



glover recruitment
consultancy

Headteacher
Information Pack



Seven Hills School



A short message from the Chair of Governors of Seven Hills School

Dear Candidate

Hello! Wishing you a warm welcome to Seven Hills Special School; thank you for your interest in becoming our future Headteacher and of leading the school through its future growth and development.

This vacancy has come about because our current Headteacher will be taking retirement in July 2022.

At Seven Hills we have a diverse school community with a wide range of ethnic and cultural backgrounds. We are very proud of how the school celebrates this; it is a rich learning environment.

Everyone in the school is very clear of their roles and of supporting each other, this creates a positive, happy atmosphere.

Governors recognise that the role of Headteacher is a challenging one. However, you will be managing and encouraging a very strong and experienced team of teachers, and a hardworking support team, in maintaining our Outstanding status. They will, in turn, be looking forward to learning about your vision for Seven Hills Special School.

Finally, I can guarantee that you will have a keen governor team which is open to new ideas and is committed to supporting you.

I look forward to meeting you, and good luck!

Norman Gill
Chair of Governors at Seven Hills Special School



"I like school, we have great teachers."

"The trips are good, I like going climbing."

"People treat others with respect."

"When I get frustrated I can talk to a teacher."

"I like Wednesdays because we are outside for lessons."

"The teachers are really supportive. I like P.E because we get to have fun while keeping fit."





Please use the personal statement of the application form to demonstrate how you meet the person specification, with evidence provided wherever possible of positive impact.

The deadline for receipt of applications is 4.30pm on Thursday 10th March 2022. Completed forms (and any enquiries) should be submitted to Scott Glover at:

scott@gloverrecruitment.co.uk

If you would prefer to send your application by post, please address it to Glover Recruitment Consultancy, 64 Valley Road, Sheffield, S8 9FY. School visits are encouraged and should be arranged directly with the school.

All candidates will be informed of the shortlisting outcome by noon on Tuesday 15th March 2022.

An assessment centre and interviews will take place on Thursday 24th March and Friday 25th March 2022.

The assessment centre will consist of a series of job-related exercises designed to give candidates the opportunity to demonstrate the key attitudes, skills and knowledge required for the post. Shortlisted candidates will be fully briefed at the beginning of the process and supported throughout the day.

THE BRIDGE

The Bridge is a joint provision, providing post-16 education for the students of Talbot and Seven Hills in preparation for them moving on to further education settings. The Bridge opened in September 2020 and is situated on the Talbot site in a separate building to the school.

Currently, students from the two schools follow separate curricula. They do, however, have many opportunities to expand their friendship groups and develop their social skills at break and lunchtimes. There are also opportunities for the students to work collaboratively on joint projects. Presently, all students are taking part in redesigning their outdoor recreation area. This has included surveying students and designing presentations to present their ideas to the school leadership team.

Students at The Bridge will experience a curriculum that continues to challenge and develop academic skills, as well as developing key skills for adult life. The facility is equipped with an independent living room where students can practice skills important for adult life, such as home safety, cooking, cleaning, and using a washing machine, as well as the social skills required to work alongside others.



The Bridge provides a unique opportunity for our more able students to experience 'moving-on' with the support of familiar staff and routines, prior to them leaving school and embarking on the next phase of their educational journey.



Fusion

Teaching School Alliance

Achievement through Partnership

Now more than ever, a greater emphasis is placed on formal collaborative practice and for a school-led strategic response to meet the needs of our most vulnerable pupils.

Fusion SEND Hub, of which Seven Hills is part, is a collaborative partnership of Sheffield special schools. It offers practical support and strategic influence to deliver this response – shaping provision within individual schools for the benefit of all pupils and ensuring that meeting individual needs remains central in the drive towards excellence. The Hub is committed to working with schools to:

- Promote and support pupil-centred approaches
- Improve pupils' life chances and outcomes for all
- Build secure foundations for lifelong learning
- Improve teaching and learning through strong collaboration
- Promote a climate of positivity with regards to meeting needs
- Embed multi-agency collaboration
- Drive forward Outstanding achievement

We are driven by a strong moral purpose where *all* pupils' achievements are our concern, regardless of where they learn or the nature of their learning needs. We believe that all pupils have a right to reach their full potential through access to Quality First teaching, timely and high-quality professional development, and an ethos which celebrates individual achievement through partnership.

For more information, visit the Hub's website at <https://fusiontsa.co.uk>.

Headteacher Seven Hills School

Granville Road, Sheffield, S2 2RJ

Tel: 0114 274 3560

Email: enquiries@sevenhills.sheffield.sch.uk

Web: www.sevenhillslearning.co.uk

Group 6: NOR 204

L29-L35 (£83,971 to £97,273) (starting point dependent on experience)

Required for September 2022

Nurturing talent • Sharing learning • Celebrating life

Seven Hills School is an inspirational and diverse community, which nurtures talents, shares learning and celebrates life. Our central commitment is to provide an outstanding curriculum and school experience for all our students. Teaching at the school takes place in a rich learning environment and is designed to inspire and create activity, curiosity and engagement. We pride ourselves on helping to influence and shape future citizens who can achieve in their own individual goals and aspirations while supporting the wellbeing of others.

We are looking to recruit an inspirational Headteacher who will shape the vision and strategic direction of the school and have high aspirations for our young people and staff. Supported by governors and an experienced SLT, you will be outward-facing, building relationships at local, regional and national level, with experience of collaborative working. Seven Hills offers post-16 education, delivered in a separate specialist off-site provision called The Bridge, which is shared with Talbot Specialist School.

We are looking for a positive and resilient school leader who will:

- Empower staff to deliver a holistic curriculum that meets the needs of all students, inspiring and engaging them in preparation for their journey to adulthood
- Maintain high-quality teaching and learning throughout the school
- Recognise the importance of student experience, ensuring that school is something our students enjoy and look forward to
- Be committed to and engaged with the wellbeing and professional development of all our staff members
- Work strategically with a strong governance team to provide vision and leadership in a changing and challenging education landscape
- Be visible and accessible, continuing the

school's strong and positive relationships with parents, carers and the school community's partners

In return, we can offer the opportunity to:

- Lead a successful and financially stable school, working with partners across the city
- Work with a happy, talented and committed staff team, and a governing body which is committed to your ongoing professional development
- Work with and make a real difference to the lives of our students

Although candidates should have an understanding of working with young people with SEND, we welcome applications from those working in mainstream settings. Candidates should demonstrate how they meet the attached person specification, with evidence of positive impact.

Seven Hills School is committed to safeguarding and promoting the welfare of children and young people and expects all our staff and volunteers to share this commitment. We require the successful applicant to undertake an enhanced criminal records and DBS Children's Barred List check via the Disclosure & Barring Service. Please visit the school website to view our safeguarding policy at:

<https://www.sevenhillslearning.co.uk/safeguarding>

Visits to our school are warmly encouraged and can be arranged by contacting Tracy Mycroft, HR Manager, on 0114 274 3560. For an informal conversation with the current Headteacher, Clive Rockliff, please contact the school in the first instance.

Completed applications forms, and any queries about the recruitment process, should be addressed to Scott Glover at scott@gloverrecruitment.co.uk or by phoning 0776677 3682.

Please use the attached Sheffield City Council application form. We are unable to consider applications not submitted on this form.

**Closing date for applications: 4.30pm on Thursday
10th March 2022**

**Assessment centre and interviews: Thursday 24th
and Friday 25th March 2022**



Job description

Salary range:	Group 6 ISR: L29-35
Role of the Headteacher:	<p>Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms. Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation's schools.</p> <p><i>(Preamble: The Role of the Headteacher, from the National Standards of Excellence for Headteachers January 2015)</i></p>
Responsible to:	The Governing Body and the Executive Director, Children Young People & Families, Sheffield City Council
Responsible for:	The teaching and support staff of the school and its children and young people.
The Headteacher will be expected to:	<ul style="list-style-type: none"> • Fulfil all the requirements and duties set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher. • Meet the standards set out in the guidance document National Standards of Excellence for Headteachers 2015. • Achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document. • Understand fully the current legal requirements, national and local policies and guidance on safeguarding and the promotion of the wellbeing of children and young people and ensure that all requirements are met.

Job Description

Detailed below are the 24 characteristics expected of an excellent school leader, divided into the four 'Excellence As Standard' domains. The Governing Body has identified these as the specific characteristics that are vital for the post to ensure the school is led effectively.

This job description will be subject to annual review as part of the performance management cycle.

Domain One Qualities & Knowledge	Domain Two Pupils & Staff	Domain Three Systems & Processes	Domain Four The Self-Improving School System
<p><i>Headteachers:</i></p> <p>1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.</p>	<p><i>Headteachers:</i></p> <p>1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.</p>	<p><i>Headteachers:</i></p> <p>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.</p>	<p><i>Headteachers:</i></p> <p>1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.</p>
<p>2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.</p>	<p>2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.</p>	<p>2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.</p>	<p>2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.</p>
<p>3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.</p>	<p>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.</p>	<p>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 pupil, staff and financial performance.</p>	<p>4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.</p>

Job Description continued

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.	5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.	5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.	5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.	6. Hold all staff to account for their professional conduct and practice.	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.	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.

This job description may be amended at any time after discussion with the Governing Body.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We follow safer recruitment procedures.

Person Specification

All candidates should demonstrate how well their qualifications and experience, personal qualities, skills, professional knowledge and understanding and knowledge of safeguarding meet the requirements of the person specification.

Qualifications and experience

Candidates should have and be able to evidence:

1	Qualified Teacher Status (QTS)
2	Experience across the appropriate age range(s) and of working with children with SEND
3	Evidence of recent senior leadership experience
4	A proven track record of leading whole school improvement successfully
5	Evidence of recent, appropriate leadership development (e.g. NPQH*)

Personal qualities

Domain

Candidates should:

1	Demonstrate a passion for teaching and learning	2:2
2	Communicate effectively both orally and in writing to a range of audiences	1:1
3	Develop positive relationships with pupils, staff, parents, governors and members of the local community	1:2
4	Adapt to changing circumstances and be receptive to new ideas	
5	Demonstrate excellent interpersonal skills	
6	Be decisive, consistent and focused on solutions	
7	Demonstrate the capacity to be reflective, flexible and adaptable	
8	Have a positive, enthusiastic outlook, embracing risk, innovation and creativity	4:5
9	Show resilience, perseverance and optimism in the face of difficulties and challenges	1:3
10	Lead by example with integrity and clarity	1:3
11	Listen carefully, learn from others and seek advice and support when necessary	1:3
12	Demonstrate a commitment to the continuing professional development of self and others within the school	4:4

Skills

Domain

Candidates should be able to:

1	Formulate a vision and strategy for the school and secure commitment to it from others	1:6
2	Analyse and interpret data accurately to inform school improvement and to monitor pupil progress	2:3
3	Plan strategically and set challenging targets for improvement	2:1
4	Managing change successfully	
5	Assess, monitor and evaluate the quality of teaching and learning, providing next steps for improvement	2:2
6	Work effectively with parents and the community	1:2

Person specification continues on next page

7	Work effectively with the governing body, enabling governors to fulfil their roles and meet their responsibilities	3:4
8	Work in collaboration with other schools, fellow professionals and external organisations to improve outcomes for all children	4:1
9	Drive improvement and challenge underperformance	3:3
10	Have excellent organisational skills, prioritising and managing time well under pressure, to meet deadlines	
12	Distribute leadership, enabling staff and teams to take on responsibility and hold each other to account for their decision making	3:6
13	Manage resources efficiently	3:5
14	Engage leaders at all levels in systematic and rigorous self-evaluation	3:1

Professional knowledge and understanding		Domain
Candidates should:		
1	Be committed to securing equality of opportunity throughout the school	2:1
2	Have an understanding of national policy, curriculum developments and the statutory and legal framework within which a school operates, including the new Ofsted Inspection Framework	1:4
3	Have knowledge of what constitutes good and outstanding teaching and a secure understanding of how pupils learn and the impact of a highly creative curriculum	2:2
4	Have knowledge of effective assessment for learning practices and an understanding of the impact of excellent questioning and immediate verbal feedback on the progress of learners	2:2
5	Have knowledge of the management of children's behaviour and attitudes to learning and the ability to put this into practice	3:2
6	Have knowledge of effective strategies to include and meet the needs of all children, including the most able and those who are disadvantaged	2:1
7	Have experience of multiagency working to support vulnerable children and families	4:2
8	Have an understanding of effective financial management	3:5
9	Have experience of school self-evaluation and performance management processes and their impact on raising standards	3:3
10	Have experience of using local and national research to support school improvement	2:3

Safeguarding		Domain
Candidates should have:		
1	Knowledge of national and local safeguarding guidance	3:2
2	Experience of safeguarding and promoting the welfare of children and young people	3:2
3	A commitment to co-operate and work with relevant agencies to protect children and young people	3:2
4	Knowledge of best practice and procedures for safeguarding children and young people	3:2

*It is no longer mandatory for all first-time headteachers to have been awarded the National Professional Qualification for Headship (NPQH) *before* being appointed to the post. However, NPQH is a credible threshold qualification, which signals readiness for headship.

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Queries about the application and recruitment process
should be addressed to scott@gloverrecruitment.co.uk or
by phoning 07766773682.