

Application Pack for: Head of School at Hope Valley College

Pay Scale: Leadership L20 to L24.

Fulltime, permanent.

Starting September 2019.



Hope Valley College, a comprehensive school in the Peak District, Derbyshire is seeking a passionate and talented Head of School to lead the school.

The school is located in the stunning surroundings of the Hope Valley in Derbyshire, around 11 miles from the city of Sheffield, within a local community made up of a number of rural villages.

The appointment is made initially to Hope Valley College, which is a single academy trust. However, the Governing Body has agreed that Hope Valley College will join Chorus Education Trust – a growing, local trust founded in Sheffield, that cherishes both aspiration and inclusion. This is due to happen imminently.



The story so far

Hope Valley College is a school at the very heart of its local community. Its buildings sit within the village of Hope in the stunning surroundings of the Derbyshire Peak District and are a focal point for local activities.

The school has over 570 students, with a small number within a post-16 provision for students who have SEN and/or disabilities.

Following an Ofsted judgement in December 2017 of 'Inadequate', the school was under temporary leadership from February 2018. The GCSE results have since improved and the governing body is now seeking a new leader who can build upon this and ensure Hope Valley College becomes the outstanding school it has the potential to be.

The governors and leadership team drew up a post-Ofsted Action Plan and then a further College Development Plan, which have focused the school on doing less but doing it better. This included a particular focus on attendance and punctuality, behaviour, and support for disadvantaged students, as well as a review of SEN and governance.

Hope Valley College is a single academy trust. However, the Governing Body has agreed that the school will join Chorus Education Trust – a growing, local trust founded in Sheffield, that cherishes both aspiration and inclusion. This is due to happen imminently.

At the heart of Chorus Education Trust is Silverdale, an outstanding comprehensive school in Sheffield. The two schools already have a strong working relationship, particularly via Silverdale's Teaching School, the Sheffield Teaching School Alliance (STSA). STSA provides Hope Valley with trainee teachers, CPD for teachers, school to school support, as well as opportunities for staff to work as SLEs. Many Hope Valley students also progress into Silverdale Sixth Form.

This is an exciting opportunity to join a school that will soon be part of a new Trust that is committed to providing the very best opportunities for both staff and students.

Job Description: Head Teacher

Key priorities

The key priorities for this role and the school for the next 12 months are to:

- Ensure that standards continue to rise, especially in the Ebacc subjects
- Ensure the attainment and progress gap closes between disadvantaged students and their peers.
- Ensure that attendance improves, particularly the attendance of disadvantaged students.
- Embed robust quality assurance systems and processes throughout all areas of school.

Core purpose

The core purpose of this role is to provide professional leadership and management of the school that will promote a secure foundation from which to achieve high standards in all areas of the school's work.

To achieve success the Head of School will:

- Provide vision, leadership and direction.
- Effectively manage and improve learning and teaching.
- Promote excellence, equality and high expectations of all students.
- Deploy resources to achieve school aims.
- Evaluate school performance and identify priorities for continuous improvement.
- Carry out day-to-day management, organisation and administration.
- Secure the commitment of the wider community.
- Create a safe and productive learning environment that is engaging and fulfilling for all students.

Key responsibilities

Strategic direction and shaping the future

- Work with the Governing Body and other key stakeholders to ensure the school's vision is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the school community to translate the school's vision into agreed objectives that promote and sustain school improvement.
- Demonstrate the school's values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive environment.
- Ensure that strategic planning takes account of diversity, values and experience of the school and the community.

Leading learning and teaching

- Maintain a consistent and relentless focus on students' achievement and attainment, making sure that assessment for learning is outstanding throughout the school and that all teachers use data effectively.
- Ensure that learning is at the centre of strategic planning and resource management.
- Create a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies that maintain high standards of behaviour and attendance.
- Review and refresh the school's curriculum and, with partners, develop 14-19 partnerships.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students.
- Monitor, evaluate and review classroom practice and promote improvement strategies.

Managing the organisation

- Fulfil the statutory duties, in relation to the curriculum, safeguarding and child protection.
- Ensure the effective deployment of staff and resources within the school main site and partnerships.
- To support the consistency of approaches to maintain and improving levels of good behaviour.

- Work with the Trust Business and Finance Manager to set the school budget and monitors its effectiveness.
- Manage organisational change effectively.
- Be responsible for improvement of the school – ensuring action plans are in place and monitored vigorously.
- Ensure all annual reports and pupil reviews are of a high quality and meet statutory frameworks.
- To support the consistency of approaches to maintaining and improving levels of attendance.
- Ensure the day-to-day management structures, systems and processes work effectively in line with key priorities.
- Work collaboratively with the leadership team and middle managers to ensure school improvement is sustained and to deliver quality outcomes for pupils.
- Ensure safe working practices are adopted by staff.
- Maintain appropriately safe premises/work areas for all staff, pupils and visitors to the school site.

Developing self and working with others

- Regularly review own practice and take responsibility for own personal development.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance reviews.
- Treat people equitably and with dignity and respect to create and maintain a positive school culture.
- Ensure clear delegation of tasks and responsibilities, so that teams and individuals undertake effective planning, allocation, support and evaluation of work.
- Acknowledge responsibilities and celebrate achievements of teams and individuals.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Manage own workload and that of others to allow an appropriate work/life balance.

Accountability

- To be accountable for the clearly defined and agreed responsibilities/accountabilities relating to the day-to-day leadership and management of the school.
- To fulfil commitments of contractual accountability to the Governing Body.

- To play a key role in designing and maintain a self-evaluation framework which clearly identifies strengths and areas for development, in order to inform the school improvement agenda and maintain high standards.
- To ensure that the school is clear that individual staff's accountabilities to the Head of School are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- To ensure that the school presents a coherent and accurate account of its performance to a range of audiences, including the local authority, Governors, parents and carers, and the local community.
- To develop a school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- To be responsible for all aspects of the self-evaluation within the school/partnerships.

Strengthening community

- Build a school culture and curriculum which takes into account the richness and diversity of the school's communities.
- Ensure learning experiences for students are integrated with the wider community, and that some of these are community-based.
- Collaborate with other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of students and their families.
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enrich the school and its value to the wider community.
- Co-operate and work with relevant agencies to protect children.

National Standards for Headteachers

This job description is based on the Department for Education (DfE), the National Standards for Headteachers, and the Common Core of Skills and Knowledge for the Children's Workforce.

The Head of School will carry out his/her professional duties in accordance with, and subject to, the National Conditions of Employment for Headteachers, and education and employment legislation.

The Head of School is accountable to the Governors for the standards achieved and the conduct, management and administration of the school, subject to any policies that the DfE may make. This job description is subject to annual review.

The Governing Body is committed to safeguarding and promoting the welfare of children and young persons and Head of School must ensure that the highest priority is given to the following guidance and regulations to safeguard children and young people.

The successful candidate will be required to complete a Disclosure and Barring check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.

Review Arrangements

The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. The Job Description may be revised from time to time and the post holder will be consulted at the appropriate time.

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Person Specification

A. TRAINING AND QUALIFICATIONS	Essential	Desirable	Source: A – Application I – Interview D – Documents R - References
Qualified Teacher Status	Y		A, D
National Professional Qualification for Headship (NPQH)		Y	A, D
Management training or qualification/Higher Degree		Y	A, D
Evidence of commitment to continuing professional and personal development	Y		A, I, D
B. EXPERIENCE OF TEACHING AND SCHOOL/ACADEMY LEADERSHIP & MANAGEMENT	Essential	Desirable	Source:
Experience of teaching in more than one school	Y		A, I
Experience of promoting effective shared and distributive leadership	Y		A, I
Successful senior leadership at Deputy Head level resulting in sustained significant improvements in standards	Y		A, I, R
Experience in all three stages of secondary education		Y	A, I
Experience of successful implementation of strategies for raising achievement and ensuring effective teaching, learning and assessment	Y		A, I
Experience of monitoring and evaluating teaching and learning	Y		A, I, R
Experience of successfully leading and managing whole school change initiatives	Y		A, I, R
Evidence of being able to employ a range of leadership and management styles and approaches as appropriate	Y		A, I, R

Experience of effective financial and resource management		Y	A, R
Experience of working to support other schools		Y	A, I, R
C. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	Essential	Desirable	Source:
Knowledge of relevant statutory requirements relating to schools/academies	Y		I
Sound up-to-date knowledge of developments in education, teaching and learning, assessment and best practice	Y		I
Knowledge and understanding of the role of the Governing Body/Board of Trustees in a school/academy		Y	A, I
Understanding of how high quality performance management for all staff is linked to school improvement	Y		I
A belief in the right of children and young people to a high quality education, raising standards of achievement whilst recognising the value and worth of each individual and providing an experience which meets the needs of every young person.	Y		A, I
Understanding of equal opportunities and able to put this into practice, including the need to prepare pupils for life in a diverse society	Y		I, R
D. PROFESSIONAL COMPETENCIES	Essential	Desirable	Source:
To have a high standard of written and verbal communication skills	Y		A, I
A demonstrable track record of strategic, analytical and innovative thinking and translating this into an effective vision and operational outputs	Y		A, I, R
To investigate problems, evaluate options, identify solutions, make and implement plans and monitor impact	Y		A, I, R

Ability to prioritise, set targets, meet deadlines and to work under pressure	Y		A, I, R
The ability to initiate and maintain innovative curriculum design and delivery	Y		A, I
The ability to provide inspirational leadership with a 'can-do' attitude and to generate high expectations, enthusiasm and commitment in a collaborative culture	Y		I, R
Evidence of managing challenging behaviour effectively	Y		I, R
Experience of developing and sustaining positive relationships with parents and a wide range of internal and external stakeholders	Y		A, I, R
To be a competent user of ICT and have knowledge of how new technologies support teaching and learning		Y	A, I, R
E. PERSONAL ATTRIBUTES	Essential	Desirable	Source:
Ability to work collaboratively	Y		A, I
Evidence of strong negotiating and influencing/communication skills	Y		I, R
Evidence of resilience, energy, enterprise and passion, treating challenges as opportunities, emotional intelligence and empathy	Y		I, R
Able to adapt to changing circumstances and new ideas	Y		I, R
Evidence of promoting life-long learning in self and others	Y		A, I
F. SAFEGUARDING	Essential	Desirable	Source:
Understanding of responsibilities of the Head of School in ensuring compliance with Health and Safety legislation	Y		A, I, R
Clear commitment to and understanding of child protection matters, safeguarding legislation and practice to promote the physical and emotional health and wellbeing of children and young people	Y		A, I, R

Commitment to sustaining a safe, secure and healthy school environment, caring for all children from all backgrounds	Y		A, I, R
Satisfactory enhanced clearance from the DBS	Y		D

Application Procedure

Applications should be made by completing the application form in detail and by a letter of application of not more than two typed sides of A4 in length. CVs and Derbyshire County Council application forms will not be considered.

The section of the form entitled 'Suitability for the Job' should address the contents of the personnel specification enclosed and should include details of experience and qualities which equip you for the post. A covering letter in lieu of completing this section is acceptable.

Completed application forms and letters should be emailed to Carly Braid via recruitment@chorustrust.org and should arrive no later than **23:59 on Sunday 24 March 2019**.

All applicants are asked to supply a telephone number and an email address for each referee quoted on their application form so that contact can be made without delay.

The two-day interview process will take place on **Monday 29 April and Tuesday 30 April 2019**. Details of the interview arrangements will be sent to all shortlisted candidates.

Potential candidates are welcome to visit the school and be given a tour. Please contact AMillington@hopevalley.derbyshire.sch.uk to arrange this.

Please understand that we cannot acknowledge receipt of individual applications.

Sixth Form

SILVERDALE SIXTH FORM

Once Hope Valley College joins Chorus Education Trust, students have equal admissions to Silverdale students into Silverdale Sixth Form, providing they meet the admissions criteria. In 2017 Silverdale Sixth Form students achieved the top A-level results of all state schools in the city, and in 2018 they achieved the highest rates of progress.

Silverdale's Sixth Form offers two-year courses to students who wish to continue their studies beyond Year 11. The aim is to construct, for all students, an individually designed course which offers the maximum career opportunities and meets the specific requirements of any Higher Education courses for which they may be aiming.

A wide range of A-level, BTEC and other Level 3 options are offered. A post-16 enrichment programme includes Duke of Edinburgh Awards Scheme, Extended Project Qualification (EPQ) & Volunteering.

Most of Silverdale Sixth Form's students go on to gain university places. The school provides an extensive programme of one to one support and advice for sixth formers, including a university preparation interview in Y12 and help with UCAS application at the beginning of Y13. Post A-level advice is also provided. The school has close links with a number of Oxbridge colleges and a high success rate in obtaining Oxbridge places.

www.silverdalesixthform.com

About Chorus Education Trust



Chorus Trust was founded on Silverdale School, an Ofsted-rated Outstanding school in the south west of Sheffield, that was recently named the Top State Secondary in the North.

An outstanding education should not depend on your postcode

We believe that every child in our region deserves the best education possible, and we know that there is outstanding expertise across our region that can be harnessed to make this happen. That means drawing on one of the biggest strengths in the education world – the willingness to share, support and collaborate. Working with both primary and secondary schools in South Yorkshire and Derbyshire, we are working to build a Trust that provides the very best education for young people, where ever they live.

Together we are stronger

All schools are facing financial challenges and we believe that, by coming together, we can build resilience that just wouldn't be possible on our own. As well as achieving economies of scale for schools by purchasing goods and services as one organisation, we provide a range of central services at extremely competitive costs. You can see the full list [here](#). We also have expertise in fundraising and income generation, to ensure that schools can bring in additional funding.

You don't have to like the academies programme to like us!

We know that the academies programme isn't everyone's preferred way of delivering education. However, it is the direction of travel for the foreseeable future. So we are very keen to build a collaboration of schools in our region, rather than have it 'done to us' by a national chain with limited understanding of the local area.

Choose your own destiny

We know that every school brings expertise that we can all learn from. So we want the schools that join us to help shape our Trust. We don't believe in moulding every school to one template. Instead, we want our schools to contribute to the long term development of the Trust.

We know education

At our heart is the Sheffield Teaching School Alliance, which trains over 100 teachers every year, runs a range of CPD courses and runs the only national SCITT (School Centred Initial Teacher Training) for modern languages. We work with over 150 schools and have built a trusted reputation for training and developing teachers. We bring this expertise and experience to inform our work across the Trust.

You can be aspirational and inclusive

We believe that every young person has the capacity to achieve beyond their expectations. We go to great lengths to keep students in school, by developing a strong, inclusive environment and investing in teams of dedicated, professional staff.

Visit our website at: www.chorustrust.org

About Sheffield Teaching School Alliance



Sheffield
Teaching School Alliance

Our Teaching School supports staff at every stage of their career - from initial teacher training, right through to middle, senior and executive leadership. We also provide subject specialism training.

We have also launched a unique national SCITT which brings together both the state and independent sectors to focus solely on training teachers of modern languages.

The Teaching School grew from Silverdale School, was designated as one of the first Teaching Schools in 2012 and sits at the heart of the Sheffield Teaching School Alliance.

We have a large, cross phase, nationally recognised School Direct Teacher Training Programme, a statutory duty to report on the progress of NQTs in Sheffield and a fully developed programme of CPD for teachers. All of these activities provide opportunities for staff within our Trust to take on new roles and skills.

We work with over 50 schools in our School Direct network, which includes primary, secondary, special and the Peak District – training over 100 teachers every year. We are always looking for new partners and to deepen existing relationships.

Our Specialist Leaders in Education (SLEs) enable us to provide school-to-school support across the region. These roles provide excellent opportunities for staff in our Trust wishing to further their experience and skills.



www.sheffieldtsa.org

www.nationalmodernlanguages.com

You'll never want to leave

As part of Chorus Education Trust, you will be supported through every step of your career. Our well-established Teaching School, the Sheffield Teaching School Alliance, provides outstanding support and training, and has a strong track record of developing teachers at all levels.

As part of the Trust you will be able to take advantage of opportunities working with colleagues at other schools, as well as contribute to our ever-improving practice. When you are ready to take the next step in your career we are sure you will want to stay with us. With many local schools lined up to join Chorus, you will find that you can develop your career within our supportive team.