



George
Hastwell
School



Information for Candidates

Headteacher
January 2021



MULTI
ACADEMY
TRUST



Welcome



Welcome to George Hastwell School and The Queen Katherine School Multi Academy Trust. I hope that the information provided within this pack will not only interest you, but also inspire you into applying for the role of Headteacher at this amazing school within our Trust.

George Hastwell School is situated on the island of Walney near to Barrow-in-Furness in south Cumbria. It overlooks Morecambe Bay and is an area of outstanding beauty with two local nature reserves providing habitats for endangered species and plant life.

Walney and Barrow are easily accessible via train and car and they are overlooked by the beautiful hills of the Lake District which are within a short drive.

Currently the school is being led by myself, as Executive Headteacher, and a strong Senior Leadership Team following the retirement of the Headteacher in August 2020. George Hastwell Special School is currently graded as RI by Ofsted and has been working hard since its last inspection in June 2018 to move all aspects towards Good and Outstanding. We are therefore looking for someone who is committed to continuing this journey and leading the school towards that higher Ofsted rating in the near future.

George Hastwell is a great place to work. Not only do we value the students and staff, we all work as a strong team to deliver an innovative and high reaching curriculum. This enables all of our students to take part in as many different activities as they possibly can – learning skills that will help them in their everyday lives, as well as preparing them for future jobs and roles in society.

I hope that the attached application pack and additional documentation will provide you with all of the information you need. I believe this post presents an excellent opportunity for an outstanding professional to join our wider Trust team, and to take George Hastwell School forward with confidence and pace.

I look forward to receiving your application and meeting you in the near future.

Paul Slater
Chief Executive Officer



The School



George Hastwell is part of The Queen Katherine School Multi-Academy Trust, which comprises The Queen Katherine School in Kendal, Walney School, and George Hastwell.

George Hastwell is a 90 place special school for pupils aged 2 to 19 with severe and profound learning difficulties.

Many have associated needs, such as autism, communication difficulties and complex health needs. Some also have mobility challenges.

All of our pupils have Education, Health and Care Plans or statements of special educational need and are placed at the school by the Local Authority.

Pupils can join the school at any point in their school career, many having transferred from local mainstream placements. A small number of pupils have dual placements with local primary or secondary schools.

Curriculum

Pupils from EYFS to KS4 follow a thematic curriculum which is adapted for their needs. We provide a Post 16 education in which students take part in a range of activities designed to prepare them for adult life, including work experience and courses at local colleges.

We use SOLAR assessment tool to measure progress.

Sixth Form Students follow courses of study towards the following awards and accreditations:

- ASDAN Towards Independence
- ASDAN Person Development Programmes (bronze, silver gold)
- Employability qualification via ASDAN at Entry Levels 2 and 3
- ASDAN Workright Programme
- Entry levels 1-3 in English, Maths and ICT

Communication

We use a range of methods to facilitate the communication of pupils:

- Simplified verbal language
- PECS (picture exchange communication system)
- Symbol support
- Makaton signing
- Assistive technology
- Objects of reference

The School

Behaviour

Staff are trained to support pupils with a range of behavioural needs and we have clear and concise Behaviour Support Plans which are agreed with parents. Sometimes this requires positive physical intervention. We use Team Teach for de-escalation strategies and where physical intervention is required.

Moving and Handling

Some of our pupils require moving and handling and we have a team of staff who lead training to ensure this is carried out safely.

Class Groups

Classes are divided into Key Stage groups, and typically comprise one teacher and a team of teaching assistants working with 8-12 pupils. The number of support staff depends on the age and cognitive ability of the pupils.

Community Learning

All of our pupils take part in learning within the community. This may be via a visit to a local park or shopping in a supermarket or taking part in organised events with local schools, colleges and sports facilities. Older pupils take part in learning via Furness College and in work experience sessions.

Values

We are proud to hold the Values Based Education Award and have a very strong ethos built on core values which are upheld by staff and students alike. We promote these values through weekly themes and encourage the students in their enthusiasm as well as with their talents and skills. We always have high expectations of our students and aim to develop them.

Our pupils are talented and enthusiastic and we have high expectations for them.

We aim to develop them as individuals, and to foster independence throughout the curriculum and beyond. We provide practical learning opportunities in and around the school and in the community to help learners to apply and generalise their skills.

Job Description

Reports to: CEO

Shaping the future

The Headteacher will ensure that his/her leadership demonstrates commitment to promoting and developing good practice through the search for excellence in all areas of its work.

Main tasks/Actions

- Articulate and promote an educational vision and values for the school which take account of the school's vision and of the diversity, values and experiences of the school and the communities it serves.
- Share this vision and the related values with all members of the school community, securing their understanding and commitment to acting upon them effectively
- Model the vision and values in everyday work and practice
- Translate the vision and values into agreed objectives, ensuring that the school's planning, policies and procedures promote sustained school improvement
- Motivate and work with others to create a shared culture and a positive climate consistent with the agreed educational vision and values of the school.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence and nurture human wholeness

Job Description

Leading, Learning and Teaching

The Headteacher will lead our school community in promoting positive attitudes to learning amongst pupils and staff

Main tasks/Actions

- Demonstrate the principles and practice of effective teaching and learning
Ensure a consistent and continuous school wide focus on pupils' achievement which reflects the agreed vision and values, using data and benchmarks to monitor progress in every child's learning
- Lead in accessing, analysing and interpreting data and information to inform planning for improvement
- Initiate and support research and debate about effective teaching and learning
- Develop relevant strategies for improvement
- Ensure that learning is at the centre of strategic planning and resource management
- Establish creative, responsive, and effective approaches to learning and teaching in line with the school's agreed educational vision and values, which are embedded in a culture and ethos of challenge and support where all pupils understand their individual worth, can become engaged in their own learning and achieve success
- Demonstrate and articulate high expectations, promoting individual and community aspirations by establishing challenging targets for all pupils
- Implement strategies which secure high standards of behaviour and attendance and which reflect the school's agreed values in their response to the needs of vulnerable individuals
- Implement an effective assessment framework
- Monitor, evaluate and review classroom practice and promote improvement strategies
- Challenge under performance at all levels and ensure effective corrective action and follow-up
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils and staff

Job Description

Developing Self and Working with Others

The Headteacher's relationships with pupils, parents/carers, governors and staff should demonstrate a belief in their unique contribution as individuals, valued and respected by all. He/she will recognise and act upon his/her own potential for growth and that of others.

Main tasks / actions

- Treat all people fairly, equitably and with dignity and respect to create and maintain a positive culture in line with the School's agreed vision and values. Manage conflict effectively, seeking positive outcomes
- Build a collaborative learning culture within the school community and actively engage with other schools, especially the federated schools, to build effective learning communities
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, including clear delegation of tasks and devolution of responsibilities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Develop and maintain a culture of high expectations and aspirations for him/herself and for others, taking appropriate action when performance is unsatisfactory and giving and receiving effective feedback
- Regularly review his/her own practice, set personal targets and take responsibility for his/her own personal development and in consultation with the CEO
- Give and accept support from colleagues, governors and the Trust
- Have regard for the well-being of him/herself and others, managing his/her workload to promote a healthy work-life balance and encouraging and enabling others to do likewise
- Determine, organise and implement a diverse and flexible curriculum which takes account of the needs and aspirations of all pupils
- Implement an effective assessment framework
- Monitor, evaluate and review classroom practice and promote improvement strategies
- Challenge under performance at all levels and ensure effective corrective action and follow-up
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils and staff

Job Description

Managing the Organisation

The Headteacher is responsible for ensuring that key principles and priorities for the school are evident in its organisation and management.

Main tasks/actions:

- Be responsible for the day to day running of the school
- Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements
- Produce and implement clear, evidence based improvement plans and policies for the development of the school and its facilities
- Ensure that policies and practices take account of national and local circumstances, policies and initiatives and of Trust priorities
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- Recruit, retain and deploy staff appropriately, managing their workload to enable achievement of the vision and goals of the school
- Implement successful performance management processes with all staff
- Manage and organise the school's environment efficiently and effectively to ensure that it meets the needs of the curriculum, health and safety regulations and reflects the distinctive characteristics of a fully inclusive community school
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
- Use and integrate a range of technologies effectively and efficiently to manage the school

Securing Accountability

The Headteacher is accountable to the CEO (on behalf of the Trustees) and governing body for the fulfilment of the school's vision and its educational success.

Main tasks / actions

- Work with the governing body, enabling it to meet statutory responsibilities by giving objective professional advice and regular accounts of the school's progress
- Develop systematic and rigorous procedures for school self-evaluation which are appropriate and enable everyone to work collaboratively, share knowledge and understanding, celebrate success, accept responsibility for outcomes and use the outcomes of evaluation to further improve the school
- Ensure that all available data are used to identify strengths and weaknesses of the school and to inform planning for improvement
- Ensure that individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers
- Participate in arrangements for review of his/her performance, reflecting on his/her personal contribution to school achievements and taking account of feedback from others

Job Description

Strengthening Community

The Headteacher is responsible for the vision of the school to the local and wider community and beyond. He/she will collaborate with the federated school and beyond, as well as with the wider educational system, for the benefit of his/her own community and others. He/she will demonstrate a belief that community and school are interdependent and that engagement with the community promotes school development.

Main tasks / actions

- Ensure that effective strategies, systems and support are in place to ensure the safeguarding of children and young people in the school and co-operate and work with relevant agencies for the protection of children
- Act as the public face and main advocate of the school, representing effectively its interests and those of the pupils
- Build a school culture which takes account of the richness and diversity of the communities served by the school and of the global community
- Enable pupils to develop an understanding of their responsibility to others and provide the means for them to respond positively to this
- Create and implement positive strategies for promoting understanding that everyone is equal, and in particular for challenging racial and other prejudices and for dealing with racial harassment
- Ensure the provision of learning experiences for pupils which are linked into and integrated with the wider community, including community based learning
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- Seek opportunities to invite stakeholders (parents and carers, community figures, businesses and other organisations) into the school to enhance and enrich the school and its pupils and their value to the wider community
- Engage in dialogue with all stakeholders to build partnership and understanding of shared values, beliefs and responsibilities, reflecting on and taking account of their views
- Contribute to the development of the education system by sharing effective practice, working in partnership with other schools and promoting innovative initiatives, especially with other local schools

Other

The range of responsibilities listed above is not exhaustive and is subject to change at the direction of the CEO Governing Body and Trust Board through consultation.

Seven of the Best

We believe that as our headteacher:

- You must be a confident and highly visible leader in both formal and informal situations, within and around school, and in the local community, where your presence will inspire total credibility. You must be skilled at maintaining and developing the high quality relationships that are at the heart of this school's success. You will model optimism, good humour and humility as you lead the school and community through the high stakes accountability agenda and the many changes that will face them.
- You must have real credibility as an excellent teacher in your own right, who has a deep understanding of outstanding teaching and its results. You will be able to demonstrate and promote the excitement of the very best teaching, bring new ideas and lead training with conviction.
- You must be an excellent communicator: a confident and skilled public speaker who can engage and persuade audiences, from a school assembly to a major public meeting, with clarity and precision. You must be able to deliver clear briefings, both written and oral, to all stakeholders, making decisions and proposals comprehensible and interpreting for others the mass of detailed guidance that comes to schools so that it is not overwhelming.
- You must be adept at prioritising your time, effort and availability by skilfully balancing the central purpose of your headship with the need to maintain a high local and regional profile. There is no greater priority for you than the day-to-day running and success of this school. Everyone in our community - students, staff, parents and governors - must be in no doubt about your genuine interest, in and knowledge of, them and your determination to lead a thriving, confident and happy school where individuals matter.
- You must be adept at scanning both national and local agendas and discriminating in judging priorities that will benefit the current and future school community. You will be confident and forward-looking in making decisions, both major and minor, able to synthesise information quickly, judging what is important and what is not. You will be equally skilled in the understanding and application of data in order to ask the right questions to help secure high achievement and progress across the school.
- You must have the personal confidence, sense of proportion and resilience to deal effectively with the many challenges of headship, with a calm approach to contentious issues which may arise, in addition to dealing with the many external pressures such as OFSTED, trade unions or the highly sensitive and confidential matters that crop up from time to time.
- You must be able to develop and share a clear vision which benefits all students and show commitment and reliance to that vision to benefit all members of the George Hastwell community, showing that students are at the heart of all we do in the school.

Applications

Your application should include:

A supplementary letter of application not exceeding two sides of A4, which must be typed and no smaller than 11 Font in either Times New Roman or Arial. This should accompany your completed application form.

Candidates will be shortlisted and appointed solely on the extent to which they meet the requirements shown within this application pack.

If you would like to speak to a senior member of staff about the role, please get in touch on the details below.

Please note that only the candidates invited for interview will be contacted. If you do not hear from us and would like feedback, please contact the HR Manager.

Email applications

You may, if you wish, email your applications to applications@queenkatherine.org

Closing date – 12 March 2021
Short listing – w/c 15 March 2021
Interviews will be held - w/c 19 April 2021
Start date – 1 September 2021

For further information, please contact:

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George Hastwell School

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