Head Teacher Information Pack

School Information

Hallmoor School is an all age range (4 to 19) Community Special School situated in the eastern area of Birmingham within the Hodge Hill constituency.

Pupils attend the school from all over Birmingham and some other neighbouring local authorities, principally Solihull. The school is located close to major bus routes in and out of the city and accessible by train with Lea Hall Railway Station very close by. Birmingham International Airport is also in close proximity to the school.

Hallmoor School caters for the needs of an increasingly diverse pupil population with a wide range of educational difficulties, ranging from moderate, severe and complex needs. Some pupils also present with communication, physical, sensory, behavioural or autistic difficulties requiring additional adult support and specialist intervention.

In our endeavour to meet these wide ranging educational and social needs, we are developing an appropriate curriculum, which encompasses and extends the National Curriculum. Our whole school curriculum model provides a natural progression from an Early Years Foundation Learning programme, towards full participation within the National Curriculum framework, with programmes designed for and implemented at an appropriate level.

FACILITIES

All the classrooms are equipped with interactive whiteboards and have access to the ICT network from class based computers or via wireless laptops. In addition to classrooms and offices the school has:

- A large assembly hall and performance space.
- A gymnasium and attendant showers and changing facilities.
- Access to two ICT suites plus portable laptops.
- A multi-sensory facility.
- Two food technology rooms.
- A Design and Technology room.
- One Careers/Connexions room.
- Two Library areas.
- Three mentoring bases.
- A separate dining hall.

The school site also has three separate playground/games areas.
GOVERNANCE INFORMATION

Hallmoor School academised on 1st April 2017 and is now part of Forward Education Trust (FET). Brays School, The Bridge School and Hallmoor School (all special schools in Birmingham) are the first schools joining the Trust.

A Trust of five members and a Board of nine Directors (both of which are the formal governance of the Trust) sit above each school’s local committee of governors called the Local Academy Council.

Head teachers will report both to their local committee, and also provide information to, and report to the Board of Directors each term.

SCHOOL MISSION STATEMENT

Hallmoor School aims to foster the development of young people by meeting their needs and giving them the confidence and competence to lead independent, purposeful and enjoyable lives.

OUR STRATEGIC AIMS

- To encourage and enable pupils to make exceptional progress in their learning.
- To develop a community where pupils, staff and parents/carers learn and work together.
- To encourage young people to recognise that we are all unique and need to accept each other for whom we are.
- To encourage co-operation with each other and to be sensitive to each other.
- To develop awareness, and an appreciation, of Birmingham’s diverse races, cultures, religions and ways of life.
- To provide a curriculum that is broad and balanced and fulfils the National Curriculum requirements whilst taking account of the specific needs of pupils and students.
- To create a happy, organised and stimulating working environment where we show respect for each other.
- That all staff and governors work together as a team providing good examples to the school community.
- To encourage all parents to take an active part in their children’s education and development.

To promote to pupils the need to be ABLE – Attend, Behave, Learn and Enjoy

CURRICULUM

The Hallmoor School Curriculum is based on National Curriculum models that are adapted and modified for each learner.

All pupils have Education Health Care Plans, and each pupil is unique with their own strengths, weaknesses and aspirations. The curriculum strives to ensure pupils make good progress academically, as well as meeting individual needs, and developing independence skills for later life.

All pupils will be taught the full range of National Curriculum subjects, and as they get older will have the opportunity to gain a wide range of accreditation in preparation for leaving school. The curriculum follows a natural progression from the Early Years in our Lower School right through to pathways into training and college in the Sixth Form.
As pupils move through the school they will be supported within each department by their own teachers and teaching assistants. Learning Mentors, the School Nurse and professional colleagues from other agencies will work with them as and when required.

**SCHOOL ORGANISATION**

The school is organised into 3 departments:
- Lower School for pupils aged 4 - 11.
- Upper School for pupils aged 12 - 16.
- Sixth Form for pupils aged 16-19

Parents and carers are encouraged to come into school and there are a range of opportunities e.g. assemblies, parents evenings, coffee mornings and parent courses and workshops.

**PROFESSIONAL SUPPORT AND DEVELOPMENT**

Substantial and sustained support will come from the strong network of special school head teachers who meet monthly.

The Brays Teaching School Alliance of which Hallmoor School is part provides a platform for development and sharing of good practice across the special schools in the city.

Teachers are provided with a generous time allocation for planning, preparation and assessment as well as time for curriculum and team leadership, currently a full day a week for team leaders. All teachers are provided with a personal laptop for school use.

Appraisal of all staff allows individuals to demonstrate their impact on the organisation, continue to develop their skills and expertise and request specific CPD.

All staff receive an extensive professional development programme offer to include teaching and learning, health and safety, safeguarding, therapeutic, manual handling, medical training.

**Opportunities for further professional learning include;**
- Coaching, peer to peer support, courses with the local teaching school alliance or schools within the Trust
- Further national qualifications through the local universities
- Targeted courses and workshops delivered by professional development specialists

**FOR FURTHER INFORMATION**

Please visit our website at [www.hallmoor.fet.ac](http://www.hallmoor.fet.ac)
Contact Baljit Supra, PA to CEO via email b.supra@fet.ac
Informal visits are very welcome and can be arranged via Baljit Supra.

With Best Wishes

Jane Edgerton BSC, MSC, MRSC, PGCE, NPQH, NLE, PQSI
Chief Executive Officer, Forward Education Trust
Job Description  -  Head Teacher for Hallmoor School

Job Purpose:
To provide professional leadership, strategic direction and management for Hallmoor School, building on the strong foundations that are in place in order to maintain and further improve all aspects of school, standards and quality.

- To be a visionary leader.
- To continually raise standards for all across the School.
- To deliver a continuous programme of development.
- To keep sound sustainable fiscal management of the school budget.
- To act with and for the Trust and ensure all things related to statutory compliance is in place.
- To work in the interests of the Trust, sharing and promoting its vision and values.
- To be the Designated Safeguarding Lead for the School.

Core Purpose:
The core purpose of this role is to provide professional leadership, strategic direction and management in order to ensure the School has continued success. To achieve this, the Head Teacher will work in partnership with staff, Trust, governors, parents, children and the wider School community and agencies to:

- Inspire the whole School community and effectively provide vision, leadership and direction.
- Create and maintain an environment, which promotes and secures outstanding teaching, effective learning, and high standards of achievement, behaviour and a passion for learning.
- Promote excellence, equality and high expectations of staff and pupils and carry out day-to-day management of the School including statutory compliance.
- Evaluate the School’s performance and identify priorities for continuous development.
- Deploy resources to achieve the School’s aims and priorities within the limits of the School budget.

Key Areas: Strategic direction and shaping the future:

- Ensure that the School’s agreed mission statement and aims are at the centre of everything it does and is clearly articulated, shared, understood and acted on effectively by all.
- Work with and advise the local governing body on the formulation and implementation of policies, and to attend meetings of the local governing body and its committees as required.
- Drawing on experience and best practice, work together with the local governing body, senior management team and staff to create and implement a strategic development plan underpinned by sound financial planning.
- Monitor and evaluate the effects of policies, performance and practice, taking appropriate action to secure continuous development.
- Be outward looking to ensure that governors and senior staff are well informed about current and innovative educational thinking and developments in order to ensure the School is well placed to make decisions in the best interests of its future development.

Leadership and Management:

- Lead by example as a model of professional conduct and presentation, demonstrating high personal standards of expertise and commitment.
- Maximise the contribution of all staff and develop a performance culture which supports the best possible outcomes for children.
• Develop constructive working relationships with trustees, governors, staff, children, parents and external partners alike.
• Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner that is consistent with their terms and conditions of employment.
• Implement and maintain effective systems for performance management, lead continual professional development (CPD) of staff.
• Arrange for the Deputy Head Teacher or other suitable person to assume responsibility for the discharge of the Head Teacher’s duties at any time when absent from School.
• Work closely with the Trust to manage the financial resources effectively and efficiently to achieve educational goals and priorities.
• Work with the Trust, governing body and senior leadership team to recruit staff of the highest quality, complying at all times with best and safer recruitment practice.
• Work with the senior management team to deploy all staff effectively in order to ensure the highest quality of education provided.
• Work closely with the site staff and organise accommodation efficiently and effectively to ensure the needs of the curriculum and health and safety regulations are met at all times.
• Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all children and provide value for money.
• Use and integrate a range of technologies effectively and efficiently to manage the School.

Leading teaching and learning:
• Ensure that learning is at the centre of strategic planning and resource management.
• Work with the senior leadership team to secure and sustain outstanding teaching and learning throughout the School employing a robust system of monitoring, evaluation and review supported by high quality CPD.
• Create a culture and ethos of challenge and support where all children can achieve success and become engaged in their own learning.
• Ensure that school resources are effectively targeted to ensure all groups of children achieve well.
• In collaboration with the governing body and staff, to be responsible for determining, organising, implementing and monitoring the curriculum and its assessment to ensure that they meet with statutory requirements; are relevant to the needs of all children; fulfil the schools duties under Standards and Framework Act 1998 and any subsequent revisions in relation to the National Curriculum.
• Ensure that there is a robust system of assessment of children’s achievement and that there is an effective, accurate method of reporting to parents which ensures parents are well informed about their child’s attainment and progress and how they can support this at home.
• Maintain the principles of assessment for learning and effective use of children’s data, in order to set challenging yet realistic targets for all children.
• Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of children.
• Determine and implement policies which promote self-discipline and regard for authority and the law; good conduct and behaviour; positive strategies for developing equality in the community; positive strategies and programmes for children’s support and clear guidance on exclusions and other disciplinary matters.
• Develop effective links with the community to enhance teaching and learning.
Developing self and working with others:

• Regularly review own practice, set personal targets, 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 culture across the School.
• Ensure clear delegation of tasks and responsibilities, so that teams and individuals undertake effective planning, allocation, support and evaluation of work.
• Develop an excellent working relationship with the Trust, Chair of the Local Board of Governors and senior leadership team, engaging regularly in open discussion.
• Motivate and inspire the governors and the whole staff team, developing excellent, professional working relationships.
• Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
• Foster excellent relationships with local and national professional partners in order that children and staff may benefit from the development they offer.

Securing accountability:

• Create and develop an organisation in which all the members of the School recognise that they are accountable for the success of the School.
• Present a coherent and accurate account of the School’s performance in a form appropriate to the range of audiences, including governors, staff, parents, Ofsted, DfE and others to enable them to play their part effectively.
• Work with the governing body, providing information, objective advice and support, to enable it to meet its responsibilities.
• Promote an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
• Co-operate and work with relevant agencies to safeguard children.
• Carry out any such duties as maybe reasonably required by the governing body.

Strengthening community:

• Collaborate with the diverse community and other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of children and their families.
• Ensure learning experiences for children are integrated with the local and wider communities.
• Actively engage with parents and carers, community figures, businesses and other organisations to enrich the School and its value to the wider community.
• Co-operate and work with relevant agencies to protect children and young people.