



**Hazel Wood**  
High School



# Headteacher

## Candidate Pack



Part of the

**Oak**



Learning Partnership

**Inclusion** is at the  
**heart** of our trust

## Introduction to Our Trust

**Dear Candidate,**

Thank you for your interest in this post at Hazel Wood High School, part of Oak Learning Partnership.

Our trust is cross phase and consists of primary, special, and secondary schools. We have a vision to transform lives through a highly inclusive approach. 'Inclusion is at the heart of our trust'. Which means we are compassionately rigorous and support all of pupils to reach their full potential, we have unconditional positive regard, leave no one behind and everyone is welcome.

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.

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 have a clear vision, this role is a key part of our growth strategy and could be an excellent opportunity for the right candidate ready for their next step. We are a values driven organisation, are highly ambitious, passionate about doing things with integrity and have a healthy sense of humour.

If you want to make a difference to young people and join a trust at an exciting part of its journey, we would love to hear from you.

For further information about the trust please visit our website:  
**[www.oaklp.co.uk](http://www.oaklp.co.uk)**

*James F-Smith*

**James Franklin-Smith**  
**CEO of Oak Learning Partnership**

**Oak**   
Learning Partnership

[oaklp.co.uk](http://oaklp.co.uk)



# Headteacher

## About this role

This role is a result of the trust growing in the number of schools. From September we will have three secondary schools and be on course to be ten schools in total by September 2025. Hazel Wood has gone through a journey of complete transformation. The trust has supported the school to move from special measures to good, with results moving from the bottom 10% nationally to above average outcomes. Following a period of significant change the school is well settled and ready for its next stage of development towards being truly world class.

The school and trust are deeply committed to inclusivity and enhancing the opportunities for our students. We are passionate about traditional values and discipline in a respectful supportive culture. Hazel Wood, as part of the trust, values its reputation as a welcoming and supportive school, placing significant importance on both pastoral support and personalised academic learning. As a part of 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 on our journey to outstanding. If you would like to join our excellent team, then we would like to hear more about you.

We are seeking to appoint an inspiring, compassionate and dedicated Headteacher who is eager to make an impact and works to build strong, supportive connections with staff, pupils, families and the wider community. This role would suit a Deputy Head ready for that next steps in their career who can be confident of getting all the support necessary to seamlessly that step into headship. Or you may be an existing Head who wants a new challenge alongside joining a trust which is growing at pace and want to keep hold of their talented leaders. You will be well supported by a highly successful executive team and have access to a wide ranging improvement offer from the trust. We want our Heads to be able to focus on quality of education, we have central staff, systems and processes that make this possible.

Visits to the school, prior to application, are both welcomed and encouraged. Please contact Tim Spencer, School Business Manager on **0161 797 6543** or by e-mailing [enquiries@hazelwood.oaklp.co.uk](mailto:enquiries@hazelwood.oaklp.co.uk) to arrange an appointment with the Executive Head of Secondary Schools, Paul Greenhalgh.

To arrange an informal conversation with James Franklin-Smith, CEO, please contact Joanne Gee, Business Support Officer, on **0161 553 0030** or by emailing [gee.j@oaklp.co.uk](mailto:gee.j@oaklp.co.uk).

We encourage you to visit our website to discover more about our values, ethos, and the amazing work we do at Hazel Wood. [www.hazelwoodhigh.co.uk](http://www.hazelwoodhigh.co.uk)

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



**Hazel Wood**  
High School



**"Pupils are happy to attend this school. They wear their uniform with pride. Leaders have high expectations of pupils' behaviour. In the main, this ensures a calm and purposeful learning environment for pupils. Pupils benefit from being part of a diverse and respectful school community".**

**Ofsted Report,  
March 2023.**



**“Leaders have identified the important knowledge that they want pupils to know and remember. They have ordered learning carefully to allow pupils to build their knowledge logically over time. Teachers are experts in their subjects, and they use their subject knowledge well to devise appropriate learning activities for pupils. Teachers’ consistent application of leaders’ behaviour policy means that learning is rarely disrupted by poor behaviour”.**

Ofsted Report,  
March 2023.

# Headteacher

**Salary:** Leadership 28 – 32, actual salary £96,673 to £106,626

**Closing Date:** 9.00am, Monday 14<sup>th</sup> October 2024.

## Job Description

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

**Responsible to:** CEO and Executive Headteacher.

**Responsible for:** Deputy Headteachers, Assistant Headteachers, Senior Leaders, Teachers and Support Staff.

### PURPOSE OF THE POST

- To work in partnership with the trust to provide excellent leadership of the school, to continue to develop and improve the school so it continues to be an exceptional school which changes pupils and families' lives.
- To be responsible for the operation of Hazel Wood High School on a day-to-day basis.

### CULTURAL QUALITIES

- Promote the ethos of 'being there for each other' across a large, specialist organisation with a wide range of stakeholders including pupils, staff, parents, Quality Education Boards, trustees and members of the local community.
- Value everyone's differences in everything you do by possessing a moral purpose dedicated to changing lives through providing an excellent education for pupils with a wide range of needs and vulnerabilities.
- Keep promises by doing what you said you would do; to ensure relationships built across a wide range of professionals, parents and multi-agencies drive to one aim: supporting our pupils to the best our community can achieve.
- Lead in a kind, humble and authentic way to successfully drive the vision of the school and trust; empowering both colleagues and pupils to be successful.
- Do what is right, rather than what is popular by always leading by example. Developing other team members to do the same.
- Commit to improve by valuing professional learning for yourself and for others and understand and promote the role of special education in the wider educational system.
- Promote calmness and resilience by being positive and pro-active. Embrace all aspects of school life with energy, enthusiasm, and commitment.

## TEACHING AND LEARNING

- Ensure high standards for all pupils ensuring that all staff are accountable for outcomes of our pupils.
- Ensure that the school provides rich curriculum opportunities which reflect the pupils ages, interests and needs.
- Ensure that the school supports pupils to be responsible citizens and promotes excellent behaviour and attendance.
- Encourage and instil the sharing of good practice and collaboration between colleagues from within Hazel Wood and between Hazel Wood and other schools within the trust.
- Continue to develop effective links with the community and local businesses recognising the important role they play in a school community.
- Promote a wide range of extra-curricular activities which motivate and inspire pupils ensuring that learning, care and support is provided beyond the classroom.
- Lead all staff to develop their own skills and knowledge ensuring that staff are highly motivated and supporting each other.
- Identify how staff need to be developed and use a range of leadership programmes and bespoke support to ensure we maintain a pool of talent which can contribute to succession planning.
- Hold all staff to account for their professional conduct and practice and take swift action when necessary, supported by the Executive Headteacher and Quality Education Board.
- Promote all aspects of the school's work with parents.
- Ensure that parents are well informed about all aspects of the school's work recognising their essential role they play in supporting their child's learning.
- Recognise the additional vulnerabilities of families/carers who are parenting/looking after a child with additional and often complex needs and demonstrate this in the way staff approach their work with parents on a daily basis.

## SYSTEMS AND PROCESSES

- Be responsible for the curriculum, staffing, pupil premium budget and school self-evaluation and ensure that resources are deployed in the best interests of pupil achievement and care, maintaining the school's sustainability.
- Develop a clear model of distributed leadership throughout the school ensuring that teachers and teaching assistants have distinct roles and responsibilities and have the skills and systems to hold each other to account.
- Ensure rigorous systems and processes are in place for managing the performance of all staff and these are clearly understood and adhered to.
- Ensure that all under-performance is addressed in a supportive fashion, in a rigorous and transparent way ensuring that staff are valued, supported and encouraged to achieve excellence.
- Lead the LBC to ensure that they are compliant in all aspects of teaching, learning and safeguarding ensuring that they understand their role.

- Support the further development of the resources of Hazel Wood and be able to lead the organisation of the school during significant building work.
- To be the strategic lead for staffing, personnel and multi-agency involvement.
- To support construction programmes and consultation when required, to ensure the best possible provision for our pupils.
- Be responsible for the operational finance, health and safety and performance management process.
- Keep a robust line management process for Deputy Headteachers, Assistant Headteachers and the Senior Leadership Team.

## **SAFEGUARDING**

- Ensure that the school has a strong culture of safeguarding and its staff are committed to this promoting the welfare of our pupils.
- Ensure that policies and procedures to safeguard pupils are implemented and followed by all staff and that the whistle blowing policy is promoted and understood by all staff and concerns are addressed effectively.

## **LEADERSHIP**

- Lead the school in working with other schools and organisations to ensure achievement for all pupils and particularly those with additional needs.
- Work effectively with other professionals and colleagues in a wide range of areas to ensure that the expertise of Hazel Wood is used to support the academic and social outcomes of all pupils with additional needs throughout the trust.
- Contribute to the training of teachers and ensure that ITT staff and ECT's have an appropriate system of support in place.
- Lead in developing the excellent reputation of Hazel Wood and the skills and expertise of our staff.
- To respond to the changing role of special schools by contributing to the continuous development of inclusive practices across the trust.



# Headteacher Person Specification

|   |   |   |
|---|---|---|
| <b>CRITERIA</b>   | <b>Experience, Qualifications and Training:</b> On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:                 |   |
| <b>ESSENTIAL</b>  |   | <b>DESIRABLE</b>  |
| <ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• Evidence of further professional development.</li> <li>• Significant experience working as a senior leader.</li> <li>• Experience and evidence of successful collaborative working with all key stakeholders.</li> <li>• Experience of working successfully to raise standards within a school holding others accountable.</li> <li>• Significant experience of safeguarding particularly in regard to vulnerable learners.</li> </ul>  |   | <ul style="list-style-type: none"> <li>• NPQH qualification.</li> <li>• Further Degree in/related to SEND.</li> </ul> |
| <b>CRITERIA</b>   | <b>Ability, Skills and Knowledge:</b> In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:   |   |
| <b>ESSENTIAL</b>  |   |   |
| <ul style="list-style-type: none"> <li>• Ability to formulate and lead a School Improvement Plan.</li> <li>• Strong knowledge of the Ofsted framework in order to produce an accurate School Self Evaluation.</li> <li>• Clear knowledge of strategies to support pupils in modifying their behaviour and ability to lead by example in this key area.</li> <li>• Ability to interpret a wide range of data and information related to the schools particular context to inform practice and impact on pupil outcomes.</li> <li>• Ability to lead and manage change and maintain staff morale during a period of change.</li> <li>• A clear understanding of the importance of involving parents in their children's education and to be able to demonstrate excellent leadership in this area.</li> <li>• An understanding of the whole school curriculum including assessment.</li> <li>• An understanding of the financial management of schools.</li> </ul> |   |   |
| <b>CRITERIA</b>   | <b>Personal style and behaviour:</b> In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour: |   |
| <b>ESSENTIAL</b>  |   |   |
| <ul style="list-style-type: none"> <li>• Strong interpersonal skills including emotional intelligence, dedication to our cultural qualities and a sense of humour.</li> <li>• Ability to articulate the school vision and to share this with enthusiasm and passion.</li> <li>• A clear educational philosophy that accords with the aims and values of the school.</li> <li>• Ability to instil a strong sense of accountability in staff for the impact of their work on pupils' outcomes.</li> <li>• Proactive, resilient and ability to work autonomously to meet deadlines.</li> <li>• Excellent communication skills with a range of stakeholders.</li> <li>• Ability to create a stimulating and purposeful learning environment across the school that is appropriate for the needs of all pupils.</li> </ul>   |   |   |

## Leadership Posts:

Post holders are also responsible 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.

# Our Vision

To transform lives through a highly inclusive educational approach.



**Inclusion** is at the heart of our trust

- We are **compassionately rigorous**; we care deeply about our community which is why we push everyone to reach their full potential even if this is difficult.
- We have **unconditional positive regard**; we treat everyone with respect, dignity, and warmth regardless of the circumstance or challenge.
- **We leave no one behind**; we count in ones and focus on individual needs whilst ensuring everyone can thrive.
- **Everyone is welcome**; we actively embrace diversity and are relentless in how we teach our stakeholders the importance of this.

# Our Shared Principles

We expect all staff at Oak Learning Partnership to embrace our Shared Principles:



## Values-Driven

We are a deep-rooted values-driven organisation and we are passionate about working with integrity and honesty, showing respect and kindness for everyone while ensuring we deliver the best education for our pupils. We understand that by creating environments with strong core values everyone thrives.

All of our schools have their own core values which are taught and lived. These are important to us as they feed into our values-rich wider trust family. We also recognise that each school's core values are an important part of their individual identities.



## An Exceptional Education for All

Central to our vision as a partnership of schools is our aim to run exceptional schools which deliver excellent outcomes for all learners. We are an organisation which is a beacon for strong inclusive practice. We share a common language around the curriculum and pedagogy. Our schools tailor their approach according to their context. We provide a framework of educational support centrally which helps our schools in their improvement journey. The staffing structure allows us to be flexible in the models of support which we can offer, and we can create new models of support that work for individual schools.



## Identity and Individuality

We are passionate about working in partnership as a group of schools, working together to increase capacity and creativity for all. We recognise the collective benefits that this collaborative approach brings. We are also committed to each of our schools having autonomy in many aspects of their work and we are resolute that each school will retain its own identity and protect its history. Leaders in our schools are well-supported and we understand that their autonomy and accountability are vital factors in securing the strong performance of their schools.



## Our People Matter

We ensure that our people are highly valued. We are committed to developing people at all levels. Whilst experience and qualifications can be important, our priority is recruiting people who want to make a difference, who share our values and vision, and who have the right attitude. We invest in the professional development of our people, offering opportunities across our schools. We value all of our people; our passion for inclusion is reflected not only across learners but across staff and we ensure that we support their well-being.



## Collaborate with Purpose

Our strength comes from our alliance of primary, secondary and special schools and we look to learn from one another. Our schools are committed to collaboration both within our group of schools and outside, and where approaches are having an impact these are shared and applied to other contexts within the partnership. Our schools actively support one another and so all benefit from the partnership. Strong central systems provide high quality support for all schools.

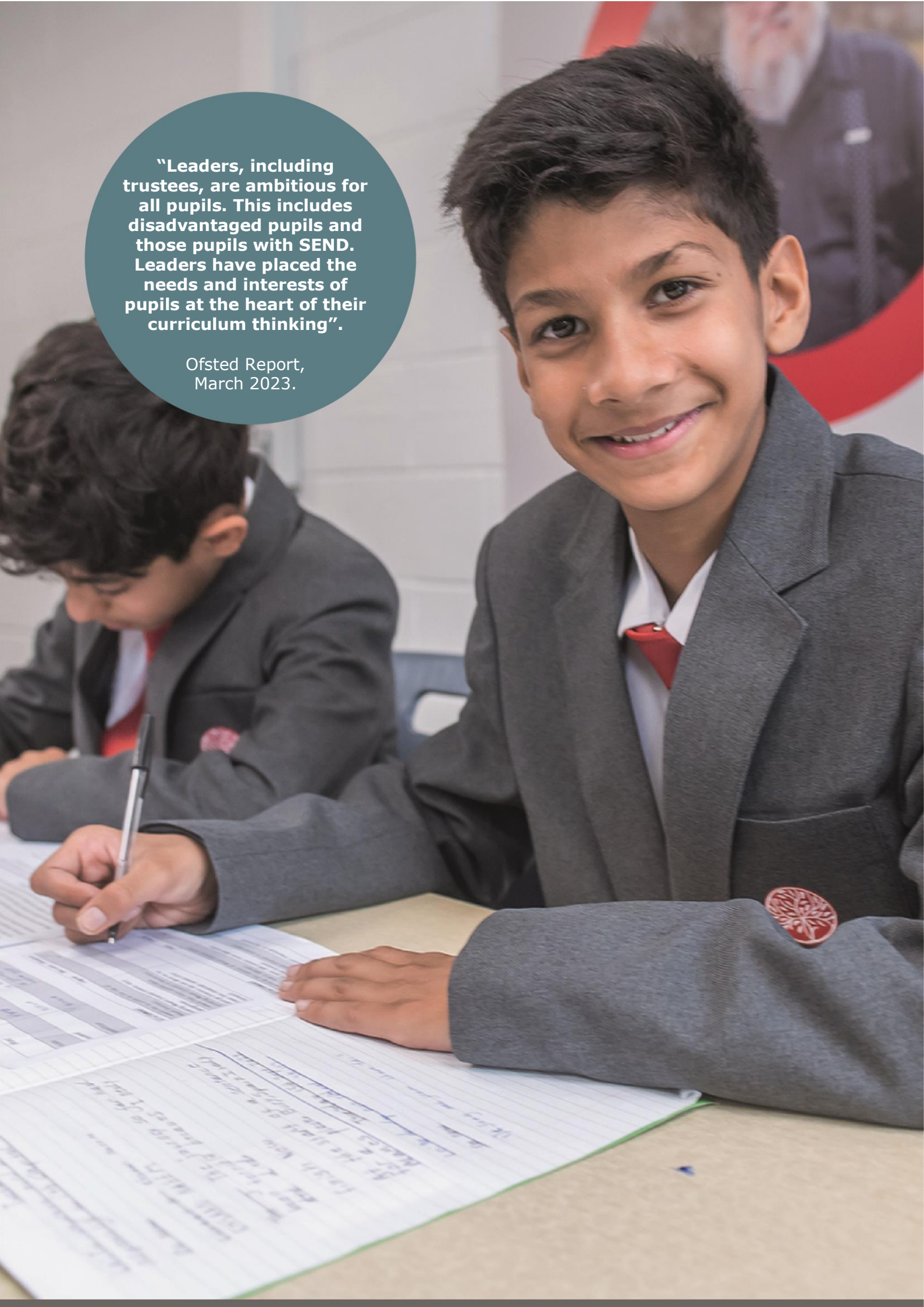


## Focus on Impact

We concentrate on the things that work rather than merely ticking boxes. We recognise that more often than not, keeping things simple and doing them consistently well makes the biggest difference. Our centralised support around business functions allows school leaders to focus on their core purpose - delivering an exceptional education.

**“Leaders, including trustees, are ambitious for all pupils. This includes disadvantaged pupils and those pupils with SEND. Leaders have placed the needs and interests of pupils at the heart of their curriculum thinking”.**

Ofsted Report,  
March 2023.



# Workload Charter



## Email Embargos

No expectation that emails should be responded to out of working hours.



## Investment in Staff

Clear career progression and funding available for Continuing Professional Development.



## Open Door Policy

Open door policy allowing easy access to senior leaders.



## School Calendar

Planned and managed by Senior Leadership Team and issued at the beginning of the academic year.



## Communication Strategies

Agreed protocols in each school for communication.



## Staff Voice

Annual Staff wellbeing Survey and regular feedback drop-in sessions.



## Instructional Coaching

Is adopted by all trust schools allowing staff to practise and develop their skills.



## Working Practices

Workload managed in line with role.



## Induction

Agreed programme of induction for all staff.



## Staff Rooms

Are comfortable, dedicated, physical space within school where staff can take time out.



## Systems

Adopt systems to make the process effective and free up more time.



## Wellbeing

Access to specialist external support.



## Residential Payback

Staff received time back following their involvement in residential trips.



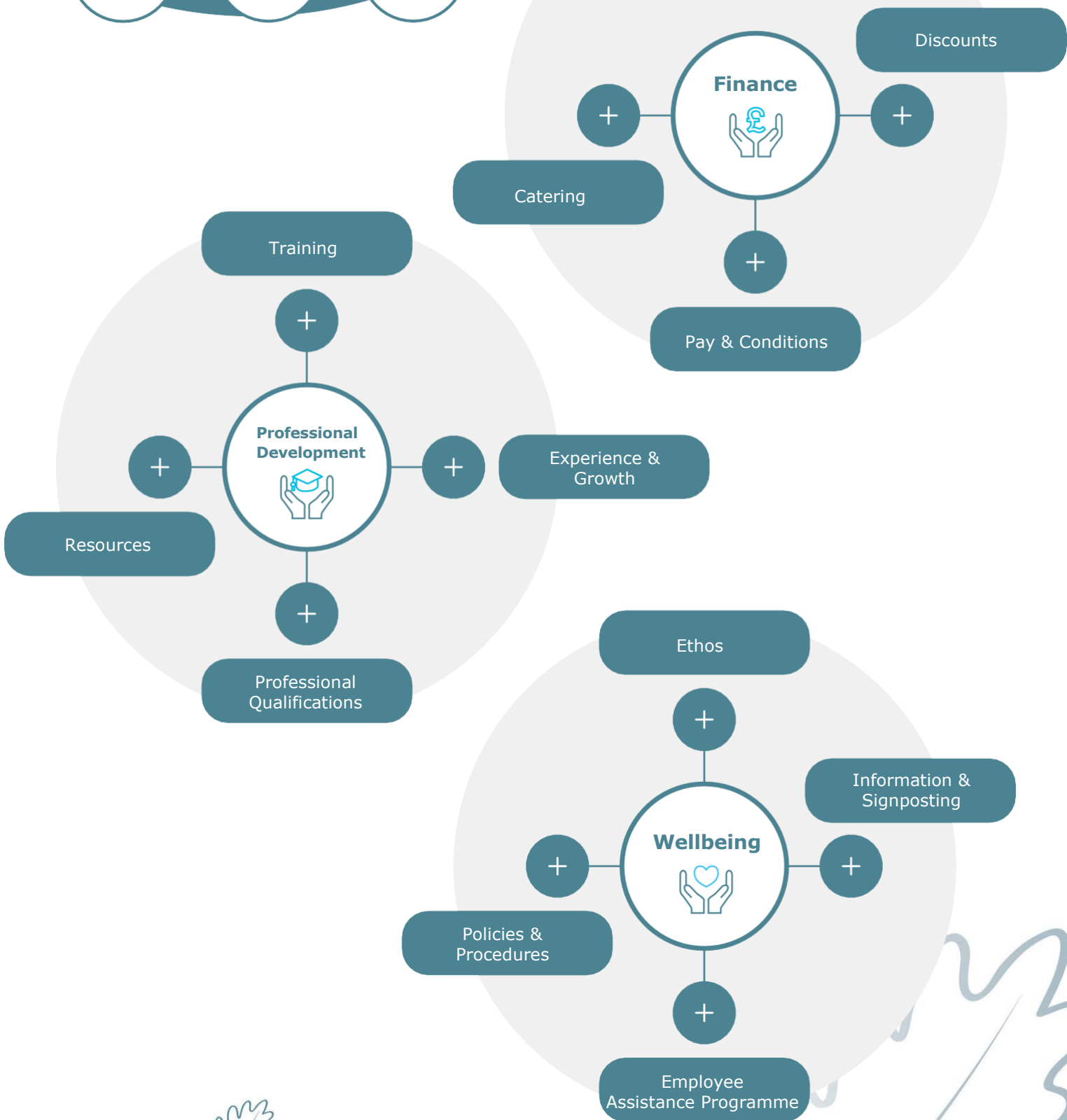
## Being Flexible

Flexible Working policy and practises available.



# Staff Benefits

In order to attract the strongest talent, we offer a competitive reward and benefits package





**Hazel Wood**  
High School

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Hazel Avenue  
Bury  
Lancashire  
BL9 7QT

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