

The Crossley Heath School

Headteacher Recruitment Application Pack

May 2023

Welcome from our Chair of Trustees



Please click here to view a video of of our School:

Please click here to view a video of our Sixth Form:

Dear Candidate

Thank you for responding to our advert for the position of Headteacher at The Crossley Heath School.

This is just a brief note to introduce myself and to let you know that should you be successful in your application, you will be supported by an excellent team of trustees who are wholeheartedly committed to ensuring your success.

You will undoubtedly read the person specification and competencies in the application pack but I want to add that above all else we are seeking a passionate, dedicated and visionary leader to guide our school through the next exciting chapter of its long and successful history.

Please take your time to read through the application pack and if you have any questions please don't hesitate to get in touch.

Yasmin Ahmed
Chair of Trustees

About Calderdale



Calderdale is a beautiful corner of the world having been brought into the UK's consciousness by award-winning TV shows 'Happy Valley', 'Last Tango in Halifax' and 'Gentleman Jack'. If living close to beautiful landscapes, sweeping valleys and endless walks is on your bucket list then this is the place for you! But the South Pennines haven't just inspired 21st Century writing. Poet Laureate Ted Hughes lived just down the road from the school with Sylvia Plath who is buried in the churchyard in the mediaeval village of Heptonstall. And about half an hour from Crossley Heath you'll find the former home of Charlotte, Anne and Emily Bronte in Haworth and of course the fictional home of Heathcliffe out on the moors at Top Withins (also known as Wuthering Heights).



Closer to the school is the post-industrial town of Halifax. Over the past forty years the area has undergone extensive regeneration. Formerly one of the world's biggest carpet factories, Dean Clough Mills near the town centre is a shining example of urban renewal. Following its closure during the 80's recession the mill is now home to a thriving business community including an art gallery, theatre, TV production company North One and a range of fabulous eateries.

In the heart of the town, the 19th Century textile trading centre Piece Hall is now packed with artisanal shops, cafes and home to the Square Chapel Arts Centre. Every summer the venue turns into a vast music touring arena for some of the world's biggest names.

Even the town's listed Victorian indoor market is undergoing a makeover designed to encourage greater diversity in Halifax's retail landscape.

Transport links are great. There is a direct train service to London (just over two and a half hours), Leeds (30 mins) and Manchester (40 mins). Alternatively the school is around a 15-minute drive from the M62.

Surrounded by incredible history, beautiful countryside, and rich diversity, Calderdale is a wonderful area to put down roots.

We look forward to welcoming you.



About our School

The Crossley Heath School enjoys a decades-old reputation as one of Yorkshire's leading grammar schools. Housed in a beautiful Grade 2 listed building, the school has a rich history spanning almost 450 years. In 1985 Crossley and Porter amalgamated with local rivals Heath Grammar School, forming the name we see today and has been oversubscribed ever since.

The school is rooted in altruism and social responsibility. Crossley and Porter's was founded in 1857 as an orphanage, adding an education offer a few years later, Heath as a free school in 1585 under a charter granted by Elizabeth I. Leading local businessmen were responsible for providing the funding and land enabling the schools to flourish.

Down the decades, the school has always been guided by a values led ethos focussed on developing fully rounded students. And the approach works! Crossley Heath alumni include elite sportspeople, leading scientists, highly successful entrepreneurs, filmmakers, actors and business leaders.

We have recently undergone an extensive recruitment drive for new trustees and now have an excellent governing body with an enviable mix of expertise in business and education. Our board has recently begun developing a new vision and strategy in conjunction with the school's Senior Leadership Team, so it's a great time to become part of the team.

For more information about our school please visit our website, click here: https://www.crossleyheath.org.uk/



Advert

HEADTEACHER
Location: Halifax, West Yorkshire
Start Date: January 2024
Salary Group: 7: L31-37
Number on Roll: 1151

Are you a visionary and inspirational leader? Are you passionate about delivering an exceptional education for your students?

This is a rare opportunity to lead one of Yorkshire's finest grammar schools through the next exciting phase of its long history.

About the school
The Crossley Heath School is a mixed grammar school (Y7-13) and a standalone Academy. As you may expect our school produces consistently great academic results, but also prides itself on delivering a wonderful holistic education for our students. This means it's important you are focussed on both academic and extra-curricular achievement.

Our school has a history spanning over 450 years, but we don't dwell on the past. Our Board of Trustees is forward-facing, comprising business and education experts, and is working with the school on our next vision and strategy. In other words, the timing for joining Crossley Heath couldn't be better.

Location
We've put together a comprehensive application pack, but it's worth mentioning our location.

Crossley Heath has close links to the M62 and is on the edge of the Calder Valley (also known as "Happy Valley"). If you are applying from outside Calderdale rest assured, the surrounding area is stunning. An ideal place to put down roots. If you are re-locating, we will contribute towards your moving expenses.

After reading our application pack if you have any further questions, please contact Y.ahmed@crossleyheath.org.uk (Chair of Trustees)

We look forward to receiving your application. To apply, please go to www.prospectsonline.co.uk. Please note that CVs are not accepted.

Closing Date: 9am, Monday 19 June 2023
Shortlisting: Friday 23 June 2023
Interviews: Tuesday 4 July 2023 and Wednesday 5 July 2023

The Crossley Heath School prides itself on being an equal opportunities employer and abides by Safer Recruitment Practices. We are committed to safeguarding and promoting the welfare of children. An online search will be carried out at shortlisting. All other Pre-employment checks including a DBS check, will be completed during the recruitment process. We believe our staff are the school's greatest asset. We have signed up to the Education Staff Wellbeing Charter with the aim of supporting the wellbeing and mental health of all staff.



Job Description

This Job Description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Headteacher will carry out. The post-holder may be required to do other duties appropriate to the level of the role.

Role Summary:
The Headteacher is accountable to the Board of Trustees for all aspects of the leadership and management of The Crossley Heath School. The appointee will shape a bold and ambitious vision for the school, ensuring the continuing success of our entire school community.

Core Purpose

- Establish and sustain the school's ethos and strategic direction together with the governing / trustee board and through consultation with the school community
- To embed this strategy in the context of a rapidly evolving external landscape, educationally, politically and economically, ensuring that the school is well-positioned to seize opportunities and respond to challenges that such change creates
- Establish and oversee systems, processes and policies so the school can operate effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Ensure the school improvement strategies are effectively implemented
- Monitor progress towards achieving the school's aims and objectives
- Allocate financial resources appropriately, efficiently and effectively
- Abiding by the Framework for Ethical Leadership in Education, DFE guidance, current Headteachers Standards and the Seven Principles of Public Life (The Nolan Principles)

Salary: L31 - L37
Hours: Full time
Contract type: Permanent
Reports to: The Board of Trustees
Responsible for: All Staff and Pupils within the School

Role Responsibilities:
The key responsibilities of the Headteacher can be described as follows:

School Culture

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Inspire and motivate pupils, staff and members of the school community to excellent standards of achievement
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment

Teaching, Curriculum and Assessment

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use effective, reliable and up to date pedagogy approaches in assessing pupils' knowledge and understanding of the curriculum



Job Description

Behaviour

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent, fair and effective approaches to managing behaviour, in line with the school's behaviour policy

Additional and Special Educational Needs (SEN) and Disabilities

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Ensures the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Ensures the school fulfils statutory duties regarding the SEND Code of Practice

Managing the School

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk

Continuous School Improvement

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- Ensure careful and effective implementation of improvement strategies which lead to sustained school improvement over time

Governance, Accountably and Working in Partnership

- Understand and welcome the role of effective governance including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils
- Oversee compliance with the General Data Protection Regulation (GDPR), in conjunction with the school's Data Protection Officer
- Discharge financial responsibilities as accounting officer including ensuring financial compliance, robust checks and balances, a commitment to achieving value for money and financial probity at all times across the school

Professional Development

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet own development needs

This job description will be reviewed annually (at the end of the academic year) but may, if appropriate be amended at any time after consultation with the postholder.



Person Specification

E – Essential

D – Desirable

A – Application stage

P – Pre-employment check stage, including references

I – Interview and Assessment stage

Qualifications		
Holds a degree level qualification or equivalent	E	A, P
Holds Qualified Teacher Status (QTS) or other recognised teaching qualification	E	A, P
Holds a Professional Qualification or NPQH or CEPQH (or equivalent experience)	E	A, P

Experience		
Successful senior leadership of a secondary school (age range 11 – 16 years)	E	A, I
Successful teaching or leadership at a school with a sixth form (age range 16 – 18 years)	D	A, I
Demonstrable experience of developing, reviewing and implementing a school's strategic plan, together with the Local Governing Body/Trustees, ensuring that key objectives are used to develop School Improvement Plans	E	A, I
Demonstrable experience of leading, recruiting, retaining and engaging highly motivated leadership teams	D	A, I
Demonstrable experience of building and implementing a culture of high performance, accountability and ethical standards across all staffing groups within the school	D	A, I
Demonstrable experience of creating an environment and culture that raises attainment, sets high expectations and continually raises standards of teaching and learning	E	A, I
Able to implement a climate of learning which enables the best possible outcomes for all pupils	E	A, I
Demonstrate experience of linking and evaluating school data to a forward facing vision and strategy	E	A, I
Experience of building productive, trusted relationships and successful partnerships with a wide range of stakeholders	E	A, I
Demonstrable experience of leading a progressive standalone academy	D	A, I
Able to demonstrate commercial acumen and understands the principles of best value	D	A, I



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Leadership Qualities		
Abides by the Framework for Ethical Leadership in Education and the Seven Principles of Public Life (The Nolan Principles)	E	A, I
Ability to establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community	E	A, I
Ability to champion and sustain a culture which is inclusive, supportive, promotes diversity and equality, with ambitious expectations for all pupils	E	A, I
Create a culture where SEND pupils experience a positive and enriching school life regardless of age ability, aptitude or SEND	E	A, I
Is a visible and high profile role model with a professional approach that demands excellence, confidence, trust and respect through inspiring and empowering staff to succeed	E	A, I
Ensures staff have access to high quality, sustained professional development opportunities to raise standards of teaching and learning for all pupils	D	A, I
Ensure rigorous approaches to identifying, managing and mitigating risk	D	A, I
Committed to safeguarding, inclusion and promoting the welfare of all stakeholders	E	A, I
Visionary educationalist who ensures pupil outcomes are relevant and meet societal needs	E	A, I

Knowledge and Skills		
Up to date knowledge and understanding of the National Curriculum and experience of curriculum design at the relevant (age range 11-16 years)	E	A, I
Up to date knowledge and understanding of the National Curriculum and experience of curriculum design at the relevant (age range 16-18 years)	D	A, I
Up to date knowledge of national policy, legislation, financial frameworks and school governance in an academy setting	D	A, I
Knowledge and application of setting high expectations and monitoring progress to continually raise standards of teaching and learning and outcomes for pupils	E	A, I
Operates with financial astuteness within a clear set of principles centred on the school's vision	E	A, I
Ability to analyse and interpret comparative data, establishing benchmarks and set targets for improvement	E	A, I
Ability to embed clear quality assurance systems that drive consistency and improvement in performance across the school	E	A, I
Experience of networking and working collaboratively with other schools and education providers, agencies, the wider community, multi-faith communities and businesses involving them in enriching the learning experience of pupils	D	A, I
Ability to engage in a partnership with parents and carers to enhance pupil's enjoyment, wellbeing, achievement and personal development	E	A, I

Equal Opportunities

EQUALITY

The Board of Trustees and school are committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourable on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated.

We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community.

We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

DISABLED APPLICANTS

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

PRIVACY NOTICE

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) (EU 2016/679) and the provisions of the Data Protection Act 2018 (DPA 2018). This policy applies to all personal data, regardless of whether it is in paper or electronic format. For further information please see the full privacy policy on our school website.

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