It's a big ask but then we believe our students deserve the best

This is an extremely exciting time to be joining the SEND and AP Hub within Maiden Erlegh Trust, working with extremely talented, driven, and inspirational colleagues. This is also a great time to join Hamilton School as it prepares to move into its new purpose-built premises in the Spring Term.

Our Trust schools are geographically close and this supports strong collaboration, productive working relationships and access to genuine support and assistance (often not as readily available in larger trusts).

We recognise the importance of investing in our staff and the successful applicant will be supported with tailored development opportunities.

If you like the sound of this opportunity then why not visit the school and see for yourself?

Yours faithfully



Mandy Wilton
Executive Headteacher



Mary Davies
Chief Executive Officer

JOB DESCRIPTION

Job Purpose	The Head of School is expected to lead and manage effectively and with integrity and humility at all times. They are responsible to, and will work alongside, their Executive Headteacher who will provide strategic leadership and hold overall accountability for direction, standards achieved and quality. Within this context, the Head of School will be accountable for the quality of education, support and development of staff, and the overall experience of learners and staff in their school. The Head of School provides the day-to-day direction and leadership consistent with the vision and ethos, integrity, excellence and inclusiveness expected of all schools in the Trust. They are responsible for the operational management of the school, the safe supervision of all students and staff, and care of the school premises and equipment. They collaborate positively with others in the Trust and model excellent leadership and practice at all times. They embrace their shared responsibility for every child in the Trust, as well as those in their own school.
Based	Hamilton School
Responsible to	Executive Headteacher (Special/AP)
Responsible for	Direct line management of agreed members of the Senior Leadership Team. Day to day leadership of the staff team.
Financial Accountability	To be agreed with the Executive Headteacher
Salary	Leadership – L13-L19
Contract	Permanent, Full time
Teaching load	4 lessons per week

Leadership and management of school culture

- Promoting with clarity the vision, values and ethos of the Trust and the school to all stakeholders and the wider community.
- Ensuring that diversity is celebrated and that the school is one of inclusion and equality for all.
- Create a culture where challenge and support are welcomed, and lead to learners growing in confidence and maturity, thereby preparing them for transition to the next phase of education and/or employment and preparing them for adulthood.
- Working with the Executive Headteacher to draw up and implement the School Improvement Plan (including regularly reviewing impact).
- Motivating others to create a shared learning culture and positive climate through distribution of leadership through teams and individuals.
- Ensuring the effective application of Trust and school policies and procedures, risk assessments and statutory policy and guidance.



- Ensuring that all staff share in the successes of the school and feel valued for their contributions, are accountable for standards linked to their job descriptions and share collective responsibility for the standards across the school.
- Maintaining and further developing positive relationships with other organisations within and outside the Trust.
- Being highly visible to learners and staff, and participating in the daily life and activities of the school; personally recognising achievements, as well as listening to problems and concerns.
- Modelling resilience, optimism and a calm and considered approach when facing challenges.
- Working positively and collaboratively with colleagues across the Trust to ensure the best possible education for children across the Trust.
- Ensuring that the school benchmarks positively against other comparable schools locally and nationally (including through Ofsted, DfE Performance measures and NEETS/destination figures).

Curriculum Leadership

- Working with the Executive Headteacher and the Director of Curriculum and Continuous Improvement so that all learners (depending on pathway):
 - ✓ can successfully and swiftly transition into the special school (e.g.: post exclusion, transition point).
 - ✓ are prepared for the next phase of education, employment and adulthood in line with their cognitive peers.
- Working with the Executive Headteacher and the Director of Standards and Continuous Improvement:
 - ✓ keep up to date with the latest research and evidence linked to high quality curricular planning and delivery.
 - ✓ design an ambitious and high impact curriculum for all phases and pathways, that meets the needs of learners at the school, and *is in line with National Curriculum/PSHE/RSE/RE requirements wherever possible so that they can transition back to mainstream as soon as possible.*
 - ✓ plan the sequences of learning and assessment so that learners grow in knowledge, skills, fluency and confidence over time.
 - ✓ ensure that teaching approaches and pedagogies chosen are appropriate and lead to effective and engaging learning.
 - ✓ ensure all learners can read and use number appropriate to their age/cognitive ability (or making strong progress).
 - ✓ develop an appropriate enrichment and personal development curriculum, to support engagement, character and wellbeing.
- Securing the best possible outcomes in terms of progress, qualifications, preparation for next phase, employment and adulthood.
- Working with the Trust to ensure the effective delivery of its high quality personal, spiritual, moral and social (PSMSC) curriculum, alongside self-esteem and character.
- *Creating a culture and ethos of challenge and support where all learners achieve and succeed, are engaged in their own learning, and where staff are ambitious for all.*
- Providing CPD and Trust-collaboration opportunities for staff to ensure that their curricular and subject-knowledge is commensurate with the courses they are teaching.
- *Implementing Trust and School policies and procedures linked to the curriculum, especially those linked to Continuous Improvement and Assessment and reporting.*
- *Contributing to accurate and timely monitoring of standards using agreed methodologies (eg: of SIP and SEF) with documentation prepared as required for discussions with the Executive Headteacher, CEO, Local Advisory Board and Trust.*
- *Contributing to Trust discussions on policy development for SEND/AP provision (in specialist and mainstream setting).*

Safeguarding, behaviour and wellbeing

- Working with the Executive Headteacher and the Director of Inclusion and Safeguarding to ensure that:
 - ✓ the Trust's ethos, policies and procedures are implemented rigorously and fairly so that learners and staff can get on with their business in a safe and happy way.
 - ✓ the school is calm, orderly and safe.
 - ✓ relationships are positive, respectful and fair.
 - ✓ incidents are dealt with consistently and sensitively, based on an understanding of trauma, therapeutic thinking and SEND.
 - ✓ staff are provided with on-going CPD and guidance relating to safeguarding, behaviour and wellbeing.
 - ✓ learners develop a range of strategies to manage emotions, behaviour and relationships with increasing confidence and independence.
- Modelling how to grow and maintain positive relationships with learners at the school whilst maintaining the highest possible standards of behaviour in lessons and outside.
- Providing structures and opportunities so that learners know who to talk to in school and are/feel listened to.
- Working closely and proactively with parents and carers to ensure they feel included and are able to support the school in its work.
- Working closely and proactively with outside agencies to support students and staff.

Developing self and working with others

- Reflecting regularly on own practice and setting professional goals.
- Taking responsibility for own reading, evidence-reviews and CPD (including Trust documents and guidance), seeking advice and support from other agencies and accepting professional critique
- Managing direct lines effectively and modelling excellent line management to others.
- Ensuring own practice models ambition consistency, efficiency, optimism and consideration, and instilling those features in others.
- Working with the CEO, Executive Headteacher and other leaders to ensure the development and implementation of effective strategies and procedures for staff induction, professional development, succession planning and appraisal in line with Trust Policies, in order to secure outstanding practice in school.
- Encouraging staff to use and share their good practice with others in school and across the Trust and on the IntraMET.

Managing the organisation

- Effectively managing the school on a day-to-day basis, being responsible for the overall operation of all school events.
- Managing day to day budget allocations, human resources, school premises and facilities issues in conjunction with the Business Manager.
- Ensuring staff feel well managed through operational effectiveness, clear and timely communication and consideration of workload.
- Ensuring communication with parents and other partners is clear, effective and timely.
- Ensuring relationships with other colleagues across the Trust are positive and constructive (including working collaboratively with other headteachers/heads of school, the School Improvement Team and Central Services).
- Ensuring relationships with LAB and Board of Trustees are positive and constructive.
- Working with the Executive Headteacher to recruit, retain and deploy appropriate staff.
- Working with the Executive Headteacher and Trust Leaders to ensure the website and other school documentation is kept up to date and is compliant.



Other

- Participating, to such an extent as may be in the teaching of students at the school.
- To carry out other specific roles as agreed with the Executive Headteacher and/or the CEO.
- Strong commitment to raising and sustaining high standards over time, based on high expectations of all students.
- Successful experience of developing effective learning behaviours
- Strong commitment to firm and fair, positive and therapeutic behaviour management.
- Strong commitment to positive and collaborative working in school and across the Trust.
- Ability to provide clear education vision and direction, ideally in an urban environment, in line with the Trust's values and ethos.
- Ability to establish and maintain positive and productive relationships, and inspire and motivate all stakeholders.
- Strong commitment to proactive and positive community working, including with parents and other professionals.
- Ability to plan, allocate, delegate and support individuals and teams
- Ability to set challenging targets for students and staff
- Ability to analyse and use student data on attainment, progress, attendance and behaviour to raise standards
- Understand the principles of effective teaching and learning
- Understanding the role and impact of assessment in teaching and learning
- Secure knowledge of statutory requirements relating to curriculum and assessment
- Experience of leading curriculum innovation Successful experience of accurately monitoring, evaluating teaching and learning
- Ability to coach and mentor colleagues towards rapid and sustainable improvement in their practice (at different levels)
- Evidence of being a closer-finisher with clear and timely impact.
- High level of involvement in development and implementation of improvement strategies and tactics to secure rapid and sustainable impact.
- High level involvement in monitoring and evaluation procedures leading to clear impact
- Proven track record of keeping up to date with latest research, thinking, statutory and regulatory requirements.
- Proven track record of working in partnership with school and Trust/LA senior leaders and Executives, local governors and Trustees (depending on background)
- Experience of taking a lead role in appraisal of teachers and support staff
- Experience of dealing with staff when performance gives cause for concern
- Successful experience of managing budgets
- Ability to manage, monitor and review available resources, ensuring value for money
- Commitment to their own professional development and reading, and the development of colleagues
- Successful experience of identifying the need for, and leadership of, CPD
- High expectations of self and others in all aspects of work and in all relationships.
- Ability to remain positive and enthusiastic, including when under pressure – high levels of resilience
- Excellent communication skills with a range of stakeholders – so that they feel well-managed and included.

Evaluation of applicant's appropriateness for the role will be assessed against all of the above through their application and interview process eg: letter of application, their completed application form and the interview.

Maiden Erlegh Trust believes in ethical leadership organisation and we are committed to safeguarding, equality and promoting the welfare of learners and staff. We are also committed to being ambitious for all and supporting everyone to reach their full potential. All employees of the school and Trust are expected to share these commitments. All posts require satisfactory employment checks and references and a satisfactory enhanced Disclosure and Barring Service check. All Leadership roles will require a Section 128 check.



HOW TO APPLY?

If you would like further information about the role, or to organise a visit to the school prior to application, this can be organised through our HR department via email recruitment@maidenerleghtrust.org.

The deadline for applications is: **9am Monday 11 October 2021**

Shortlisting will take place: **Monday 11 October 2021**

Interviews will take place: **14 and 15 October 2021**

All applications should be sent to recruitment@maidenerleghtrust.org using the form provided.

Applications received which are not completed using the form provided may not be considered at shortlisting.

Maiden Erlegh Trust reserve the right to research applicants on social media platforms and the Internet, and the recruitment panel may take this information into consideration during the recruitment process.

