

Deputy Headteacher

Hazel Wood High School

Application Pack

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JOB ADVERT/SUMMARY

Deputy Headteacher

Closing Date: Apply as soon as possible or by the final deadline of 11am 3rd May 2021

Salary: Leadership Pay Scale 17-21 – Flexible starting grade for suitable candidate

Start date: September 2021

Contract type: Full-time

Contract term: Permanent

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Hazel Wood High wishes to appoint a well-qualified, hardworking and enthusiastic Deputy Headteacher, capable of making a strong contribution to our rapidly improving school. We see this position as a key role in leading the school forward and a unique opportunity for preparation for headship covering the majority of areas of school leadership and management. We are passionate about delivering a high-quality service and this is a great opportunity to work within a dedicated and hardworking school where you will be supported to develop your practice. In return we offer some fantastic incentives such as cycle to work scheme, perkbox, childcare vouchers through salary sacrifice, tech save scheme, bespoke inductions where we pride ourselves in investing in our staff and providing training and development opportunities to enhance your performance and knowledge.

We believe that Hazel Wood High is a great place to work. This post offers you the opportunity to work in/with:

- A school with a strong will and determination to continue to improve
- A school that has high expectations of all who work here
- A school that places teaching and learning at the heart of school improvement
- A school that is driven by strong values, invests in its staff and students and has a high regard for their welfare
- A supportive and cooperative teaching staff who are committed to their roles
- A school that works effectively with all stakeholders
- A caring school where you can make a real difference to the lives of young people

You will be part of an excellent team and will be given extensive support to develop to your full potential both in this role and beyond. We are committed to **equality of opportunity** for all staff and applications from individuals encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.

Applicants must have relevant qualifications and experience and be willing to undertake training relevant to the post. Please ensure that you meet the person specification before applying.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Further details and an application pack can be downloaded from this site. Please complete an application form and write a letter explaining how you meet the person specification. Please do not send CV's. Completed applications and supporting letters should be returned by email to the HR department at recruitment@hazelwoodhigh.co.uk. We would welcome applications as soon as possible; the final deadline is 11am, 3rd May 2021.

Letter of welcome from Elaine Parkinson CEO, Executive Headteacher and NLE

Dear Applicant,

Thank you for your interest in this post in the Teaching department at Hazel Wood High. I would like to give you some information about the school and the Oak Learning Partnership.

Hazel Wood High joined the Oak Learning Partnership in April 2019 and is one of three schools: Elms Bank (a secondary special school), Unsworth Primary School and Hazel Wood High School. Hazel Wood is a rapidly improving school, serving a diverse community in the centre of Bury. We are very proud of the progress the school has made since becoming an academy under the leadership of Mr Paul Greenhalgh, Headteacher. We are looking for a colleague who will share our passion to provide the very service to our pupils, their families and our staff.

The Oak Learning Partnership has firm values focused on inclusion and giving every pupil the opportunity to make the very best progress. We recognise that some pupils will have additional challenges and it is our firm belief that as professionals we should work with all young people to ensure that they receive the very best education in order to live happy and successful lives once they leave school.

We are looking for a member of staff who wants to make a difference and a professional who will go above and beyond to ensure that this happens. In return you will work with a dedicated staff team both within the school and also in the wider trust.

You will also be able to contribute to developments beyond Hazel Wood High and take advantage of working within a trust.

If you want to join us and know you can make an impact on our pupils through the role advertised, we would welcome your application.

We welcome you visiting Hazel Wood High and if you wish to do so please contact the school through the details provided in Mr Paul Greenhalgh's letter below.

I wish you every success with your application.

Best Wishes

E. J. Parkinson

Elaine Parkinson

Executive Headteacher and CEO of the Oak Learning Partnership.



Letter of welcome from Paul Greenhalgh - Headteacher

Dear Applicant,

I am the Headteacher of Hazel Wood High School and during my time here, I have overseen a necessary period of considerable change since becoming a part of a Multi-Academy Trust in April 2019.

The school has a good reputation for being a caring and inclusive school, and is highly regarded by its local community. We have high expectations of our staff and a great emphasis on pupil care, which includes a particular focus on outstanding quality teaching and learning, with the aim of achieving excellent outcomes for all students.

Every student is challenged to achieve outcomes in line with the top 20% of students nationally who have the same starting points and we are determined not to settle for mediocrity. We believe that all our students deserve the very best education that we can provide.

Our teaching staff aspire to raise the standards and quality of teaching and learning, this is encouraged through inspiring and supporting colleagues and ensuring that best practice is shared and embedded. Our staff are all committed to continually improving their practice to ensure that the provision is achieving the very best outcomes.

Through high expectations around behaviour and learning, actively applied in the classroom we believe facilitates the student's ability to understand and utilise these lessons in everyday life.

The cumulative impact of all this work was recognised at our recent Ofsted Monitoring visit. Attainment and progress indicators at Key Stage 4 are improving; student numbers are healthy across all year groups, attendance levels have dramatically improved and exclusions are falling. After some significant restructuring we are as financially secure as anyone can be at the present time.

As a part of the Oak Learning Partnership we are proud of what we have achieved so far and excited by the continuous improvements and changes here at Hazel Wood High. This appointment will form a key element in the next phase of our transformation. If you would like to join our excellent team then we would like to hear more about you.

Visits to the school prior to application are both welcomed and encouraged. Please contact Jo Seddon (School Business Manager) on 0161 797 6543 or by e-mail recruitment@hazelwoodhigh.co.uk to arrange an appointment.

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

Paul Greenhalgh

Headteacher Hazel Wood High School



Our Vision

**Fostering a sense of pride and community and providing
opportunity for all to excel.**

Our Values

RESPECT

To be a role model to others and demonstrate positive interactions with all

To use good manners, treating others how we wish to be treated

To engage with others and to be considerate and kind

To be prepared and organised

To listen to others

RESPONSIBILITY

To provide consistency of procedures, policies and professional behaviours

To ensure the safety and wellbeing of all at Hazel Wood High School

To engage, enthuse and inspire our learners thorough the whole school Journey

To be inclusive by understanding the whole child and their needs

To promote the ethos of the school within the wider community

ASPIRATION

To demonstrate a 'can do' attitude

See every challenge as an opportunity to shine

To work with integrity in order to be a good role model

To reflect on our practice and seek to improve as a life-long learner

To create a safe environment so that we are not afraid to try

About Hazel Wood High School

Hazel Wood High School opened on the 2nd September 2019 as a sponsored Academy as part of Oak Learning Partnership, the school was formerly known as Broad Oak Sports college. Our new school launched following significant improvement works and it is a school we are very proud of.

Hazel Wood High School is a smaller than average secondary school with 650 students currently on roll and standard intake number of 600 that we hope to grow to 720 by the end of the Academic Year 2022. Pupil numbers are rising and our current Year 7 is above capacity and is oversubscribed.

Hazel Wood High School retains its position at the heart of its local community and many families have sent all of their children to the school which contributes to the strong relationships we have with our parent body. We have good relationships with our local primary partners and take our students from over 22 different primary schools.

We currently have 44 teaching staff all of which are specialists in their teaching areas ably supported by 32 members of support staff. Staff are committed not only to providing a safe and stimulating classroom and learning environment but also to providing opportunities that enrich the lives of our students.

We place great emphasis on an engaging curriculum and we are very proud of our unique Year 7 transition model that aims to ensure a smooth, positive and exciting experience throughout the transition year both academically and pastorally.

Our central values of Respect, Responsibility and Aspiration permeate everything we do and we would encourage you to come into school to have a look around and talk with our staff at any time.



JOB DESCRIPTION

Deputy Headteacher

Salary Grade: L17 – L21

Main Responsibilities & Core Purpose: Strategic lead for the quality of education

Responsible to: The Headteacher

The Deputy Headteacher, under the direction of the Headteacher, will take a major role in:

Duties and Responsibilities Operational/Strategic Planning

- In partnership with the Headteacher, construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- In partnership with the Headteacher, construct a curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- In partnership with the Headteacher, construct a curriculum with high aspirations where HWHS has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical ensure our curriculum is designed to be ambitious and to meet their needs
- In partnership with the Headteacher, construct a curriculum that extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- Ensure the curriculum and our wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- To assist in whole school development planning and the completion of the school SEF
- To line manage Assistant Head teachers (x4 – engagement (behaviour and attendance), Inclusion (SENCO), Teaching & Learning & Outcomes)
- To be a deputy designated safeguarding lead

Shaping the Future

- In partnership with the Headteacher and Governors establish and implement an ambitious vision and ethos of the future of the school
- In partnership with the Headteacher, develop an ambitious and broad curriculum for all students
- Play a leading role in the school improvement and school self-evaluation planning process
- In partnership with the Headteacher manage school resources
- Devise, implement and monitor action plans and other policy developments
- Lead by example to motivate and work with others
- In partnership with the Headteacher, lead by example when implementing and managing change initiatives
- Promote a culture of inclusion within the school community where all views are valued and taken into account
- To ensure that at each stage of education, we prepare learners for future success in their next steps and for life in modern Britain.
- To work with staff to ensure effective behaviour management across the school demonstrating high expectations for learners' behaviour and conduct.
- To contribute the development of the Hazel Wood way ensuring our students attitudes to their education positive and the relationships amongst our students and staff reflect a positive and respectful culture.

- To uphold the Hazel Wood values of respect, responsibility and aspiration so that we create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated.

Leading Teaching and Learning

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
- Work with the Headteacher to raise standards through staff performance management and appraisal
- Lead the development and review of all aspects of the curriculum including planning, recording and reporting, assessment for learning and the development of a creative and appropriate curriculum for all students
- Work in partnership with the Headteacher in managing the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented
- With the Headteacher, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality.
- To lead the team of Assistant Headteachers in ensuring:
 - *Teachers have good knowledge of the subject(s) and courses they teach.*
 - *Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.*
 - *Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts*
 - *Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.*
 - *Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment*
 - *A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading.*
 - *Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well.*
 - *Learners are ready for the next stage of education, employment or training.*
 - *Ensure the systematic teaching of basic skills and reporting of impact is consistently high across the school*
 - *Develop review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards*
 - *Ensure through leading by example the active involvement of students and staff in their own learning*

Developing Self and Others

- Support the development of collaborative approaches to learning within the school and beyond
- Participate as required in the selection and appointment of teaching and support staff, including overseeing the work of supply staff/trainees/volunteers in the school in the absence of the Headteacher
- Be an excellent role model for both staff and students in terms of being reflective and demonstrating a desire to improve and learn
- Take responsibility and accountability for identified areas of leadership.
- Work with the Headteacher to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school improvement plan and performance
- Engage with staff and be aware and take account of the main pressures on them. Be realistic and constructive in the way staff are managed, including their workload

Managing the Organisation

- Uphold and contribute to the clear and ambitious vision for HWHS through strong, shared values, policies and practice.
- Lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate
- Ensure the effective dissemination of information, the maintenance of and ongoing improvements to agreed systems for internal communication
- Working with the Headteacher, undertake key activities related to professional, personnel/HR issues
- Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school
- Be a proactive and effective member of the senior leadership team
- Ensure the day-to-day effective organisation and running of the school including the deployment of staff as appropriate
- To undertake any professional duties, reasonably delegated by the Headteacher

Securing Accountability

- Lead and support the staff and governing body in fulfilling their responsibilities with regard to the school's performance and standards
- Support the Headteacher in reporting the school's performance to its community and partners
- Promote and protect the health and safety/welfare of students and staff
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Strengthening Community

- Work with the Headteacher in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers
- Develop and maintain contact with all specialist support services as appropriate
- Promote the positive involvement of parents/carers in school life
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Strengthen partnership and community working
- Promote positive relationships and work with colleagues in other schools and external agencies

Whilst every effort has been made to explain the main duties and responsibilities of the post, the list of tasks is not exhaustive. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job.

THIS SCHOOL IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE AND EXPECTS STAFF TO SHARE THIS COMMITMENT.

Leadership Posts

Post holders are responsible to the Headteacher for ensuring the general good order and discipline and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims and ethos of the school and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as interrelated. **Section (A) Generic to all Leadership Team** This section is based on the National Standards for Headteachers. These standards include four 'Excellence As Standard' domains: 1. Qualities and knowledge; 2. Students and staff; 3. Systems and processes; 4. The self-improving school system.

Qualities and Knowledge
<ol style="list-style-type: none"> 1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the students they serve. 2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community. 3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them. 4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development. 5. Work with political and financial astuteness, within a clear set of principles centred on the School's vision, ably translating local and national policy into the school's context. 6. Communicate compellingly the School's vision and drive the strategic leadership, empowering all students and staff to excel.
Students and Staff
<ol style="list-style-type: none"> 1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes. 2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being. 3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis. 4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other. 5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. 6. Hold all staff to account for their professional conduct and practice.
System and processes
<ol style="list-style-type: none"> 1. Ensure that the School's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity. 2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society. 3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice. 4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for student, staff and financial performance. 5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the School's sustainability. 6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
The self-improving school system
<ol style="list-style-type: none"> 1. Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students. 2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students. 3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools. 4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff. 5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability. 6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE	EVIDENCE
Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher status • Degree • Relevant Qualifications • Relevant in-service training during the last three years 	<ul style="list-style-type: none"> • Good honours degree • A range of relevant in-service training during the last three years which includes accreditation 	<ul style="list-style-type: none"> • Application Form • Application Letter • References
Experience	<ul style="list-style-type: none"> • Significant successful teaching experience and an excellent classroom practitioner. • Significant Leadership and Management experience in a secondary school. • Experience of leading a successful whole school initiative • Experience of Curriculum Development, Assessment and/or development and quality assurance of Teaching & Learning • Evidence of work which has led directly to positive outcomes for students at whole school level • Involvement in leading CPD at whole school level 	<ul style="list-style-type: none"> • Experience in more than one school • Successful collaborative work with other schools. 	<ul style="list-style-type: none"> • Application Form • Application Letter • References • Interview Process
Knowledge and Values	<ul style="list-style-type: none"> • Ability to articulate a sound educational philosophy consistent with the school's aims • Enthusiasm for learning • Empathy with young people • A good range of Information Communication Technology skills • Be committed to having a positive impact on the learning and teaching of students in your charge. 	<ul style="list-style-type: none"> • A high order of Information Technology skills which have been deployed to support student learning • Understanding of effective practice in the teaching of all areas of the curriculum and cross-curricular themes 	<ul style="list-style-type: none"> • Application Form • Application Letter • References • Interview Process
Personal Qualities	<ul style="list-style-type: none"> • Inspirational Leadership skills • Ability to work on own initiative • Ability and willingness to work with a wide range of people • Excellent interpersonal skills • Role model of the highest professional standards • Track record of being a team-player • Be ambitious and keen to contribute to whole school development. • Positivity & Resilience. 		<ul style="list-style-type: none"> • Application Form • Application Letter • References • Interview Process