

Heathcote School & Science College



Encourage ● Challenge ● Succeed



Assistant Headteacher Recruitment Pack



Heathcote School & Science College

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Headteacher: Emma Hillman NPQH, MSc, MA

Dear Applicant,

Assistant Headteacher, Heathcote School and Science College

Thank you for considering our Assistant Headteacher vacancy at Heathcote School and Science College. We are seeking an Assistant Headteacher to commence at the start of the Summer Term, which will provide an exceptional opportunity for a motivated, inspirational teacher and creative leader who is passionate about outstanding education. At this stage, we are not specifying a specific role as we are interested in building a flexible team and will consider how skills and personality will complement the current team.

As you will see from the accompanying details, Heathcote is a thriving school with a strong reputation in the local community. We are looking to welcome an experienced, motivated and passionate leader who will have the tenacity to turn ideas into reality, who can inspire other leaders and staff to grow and develop to be the best they can be. You should therefore have demonstrable experience in improving the quality of provision in an area you have led, in either a middle (at least 3 years) or senior leadership role.

We passionately believe in our pupils and enabling them to be the best they can be, ensuring the most vulnerable have the best life-chances. At the same time, we recognise the need for autonomy and welcome a highly experienced senior leader, with the determination to improve the educational experience of all pupils.

The School retained its Good Ofsted status in a Section 5 inspection in September 2018 (after a section 8, 8 months beforehand) and we are driving an ambitious plan to continue our significant trajectory of improvement (as reflected by key performance indicators) despite the pandemic. We are absolutely committed to ensuring that the school continues to grow and develop, building on the strong progress we have made, as we strive to provide the best all round education possible, ensuring that all pupils reach their full potential.

As Assistant Headteacher of Heathcote you will become an important central part of the school community. We hope the following information helps you understand our school and we greatly look forward to receiving your application.

Please contact Heather Fleetwood should you wish to arrange an appointment to visit the school on one of the assigned tour dates set out in the application process. Ms Heather Fleetwood can be contacted on 02084985110 or hfleetwood@heathcote.waltham.sch.uk.

In addition to the information in the booklet there is a wealth of information on our website: www.heathcoteschool.com.

Yours sincerely,

Sonia Close
Headteacher





The Application Process

Please see below the key dates in the application process:

1. Closing Date – 19th February 2023. Completed applications should be returned by email to recruitment@heathcote.waltham.sch.uk. Please ensure that the application addresses all aspects of the Person Specification.

2. There will be an opportunity to visit the school on the below dates and times:

Thursday 9th February 2023 at 8:30am

Friday 10th February 2023 at 8:30am

Please contact Ms Heather Fleetwood on 020 8498 5110 or by email hfleetwood@heathcote.waltham.sch.uk, to book an appointment on one of the above tours.

3. The shortlisting meeting has been scheduled for Monday 20th February 2023. Successful candidates will receive communication by Tuesday 21st February 2023. If you have not heard by this date, please assume you have not been successful.
4. Successful candidates will be invited to Heathcote School for interview on Thursday 23rd February 2023 and Friday 24th February 2023.

This pack includes the following information:

1. Letter from the Headteacher
2. The Application Process
3. Values and Ethos
4. Job description
5. Person Specification
6. School Information
7. Ofsted/ Performance Statistics



Values and Ethos

In Heathcote School, how we behave is just as important as what we do. That is why we have three key values which underpin our day to day work with pupils which all employees are expected to develop:

Encourage

We encourage our pupils to take pride in their learning and community – to work hard, be kind, display good manners and achieve to the best of their abilities. Pupils seek and embrace feedback and show understanding and mutual respect for each other and show excellent behaviour at all times.

Challenge

We challenge our pupils to push themselves, take responsibility for their learning, to be resilient to failure and to self-regulate their behaviour. All our staff and governors are determined that all pupils confidently strive for success and expect them to be present and punctual.

Succeed

We succeed when all pupils enjoy their learning and reach their academic potential in all areas; leaving Heathcote as thoughtful, caring and honest citizens fully prepared for the next stage of their life – whether that be in education, training or employment. We succeed by letting them do so in a comfortable and safe environment and culture where they take a proactive role and develop socially.



Job Description – Assistant Headteacher

Job Title: Assistant Headteacher

Responsible to: Headteacher

Grade/Pay Range: L13-17

Job Purpose

The core purpose of the post is to assist the Headteacher in leading the school to achieve its strategic plans and implement the school vision and School Improvement Plan (SIP). All members of the Leadership Team should be learning- centred ensuring all stakeholders reach their potential working in a high challenge, low threat way, be focused on sustainable leadership and reflect the highest possible professional standards including the health and safety of all stakeholders whilst in the school's care.

All teachers at Heathcote School are expected to uphold the school vision and ethos on a daily basis through their professional conduct.

All teachers' job descriptions define the responsibilities of the postholder as being:

- Under the reasonable direction of the Headteacher to carry out the professional duties of a school teacher as set out in the School Teachers' Pay & Conditions Document (STPCD)
- To comply with Health and Safety at Work Legislation

This job description is not a comprehensive definition of the post. It will be reviewed on a regular basis and it may be subject to modification or amendment at any time. The specific roles of the Assistant Headteacher will be decided in discussion with the Headteacher and other senior leaders as appropriate. All SLT members will be expected to comply with any reasonable requests from the Headteacher or Governors to undertake work that is not specified within this job description

As an Assistant Headteacher, you are expected to:

Strategic Leadership

- Support and assist the Headteacher in leading and managing the school
- Be responsible for implementing the health and safety policies of the school
- Ensuring that safeguarding and child protection are paramount in the roles and awareness of each member of staff
- Role model the school vision and values on a daily basis and maintain the highest professional standards
- Provide clear strategic direction for the school that achieves the highest quality educational provision
- Deliver at least good provision for the area of the Ofsted framework you are responsible for
- Ensure that the school benefits from a rigorous self-evaluation framework that substantially contributes to raising standards

- Play a key role in quality assurance and supporting the Monitoring, Evaluation and Review (MER) processes to support self-evaluation and drive improvement.
- Keep under review the work and organisation of the school and monitor and evaluate the effectiveness of it, challenging leadership at all levels
- Line manage and oversee appraisal your school improvement team of middle leaders and other staff ensuring they are driving the school improvement plan and are flourishing in their roles
- Engage parents and the community to support and work with the school to drive improvement

Learning and Teaching

- Be an outstanding teacher
- Motivate the staff and pupils to have a shared culture of ambition consistent with the school's commitment to encourage, challenge and succeed
- Recognise and encourage the talents of staff and pupils
- Promote a culture of high challenge and low threat in staff and pupils to foster independence and personal development recognising success and challenging and supporting where there are areas for development
- Role model and coach others (staff and pupils) into effective models of leadership
- Play a lead role in the development of teachers and other staff
- Contribute to a highly tangible culture of shared learning which encourages risk taking and stretching and challenging pupils in every lesson
- Embrace and develop appropriate pedagogy which enables staff to develop new skills
- Ensure that staff are consistently supported to be at their best, by contributing to induction, to continuing professional development
- Ensure consistent practices are developed across the school and across departments
- Develop and maintain a curriculum which enables outstanding learning and life chances for pupils. A curriculum that is both romantic and rigorous.
- Working with other local schools to develop and reflect on our practice and, in return, support other schools where appropriate

Behaviour, Safety and Outcomes

- Maintain a secure, caring, welcoming, happy, stimulating and challenging learning environment
- Ensure high standards of behaviour for learning and drive improvement of whole school behaviour through the Behaviour Policy ensuring consistent approaches
- Have high expectations and lead by example
- Promote the well-being of all staff and ensure workload is manageable enabling staff to grow and flourish

Other Key Roles of Assistant Head

- Ensure that guidance and support is provided to all pupils
- Report to Governors as required
- Ensure that staff work within the schools policies, and lead on HR issues where directed by the HT
- Perform supervisory duties around school

Specific responsibilities to support the Headteacher to be decided. This will be reviewed annually and so flexibility is important and may be subject to change at anytime based on the needs of the school.

Appraisal & Continuous Professional Development:

- Ensure adherence to the Teacher and or relevant Leadership Standards
- Participate in any arrangements within an agreed national framework for the appraisal of her / his performance and that of other teachers.
- Review from time to time her / his methods of teaching and programmes of work.
- Participate in arrangements for her / his further training and professional development as a teacher.
- In the case of a teacher serving an induction period pursuant to the Induction Regulations, participate in arrangements for her / his supervision and training.
- Work towards meeting appraisal targets and relevant standards where relevant.
- Undertake any reasonable direction from the Headteacher.
- Adhere to the staff professional code of conduct as developed collectively by staff
- Comply with the school's Health and Safety Policy and undertaking risk assessments as appropriate
- Check emails on a daily basis to keep up to date with issues communicated within the school.

All staff are expected to behave in accordance with the school values and a culture of high challenge and low threat.

We show respect by:

- Listening to what others have to say
- Thinking about our body language and demeanour
- Praising in public and challenging in private
- Working within an ethos of high challenge and low threat

We show responsibility by:

- Being proactive
- Keeping to deadlines
- Being consistent
- Being on time
- Doing our jobs to the best of our ability
- Offering help and support to others when needed
- Always being ambitious and solution-focused

We show integrity by:

- Owning up to mistakes
- Being open, reflective and honest
- Having a culture of no blame
- Doing the right thing even though it may be difficult
- Treating everyone equally



Person Specification

| Qualifications | |
|--|-----------|
| Qualified Teacher Status | Essential |
| A good honours degree | Essential |
| Further professional qualifications | Desirable |
| Evidence of recent professional development | Essential |
| Experience | |
| Relevant, recent experience of teaching in an 11-16 or 11-18 school | Essential |
| Relevant, recent experience of leading in a good or outstanding school | Essential |
| A minimum of 3 years' successful experience as a member of a school Middle Leadership Team or above | Essential |
| Experience of working in more than one secondary school and having different experiences | Essential |
| Experience of successful strategic rather than reactive working | Essential |
| Proven record as a good/outstanding teacher | Essential |
| Proven record of leading effective professional development | Essential |
| Experience of leading successful improvements and managing change at a whole school level | Desirable |
| Experience and understanding of the current OFSTED framework | Essential |
| Experience of whole school evaluation | Desirable |
| Skills, Knowledge and Understanding | |
| A sound understanding of quality first teaching, differentiation, planning and assessment for learning | Essential |
| Ability to manage complex combinations of suppliers, projects and contract | Essential |
| A skilled trainer, with great communication skills and educational credibility | Essential |
| The ability to monitor and assess both formally and informally the needs of colleagues and pupils, and to respond to them | Essential |
| A fundamental understanding of the importance of safeguarding and evidence of improving safeguarding for children in your care | Essential |
| Communication skills and emotional intelligence to work with a variety of different stakeholders | Essential |
| A sound understanding of the processes of school improvement and a track record in this area | Essential |
| Successful track record in using data to raise achievement with a focus on improving the life chances of vulnerable children | Essential |
| Proven record as a leader whose pupils reach high standards | Essential |
| An understanding of the principles involved in being a successful leader as well as team member | Essential |
| Capacity to deal successfully with different stakeholders in a school | Essential |
| Personal Qualities | |
| A 'visible' leader, with a whole school presence, who has the ability to relate well to people at all levels | Essential |
| Ability to inspire, challenge, influence and motivate others | Essential |
| Ability to translate & mediate between teachers and technical staff | Essential |
| The ability to monitor and assess both formally and informally the needs of colleagues and pupils, and to respond to them | Essential |
| An absolute commitment to the belief that every child deserves the very best education | Essential |
| A passion for the values of community education | Essential |
| An ability to maintain professional integrity even when under pressure | Essential |
| Flexibility and resilience – flexibility is particularly important for this post | Essential |
| An ability and desire to work in a high challenge and low threat way to ensure improvement in all areas | Essential |
| High organisational skills including the ability to prioritise and manage time effectively | Essential |
| Capacity and enthusiasm for hard work and challenge | Essential |
| Able to work as part of a team whilst also being self-motivated | Essential |
| Emotional intelligence, sense of humour and ability to use appropriate leadership style | Essential |
| Capacity to reflect on practice in order to grow and develop as a leader | Essential |
| An understanding of the strategies for ensuring inclusion, diversity and access | Essential |
| Reliability, honesty and trustworthiness, demonstrating the highest professional standards | Essential |
| Ability and confidence to communicate effectively both verbally and in writing | Essential |



School Information

Heathcote School and Science College seeks to enable pupils to achieve the highest academic standards.

Our key performance indicators are outlined below:

| | Where We Were | | | | | | Where We want to be |
|---------------------------|---------------|-------|-------|-------|-------|-------|---------------------|
| | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Attainment 8 | 45.38 | 44.64 | 45.50 | 49.51 | 50.41 | 49.74 | 49.74 |
| Progress 8 | -0.36 | -0.13 | -0.11 | 0.38 | 0.36 | 0.01 | 0.15 |
| Achieving 4+ in En and Ma | 73% | 64% | 69% | 66% | 66% | 73% | 80% |
| Achieving 5+ in En and Ma | 50% | 42% | 43% | 39% | 48% | 51% | 60% |
| Ebacc % Entry | 36% | 25% | 20% | 36% | 52% | 56% | 65% |
| Ebacc APS | 3.89 | 3.78 | 3.91 | 4.27 | 4.48 | 4.39 | 4.39 |
| Alps Score | 4.33 | 6.33 | 5.00 | 2.67 | 1.33 | 7.33 | 3.00 |
| Average A-Level Grade | C | C | C- | B- | B+ | C+ | C+ |
| % A*-A | 14% | 15% | 12% | 24% | 45% | 18% | 20% |
| % A*-C | 64% | 61% | 58% | 78% | 89% | 72% | 80% |
| Permanent Exclusions | 5 | 4 | 8 | 1 | 4 | 2 | 0 |
| Fixed Term Exclusions | 186 | 141 | 324 | 176 | 119 | 88 | 60 |
| Attendance | 93.6% | 93.8% | 93.4% | 93.8% | 94.6% | 92.6% | 95.0% |
| Punctuality | 4.0% | 3.8% | 3.0% | 3.6% | 4.2% | 3.3% | 2.5% |
| Persistent Absence | 20.4% | 17.4% | 18.6% | 18.9% | 21.3% | 23.8% | 15.0% |
| First Choice (New Intake) | 65.3% | 62.1% | 55.6% | 78.3% | 85.0% | 95.0% | 98.0% |

A large number of our pupils stay on to the sixth form and the majority of these gain entrance to universities – 95% in 2021 – 28% of these were to higher tier universities and 4 pupils were successful with Oxbridge offers. We also recruit a number of post-16 pupils (approx. 30-40) from the surrounding area.

An Ofsted report in 2018 confirmed that we are 'Good' in all areas.

The school is maintained by the London Borough of Waltham Forest with good travel links by road or public transport. The LA are very supportive and there is a collegiate ethos when working with other Heads, as well as an annual Secondary Heads conference.

There are currently 1085 pupils on roll with 198 pupils in the Sixth Form. Currently there are 187 teaching and support staff. Six forms of entry (180 pupils) are admitted at Year 7. All places for September 2022 are filled for the first time based on applications. The school have declined to go back up to 7 forms of entry for the new year 7. Year 9 and 10 are carrying additional pupils from prior to the PAN reduction – 183 and 192 respectively.

Including the Sixth Form, the school has 35.6% pupil premium and 24.7% FSM, as well as 60 EHCPs. Our largest ethnic groups are 33% White British and 24% Black, being a diverse and inclusive school.

The school is on the edge of Epping Forest and this is an opportunity that has so much more potential for creative approaches to learning and teaching. We also have a gym and there are often activities led by staff members such as Art Club and fitness sessions.



Ofsted/ Performance Statistics

The school was last inspected by Ofsted in September 2018, rating the school as 'Good'. This full section 5 inspection noted the following:

<https://www.heathcoteschool.com/our-school/ofsted/>

"The Headteacher and other senior leaders are ambitious for their pupils and provide strong strategic leadership."

"Pupils are very well mannered, courteous and respectful when speaking to staff and visitors to the school. This contributes strongly to the calm and orderly environment in the school"

"Teachers speak highly of the many opportunities they are given to develop their practice. Staff who are new to the profession feel valued, supported and enjoy their work."

"The response to Parent View, Ofsted's online survey, was very positive about the school. One parent typically said: 'Heathcote is just what I want in a school. Strong teaching and management, fantastic facilities, clear behaviour policy and a nurturing environment. Very happy indeed'"

The School has also in the last 12 months had a Safeguarding review, Leadership review and SEND review completed. The following was noted following the reviews:

"The pupils with SEN are progressing well and their written work shows some pride in their efforts"

"Governance of SEN is effective with a link governor from an SEN background"

"The whole school sees inclusion as the core value and this is reflected in all it does"

In the LR, pupils in Year 7-9 explained how there was a "sense of belonging" and that "the school is like a family". One pupil in Year 8 explained how the school is very diverse and students feel comfortable to "come out of their shell". The LR explained that in the focus group, pupils 'used the example of students being able to discuss their sexuality and for there to be "no comments"'

Overall 'students felt safe within the school and were confident they knew who to approach if they had worries or concerns.'. The section 11 also concluded that pupils feel safe in school and feel they can approach staff.

The last set of published performance (2022):

- 58% of our GCSE pupils received a Grade 9-5, with 22% achieving the top grades of 9-7.
- 70% scored a Grade 4 or above in English and Maths, and 48% rated a Grade 5 or above in these subjects.
- 77% received five or more GCSEs at Grade 4 or above, and 57% achieved this at Grade 5 or more
- The challenge is to ensure exam grades continue to rise and show these high standards.