



APPLICATION PACK

Headteacher

Group 5 (L24 to L30)

£74,295 to £86,061

Hednesford Valley High School

Stanley Road

Hednesford

Cannock

Staffordshire. WS12 4JS

Information about the school

Hednesford Valley High is a good generic secondary special school with a split site provision. There are currently 183 students on roll.

Students in Year 7-11 are based at the Hednesford Valley High, Stanley Road Site, and students in Years 12-14 are based in E block at Cannock Chase High.

The school caters for a wide range of students, many with more than one area of SEN.

All staff are totally committed to providing excellent teaching and learning to empower students to become independent citizens of the world.

"This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment".

All the positions are subject to an Enhanced Disclosure check under the Rehabilitation of Offenders Act 1974. Further details regarding this check are available from schools or by visiting www.gov.uk/disclosure-barring-service-check

The latest Ofsted Inspection dated 6th March 2019 - the school was judged to be Good.

"The curriculum for Key Stage 4 pupils has been designed to provide a broad curriculum experience with a combination of vocational and academic subjects which effectively prepare pupils for their next steps in education. This continues into the sixth form, where the curriculum is centred around work experience, work-based activities and careers advice."





Letter from the Chair of Governors

Dear Applicant

Thank you for your interest in the Headteacher position at Hednesford Valley High.

Our current Headteacher will be retiring at the end of August 2022. We are therefore looking to appoint somebody who has the vision to build on our strengths, make further improvements and guide the school through a new era.

We are a generic special high school for 180 children and young adults, aged 11-19, with a broad diversity of complex needs, including Autistic Spectrum Condition, Social & Emotional Mental Health, Moderate Learning Difficulty, Severe Learning Difficulty, Physical Disability, Speech, Language and Communication needs, Hearing or Visual Impairment, Cognition and Learning, Attention Deficit Hyperactivity Disorder, Communication and Interaction, Speech and Language, Social & Emotional Difficulties, Profound and Multiple Learning Disabilities and also have a range of medical needs.

We seek to ensure our students develop the skills, knowledge, emotional stability and understanding required to become as independent as possible, so they can successfully access the adult world when they leave school. We pride ourselves on the strong relationships that have been developed over the years between staff, students, parents/carers and the broader community.

Hednesford Valley High is a maintained local authority school. In 2019 Ofsted judged the school as "good". Please read the full report [here](#).

We are looking to appoint a new headteacher who is a strong leader and role model for staff and students, who is able to provide a clear vision and direction for the school. The ideal candidate will share our vision for all students, their learning and ability to reach their full potential must be at the heart of all school decisions.

To be successful in this role you will have the ability and commitment to continue developing our curriculum and high standards of teaching, you will have the dedication to provide a safe and calm environment for all students and staff, and possess strong financial management skills as well as business acumen.

We are able to offer you:

- a dedicated and inspirational staff team
- a positive and inclusive school community

- support from a proactive governing board
- an exciting opportunity to build on the excellent standards within the school.

I hope you find this information pack a useful introduction to our school. For further information about our school, please visit our [website](#)

Thank you for your interest.

Yours faithfully

Carol Felton
Chair of Governors

VISION, ETHOS & VALUES

Motto

BELIEVE SUCCEED ACHIEVE

Vision

At Hednesford Valley High we work to ensure our students develop the skills, knowledge, emotional stability and understanding required to become as independent as possible, so they can successfully access the adult world when they leave school.

Ethos and Values

To work with a student-centred approach to meet each and every Special Educational Need to develop independence. We develop students' spiritual, moral, social and cultural understanding and British Values to develop the whole person to be part of a wider world.

Aims

- To give students the confidence to believe that they can achieve.
- To equip all students with the skills, knowledge and confidence for lifelong learning and independence.
- To ensure all students feel safe, secure and happy in all environments and know where to go for help when needed, so they are able to succeed and achieve.
- To support all students in developing their skills to enable them to increase and develop their emotional resilience and good mental health.
- To equip students with social skills that will allow them to become active members of their local community.
- To give students opportunities, skills and experiences for a healthy lifestyle and develop hobbies/interests.
- To teach students how to manage their money and make financial decisions.

Objectives

Students

- To ensure a smooth transition into school, through each key stage and when they leave.
- To feel safe and secure within the school environment.
- To have access to a broad and balanced curriculum at Key Stage 3, which includes time for well-being and mental health activities.
- To be able to have choices in the curriculum from 14 to 19 to enable personalised learning pathways, combining vocational and academic subjects.
- To be provided with widely recognised external accredited courses.
- To have their achievements recognised and rewarded.

- To have the opportunity when and wherever possible to take part in external experiences to promote confidence and well-being.
- To become independent learners.
- To develop resilience for an ever-changing future.
- To become independent citizens able to access all areas of the local and wider community.
- To develop social and emotional aspects of learning and develop emotional resilience.
- To become confident individuals, developing life skills and an understanding of safe use of technology.
- To have a voice and be involved with school developments.
- To have equal opportunities.

School

- To give staff opportunities to access professional development to facilitate the needs of the students
- To effectively communicate with and support staff.
- To build effective and rewarding relationships with parents and carers and ensure equal opportunities.
- To keep parents and carers well informed as to their child's progress and events within the curriculum through effective communication.
- To build effective and rewarding relationships with student support agencies.
- To build effective and rewarding relationships with local businesses to enable a range of activities and work experience.
- To work closely with the local community and all stakeholders to enrich the lives of our students. For Governors to carry out their duties diligently and take an active part in the school community.
- To collaborate with other schools locally and nationally.
- To work within British Values, to be aware of values and beliefs of others and to embrace diversity.

Job Description Headteacher (Scale L27-L31)

Post: Headteacher
Responsible to: Governors

Job Purpose

To demonstrate the ability to develop a shared vision, which inspires and motivates students, staff and all other members of the school community. This vision should include core educational values, moral purpose and be inclusive of all stakeholders' beliefs and values.

Strategic Direction and Development of the School

To work with the governing board, to develop a strategic view for the school in its community and to analyse and plan for the future needs and further development of the school within the local, national and international context:

1. To formulate overall aims and objectives for the school and policies for their implementation.
2. To create an ethos and provide educational vision and direction which secures effective Teaching, successful learning and achievement by students with sustained improvement in their spiritual, moral, cultural, mental and physical development preparing them for the opportunities, responsibilities and experiences of adult life.
3. Secure the commitment of parents/carers and the wider community to the vision and direction of the school to create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that students achieve high standards and make progress, increasing teachers' effectiveness and security of school improvement.
4. To ensure that all those involved in the school are committed to its aims, motivated to achieve them and involved in meeting long, medium and short terms objectives and targets, which secure the educational success of the school.
5. To ensure that the management, finance, organisation and administration of the school support these visions and aims.
6. To ensure that policies and practices take account of national, local and school data and inspection research findings.
7. To monitor, evaluate and review the effects of policies, priorities and targets of the school in practice and take action if necessary.

Leading and Teaching

To work with the Senior Leadership Team, SC, staff and governing board to secure and sustain effective teaching and learning throughout the school and to monitor and

evaluate the quality of teaching and standards of students' achievement, using benchmarks and setting targets for improvement.

1. To ensure that all students receive a good quality education through a programme designed to promote a stimulating style of learning in a safe and healthy school environment.
2. To ensure a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress in every student's learning.
3. To ensure that learning is at the centre of strategic planning and resource management.
4. To establish creative, responsive and effective approaches to learning and teaching.
5. To ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning.
6. To be able to demonstrate and articulate high expectations and set stretching targets for the whole community.
7. To be able to implement strategies which secure high standards of behaviour and attendance.
8. To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
9. To be able to take a strategic role in the development of the new and emerging technologies to enhance and extend the learning experience of students.
10. To monitor evaluation and review classroom practice and promote improvement strategies to ensure that underperformance is challenged at all levels and ensure effective corrective action and follow up is undertaken.

Leading and Managing Staff

To lead, motivate, support, challenge and develop staff to secure improvement:

1. To maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and students.
2. To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for members of staff, in work and out of school.
3. To implement and sustain effective systems for the management of staff performance, incorporating performance management and targets for staff, including targets relating to students' achievement.
4. To participate in arrangements for Headteacher performance management.
5. To ensure that trainees and Early Career Teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified teacher status, the Career Entry Profile and standards for induction.
6. Maintain relationships with organisations representing various groups of staff.

Efficient and Effective Deployment of Staff and Resources

To deploy people and resources efficiently and effectively to meet specific objectives in line with the school's strategic plan and financial context:

1. To work with governors and senior colleagues to recruit staff of the highest quality available.
2. To work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided.
3. To advise the governing board and implement decisions in relation to staffing.
4. To advise the governing board on the adoption of effective procedures to deal with the competence and capacity of staff.
5. To advise the governing board on appropriate priorities for expenditure, allocation of funds and to ensure effective administration and control.
6. To manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum, student's medical needs and health and safety regulations.
7. To make arrangements, if so required, for the security and effective supervision of the school buildings, contents and grounds, ensuring that any lack of maintenance is reported to the maintaining authority.
8. To undertake responsibilities as defined in the L. A's Health and Safety Policy and schools Health and Safety Policy.
9. To ensure that appropriate risk assessments are undertaken for lessons, external trips and residential visits.
10. To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve students' achievement, ensure efficiency and secure value for money.
11. To ensure that staff attend INSET which increases their knowledge and understanding.

Accountability

To be accountable for the efficiency and effectiveness of the school to the governors, students, parents/carers, staff, local employers and the community.

1. To provide information, objective advice and support to the governing board to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money.
2. To report to the governing board on the discharge of the headteachers' function and the affairs of the school.
3. To create and develop an organisation in which all governors and staff recognise that they are accountable for the success of the school.

4. To present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents/carers, governors, the LA, the local community, OFSTED and other, to enable them to play their part effectively.
5. To ensure that parents/carers and students are well informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the school's targets for improvement.
6. To report to the governors annually on the performance management of teachers at the school in relation to the School Teachers Pay and Conditions Document.
7. To provide information about the work and performance of staff where it is relevant to their future employment.

Strengthening Community

1. To be able to build a school culture and curriculum which takes account of the richness and diversity of the school's communities.
2. To create and promote positive strategies for challenging prejudice and dealing with harassment.
3. To ensure learning experiences for students are linked into and integrated with the wider community.
4. To ensure a range of community-based learning experiences.
5. To work in partnership with other agencies in providing for academic, spiritual, moral, social, emotional and culture wellbeing of students and their families.
6. To seek opportunities to invite parents/carers, community figures, business or other organisations into the school to enhance and enrich the school and its value to the wider community.
7. To be able to contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
8. To co-operate and work with relevant agencies to protect students.
9. To ensure that the school promotes effective links with the local community and continues the development of close liaison with other local primary and secondary schools.
10. To ensure that the school offers appropriate extended services.

Safeguarding

School is committed to keeping children, young people and vulnerable adults safe. The post holder is responsible for promoting and safeguarding the welfare of the children, young people and vulnerable adults for whom she/he is responsible for or comes into contact with.

Health & Safety

The post holder will be responsible for his/her own health and safety. All duties and responsibilities must be carried out in line with the specific requirements detailed in the school Health & Safety policies.

Policies & Procedures

The post holder will be accountable for ensuring that he/she is aware of relevant school policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

Other Conditions

Equal Opportunities

School is committed to Equal Opportunities and expects all staff and volunteers to recognise and value differences and to treat everyone with dignity and respect.

Variations to Job Descriptions

Due to the changing customer demands, duties and responsibilities are likely to vary from time to time and the school therefore retains the right to amend job descriptions to reflect changing requirements.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post-holder and the relevant trade union before submitting for re-evaluation.

Headteacher Person Specification

Factors	Essential or desirable	Measured by
Qualifications and Skills		
Degree and qualified Teacher status.	Essential	A
NPQH or Evidence of further study, action, research, significant curriculum development or school improvement.	Essential	A/I
Experience and Knowledge		
Substantial experience in a SEND environment.	Essential	A/I
At least 9 years recent and successful teaching experience in a secondary or special school.	Essential	A/I
Planning and implementing school improvement through performance management and staff development as a member of a leadership team.	Essential	A/I
Proven record of successfully leading and managing change in pursuit of strategic objectives.	Essential	A/I
Experience of organising assessment data to track and analyse student progress and set targets for improvement.	Essential	A/I
Knowledge and Experience of Financial planning, budgetary management and principles of best value.	Essential	A/I
An up to date knowledge of the curriculum, particularly relating to special schools. Including vocational education, work related learning and IAG.	Essential	A/I
Knowledge of the school examinations systems and experience of the exams process in school	Essential	A/I
An up to date knowledge of a range of SEN including intervention strategies	Essential	A/I
Knowledge of planning and organising the school timetable including cover.	Essential	A/I
Experience of collaborative working with vulnerable families, multi-agency teams to support learners and families social, emotional mental health and medical needs.	Essential	A/I
Experience of initiating and implementing strategies to work in partnership with parents and the community.	Essential	A/I
Knowledge of the care system.	Desirable	A/I
Able to implement effective whole school safeguarding policies and practices.	Essential	A/I
Practical Skills		
Outstanding teaching practitioner with ability to raise and maintain high standards.	Essential	A/I
Have a positive attitude to challenge and change with the ability to successfully lead and manage it.	Essential	A/I
Ability to maintain attention to details.	Essential	A/I
Highly organised with the ability to prioritise effectively, manage and meet multiple deadlines.	Essential	A/I

To have a calm approach to restorative practice and behaviour management.	Essential	A/I
Experience of setting clear targets to monitor and evaluate and assess specific aspects of school life.	Essential	A/I
Experience of working in a split site school and managing staff on two sites.	Desirable	A/I
Aware of mental health and staff well-being in the workplace.	Essential	A/I
Ability to share knowledge and good practice with the initiative to lead implementation of new strategies.	Essential	A/I
Personal Qualities		
Ability to maintain a positive approach under pressure and meet deadlines.	Essential	A/I
Have a positive attitude and to be an inspiring role model to the school community.	Essential	A/I
Ability to make difficult decisions based on putting the children first.	Essential	A/I
Good interpersonal and communication skills in order to manage staff in the most effective way and work with a range of external professions.	Essential	A/I
High standard of personal morals, values and ethics ensuring equity, respect and dignity is observed across the school.	Essential	A/I
Demonstrate emotional resilience.	Essential	A/I
The ability to solve problems creatively to ensure the smooth running of the school.	Essential	A/I
Willingness to ask for support and advice where necessary.	Essential	A/I

KEY DATES AND INFORMATION

Vacancy Closing Date: 10:00 am on Monday 15th November 2021

Shortlisted candidates will be notified by telephone/email on:

24th November 2021

Candidates will be asked to undertake a range of activities and we will ensure that you have plenty of opportunities to ask all the questions you may have.

If you do not hear from us by Monday 29th November 2021 your application has been unsuccessful, and no further correspondence will be issued. Candidates who are shortlisted will be informed by telephone/email.

Selected candidates must be available to attend interview on the dates shown below. Further details of the interview process and arrangements will be provided to those shortlisted.

Interviews: Tuesday 7th December 2021 & Wednesday 8th December 2021.

Start Date: 1st September 2022

Hednesford Valley High School,
Stanley Road,
Cannock
Staffordshire
WS12 4JS
Tel: 01543 423714
Email: l.fox@hvh.staffs.sch.uk

Application process

Application is by completion of the Application form which is available on the school website: www.hvh.staffs.sch.uk/vacancies please note that CVs are not accepted. Please ensure that any covering letter is no longer than 2 sides of A4 paper (font size 12)

Application forms should be returned to school FTAO: Mrs Carol Felton, Chair of Governors, c/o Mrs Louise Fox, Support Services Manager and can be returned to the address above or by emailing l.fox@hvh.staffs.sch.uk

For shortlisted candidates, references will be sought ahead of the interview process. Please provide details of two people who can provide you with a professional reference, one must be from your current employer. Email addresses must be professional emails and not personal emails. If you work in a school the reference must be from your Headteacher. Please also advise them that you have given their name and that they may be approached to provide a timely reference.

Visits to our school are strongly encouraged, to arrange a visit please contact Louise Fox, Support Services Manager - l.fox@hvh.staffs.sch.uk or Telephone 01543 423714.

Dates for visits:

- Monday 1st November 2021
- Tuesday 2nd November 2021
- Friday 5th November 2021

The School is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

This position is subject to a criminal records check from the Disclosure and Barring Service (formerly CRB) which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application form.

Thank you for your interest in this vacancy