



Recruitment Head Teacher Pack



Information for Applicants

CONTENTS

Page 3 – Job Title
Page 4 – How to Apply
Page 5 – Post Details
Page 6 – Requirement Specification
Page 7 – General Information for Applicants



Welcome to The Eaglewood School, an Alternative Provision Free school serving the beautiful catchment area of the New Forest National Park and the coastal towns between Lymington and Bournemouth. Eaglewood School is currently one of two schools within The Gryphon Trust. Our partner school within the MAT is a mainstream academy, situated almost next door. The Headteachers of both schools work with our CEO as the Executive Education Team and there are good links between the schools.

Eaglewood School is a unique educational provision, providing a safe and supportive environment for young people in years 6-11. Many of our young people, for a variety of reasons find mainstream education difficult. We understand that young people develop at different times depending on their home environments and their experiences. Eaglewood school prides itself on recognising the barriers to education of our young people and helping them develop socially and emotionally to unlock their personal barriers to learning as well as life in general.

We are very confident that a visit to The Eaglewood School will justify your interest in the post of Headteacher. At Eaglewood we pride ourselves on our inclusive curriculum which is built around five pillars of emotional intelligence (see following pages). We also hold student safeguarding and staff wellbeing at the centre of all we do.

Job Title: Head Teacher

| | |
|-------------|---|
| Salary | Leadership Scale (ISR L17 £65,699- L23 £76,122) Depending on experience. |
| Employment | Full time. Permanent. |
| Commencing | Required for January 2024 or sooner. |
| Benefits | <p>The Gryphon Trust awards national Teachers' Pay Awards in full. Contributions are made to the Teachers' Pension Scheme (TPS).</p> <p>Extensive CPD programme based on mastery of skills.</p> <p>Highly professional working environment with strong collegiate standards across all levels of the organisation.</p> |
| Key Roles | <p>To openly lead and skilfully develop all aspects of educational provision at Eaglewood School</p> <p>Support the vision and aims of The Gryphon Multi-Academy Trust and seek to work with other school leaders to meet the needs of our community within the ambition of the white paper <i>Opportunity for all; Strong schools with great teachers for your child</i>.</p> |
| Contractual | <p>All post holders are expected to carry out the duties of a school teacher compliant with the Teachers' Pay and Conditions document, Teachers' Standards, and Academies Handbook.</p> <p>The Headteacher Standards 2020 as publish on the government website are applicable to this position.</p> <p>Reference -- https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020</p> |

How to Apply

Thank you for your interest in joining the team at Eaglewood School as our new Headteacher. You will be taking on a relatively new school with an already great reputation, excellent staff, and strong budget. You will be joining The Gryphon Trust, a small trust with big ambitions, serving the local community around New Milton and The New Forest in Hampshire.

Eaglewood School is a brilliant place to work. Our staff are truly committed to providing the best outcomes we can for every child irrespective of their start in life. We believe we make a difference to the futures of young people in a diverse catchment. The team at Eaglewood School are mutually supportive and have a lot of fun – working with children is a fantastic occupation. Our philosophy is underpinned by personal growth for students and staff alike.

The information contained in this pack is designed to provide you with the key information you will require in applying for the post. However, if you have any questions and wish to arrange an informal visit, please telephone Sarah Gray on 01425 460994 or email her at s.gray@eaglewoodschool.co.uk.

To apply, please complete an application form. This can be downloaded online from the school website (www.eaglewood.hants.sch.uk/vacancies/). Emailed applications are welcome but for compliance purposes must be followed in the post by a hand signed hard copy. We do not accept application based on CVs alone.

The closing date for applications for this post is 9am on **12th June 2023**.

I look forward to receiving your application and reading about how your skills and ambitions can be dovetailed with the role description provided.

Yours sincerely

N. M. Pressnell

Mr Nigel Pressnell
CEO The Gryphon Trust

www.thegryphontrust.org



The Gryphon Trust

BACKGROUND: Post Details

The Eaglewood school opened in its current guise in Sept 2019, in brand new buildings. The school started out in temporary accommodation until a multimillion-pound investment was secured from the ESFA. The new school, although nearly 3 ½ years old, very much still has that brand-new vibe to it. State of the art facilities, surrounded by ample outdoor space, has created a learning environment that is a real asset to the education of our students.

The school is on a strong financial footing. Like many, we had to work hard to control expenditure during recent years of austerity in public funding. The Eaglewood School although much the smaller of the two schools within The Gryphon Trust currently has a healthy surplus. Trust central services are currently funded on an 80%:20% split. Additional funds at the end of the financial year are returned to the schools. Our mantra is to keep as much money as we can in the classroom.

The school was last inspected in July 2019. We were judged good in all areas. Since then we have experienced a global pandemic and suspension of external exams in favour of school-based assessment. Eaglewood remained open during this difficult time and the majority of our students continued to attend in the normal way. Due to this the interruption to our students' education was largely unaffected as was their habits around school attendance. Our internal assessment is that the school remains good and we would not expect to see the need for a Section 5 OfSTED inspection if inspected under Section 8. Safeguarding in the school is extremely robust and pastoral systems secure. School attendance is way over the national average for Alternative Provision schools and is improving term by term. Despite the nature of our setting, behaviour is good and suspensions low.

The school has a bespoke curriculum that builds on the principles of our vision. We fundamentally believe that all children need to not only be academically ready for their next steps but also emotionally prepared, with high levels of self-esteem and self-worth. Our curriculum has been tailored to meet those three requirements. Individual teachers uniformly deliver consistently good teaching and learning. Students speak positively about the school and the wide range of extra-curricular activities and interventions the school offers. We are one of very few Alternative Provision schools that hold regular student performances at a local arts centre and a variety of trips to include an annual 5-day residential sailing voyage.

The post of Headteacher has become available as the previous Headteacher has taken on a significant leadership role with another local Trust as their Director of Emotional Learning. Having been in post to see the school built and subsequently thrive he feels both he and the school now need to take their next steps. The new post holder will be naturally empathetic individual wishing to broaden their leadership experience. They will have clear ideas on how to further develop Eaglewood school and lead it on its journey from Good to Outstanding.

The new Headteacher will be expected to assist and shape the future direction of the trust as it grows, while maintaining high levels of entrusted autonomy under the trust's clear scheme of delegation. We maintain appropriate separation and accountability between local governing bodies and the trust board. The Trust's schools are mutually supportive of one another and work closely to lever joint economies and efficiencies, for example, on shared central services which include site, finance, marketing and contracting.

DUTIES: Post Details

The duties of the headteacher are set out in the School Teachers' Pay and Conditions Document 2021 and Guidance on School Teachers' Pay and Conditions. This should be read in conjunction with the Headteachers' Standards 2020. In summary duties include, in part, responsibility for: -

- Providing overall strategic leadership and, with others, lead, develop and support the
- strategic direction, vision, values and priorities of the school.
- Developing, implement and evaluate the school's policies, practices and procedures.
- Leading and managing teaching and learning throughout the school, including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils.
- Health, safety and discipline.
- Promoting the safety and well-being of pupils and staff.
- Ensuring good order and discipline amongst pupils and staff.
- Leading, managing and develop the staff, including appraising and managing performance.
- Developing clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.
- Organising and deploying resources within the school.
- Promoting harmonious working relationships within the school.
- Maintaining relationships with organisations representing teachers and other members of the staff.
- Leading and managing the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.
- Promoting the participation of staff in relevant continuing professional development.
- Participating in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participating in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- Consulting and communicating with the governing body, staff, pupils, parents and carers.
- Working with colleagues and other relevant professionals.
- Collaborating and working with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.

A headteacher is entitled to a reasonable amount of time during school sessions, having regard to their teaching responsibilities, for the purpose of discharging their leadership and management responsibilities. They are entitled to a break of reasonable length during each school day, and must arrange for a suitable person to assume responsibility for the discharge of their functions as headteacher during that break.

We offer: -

- the opportunity to be integral to the trust's development as it expands
- strong system support from other school leaders and professionals within the existing trust
- well-considered professional development and a wide range of professional opportunities, including significant leadership development training
- a supportive, committed and experienced senior leadership team, local governing body and board of directors
- sound induction and mentoring for all new staff
- a challenging and collegiate workplace with a high level of professional autonomy in which people matter
- excellent accommodation, resources and funding
- an appropriate work life balance that values individual happiness and fulfilment.

Requirement Specification

| | Essential | Desirable |
|-------------------------------------|--|---|
| Qualifications | <p>Qualified Teacher Status (QTS)</p> <p>Graduate qualifications and NPQH (or willingness to achieve).</p> | <p>Higher level post graduate study.</p> <p>Evidence of educational CPD relevant to the post including leadership.</p> |
| Professional Characteristics | <p>An interest in the role emotional intelligence plays in advancing intellectual progress.</p> <p>A demonstrable interest in improving the life opportunity of children.</p> <p>Strong awareness of teaching and learning, and curriculum design with impact.</p> | <p>Experience of championing of equality.</p> <p>A track record in aspects of school improvement, driven by ethical standards.</p> <p>Excellent system leadership and partnership working.</p> |
| Experience | <p>Demonstrable leadership ability.</p> <p>Ability to teach KS2 or KS3-4 with a tangible record of success.</p> | <p>Previous school leadership ideally including aspects of alternative provision or inclusion including primary or secondary phase.</p> <p>Experience across a range of educational settings and a broad understanding of critical functions within a school setting.</p> |
| Skills & Abilities | <p>A skilful decision maker who acts on evidence and research to determine the best course of action.</p> <p>Adaptable and resilient.</p> <p>Clear communicator.</p> | <p>Possesses SEND skillset.</p> <p>Knowledge of employment law and personnel management.</p> <p>Leads others in their professional enhancement.</p> |
| Personal Attributes | <p>Wanting to make a difference in the outcomes for children in challenging circumstances.</p> <p>Cheerful, optimistic, and hardworking.</p> <p>Ability to work well with colleagues, form effective and productive relationships.</p> | <p>Ambitious for future career enhancement.</p> <p>Contributes to the community and/or engages in voluntary work.</p> <p>Maintains excellent work life balance.</p> |
| Other Requirements | <p>Committed to personal continuing professional development.</p> <p>Outstanding community role model.</p> | <p>Willingness to contribute to wider school activities, for example, participation in residential visits.</p> |

General Information for Applicants

Eaglewood School provides a high-quality alternative education package for students aged 11 to 16 years of age. We are an Alternative Provision Free school and are part of the Gryphon Trust alongside a mainstream comprehensive academy.

Eaglewood school prides itself on recognising the barriers to education for our young people. Using detailed assessment packages, specific targeted work, coaching and self-reflection, we challenge and teach young people how to manage their emotions whilst maintaining academic progress. Issues can include inadequate social skills, self-awareness, motivation, self-regulation or empathy or any combination of these. This work helps young people develop socially and emotionally to unlock their personal barriers to learning as well as life itself.

The school currently has a pan of 72 but we regularly operate at nearer 80 students. The school has an excellent record of reintegration both back to mainstream schools and on to Post 16 providers. Students, parents, staff and members of the wider community are justifiably proud of the school's success.

Parents are overwhelmingly supportive of the school and its staff. We pride ourselves on our relationships with all stakeholders, students, parents, and or commissioning schools

Our Aim

The school's aim is: -

To ensure that all students, are academically ready, emotionally prepared and with enough self-worth to take their next steps. These could be a reintegration back to a mainstream school or a post 16 placement at college with their peers.

This is captured in our mission statement: -

Changing Aspiration and Changing lives.

The majority of our students have experienced some sort of childhood trauma and we pride ourselves on building the trusting relationships necessary to help them heal and recover. This ultimately will change their lives.

Location

Eaglewood is located in the town of New Milton and provides alternative provision for children in years 6-11 who are struggling to cope in their mainstream settings.

Eaglewood is accessible to all junior and secondary schools within the bordering towns of The New Forest, West Hampshire and East Dorset. Neighbouring authorities may also refer children who are not in school, but in their care.

New Milton is a thriving town. Its high street has weathered the economy better than many. We have a mainline rail link to London and Weymouth. Geographically we enjoy the benefits of being equally close to The New Forest National Park and the coast. The town has excellent sporting and cultural amenities including many clubs and an arts centre. Housing, including rental property, is available in the town but many staff live Southampton or Bournemouth which are easily commutable.

The School Curriculum

At Eaglewood School our priority is to help our students find balance and purpose and to assist them on their next steps. We realise the importance of Emotional Intelligence in helping unlock the potential in a child and helping them find this balance.

Here we provide an environment with a different purpose and priorities, one of care, understanding and kindness, where we promote recognition, relationships and routine.

Working with a child's home school, Eaglewood School offers full time education placements through which children are supported to develop self-awareness, helping them feel balanced, allowing them to flourish when they ultimately return to their home school setting.

We can also work in partnership with the home school to assist in ECHP applications if a more specialist setting is deemed to be more suitable for the student.

The school mission statement of Raising Aspirations and Changing Lives captures the school philosophy of helping students find a balance of academic achievement and emotional preparation resulting in independence and success.

The school's curriculum is organised around this balance between the EQ and IQ

The balanced student able to cope with school and with life comes from a combination of their emotional quotient (EQ) and intelligence quotient (IQ). Some students may need more EQ help than academic help. Our staff recognise that a student's stage rather than their age is what matters. We create opportunities for students to be challenged emotionally to understand and develop in a caring and professional environment. Eaglewood School can be a change catalyst for young people who struggle to manage day to day.

" One parent, when describing the positive impact of the school's work on their child and family, said, 'They have changed all our lives.'" **Ofsted report July 2019**

EQ development is an integrated part of our curriculum and our bespoke ASPIRE curriculum supports the teaching and learning of emotional literacy to our students.

ASPIRE is a unique emotional literacy curriculum bespoke to The Eaglewood School. We support student's development and understanding of 6 key areas: Awareness, Self-Regulation, Positivity, Inspiration, Relationships and Empathy. Lessons are adapted and creative depending on the emotional and wellbeing needs of the individuals in the class.

As well as having its own discreet lessons, Aspire runs through the rest of the curriculum like a golden thread. All subject areas have emotional as well as academic targets.

KS3 Curriculum

KS3 OFFER

English/Lexia Intervention
English
Maths
Science
ICT including E Safety
PE
ASPIRE
Pathways
Art
Outdoor Education
Home Cooking



KS3 OUTCOMES

- Preparation for KS4
- Intervention for return to commissioning school
- Development of emotional and academic readiness

KS4 Curriculum

KS4 OFFER

GCSE English Language
GCSE Maths
Synergy GCSE Science
ICT – ICDL and E Safety
BTEC Home Cooking Skills
PE
ASPIRE
Pathways
Outdoor Education
Options:-

- Sports Leaders
- Eaglewood Fit Club
- GCSE Art
- Maths/English Catchup



KS4 OUTCOMES

- 3-4 GCSEs
- BTEC Home Cooking Skills
- ICDL Qualification
- Post 16 Education, employment or training plan
- Development of emotional readiness for next steps

Pastoral Care & SEN

We believe “one size *does not* fit all” and therefore our aim is to treat our students as individuals. We adapt, adjust and learn to support, care and love as an Eaglewood family to ensure our children are prepared for their future adult life.

We understand that every behaviour a child displays is communicating an emotional need. We must address this need as well as helping them to manage their behaviours.

We recognise that we must create a culture and environment where our students and their families are supported through the various phases of their flight path with us.

We aim to prepare students to either return to mainstream education, move to a specialist provision or in some cases remain at Eaglewood. Whatever their end goal we will endeavour to support them.

Our SEND team is led by the school's two SENDCO's. We also have a large team of highly skilled learning support assistants who work in classrooms to support teaching. Many of these also run intensive one to one intervention sessions with students, both to aid academic progress and help develop social and emotional regulation.

The Eaglewood School Professional Culture

Our professional culture sets the tone for the way we interact with others and keep the school safe for all.

our school needs to be safe for everyone in it, we expect all staff and students to treat the school environment with care to make it a pleasant place to learn. We also expect it to be a safe and nurturing place for students and staff to express their differing views and opinions.

In doing this we make sure:

- We are here for the children first – the “litmus test” for our decision-making is what is in the best interests of students, their families, and our community.
- We model the behaviour we expect from others including students.
- We praise and share the success of others above ourselves.
- We define problems and design possible solutions - we don't grumble and moan.
- In the face of adversity, we remember we are team players and colleagues will support us through good and bad.
- We are honest - we don't say one thing and think another.
- We only make commitments we intend to and are able to keep.
- We presume honourable motives.
- In conflict we talk directly and privately to the person with whom we share a problem - we don't gossip.
- We forgive and we move on.
- We give ourselves time to listen and think - we work hard and do not feel guilty if we take time for ourselves and friends and family.
- We teach with an “open door”.
- We promote a healthy work life balance for all staff.

Safeguarding and Child Protection Statement

In safeguarding children, we aim to: -

- provide an environment in which students feel safe, valued and respected.
- allow students to feel confident, and ensure they fully understand how to approach adults if they are in difficulties, knowing they will be heard.
- inform all teaching and non-teaching staff of the need to safeguard all young people and of their responsibilities in identifying and reporting possible neglect or abuse
- provide a systematic means of monitoring students known, or thought to be at risk of harm and ensure we, as professionals, contribute to assessments of needs and support for those students
- develop and promote effective working relationships with other agencies, including children's social services and the police
- maintain a structured procedure within the school including visits and trips which will be followed by staff and the community when child protection is necessary.

All staff working within our school, who have substantial access to children, will be checked as to their suitability to work with young people. This will include, to give some examples, verification of their identity, qualifications, and a satisfactory DBS check. Details will be maintained in a single central record for audit purposes.

Equal Opportunities Statement

The Gryphon Trust and The Eaglewood School values the diversity of our workforce and welcomes applications from the whole community irrespective of race, religion, sexual orientation or disability. Together we are stronger.

