

HEATHCOTE SCHOOL



JOB APPLICATION PACK

Assistant Headteacher

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Welcome from the Headteacher

Thank you for showing an interest in this post at Heathcote School. We appreciate that applying for a new position is labour intensive (especially at this time) and, as well as us finding the right candidate, you need to decide if the school is the right fit for you. You will find information regarding the post in this pack, and more general information about the school on our website. You are encouraged to visit the school prior to interview, and you can also request a phone conversation with Emma Hillman, the Headteacher. In addition to the LA Equal Opportunities Statement, we use a process of blind shortlisting and the interview panel will be considered for diversity.

The Post

We are looking for a candidate with the experience and/or understanding of how a truly good school operates at all levels with the ambition to consolidate this and drive further improvement. We are looking for an individual to complement and work within our team focused on whole school improvement but to lead on the areas outlined in the pack. This post will be exciting and challenging, but you should ensure you have the specific skills we are looking for, outlined on pages 8-12 of the Job Description.

We currently have 3 teams in our SLT – Behaviour and Personal Development (BAPD), Quality of Education (QOE) and Narrowing the Gap (NTG) but will be reviewing this in light of the changes to SLT and this new role. The current postholder is based in the QOE Team and has undertaken a different role supporting learning and teaching but has very successfully led the vision for remote learning. He has successfully applied for a Deputy Head role and we are very sad to see him go but excited about this new post.

We are highly ambitious and you should have experience of working in a good or outstanding school. Our school, staff and pupils have huge potential to be the best in all areas leading our school retaining its community status (which we are very proud of) and becoming the school of choice in our area. The school has recently reduced its PAN to 6 forms of entry.

A sound moral compass is imperative and a belief that every child has the potential to encourage, challenge and succeed and become self-aware and independent during their time at Heathcote. A strong track record of high quality teaching is also a given. We expect every teacher to be at least a consistently good practitioner, and our leadership team to have a strong track record in the classroom.

The School

The School retained its good Ofsted status in a Section 8 inspection in January 2018 and we are driving an ambitious plan to continue the trajectory of improvement, despite the pandemic. I arrived in September 2017 and am absolutely committed to ensuring that the school is able to grow and develop to be the best we can be and reach the outcomes that our pupils deserve. There is still work to be done, and more so now than ever before, but staff are committed and driven to ensure the best for all.

We are a diverse school with White British being our biggest group but are planning a piece of strategic work focusing on diversity and Black Lives Matter as this demographic is changing. Over a quarter of our pupils are eligible for Pupil Premium, and we have all socio-economic groups of the local area represented. We have equal numbers of boys and girls. We have amazing resources and a stunning school site close to the forest.

Our pupils are very friendly and polite and we need to ensure that the opportunities they get are second to none. We need to ensure they are as ambitious for their futures as we are for them and enable them to meet the demands of the 21st century both academically and socially. This is a hugely exciting time to join the school as we grow and develop to become the best.



If you are looking to join a school which is on a rapid trajectory of improvement, and also to develop your skills as a Senior Leader on a path to Headship, then this is an exciting opportunity for you.

We look forward to receiving your application.

Please do visit the school if you are able, although we may have to limit numbers due to the pandemic. Tours will be socially distanced and follow the risk assessment available on the school website. Please book a tour with Sarah Johnson at sjohnson@heathcote.waltham.sch.uk.

Tour times

Friday 12th March 2021 at 9am

Wednesday 17th March 2021 at 10am or 11am

Website - <https://www.heathcoteschool.com/>

Facebook – @heathcotee4

Twitter - @heathcotee4

Emma Hillman
Headteacher





Benefits of working at Heathcote School

- Close to Epping Forest with good travel links by road or public transport
- Access to a free Employee Assistance Programme and Occupational Health.
- On site gym
- Excellent maternity and paternity packages
- Pension scheme for all staff
- Enhanced sick pay
- Cycle to Work scheme
- Requests for flexible working are always considered
- Supportive to staff who have dependent caring responsibilities.



Comments from staff at Heathcote

“Best interest at heart – always willing to take feedback and cater in house/suggested CPD if necessary”

“Transparency – offered to meet with Board of Governors”

“Effective Behaviour Policy”

“Developmental observations”

“Timetabled weekly meetings and support with mentor”

“Emphasis on Well-being”

Staff Development

Train with us

At Heathcote School and Science College we believe it is important to support staff through appraisal and bespoke CPD. We offer regular and consistent support from senior staff and professional coordinating mentors, as well as weekly training sessions which encompass the wide and varied experiences that a teacher or leader will have as a professional in education.

We have developed programmes which provide continuous development throughout your career for all staff at all levels. We have developed in house programmes alongside our partners in the Seven Kings Teaching Alliance, West Essex Teaching Alliance and The Borough of Waltham Forest. There will be an opportunity to sign up to specific SLT programme through Seven Kings which currently 2 of my SLT are following. One Assistant head will also be following an MA programme next year.

Staff Well-being

Wellbeing and work-life balance are important to us at Heathcote. We realise working in a school can be extremely stressful at times with workload being an area for constant review. We strive to make Heathcote an organization where staff are valued and have a voice, where they feel supported and appreciated and where we understand that sometimes life happens and staff need time to deal with issues outside of work. We have a Staff Well-being Group that meets each term and looks at priorities for the year and discuss ideas to continually improve things for our staff and are training a group of mental health first aiders. We also have a variety of staff social events. Ultimately we aim to create a culture where staff want to come to work and are happy and able to say if they are struggling or need help. This, in turn leads to our pupils receiving the best teaching and support we can provide.

Our Vision and Values

Encourage

We encourage our pupils to take pride in their learning and community – to work hard, pursue continual improvement and achieve to the best of their abilities. Pupils seek and embrace feedback and show tolerance and mutual respect to each other.

Challenge

We challenge our pupils to 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 reach their academic potential and are thoughtful, caring and honest citizens; leaving Heathcote 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 where they take a proactive role and develop socially.



Heathcote School and Science College - *Encourage, Challenge, Succeed*

JOB DESCRIPTION

Job Title: Assistant Headteacher

Responsible to: Headteacher

Grade/ Pay range: L 13-17

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 Headteachers may be adapted. 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 in the first instance – Data and assessment, Strategic Technology Lead, timetabling. This will be reviewed after year one so flexibility is important and may be subject to change at anytime based on the needs of the school.

This is a new role and an opportunity to have real impact on a school and the life chances of our pupils. You will work closely with the Headteacher on some of these issues.

Technologies

- Understand and integrating the needs of pupils & their learning into the school's approach to technology use;
- Understand what emerging technologies make possible, and working out if they could contribute to the school's educational aims
- Plan how the vision is to be delivered, the when what where who and how of making it come to life
- Support with the purchasing of ICT equipment and renewal of the provider contract
- Liaise with the school's ICT provider
- Support classroom staff and pupils and parents in the confident and effective use of technology for learning
- Design a programme of CPD aligned to the strategy, commissioning & delivering training
- Develop additional capacity within the school, encouraging departments to become engines of change
- Feed in the expertise and expectations of the school's governance and wider community of parents, employers and other education professionals
- Report to the stakeholders as appropriate
- Learn from others around the world performing similar roles

Timetable and Curriculum Responsibilities

- Supporting with and eventually organise and produce school timetable
- Lead on ensuring that the curriculum builds on the foundations of the primary curriculum and is a gateway to further career pathways into education, employment or training
- Manage the examination structure including mocks/internal exams alongside Exams Officer

Data and Assessment - part of this role may be shared by other leaders

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every pupil's learning and assess impact of tracking and intervention
- Lead on the development of effective intervention strategies for underachieving pupils including challenging underperformance and implementing strategies which lead to improvement
- Lead on School Data Management, giving direction and sustained emphasis to all aspects of data and intervention.
- Lead on the developing & embedding appropriate assessment systems & the running of an accurate assessment policy to ensure that assessments are rigorous and robust & internal data is

- Lead on ensuring that data is used to drive achievement, ensuring it is used effectively to challenge expectations to raise attainment and improve intervention including all identified groups e.g Pupil Premium, SEND, HAPs etc.
- Ensure progress data and FFT Aspire information from KS2 are used effectively
- Manage and develop the school reporting systems.
- Report data analysis to Headteacher and Governing Body

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 – Assistant Headteacher

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
A broad, functional understanding of the technologies used by schools, from the cafeteria to the classroom	Essential
Ability to manage complex combinations of suppliers, projects and contract	Essential
A skilled trainer, with great communication skills and educational credibility, able to demystify technology and reveal its relevance	Essential
A strong grounding in what we know about effective learning and teaching, applying technology only where it accelerates, deepens, adds value or makes the previously impossible possible	Essential
The ability to monitor and assess both formally and informally the needs of colleagues and pupils, and to respond to them	Essential
An understanding of timetabling and the capacity to solve issues	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	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

Equal Opportunities Statement (Recruitment & Selection Guidance)

Overview

1.0 Equal Opportunities

Good government is important to the community and how we provide our services. In Waltham Forest we recognise the impact that the School activities can have on the quality of life of the people and communities that we serve. It's our role (in partnership with others) to protect the environment; improve public health; support the vulnerable; educate for life; improve the quality of homes people live in; develop the economy of the area; promote and foster choice and democracy.

What we do can make a real difference to the lives of the people that we serve. We are determined to be a modern School, working with the community for the community – and equality of opportunity is at the heart of our thinking and effort.

Equal opportunity in service delivery means that we recognise the different and varied needs of the individuals and communities that we serve. We aim to meet these needs in a fair, objective and open way.

Equal opportunity in employment means offering genuine equivalent treatment to our staff and job applicants across our employment and recruitment practices.

Our aim is to enable all our employees to make their distinctive contributions to the service we provide for the benefit of the people of Waltham Forest.

Therefore, the School is determined and dedicated about developing a working culture that is fair and inclusive. Sadly, prejudice, whether conscious or unconscious is still a matter of fact within today's society. However, we must not underestimate the power that positive influences can have within the workplace which can promote equality of opportunity in organisations, institutions and for individuals.

We believe that a commitment toward equality and diversity is right for society, right for the School, right for staff, right for customers, and right for our community as a whole. We will regularly review the effectiveness of our employment practices to ensure that they are appropriate and fair for all. We will encourage our staff and partners to welcome diversity, respect each person's individuality and value their creativity. We expect our managers to champion our values, challenge prejudice and be an example of appropriate and positive behaviour.

We will regularly assess our progress, using a variety of measures. We will ask our staff, customers, suppliers and partners what they think and as appropriate take the necessary actions to develop positive outcomes. We are committed to improving our performance, and people's perception of it, consistently over time.

2.0 Employment Initiatives for those applications with Disabilities

All information submitted on the School's recruitment application, Monitoring Disability section will be assessed to if the applicant has met the essential **minimum** requirements of the post. This is in line with the positive action, Disability Scheme that is fully supported by the School. This Job Interview Guarantee means that all applicants with disabilities who meet the **minimum** requirements for the post will be interviewed.

POLICY STATEMENT ON RECRUITING EX-OFFENDERS AND SAFEKEEPING OF DISCLOSURES

The policy objective of London Borough of Waltham Forest on disclosure information is:

- to ensure that disclosure information is used fairly in the recruitment process to prevent discrimination against staff, volunteers, service users, potential employees and ex-offenders on the basis of conviction or other details.
- to maximise the protection for children in Waltham Forest schools and other vulnerable people against those who might wish to harm them.
- To achieve our policy objectives and to comply with the Criminal Records Bureau (CRB) Code of Practice under Section 122 of the Police Act 1997, London Borough of Waltham Forest, as a Registered Umbrella Body for Disclosure, undertakes to implement the following general provisions.

GENERAL PROVISIONS ON DISCLOSURE POLICY

Recruitment Process

London Borough of Waltham Forest will carry out risk assessments for each position and encourage managers to adopt an open mind in recruitment decisions. In making recruitment decisions our managers will:

- Assess the nature and relevance of the offence, the potential risks involved in employing the offender, and how these could be sensibly and effectively managed.
- Focus on a person's abilities, skills, experience and qualifications.
- Consider the nature of the conviction and its relevance to the job in question.
- Identify the risks to our business, customers, clients and employees.
- Recognise that having a criminal record does not always mean a lack of skills,
- Note that high-quality training, leading to qualifications is available in prison
- State the level of Disclosure applicable to any posts that requires a Disclosure
- Discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- Ensure that where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to a designated person within your school and we guarantee that this information will only be seen by those who need to see it as part of the recruitment process.
- Only ask about "unspent" convictions as defined in the Rehabilitation of Offenders Act 1974, unless the nature of the position allows London Borough of Waltham Forest to ask questions about your entire criminal record.
- Include in application forms or accompanying materials a statement to the effect that a criminal record will not necessarily be a bar to obtaining a position. Where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position

Recruitment of Ex- Offenders

Unless the nature of the work demands it, ex-offenders will not be asked to disclose any convictions 'spent' under the Rehabilitation of Offenders Act 1974. Having an 'unspent' conviction will not necessarily bar an individual from employment. This will depend on the circumstances and background of the offence(s).

London Borough of Waltham Forest meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, therefore all applicants for positions of trust who are offered employment will be subject to a criminal record check from the Criminal Records Bureau before the appointment is confirmed. This will include details of cautions, reprimands or final warnings, as well as convictions.

Declaration of Convictions

Applicants will be actively encouraged to declare any convictions, or any other information that may be relevant, at an early stage in the recruitment process. Failure to declare a conviction, caution or bind-over may, however, disqualify an applicant from appointment, or result in summary dismissal if the discrepancy comes to light.

Training

We ensure that all those in London Borough of Waltham Forest who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

Storage & Access

Disclosure information is never kept on an applicant's personnel file and is always kept separately and securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

Documents are kept in lockable and non-portable storage containers. Keys or combinations for such storage units are only available to named individuals. Access to rooms containing storage containers are restricted to staff engaged in recruitment work.

No photocopy or other image of the Disclosure is retained, nor is any copy of the contents made or kept. However, records will be kept of the date of a Disclosure, the name of the applicant, the type of Disclosure, the post in question, the unique number issued by the Bureau and the recruitment decision taken, as well as a written record of the names to whom disclosure information has been revealed.

Handling

In accordance with section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and we recognise that it is a criminal offence to pass this information to anyone who is not entitled to receive it.

There may be circumstances where a recipient of Disclosure information is asked to reveal details of a Disclosure to a third party in connection with legal proceedings for example, in a case submitted to an Employment Tribunal. In such instances London Borough of Waltham Forest will inform the Bureau of any such request immediately and prior to the release of any information.

Usage

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

Retention

Once a recruitment (or other relevant) decision has been made, Disclosure information is kept for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints.

If, in very exceptional circumstances, it is considered necessary to keep Disclosure information for longer than six months, we will consult the CRB about this and will give full consideration to the Data Protection and Human Rights of the individual subject before doing so.

London Borough of Waltham Forest will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of a Disclosure. However, we will retain the top part of the Disclosure certificate as proof of having received the document once the six-month retention period has elapsed. This contains the details of the applicant along with a reference number known to the CRB, but does not contain details of any convictions. (References in this section to Disclosures include relevant non-conviction information supplied by the police but not included on Disclosures.)

Disposal

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately destroyed by secure means, i.e. by shredding, pulping or burning. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack).

Lost Disclosures

If Disclosure information (or information contained within the Disclosure) is lost, the Bureau will be informed immediately. The Bureau will consider whether to issue a replacement, if this is requested.

Availability of Policy

A copy of London Borough of Waltham Forest's Policy on employing people with criminal records is included in recruitment material. We make every subject of disclosure aware of the existence of London Borough of Waltham Forest's full disclosure policy and handling of disclosures and the CRB code of practice. These will be made available to staff, potential employees and service users on request.

Assurance checks

London Borough of Waltham Forest will implement internal audit checks on the disclosure process and co-operate with the Criminal Records Bureau in respect of any compliance enquiries and related matters.



How to apply for the post:

Thank you for your interest in this post. If you wish to apply please complete the application form that can be found alongside this pack on our website www.heathcoteschool.com

Applications must be completed fully and emailed to recruitment@heathcote.waltham.sch.uk or posted to HR, Heathcote School, Normanton Park, London, E4 6ES

We do not accept CVs.

We will only contact those applicants who have been shortlisted for interview.

Heathcote School and Science College

Normanton Park, Chingford, London E4 6ES

Inspection dates

26–27 September 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher and other senior leaders are ambitious for their pupils and provide strong strategic leadership.
- Governors have a good understanding of the school's strengths and the areas that still need development. They challenge and support leaders effectively to drive the shared vision.
- Pupils report that they feel safe in school, bullying is rare and they have confidence that staff will deal with any concerns they may have.
- The quality of teaching is good. However, there is still a degree of inconsistency across the school and weaker practice in some subject areas.
- Pupils of all abilities have opportunities to develop their personal and social skills through a wide range of extra-curricular activities.
- Leaders and teachers check pupils' progress regularly. Pupils identified as at risk of falling behind receive additional support and catch up quickly.
- Typically, pupils behave well in lessons and around the school. They are courteous and respectful.
- Overall, pupils who have special educational needs (SEN) and/or disabilities make good progress. The progress of disadvantaged pupils is in line with their peers.
- The sixth form is good. Sixth-form students attend regularly. Generally, students make good progress in both academic and vocational courses, although progress dipped in the 2018 public examinations.
- Generally, most-able pupils do not make as strong progress as other pupils because the teaching they receive is not tailored closely enough to their needs.
- Pupils' attendance, although improving, is below the national average.
- Leaders have introduced several new management systems in this school year. They need to regularly review their impact to ensure that they continue to improve pupil outcomes.

Full report

What does the school need to do to improve further?

- Ensure that teaching across all key stages is of a consistently high standard to challenge all pupils, including the most able, to make at least good progress from their starting points.
- Ensure that the new systems in place, including those to improve the quality of teaching and learning and behaviour, are regularly reviewed at all levels to ensure the highest possible outcomes for pupils.
- Raise pupils' attendance to be at least in line with the national average.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has successfully developed a culture in which staff and pupils have high expectations of themselves and others. This is clearly embraced by the new senior and middle leaders.
- Areas for improvement from the last inspection are being robustly tackled.
- Leaders have a good understanding of the strengths of the school and areas that still need to improve further. They recognise that provisional GCSE outcomes in 2018 have improved from 2017 but are still not good enough in some areas, such as the progress of the most able pupils. Effective action is already being taken by leaders to address these weaker areas.
- Middle leaders clearly understand the school's priorities. They are confident and have the necessary skills to drive forward improvements in their areas of responsibility.
- 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.
- Pupil premium funding and the Year 7 literacy and numeracy catch-up funding are used well. Year 7 pupils who join the school behind their peers in reading and writing are making clear progress. Pupils who are disadvantaged are making strong progress.
- The curriculum provides a wide range of courses, including work-related subjects. Recent changes to the programmes of study at key stage 4 have enabled pupils to have a wider choice of subjects, which more adequately support their learning needs. Leaders are reviewing the impact of the curriculum, to ensure that it contributes successfully to pupils' progress, behaviour, personal development and welfare.
- British values are strongly promoted through assemblies and tutor-time activities. Pupils learn about other faiths, cultures and equal opportunities. Pupils spoke about the inclusive nature of the school and how diversity is welcomed.
- Pupils' spiritual, moral, social and cultural development is evident throughout the school. Pupils participate in a wide range of artistic, musical and sporting activities. An assembly and tutorial programme helps prepare pupils for life in modern Britain.
- Leaders have embarked upon many new initiatives this year. Leaders need to review the impact of the initiatives to ensure that they are sustainable and appropriate.

Governance of the school

- Current governors are determined to ensure that all pupils achieve the best they can. They are professional, knowledgeable and bring a range of useful skills to the governing body. They have embraced their roles enthusiastically and are focused on driving forward improvement.
- They are clear about their statutory responsibilities. They already provide a strong level of challenge and support to senior leaders.

- Governors understand their responsibility in relation to safeguarding pupils and have received appropriate training. They audit the school's safeguarding processes by checking records, visiting the school regularly and reviewing practice.
- Governors are mindful of the health and well-being of the school community.

Safeguarding

- The arrangements for safeguarding are effective and meet statutory requirements.
- Leaders ensure that there is a strong safeguarding culture in the school and that all staff know and understand their responsibilities in relation to keeping pupils safe. Staff receive appropriate safeguarding training, including the 'Prevent' duty and how to identify pupils who may be at risk from exploitation.
- Working relationships between staff who have specific safeguarding responsibilities and outside agencies are strong in order to safeguard pupils' welfare. Staff work effectively with parents, carers and external agencies when pupils need support.
- Pupils said that they feel safe and are sure that any concerns they raise will be dealt with swiftly. They spoke with confidence about the many ways they are taught to keep safe, for example when finding themselves in difficult situations.

Quality of teaching, learning and assessment

Good

- Leaders' recent actions to improve the quality of teaching and learning are having a positive impact across a wide range of subjects.
- Most teachers are well organised and support pupils to make good progress over time. Teachers are aware of disadvantaged pupils who may need extra support or intervention, and this is provided.
- Pupils engage well with activities where teachers plan and provide tasks that meet their individual learning needs. This is particularly evident in English, mathematics and geography.
- Teachers have a secure subject knowledge and use questioning skilfully, which helps to extend pupils' knowledge and understanding. However, a few teachers do not challenge the most able pupils as much as they could. This leads to some not making the progress of which they are capable.
- Teachers' feedback to pupils on how to improve their work follows the school's policy. As a result, most teachers provide pupils with useful guidance, which enables pupils to correct their mistakes and develop their learning further.
- Pupils' homework is used well to engage pupils and extend their learning beyond the classroom.
- The school has a clear assessment policy and pupils are assessed several times throughout the school year. Those pupils who fall behind are given additional support to make improved progress.

- Pupils who have SEN and/or disabilities are taught well because teachers are aware of their individual learning needs. Teaching assistants are well deployed and support pupils' learning sensitively and effectively.
- Pupils read well, the majority with accuracy and fluency. Written work is well developed because opportunities for extended writing are in place across the curriculum.
- There are still a few areas of weaker teaching within subject areas, for example in science and creative arts. This teaching does not enable pupils to deepen their understanding, which limits their progress. Leaders are providing support to these teachers, which is beginning to have a positive impact upon the quality of provision.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school prepares pupils for life in modern Britain, and includes using assemblies and the curriculum. For example, pupils learn about the British values of democracy and the rule of law through discussions in history.
- Pupils receive effective and impartial careers advice and guidance, which supports them when they make important decisions about their futures. Pupils value the individual careers interviews and work experience opportunities in Year 10.
- Pupils have numerous opportunities to develop leadership skills and contribute to school life as members of the school council, prefects and anti-bullying ambassadors. Pupils develop a strong sense of individual and community responsibility through these roles.
- All pupils told inspectors that they feel safe in school and know how to keep safe, for example online. They are clear that staff in school would help them if they have any problems. There are very few instances of bullying and pupils said that if it does happen, it is dealt with effectively.
- 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.'

Behaviour

- The behaviour of pupils is good.
- Leaders have put new systems in place to help teachers manage the behaviour of pupils effectively. The vast majority of pupils feel that behaviour, both in and out of lessons, has improved significantly this year. Pupils are clear about the school's expectations of their conduct when in school. Leaders are mindful that the behaviour strategy will need to evolve to enable pupils to self-regulate their behaviour.

- 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.
- The school has recently introduced an internal inclusion unit to reduce the number of exclusions. Effective pastoral systems are in place, which are supporting pupils to manage their behaviour effectively. As a result, the number of pupils who are excluded from school is rapidly decreasing, although the number of exclusions remains above the national average.
- Whole-school attendance is below the national average but is improving well. Strategies to secure good attendance are having a positive impact because the proportion of pupils who are regularly absent from school is reducing. However, the school recognises that there is still more to be done to ensure good attendance and improve punctuality to school in the morning.
- Pupils who attend alternative provision attend regularly and their progress is closely monitored.

Outcomes for pupils

Good

- In 2018, GCSE public examinations indications are that pupils' attainment remains in line with national averages and that pupil progress has improved from the previous year.
- Results in 2018 show that overall progress for disadvantaged pupils has improved considerably and is in line with their peers. In addition, results in 2018 show that overall progress for pupils with lower ability is above national averages.
- In 2018 GCSE examinations, the progress of pupils in mathematics has dipped after being a strength of the school. Leaders have taken action to address this dip in performance, and the school's assessment information shows that, overall, current pupils are making good progress.
- Pupils who have SEN and/or disabilities make similarly good progress compared with their peers, regardless of their starting points.
- The progress of the most able pupils in Year 11 in 2017 was below the national averages for other pupils. Results in 2018 show that overall progress for most-able pupils has improved. The school's current assessment information suggests the difference between the progress of most-able and other pupils is diminishing, but the progress of the most able group remains a key priority for improvement.
- Information provided by the school shows that pupils' progress in key stage 4 continues to improve. There is evidence in pupils' work that outcomes are improving, particularly in science, mathematics, humanities and PE.
- In key stage 3, in most subjects, most pupils are reaching or exceeding their targets.

16 to 19 study programmes

Good

- The leadership of the sixth form is good. Leaders have an accurate understanding of its strengths and areas that need improving.
- The quality of teaching in the sixth form is good. Most teachers plan effectively for the needs of the students. Across a range of subjects, the majority of students are confident in their learning. The high quality of students' written work reflects their commitment to their studies.
- Feedback provided to students is detailed and in line with school policy. In the sixth-form study areas visited during the inspection, students were demonstrating maturity in their study habits.
- Students enjoy the sixth form, attend well and are positive about the high level of support they receive from staff.
- In 2018, student outcomes are not as strong as in 2017. In 2017, students' progress on A-level courses was above the national average. Progress on vocational courses was well above the national average. Leaders are aware that the progress students were making was not checked effectively, which led to some individuals underperforming.
- There are many different courses available in the sixth-form curriculum. However, leaders are in the process of reviewing the curriculum to ensure that the programmes of study available meet the needs of all students effectively.
- Safeguarding is effective in the sixth form and students feel safe. Staff and external agencies provide students with information and support them to become independent young adults. However, some students would welcome more specific guidance and support about managing risks they face in their local community.
- Sixth form students take part in a wide range of enrichment activities that enable them to develop their interests and skills, including those of leadership. These include sports, volunteering and performing arts events.
- Students receive helpful careers information about university applications, apprenticeships and employment opportunities. More students than the national average go on to higher education or apprenticeships when they leave school.

School details

Unique reference number	103097
Local authority	London Borough of Waltham Forest
Inspection number	10052844

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary comprehensive
School category	Maintained
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,121
Of which, number on roll in 16 to 19 study programmes	342
Appropriate authority	The governing body
Chair	Amanda Roper
Headteacher	Emma Hillman
Telephone number	020 8498 5110
Website	www.heathcoteschool.com
Email address	heathcote.school@heathcote.waltham.sch.uk
Date of previous inspection	January 2018

Information about this school

- Heathcote is a maintained, non-selective school in the London Borough of Waltham Forest.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils who have SEN and/or disabilities is in line with the national average.
- The school uses three alternative providers: Burnside, Hawkswood and Waltham Forest College. There are currently 10 pupils at alternative provision.

Information about this inspection

- Inspectors observed learning in a range of subjects throughout the school. Inspectors also reviewed pupils' work. They observed pupils' behaviour during break and lunchtimes, at lesson changeover times, in assembly and during registration.
- Documentation, policies and the school's practice were scrutinised, with particular regard to behaviour, bullying, safeguarding, welfare, and health and safety.
- Inspectors held meetings with the headteacher, the governors and several members of the school staff.
- Inspectors spoke to pupils informally and formally, including during visits to classrooms.
- The inspection considered the views of 34 parents who replied to Parent View, Ofsted's online survey.
- Inspectors considered the views of 67 staff and 27 pupils who completed Ofsted's online surveys.

Inspection team

Sarah Parker, lead inspector	Her Majesty's Inspector
Shaun Dodds	Ofsted Inspector
Rhona Povey	Ofsted Inspector
Vicky Linsley	Ofsted Inspector
Bruce Goddard	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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