



# Headteacher Recruitment Brochure

Thornden School



## Welcome

Thank you for considering applying for the role of Headteacher at Thornden School. This is a significant decision and I hope this brochure begins to give you a flavour of the school, our community and the support we provide each young person to help them excel academically and to develop the mindset and skills helping them thrive during their school years and in adult life.

The academic achievement by our students of all different abilities and the progress they make after joining us from primary school consistently places Thornden as one of the best performing schools in Hampshire and amongst the top schools in the country. This level of aspiration and success is only achievable when young people feel safe in a community which gives them a strong sense of belonging; as we strive constantly to nurture and encourage this. Thornden's academic success is balanced by a positive focus on personal development and well-being, and a rich and varied extra-curricular programme of activities, clubs, events and trips which offer life-enhancing experiences to our students.

**Patrick Earnshaw BA (Hons), MA, NPQH**  
**Executive Headteacher**

## Introduction

HISP Multi Academy Trust believe in building excellent educational environments that inspire and unlock potential in all our school communities. We currently have four schools within our Trust covering the age ranges from nursery to 18 with three further secondary schools and a sixth form joining in February 2024.

Whilst we are currently a small Trust, we are ambitious and have a broad range of outward facing accreditations that support our schools and those within our local area. We are part of the Education Endowment Foundation Network with our HISP Research School. Evidence informed practice underpins our ethos, professional development and school improvement. We have an outstanding provision for training new teachers through our Hampshire SCITT Partnership, which also supports career progression for staff within our Trust and links to higher education.

We have recently been designated, by the DfE, with two Teaching School Hubs covering Portsmouth, Southampton, the Isle of Wight and the South Eastern and South Western parts of Hampshire. The core purpose behind the Teaching School Hubs is to become centres of excellence for teaching and leadership training and development.

Thornden is an oversubscribed, outstanding school serving Chandler's Ford and the surrounding area with just over 1450 students on roll. We have an ambitious ethos based on high expectations for all. Our students are proud of their academic and wider achievements, having a belief in their own success and ability to succeed which continues beyond our school with a high percentage of Thornden students excelling at local colleges and then at further and higher education.

In the results for 2023, 91% of our students achieved 4+ in English and Maths, with 73% of student achieving 5+ in both grades. 64% of our students entered the English Baccalaureate achieving an average point score of 5.49. Our Progress 8 score was 0.5 in 2023 which puts the school in the top 16% of schools nationally and in the 'well above average' band.





## HISP Learning Partnership

As a HISP Headteacher you will be committed to promoting, supporting, and contributing to our wider Learning Partnerships. Our Headteachers actively engage with the work of our two Teachings Schools, lead NPQs across our region, host events and support schools in their geographical regions to access the educational support and development our partnerships provide. Alongside this the learning partnerships are a vital part of supporting school improvement both within our Trust schools, and across the wider educational landscape.

As the HISP Headteacher of Thornden School you have the privilege of hosting the base of Inspiring Future Teachers' ITT provision. Across our Trust we are developing Hubs that provide bespoke geographical educational support. The trust has a clear vision for careful growth, ensuring that we remain focused on sustainable school improvement and our Learning Partnerships are at the heart of this.

The HISP Learning Partnership (HLP) is a professional partnership spanning an extensive and diverse range of educational organisations all of which share a determined commitment to improving educational outcomes for children and providing professional development opportunities for those employed in the field of education. The HLP is an umbrella organisation which encompasses the following Department for Education (DfE) and curriculum hubs.





# TEACHING SCHOOL HUB

As the HISP TSH we will support the development of teachers working in all phases/types of schools by developing networks of schools that can support the delivery of each of the core activities to the full range of the teaching workforce



[WEBSITE](#)

# INSPIRING FUTURE TEACHERS & ITT

Inspiring Future Teachers (IFT) has been created through a partnership of multi-academy trusts, Teaching School Hubs, Curriculum Hubs, Research Schools and existing SCITT providers with many years of experience in leading Initial Teacher Training in their local areas. We offer all the benefits of being part of a large national programme whilst at the same time providing locally delivered school-based training in either a primary or a secondary school. This allows our trainees to learn in a school environment, as a member of school staff, from day one. This is supported and enhanced through a comprehensive and evidence-informed, centre-based training programme led by highly skilled teachers and professionals from your local area, who are passionate about education and providing the best possible life chances for the children in our schools

Our partner schools are united in their aim to train exceptional teachers for the partnership as well as schools across the region. Most of our trainees choose to take up posts in partnership schools once they have qualified; indeed, many gain teaching jobs in the schools in which they have trained. However, you are obviously free to decide where you want to teach once you have qualified and each year, a few of our trainees do take up teaching posts in other counties. Our trainees complete the programme eager to start their teaching career and keen to continue their professional development and, as HISP Teacher Training is part of HISP Multi-Academy Trust's Learning Partnerships these professional development opportunities are easily accessible.



[WEBSITE](#)

# **HAMPSHIRE & DORSET SCIENCE LEARNING PARTNERSHIP**

We are the local curriculum hub for science. Science Learning Partnerships (SLPs) in conjunction with STEM Learning combine local expertise in primary, secondary and post-16 teaching and learning in science, facilitating CPD, and providing school-to-school support.



[WEBSITE](#)



# SOLENT MATHS HUB

The Solent Maths Hub is one of a network of 40 Maths Hubs in England, working together within the Maths Hubs Programme, which began in 2014. The programme is funded by the Department of Education (DfE) and coordinated by the National Centre for Excellence in the Teaching of Mathematics (NCETM).

Maths Hubs are a structure, within a school-led system, for promoting and connecting different schools and organisations that aim to improve the teaching and learning of mathematics through collaborative CPD. Maths Hubs harness all maths leadership and expertise within an area to develop and spread excellent practice, for the benefit of all pupils and students.



[WEBSITE](#)

# HISP RESEARCH HUB

Our Hub is leading on Priority 4 (underperforming groups) of the Portsmouth PEIA project where we oversee the planning, delivery, evaluation, and reporting of 5 CPD programmes. Our Research Hub promotes research led contributions to our wider Trust learning and development and aims to build a HISP team of research leads to ensure we are at the forefront of educational development.

Alongside these accredited hubs, the HLP is committed to promoting DFE accredited CPD including the STEM Learning Partnership, Computing Hub, English Hub, and The Primary Science Teaching Trust.



[WEBSITE](#)

**As a Headteacher within HISP you will be central to developing our work of the Learning Partnerships to champion children and build success.**



## Vision & Values

At Thornden School we passionately believe in improving life chances for young people, regardless of their background, circumstances or characteristics. Not only do we want our students to thrive academically but we also recognise their individual talents and interests – we want them to enjoy a thriving and rich experience whilst they are at the school that will serve them well into adulthood.

### Our four core values are:

**ASPIRE** - Aspirations for (and of) our students are very high. We want students to dream big and we want to give them the tools to be able to achieve those dreams.

**SUCCEED** - We want students to succeed and feel that they have achieved success in all that they do. This might be in their academic studies, in sport, in performing arts or in any of the wide range of extracurricular activities that the school offers.

**BELONG** - Thornden is more than a school, it is a family. We want all students, staff and parents to feel part of our community and to feel that they belong.

**CARE** - The school cares for students deeply. We understand that each young person is an individual and we want them all to feel safe, secure and happy. Every single member of staff contributes to the safeguarding and care of our students.





## Opportunities for everyone

In order to thrive and be successful, we believe that you must first feel safe, secure and happy. We provide an environment that promotes self-worth, nurtures positive relationships and encourages all to believe in their individual abilities and aspirations. We actively seek to develop a friendly atmosphere where students feel confident to ask questions, broaden their knowledge and challenge stereotypes. Upon entry, all students are engaged in a broad curriculum that enables them to explore new areas of study whilst building on their talents, skills and interests. As they progress through the school, they are able to choose their own pathway from a wide range of subjects whilst maintaining a core of English, mathematics, science, religious studies and physical education.





## Our Curriculum


### Intent

Thornden School aims to develop effective learners who are challenged to have high aspirations, develop the knowledge and skills to appreciate and understand the world around them, and achieve ambitious outcomes that form the foundations to access opportunities for further, more specialised learning in the future. We strive to support our students to develop into confident, happy, successful young adults who have empathy towards and an understanding of others. Our rigorous academic curriculum aims to provide the breadth and depth of knowledge and learning to create confident and resilient learners who actively participate in the variety of learning experiences open to them, and enjoy the demands associated with learning.

### Implementation

Our curriculum has always been designed to offer a broad and balanced education providing challenge for all students. Its academic focus aims to open doors for all students, regardless of differences in prior attainment, and is tailored to meet the needs of certain individuals for whom extra support and vocational opportunities are required to help access challenging content. We place great emphasis on building positive relationships in school, amongst the students themselves and between staff, students and parents/carers.

Deep learning in each subject is facilitated by a spending quality time in Years 7-9 ensuring that students have a grasp of key concepts so that firm foundations are in place ahead of making informed choices regarding GCSE subjects and other qualifications in Years 10-11. All subjects from Years 7-9 are available at GCSE with the addition of a few new subjects which extend options further. Routes at GCSE leave subjects open to all students within a framework that supports and promotes academic achievement. At GCSE level, the core subjects are supported by 4 options, two which are broadly EBacc\* and two free choices. Effective learning strategies are used across the school and shared with students to ensure they master key techniques to support learning. \*(English Baccalaureate – English, Maths, 2 Sciences, Humanity and Modern Foreign Language). Within the curriculum, subjects such as PSHE (including Citizenship) and RE have particular links to SMSC, however all subjects and areas of school life contribute to the students' SMSC development at Thornden. The curriculum is further enriched by a variety of wider cultural opportunities including clubs, trips, productions, and competitions providing wider social learning experiences and helping to support a sense of belonging and achievement.



Groupings are tailored to each subject to promote a culture of high expectations and challenge, with the majority of subjects being taught within mixed ability classes from Years 7- 11 (History, geography, R S, technology, art, music, dance and drama. English is mixed ability with an extension set at GCSE). Other subjects introduce broad and flexible setting which relates only to that subject (science and languages) as students move through school. On entry, most subjects are taught as tutor groups to support a smooth transition into our school.

Our curriculum is aspirational and holds challenge for students. Some subjects have a spiral, cumulative curriculum structure whereby knowledge and understanding of concepts is built from repeated exposure to a variety of different examples. Other subjects have a curriculum structure that is more hierarchical whereby the knowledge and understanding of concepts is developed by the mastery of components step by step. Our curriculum is implemented through lessons which support the development, long-term retention, and application of knowledge. This is achieved by the regular review of material, use of questioning, providing modelling and scaffolding, and guiding deliberate practice. Assessment and feedback is tailored to each subject, with a focus on teachers checking students' understanding day to day in the classroom to inform their teaching and planning. Summative assessments are strategically placed to support students in developing and independently applying the effective learning strategies modelled to them in lessons, to assist the long-term retention and transfer of knowledge, and to help teachers to monitor the progress of individual students in developing their subject specific schema.

The ethos at Thornden combines a focus on achievement with a strong concern for the social development, physical and mental health, and the wellbeing of each individual. All students are valued as individuals and are supported through our pastoral system, their teachers and tutors, the learning support department and through engaging with the parents of individual students.

### **Impact**

Our students work hard, they believe they will do well and go on to achieve very strong academic outcomes at Thornden and beyond. They are confident and understand themselves in the world around them. Students develop skills, knowledge and an understanding which makes them ready for their next stage of education, whether this be college followed by a Russell Group University or an apprenticeship leading into employment.

For the detail of our upper school curriculum (Year 10 & 11) please read our

**Upper School Curriculum Booklet**

## Community

Thornden school is a learning community that works together to help everyone achieve to the best of their ability. All members of this community are equally important and valued; we embrace and celebrate diversity.

Our pastoral system is based around mixed ability tutor groups. Students are supported by tutors who stay with their group as they progress through the school, building relationships with individuals as well as families.

All students are further supported by a Head of Year. Each Head of Year will ensure that the transition from primary to secondary is smooth, help them to make informed choices when they decide on their option subjects in year 9 and help them navigate education and career pathways as they enter their final years with us.

Both the tutor and Head of Year support individual students academically, socially and emotionally. They are a first point of contact for parents. A member of the Senior Leadership Team has overall responsibility for the pastoral support and guidance provided for the whole year group.

Students are strongly represented in all aspects of school life. A thriving School Council has a highly significant role in making a range of decisions that influence and improve the experience of students.

They are actively involved in fundraising for charity and they have a fundamental role in selecting the charities to support and driving the fundraising process. Students regularly form panels for staffing appointments. We believe that being involved in the decision making process helps to promote the values of independence and mutual respect.

We foster a unique environment where we can nurture, support and inspire our students. Located on a large site with attractive grounds we work hard to ensure that the school provides a warm and friendly environment. Students are all allocated a tutor base and are welcome to use these areas at break or lunch time. We have a number of other areas, such as The Hub and The Shed, where students can go to meet and make new friends.





## Pastoral Structure

Our Pastoral support is made up of various staff from across the school. Our senior leadership team, that includes our Deputy Headteacher and Assistant Headteachers, are available for pastoral support throughout the day. This is supported by the Heads of Year who know their students really well, so are best placed to support them. We have a Pastoral Support team who work alongside them. This includes a Pastoral Support Manager and Pastoral Support Workers. Students have access to ELSA, via a referral system. We have a medical room onsite which is manned by our School Nurse and School Nurse Assistants. Together everyone works to ensure the physical and emotional welfare of the students is met.



## Working Together

We believe that all students are entitled to high quality teaching that enables them to learn effectively. We are proud of the attainment and progress that our students make. Our academic success is clear evidence that we work with all students to provide them with opportunities for learning which meet their needs.

At Thornden we believe that by guiding students to develop their core skills whilst exploring their talents and interests, we will enable them to succeed. In order to do this, we ensure that our curriculum provision is broad and varied for all year groups.

All students are taught in tutor groups upon entry. This mixed ability ethos is a common thread throughout the school with only a few subjects using loose groupings to support the academic progression of students.

We set high standards and believe that every student can achieve and progress. We provide opportunities to extend all our students and offer additional support for those in need.

## Wider Participation

We encourage all members of our community to be actively engaged in their learning both within and beyond the classroom. We ensure that we offer a wide range of experiences and opportunities that support the development of each individual including Library clubs, the Green Club, nurture groups, curriculum based activities and many other opportunities.

Thornden is proud to have a large, purpose built Performing Arts Centre on site which provides excellent facilities to promote the benefits of the arts. We encourage participation in a variety of activities ranging from musical and dance performances to drama and theatrical productions.

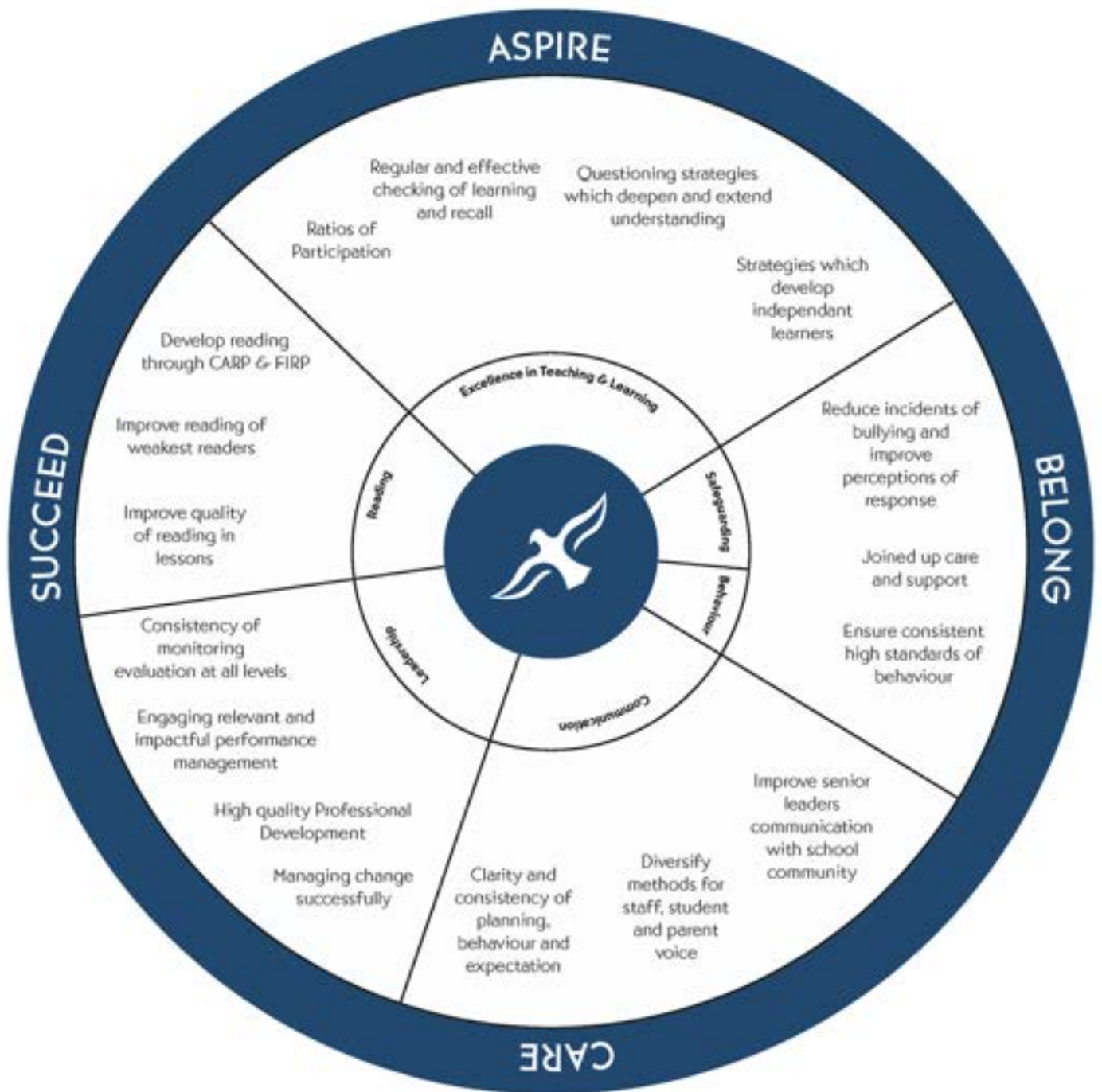
Developing the individual through wide participation across a number of activities is an important aspect of Thornden life. Our programmes range from clubs that take place both during and beyond the school day to sporting teams that compete at a national level. We are very proud of our well supported Duke of Edinburgh Award Scheme programme which runs annually.



## SLT Role and Responsibilities

Role	Focus	Core Responsibilities	Other Responsibilities	Line Management	Year group oversight	Policies
<b>Executive Headteacher</b> Patrick Earnshaw	Strategy	School Vision and Values Quality of Outcomes (academic and pastoral) Strategic financial management Staff structure and school organisation School Development Planning process External relationships e.g. HISP Trust, Highcliffe School Supporting the Senior Leadership Team	Admissions Arrangements Suspensions 5> days Permanent Exclusion SLT recruitment Oversight of SEF Governing Body development	Head of School	N/A	Admissions Policy
<b>Head of School</b> Caroline Lowing	Whole-School Leadership	Ethos and standards Quality of Outcomes (academic and pastoral) Daily leadership and management of the whole school Implementing the School Development Plan Operational financial management Governing Body links External relationships e.g. HWAHs Monitoring and evaluation processes inc school SEF & Exam Reviews Suspensions >5 days Staff recruitment Whole-School Curriculum Intent and Implementation School social media	SLT recruitment Thornden Hall link Parent communication DDSL Prospectus and marketing	SLT Head of MFL Head of Maths	Supporting all year groups	Managing Absence Policy Staff Disciplinary Policy Complaints Policy Self-Evaluation Policy Menopause Policy
<b>Deputy Headteacher</b> Rob Collar	Operations	Examination arrangements EVC Extra-curricular programme Performance management arrangements Health and Safety Midas compliance Site and Facilities Thornden Hall and Community Programme	Organise Certificate Evening Organise Open Evening/Open Morning School photographs DDSL	Exams Officer Head of History Head of Performing Arts Head of Careers Site Manager	Supporting KS4	Examinations Policy Homework Policy Health and Safety Policy PM Policy Careers Policy
<b>Assistant Headteacher</b> Adam Thomas	Safeguarding and Personal Development	Designated Safeguarding Leader Whole-school pastoral care services Whole-school attendance Personal Development strand Designated Mental Health Lead	PSHE RS SMSC	Head of Year 11 Head of Year 7 Head of RE School Nurse	Year 11	Safeguarding Policy PSHE Policy RS Policy SRE Policy
<b>Assistant Headteacher</b> Laura Kehoe	Behaviour and Culture	Policies and programmes relating to student attitude, behaviour and culture Lead staff regarding high standards of student behaviour and attitudes and their roles in securing them Lead the HoY Group in achieving consistency and common high standards in their management of attitudes, behaviour and culture among and between their year groups	Assembly rota The Behaviour Curriculum Duta Rotas and Supervision	Head of Year 8 Head of Year 9 Head of Year 10 Senior Pastoral Support Worker	Year 9	Behaviour Policy Rewards Policy
<b>Assistant Headteacher</b> Jen Fuller	Teaching and Learning and Professional Development	Leading the Subject Leaders Whole-school teaching and learning pedagogy Whole-school assessment and marking pedagogy Whole-school revision pedagogy Teaching and learning quality assurance processes Whole-school teaching and learning CPD programme inc INSET days ECT programme	School Council Leadership meetings	Head of Geography Head of Art	Year 7	Teaching and Learning Policy Assessment and Marking Policy CPD Policy
<b>Assistant Headteacher</b> Phil Balmond	Raising Standards and Curriculum	Assessment and Reporting arrangements Staff cover arrangements The use of data to raise standards by teachers, middle leaders and senior leaders Raising achievement challenge meetings Timetable production Year 9 Options process Data Protection Lead Year 6 to 7 transition arrangements Primary school network	DDSL School calendar Enterprise Day	Head of Science Head of PE	Year 10	Data Protection Policy Communications Policy
<b>Assistant Headteacher</b> Lou Peaston	Inclusion and Literacy	Whole-school literacy strategy inc reading Equality, Diversity and Inclusion strategies Quality of SEND provision EAL Alternative provision and off-site education arrangements Designated Teacher for Looked After Children Friends of Thornden School	DDSL LGBTQ+ students ERA students HISP Inclusion Board	Head of English Head of D&T	Year 8	Literacy Policy SEND policy Equalities and Diversity policies

## School Development Plan







# **Our next Headteacher**

## Student Views

“

Someone who is willing to go out of their way to support students development....that could be in lessons, sport or extra-curricular activities.

”

“

Open to helping students to improve and reach their very best.

”

“

Someone who has clear rules and values but is also reasonable and fair.

”

“

They need to be really good with staff and students but they also need to be great at running the school!

”

“

Some who likes a challenge and can help staff and student to be even better.

”



## Staff Views

“  
Leads by example, makes balanced and considered judgements which always take the best interests of staff and students.  
”

“  
A dedicated person who will lead from the front. Someone who will listen to and consider the points of views of staff and wider community.  
”

“  
Someone who loves the Performing Arts and values extra-curricular activities.  
”

“  
A person who will inspire the school community to aspire for the best outcomes for all our students every day.  
”

“  
Somebody who cares for every member of staff as well as the students. A sense of humour is essential!  
”



## Job Description

**Leadership Spine L23-39 £83,081 - £118,732 \***

### **Role purpose:**

- To provide outstanding and inspirational leadership and management of the school, further developing our first class, student-centred environment that empowers all learners to realise their potential today, tomorrow and in the future.
- To promote the vision and values of HISP Multi Academy Trust and Thornden School.
- To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.
- To meet the National Standards for Headteachers (including "The Seven Principles of Public Life", formerly known as the Nolan principles) as published by the DfE (October 2020).
- To promote and safeguard the welfare of all children and young people within the school by ensuring that the school's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff, resources are allocated to allow staff to discharge their responsibilities, and that staff, student, parents, and others feel able to raise concerns and that these are addressed sensitively and effectively.
- To commit to promoting, supporting, and contributing to the wider development of HISP Multi Academy Trust through collaborative projects with other leaders, sharing of best practice, and constructive contributions to Trust leadership networks.
- To commit to promoting, supporting, and contributing to our wider HISP Learning Partnerships by actively engaging with the work of our two Teachings Schools, leading NPQs across our region, hosting events and supporting schools to access the educational support and development our partnerships provide.
- To commit to receiving coaching and one-to-one line management from, and report directly to, the Deputy Chief Executive or Chief Executive, or other nominated member of the Trust Executive, in support of continuous improvement in your own professional impact and on school standards

### **Culture and Leadership**

Work with the HISP Trust, the Local Governing Committee and the school community to set the vision and values for the school and ensure that they are securely embedded.

- Take the values of the school, clearly articulate these in the form of a vision which is understood, shared, and acted upon by the school community further developing a highly aspirational and inclusive school ethos.
- Create a culture where pupils experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment.
- Ensure a culture of high staff professionalism.
- Use technology and innovation appropriately to pursue excellence.
- Ensure that the diversity of the school and its community is respected in the ethos and in strategic planning.

\*at 2023-24 values



## **Teaching and Learning and Curriculum**

- Maintain, enhance, and celebrate the culture of successful learning.
- Promote and celebrate excellence; sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensure that teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Develop and embed clear and consistent strategies supporting a strong culture for learning.
- Ensure students feel safe, happy, and supported, and that barriers to their learning and progress are identified and addressed.
- Ensure robust systems of pastoral care to promote positive mental health.
- Ensure that effective strategies are in place, closely monitored and reviewed, to enable all groups of students to progress and achieve well.
- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches.
- Ensure valid, reliable, and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

## **Continuing Professional Development**

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team, and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.
- Use the Performance Management cycle to assist in enhancing the professional development aspirations of colleagues.

## **Additional and special educational needs and disabilities**

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional need and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

## **Organisational management**

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care to provide a culture of exceptional safeguarding.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- Ensure rigorous approaches to identifying, managing, and mitigating risk.
- Assist in effective recruitment and marketing e.g. by attending and supporting Open Evenings, producing press releases, website material and school social media marketing the school.

### **Continuous school improvement**

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

### **Accountability and Governance**

- Accountable for all elements of student and school performance to the Board of Trustees and Members.
- Provide information and objective advice to the Local Governing Body, Board of Trustees and Members to enable them to meet their statutory, governance and leadership responsibilities, including regarding the implications and opportunities of national and local educational policy and context.
- Ensure individual staff and team accountabilities are clearly defined, understood, and agreed and are subject to rigorous review and evaluation.
- Present accurate information about the school and its performance in a form appropriate to a range of audiences, including students, parents, local governors, Trustees, the local community, Ofsted, and others.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

### **Safeguarding**

HISP is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The appointment will be made subject to an Enhanced Disclosure and Barring Service approval ('DBS') as part of our rigorous approach to safeguarding our children.

### **Equal Opportunities**

HISP is committed to equality of opportunity for all colleagues, pupils and other stakeholders. Applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

### **Health & Safety:**

The board of trustees, local governing committees (LGC) and all leaders across HISP recognise and accept their responsibilities to provide a safe and healthy work environment for all employees, students and visitors. We expect all colleagues to take reasonable care of their own health and safety and that of others who may be affected by their actions at work. All BET employees must co-operate with us to access proper training and to make sure they understand and follow the Trust's health and safety policies and procedures, and to help everyone meet their legal requirements. All colleagues must take responsibility for reporting concerns relating to health and safety matters through appropriate channels.

This job description may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

November 2023

## Personal Specification

Qualifications	Essential	Desirable	Evidence
	Qualified Teacher Status		D
	Qualified to work in the UK		D
	Qualified to teach in the UK		D
	2: 2 degree in a relevant subject	2:1 or better degree in a relevant subject	D/A
	Evidence of recent professional development and training directly relevant to the role		
Experience	Essential	Desirable	Evidence
	Significant experience as in a leadership position relevant to role eg Deputy Headteacher, Head of School, or Headteacher	Experience leading in more than one school	A
	Successful and proven track record of raising attainment in GCSE outcomes at school level and wider school improvement	Successful and proven track record improving attitudes and behaviour or students' personal development	A
	Successful and proven track record of line management and holding others to account with demonstrable positive impact		A/R/T
	Experience analysing and interpreting data to ensure effective student outcomes		
	Experience of managing teams and building strong relationships with colleagues	Experience of working with other schools/organisations to improve education and achieve better outcomes for students	A/R
	Experience successfully developing and implementing whole-school strategies in an aspect directly relevant to this role	Experience in more than one aspect	A/R
	Experience managing processes for internal monitoring and evaluation		A/R
	Experience writing clear and effective development plans	Experience presenting to and working with Governors	A/R
	Experience managing a whole-school budget	Experience working in an Academy School	

Knowledge	Essential	Desirable	Evidence
	A clear understanding of what constitutes high-quality education and strategies to embed it		A/I/T
	A clear understanding of best practice in safeguarding		
	A clear understanding of what constitutes 'Inclusion'; the differing needs of different student groups inc SEND, Pupil Premium students, BAME, LAC, Young Carers, persistent absence students, BAME, LGBTQ+ and strategies to improve experiences and outcomes for those different students.		A/I/T
	Knowledge of whole school quality assurance process and accountability, including performance measures and the current Ofsted framework		A/I/T
	Clear understanding of the change process and how to skilfully manage change		A/I/T
	Understanding of students' needs during transition to secondary education and high-quality strategies to promote successful transition		
	Good understanding of current educational issues and developments		
Aptitudes/ Attributes	Essential	Desirable	Evidence
	A clear commitment to promoting student and staff welfare		A/R/I/T
	Able to articulate a clear vision and philosophy of education which includes and inspires others		I/T
	Able to set and achieve targets by being consistently focused on achieving high standards		R/I/T
	Able to intellectually grasp the 'big picture' and the detail simultaneously		R/I/T
	High level organisational and administrative skills, with strong time management skills		A/I/T
	The ability to show good judgement under pressure		R/I/T
	The ability to reflect, learn and improve		R/I/T
	Excellent verbal and written communication skills with a proven ability to communicate and gather evidence from a range of stakeholders including students, teachers, parents and other professionals		A/I/T
	Able to lead, manage and monitor the work of multiple individuals and teams		R/I/T
	Excellent collegiate skills including the ability to be a good team member as well as team leader, and to work independently		R/I/T
	The ability to form positive and productive relationships with colleagues, parents/carers and other stakeholders		A/R/I/T
	Highly effective interpersonal skills including humour and empathy		A/R/I/T
	Strong personal motivation and drive; a hunger to make a difference		R/I/T
	Self-motivated, productive, diligent and thorough		R/I/T
	Personal and professional resilience in the face of challenging situations		R/I/T



<b>Aptitudes/ Attributes</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
	Commitment to an open, collaborative style of management		R/I/T
	Commitment to the development of colleagues and members of the wider school community		R/I/T
	Commitment to own professional development	The aspiration for further promotion and career development	R/I/T
	Commitment to promoting inclusion, diversity, access and success for all students		R/I/T
	Commitment to the safeguarding of children and young people		R/I/T
	Empathy with the needs of children and young people		R/I/T
	The ability to form and maintain appropriate relationships and personal boundaries with children and young people and assert authority without creating confrontation		R/I/T
	A clear acceptance of, and commitment to, the principles of the academy's Equalities policies and practices as they relate to children and young people, their families, to colleagues, and to recruitment and personnel issues		A/R/I/T
	Commitment to equal opportunities policies relating to gender, race and disability in an educational context		A/R/I/T

Author: PEW /TEH

Date: November 2023

## How to Apply

Colleagues considering an application are invited to contact the school to arrange a short telephone briefing about the school and the Headteacher role with a member of MAT Executive. Please email [info@thornden.hants.sch.uk](mailto:info@thornden.hants.sch.uk) with the subject line 'Request for Telephone Briefing about HT post' and leave your name and contact telephone numbers in the email body.

Alternatively, or in addition, there is an opportunity to visit the school prior to the application deadline, for approximately 2 hours, with a briefing from the Executive Headteacher and a tour of the school site with the Deputy Headteacher during a normal school day. Tours are available from 8:30am to 10:30am on Wednesday 22nd November and 10am to Midday on Friday 24th November. Please email [info@thornden.hants.sch.uk](mailto:info@thornden.hants.sch.uk) with the subject line 'Request to Join a School Visit' and leave your name and contact telephone numbers in the email body.

If you wish to apply for this role, please review our full Job Description and Person Specification, and complete our teaching staff application form. These documents can all be downloaded from our [website](#).

Along with your application, please submit a letter addressed to the Executive Headteacher outlining why your knowledge, skills and experience make you suitable for the post and your leadership approach to returning the school to an Ofsted Outstanding rating over a 3-year period. Your letter must be on Calibri size 11 font and no more than two sides of A4.

Completed application forms and letters can be emailed to [HR@thornden.hants.sch.uk](mailto:HR@thornden.hants.sch.uk) or submitted by post to HR Officer, Thornden School, Winchester Road, Chandlers Ford, Eastleigh, Hampshire, SO53 2DW. Please note that CVs will not be accepted. No agency applications either please.

The HISP Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks. We are also committed to providing equality of opportunity at all stages of the recruitment and selection process and ensuring that candidates are treated fairly and lawfully throughout the process.

Yours Sincerely



Patrick Earnshaw

Closing Date - 9am 30th November 2023

Application form & further details - [Vacancies](#)

Informal Enquiries - [p.earnshaw@hispmat.org](mailto:p.earnshaw@hispmat.org)

Thornden School  
Winchester Road, Chandler's Ford  
Eastleigh, Hampshire  
SO53 2DW

023 8026 9722

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