



**The Henry Box School**  
Founded 1660

# **RECRUITMENT PACK**

**School Leader Learner Engagement**

**L12-L16**

**Full Time**

**Start Date: January 2023**





## Introduction from the Headteacher

The Henry Box School is an exciting place to work and learn. We are committed to providing education that transforms lives and we are ambitious in our pursuit of excellence. We are the leading school in our 'home grown' Trust

This is a hugely exciting time for our family of schools as we are presented with a rare opportunity to make a real difference to the lives and life chances of so many young people. Our vision is to enable individual schools to flourish whilst remaining integral to the communities they serve.

## Our approach

To join The Henry Box School is to join a family – staff and pupils who have the courage to do things differently, if that's what it takes.

Here we think deeply about how we can have the biggest impact on pupils. In a world where the algorithms of life give us more of the same, we believe education has the role to give children something different.

We continually ask ourselves the following five questions:

- Are we securing equity?
- Is our leadership driving school improvement?
- Is our curriculum irresistible?
- Are we research informed?
- Are we deploying resources effectively?

All schools in our Trust have a culture of compassion underpinned by high expectations and understanding. We have three rules: ready, respectful and safe. We are a truly inclusive organisation and passionately believe that every child has a right to high quality mainstream education.

## Our curriculum principles

We aim to ensure that all our children have access to a 'box set' knowledge curriculum that builds students' schemata. We work on the understanding that the best type of feedback is in the moment and/or in the next lesson; feedback must be a medical, not a Post Mortem. We limit our interventions to the ones that are evidence based and enable our students to access the curriculum. Our curriculum is learnt, not experienced and we work hard to ensure a challenging curriculum is available for all.



# The Henry Box School

Founded 1660

Our curriculum principles are clear: we aim to make sure our curriculum:

- is ambitious and designed to give **all** learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.
- extends beyond the academic by providing opportunities to develop and discover their interests and talents. Learners are supported to develop their character and help them to know how to keep physically and mentally healthy – including resilience, confidence and independence.
- prepares learners for life in modern Britain, equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values. All learners will develop their understanding and appreciation of diversity, celebrating what we have in common and promoting respect.
- is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. Assessment is used to help learners to embed and use knowledge fluently, to check understanding and to inform teaching.
- has a rigorous approach to the teaching of reading, writing and oracy that develops learners' confidence and enjoyment of learning.
- provides a range of opportunities to ignite a passion for.

## Professional development

Our professional development is truly gold standard – we were awarded 'Gold' by the Teacher Development Trust in 2020. We work hard to reduce bureaucracy and keep after school commitments and meetings to a minimum. Teachers in their second year of teaching are entitled to the OLEVI 'Improving Teacher Programme' and in their fourth year the 'Outstanding Teacher Programme', whilst leaders complete the 'Outstanding Leadership of Education' Programme.

In a nutshell, whatever your career stage, you will have access to high quality professional development and a sensible approach to appraisal, based on action research and supporting each other to be even better. All staff also have access to our professional development library which houses over one hundred and fifty titles.



# The Henry Box School

Founded 1660

## The opportunity

**Position: School Leader Learner Engagement**

**Location: The Henry Box School**

**Salary: L12 – L16**

**Working Hours: Full time**

**Required: January 2023**

We are seeking to appoint a highly skilled, full-time school leader at The Henry Box School. This is an excellent opportunity for a talented and well qualified leader to lead a strong and successful Learner Engagement Team, and who is able to inspire and motivate our students.

This is a significant role for our school and includes being part of the School Leadership Team. Our leadership model is fully distributed and so this post will provide an excellent opportunity to lead across the whole school.



## Our Learner Engagement Team

Three teams support our School Leader for Learner Engagement: House Leaders, Student Support and Family Support. We also have a full time Attendance Officer. The vertical House system has enabled us to reduce the number in a tutor group from 28-30 to approximately 22. Some tutor groups have two tutors. Students behave well in our lessons as we have a strong emphasis on consistent routines and high expectations.

The nature of the support that these teams provide for our students and families means that there may be some crossover of responsibilities.



## **The Student Support Team**

This team comprises three senior members of support staff: our Student Support Workers. Some of the work that this team undertakes includes:

- Promoting a culture where students show ready, respectful and safe behaviour and attitudes
- Supporting students experiencing more than three significant risk factors
- Enabling teachers to focus on teaching and learning
- Leading and coordinating behaviour support and pastoral support for designated students
- Actively promoting and contributing to the school ethos and values
- Providing daily support to teaching and support staff to ensure highest standards of student behaviour and achievement
- Facilitating restorative and reparation conversations
- Recognising over and above behaviours by giving praise, post cards and making positive phone calls home.

## **The Family Support Team**

This team is made up of three senior support staff: our Family Support Workers.

Some of the work that this team undertakes includes:

- Addressing behaviour and attendance concerns by providing strong social and emotional support including working with families.
- Undertaking issues relating to attendance/safeguarding.
- Supporting our most vulnerable students to access education by ensuring that their needs are identified and met.
- Being the named contact for external agencies and families.
- Working closely with LCSS (the Locality and Community Support Service).
- Sourcing and coordinating multi-agency interventions to support vulnerable children, young people and their families.
- Undertaking statutory tasks related to attendance issues.
- Carrying out Early Help Assessments to ensure preventative support is put in place.
- Attending multi – agency meetings e.g. Team Around the Family (TAFs) and Child Protection (CP).
- Leading on safeguarding.
- Supporting individual students through mentoring/being key workers.
- Facilitating restorative and reparation meetings.
- Being involved in readmission and panel meetings.

## **Safeguarding**

Our Safeguarding Team is led the Deputy Headteacher, and she leads a team of 14 Designated Safeguarding Leads.





# The Henry Box School

Founded 1660

## Health & Safety

All staff at The Henry Box School have a responsibility to co-operate with and follow all Health and Safety requirements in accordance with the school Health and Safety Policy.



## Job Description

<b>Core Purpose:</b>	<p>a) To <b>strategically lead</b> the direction and development of the school in accordance with the ethos and vision of the School and the Trust.</p> <p>b) To <b>raise standards</b> of student attainment and achievement across the school by:</p> <ul style="list-style-type: none"><li>- providing strategic leadership for all aspects of learner engagement</li><li>- developing systems and enhancing student engagement</li><li>- developing effective partnerships with all Children's Services</li><li>- ensuring high quality CP and Safeguarding practices are embedded within the life of the school</li><li>- developing and enhancing the teaching practice of others.</li></ul> <p>c) To <b>effectively evaluate</b> the impact of (b) and strategically <b>plan for improvement</b> by contributing to the management and deployment of all financial and physical resources in the school.</p>
<b>Reporting to</b>	Headteacher
<b>Responsible for</b>	House Leaders
<b>Liaising with</b>	SLT, The Trust, Local Committee Volunteers, other relevant staff with cross-school responsibilities, partner primary schools, other school partners and families.



# The Henry Box School

Founded 1660

## Core Duties

### Leadership:

- To have a profile around school during the school day, before and after school.
- To be seen as a role model for all staff (not just those who you line manage or for whom you are responsible).
- To be ready to support staff, students and parents at all times.
- To be reliable, approachable and discreet.
- To be a team leader and a team player.
- To be flexible and adaptable.
- To be accountable for developing the Pivotal Pillars throughout the school.
- To lead on student engagement, including, with House Leaders, the development of student leadership.
- To co-lead alongside the DHT on all Child Protection issues.
- To lead on the strategic development of student welfare services.
- To co-lead on and evaluate the Safeguarding practices adopted by the school.
- Line Management of identified staff (above).

### Curriculum

- To contribute towards creating a modern, innovative, and relevant 21<sup>st</sup> Century curriculum to raise aspiration and achievement.
- To ensure that key dimensions and themes of the Pivotal Pillars underpin all relationships in the School.
- With House Leaders and Aspiring Leaders (and Admin. Team) contribute to developing a programme of enrichment to deepen the school experience

### Learning

- To keep up to date with national developments in pedagogy.
- To conduct 'Ward Rounds' and other learning evaluation strategies in accordance with school policy.
- To ensure that challenging targets are set, understood and used effectively to raise standards of attainment.

### Staff Development

- To ensure effective induction of new staff in line with school procedures.
- To participate in the school's ITT programme.

### Assessment

- With House Leaders, evaluate performance data provided and take appropriate action on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken.
- To provide all relevant bodies with robust information relating to the school's performance and development.
- To contribute to inclusion and mentoring strategies.



# The Henry Box School

Founded 1660

- Communication**
- To ensure that all members of the school are familiar with its aims and objectives.
  - To ensure effective communication/consultation as appropriate with the parents of students and other relevant stakeholders.
  - To liaise with partner schools, Higher Education Institutions, industrial links, governors and other relevant external bodies.
  - To represent the school's views and interests in a professional manner.
- Marketing and Liaison**
- To contribute to school liaison and marketing activities, e.g. the collection of material for press releases.
  - To contribute to the development of effective links with partner schools and the community; attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events.
  - To actively promote the development of effective links with external agencies.
- Management of Resources**
- To ensure that all resources provide optimal value for money
- Pastoral System**
- To be accountable for effective and proactive attendance systems.
  - To oversee the monitoring of student attendance and progress (at House level) in relation to targets set for each House, ensuring that appropriate action is taken where necessary.
- Operational**
- To promote teamwork and to motivate staff to ensure effective working relations.
  - To be a presence around the school throughout the day
- Safeguarding**
- To contribute to the review of the Trust Safeguarding Policy and Strategy, ensuring that they reflect current legislation and best practice.
  - Ensure awareness of all updated government safeguarding recommendations and implement through the School's/Trust's safeguarding procedures and working practices.
  - Audit existing safeguarding procedures to ensure that they are developed, maintained, reflect best practice and are in accordance with the aims and objectives of the Trust.
  - Be the first point of contact for safeguarding disclosures, concerns and referrals, providing appropriate advice and guidance, completing all necessary documentation and ensuring that full and accurate records are maintained
  - Monitor and report trends in safeguarding incidents
  - Alongside the DHT, prepare and report to Ofsted and other external regulators on safeguarding practices within the Trust





# The Henry Box School

Founded 1660

## Other Specific Duties:

All SLs will have generic responsibilities, such as a 'hands-on' role in the day-to-day management of the School e.g. maintaining a presence around the school throughout the day. All SLT will also:

- contribute to the strategic leadership and management of the school in order to develop an ethos and culture of high expectations
- model the ethos and vision for the School
- line and performance manage identified staff and teams
- coach and develop the staff and students for which they are accountable.

Many specific responsibilities will require collaborative working with other SLs, House Leaders and Curriculum Directors which the postholder will develop proactively.

## Person Specification

Job Title: School Leader (Learner Engagement)		
KEY CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications &amp; Experience</b>	<ul style="list-style-type: none"><li>• education to degree level or equivalent</li><li>• QTS</li><li>• an excellent track record of recent, relevant professional development</li><li>• responsibility for an area of whole school performance</li><li>• evidence of measurable impact at whole school level</li></ul>	<ul style="list-style-type: none"><li>• innovative use of resources<ul style="list-style-type: none"><li>• DSL</li></ul></li></ul>
<b>Leadership &amp; Management</b>	<ul style="list-style-type: none"><li>• commitment to securing equity</li><li>• commitment to school to school support and collaborative working</li><li>• experience of working as a strong leader and as a member of a team in an educational setting</li><li>• innovative approaches to working with students, parents, staff and other stakeholders</li><li>• initiate, lead and manage change programmes</li><li>• prioritise, plan and organise</li><li>• direct and co-ordinate the work of others</li><li>• set high standards and provide a role model for students and staff</li></ul>	<ul style="list-style-type: none"><li>• motivate all those involved in the delivery team</li><li>• liaise effectively with other organisations and agencies</li></ul>



# The Henry Box School

Founded 1660

	<ul style="list-style-type: none"> <li>• deal sensitively with people and resolve conflicts</li> <li>• a commitment to an open and collaborative style of management</li> </ul>	
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• the principles behind the Core Purpose in the JD and their potential for raising standards</li> <li>• the principles and characteristics of effective schools and Trusts</li> <li>• the principles and practices of strategic and operational planning and delivery</li> <li>• effective review and evaluation procedures</li> </ul>	<ul style="list-style-type: none"> <li>• different methods of consulting with stakeholders</li> <li>• professional and community links</li> <li>• the application of ICT to effective management and learning</li> <li>• strategies for ensuring equal opportunities for staff, students and other stakeholders</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• communicate the vision of the school to a range of stakeholders</li> <li>• negotiate and consult fairly and effectively</li> <li>• develop and manage good communication systems</li> <li>• communicate effectively orally and in writing to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>• develop, maintain and use an effective network of contacts</li> </ul>
<b>Decision Making and Judgement Skills</b>	<ul style="list-style-type: none"> <li>• make decisions based on analysis, interpretation and understanding of relevant data and information</li> <li>• demonstrate good judgement</li> </ul>	<ul style="list-style-type: none"> <li>• think creatively and imaginatively to anticipate, identify and solve problems</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• a commitment to inclusive education</li> <li>• evident enjoyment in working with young people and their families</li> <li>• empathy in relation to the needs of the school and the local community</li> <li>• ability to inspire confidence in staff, students, parents and others</li> <li>• adaptability to changing circumstances/new ideas</li> <li>• reliability, integrity and stamina</li> <li>• personal impact and presence</li> <li>• prioritise and manage own time effectively</li> <li>• work under pressure and to deadlines</li> <li>• seek advice and support when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• achieve challenging professional goals</li> <li>• personal ambition and potential for further promotion</li> <li>• intellectual ability and curiosity</li> <li>• determination to succeed and the highest possible expectations of self and others</li> <li>• vision, imagination and creativity</li> <li>• resilience and perspective</li> </ul>



## The Application Process

Thank you for your interest in this position. We look forward to welcoming you to our school. Visits to the school are most welcome by prior arrangement and if you have any questions or would like an informal discussion about the role please contact the Headteacher's Executive Assistant, Mrs Bourton on 01993 703955 or [head.4050@henrybox.oxon.sch.uk](mailto:head.4050@henrybox.oxon.sch.uk)

We are seeking to appoint the best possible candidate and our recruitment process will reflect our desire to undertake all possible measures to achieve this.

The Henry Box School is committed to promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment will be subject to enhanced DBS clearance and other relevant pre-employment checks.

Applicants should download the teaching staff application form from our website or use the online form if using our TES recruitment site.

In addition to the completed application form please submit a letter of application that is no more than two sides of A4.

**Closing Date: 9am 10<sup>th</sup> October 2022**

Candidates will be notified if they are successful in being shortlisted. The date for interviews and associated assessment activities will be 14<sup>th</sup> October 2022.