



# THE ASTLEY COOPER SCHOOL

HEADTEACHER CANDIDATE PACK  
MARCH 2021

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# INFORMATION FOR CANDIDATES



<b>Pay Range:</b>	£73,659 - £83,103 (L23 – L28)
<b>Start Date:</b>	September 2021
<b>Closing Date:</b>	Monday 12 April 2021 at 9.00am
<b>Shortlisting Date:</b>	Wednesday 14 April 2021
<b>Interview Date:</b>	Monday 26 & Tuesday 27 April 2021

<b>Visits to the school:</b>	Please contact the the Headteacher's PA, Louise Dorey, on <a href="mailto:admin@astleycooper.herts.sch.uk">admin@astleycooper.herts.sch.uk</a> to arrange a visit
<b>School website:</b>	<a href="https://www.astleycooper.herts.sch.uk/">https://www.astleycooper.herts.sch.uk/</a>
<b>Teach in Herts website:</b>	<a href="https://www.teachinherts.com/">https://www.teachinherts.com/</a>
<b>Send your completed application form to:</b>	<a href="mailto:Leadership.recruitment@hertsforlearning.co.uk">Leadership.recruitment@hertsforlearning.co.uk</a>

*The Astley Cooper School is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check (DBS) as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2020).*



## **Application Form**

Using the standard application form provided (CVs are not accepted) please complete all aspects of the form fully. Include your full work history with no unexplained gaps since leaving school education. Include all the training you have completed, particularly those in recent years which have helped to prepare you for headship.

## **Person Specification and Personal Statement**

When writing your responses it is really important you address each of the requirements in the person specification. Ensure to evidence additional aspects such as training and qualifications together with your background and experience within the personal statement.

## **Covering letter**

You may wish to include a covering letter of no more than two sides of A4 paper and at a font size of no less than Arial size 11.

## **References**

Please make sure your referees are aware of your application and that they are able to provide a swift turn round. Preferred referees are your last two employers and you should provide their official organisation email address for us to contact. One referee is likely to be your current Headteacher or Chair of Governors

# WELCOME FROM THE CHAIR OF GOVERNORS



Dear Applicant

Thank you for your interest in the Headteacher post at The Astley Cooper School. I hope you find this information pack a useful introduction to our school.

The Astley Cooper School is a school where I feel privileged to be its Chair of Governors. It is a school that has developed and prospered during my time as a Governor and where our pastoral and academic support has made a huge contribution to changing the lives and aspirations of our students. Finding the right person to lead the school on to its next stage is a very exciting opportunity for all of us.

We welcome students with a wide range of abilities and our aim is to treat each individual student according to their needs. The talented and dedicated staff work hard to understand the barriers to learning that exist and seek to overcome those barriers so that our students are able to achieve more than they ever believed possible.

Our well-qualified and experienced staff – teaching and support - represent a wide range of experience and come from a variety of different backgrounds. We have a full time Business Manager and a dedicated administrative and site staff.

We are looking forward to a multi-million pound new build that will transform the school. The building programme - funded by the DfE under the Priority School Building Programme – will start in the latter part of 2021 and is scheduled to finish in 2023. We have a large, pleasant site, including a gymnasium and a swimming pool, both of which will be significantly enhanced as part of this programme.

Cont..../

# WELCOME FROM THE CHAIR OF GOVERNORS



Our curriculum focuses on literacy and mathematics to support the wider curriculum. As a former Specialist Arts College, we encourage our students to develop as artists and performers in addition to learning technical theatre skills in a purpose built drama studio. Our curriculum model allows us to offer a variety of appropriate pathways for our students. Some are able to concentrate on academic progression and others are able to follow vocational routes. We have pioneered a pre-apprenticeship programme in association with local businesses.

The Governors are proud to be part of such a dynamic and forward-looking school. We believe that a key part of the school's success is the strong links and relationships that have been developed between staff, students, families and the broader school community. We welcome frequent contact with our parents and carers. This begins before students start at the school and the relationship is central to each student's journey through the school.

In recruiting a new Headteacher, we are seeking someone who can shape and share our vision and ethos. The successful candidate will have the drive, enthusiasm and relevant experience to take our school to the next stage of its development. For further information about the organisation of our school, please visit the website.

If you wish to have an informal discussion about the role, please contact me via the Headteacher's PA, Louise Dorey, on her email [admin@astleycooper.herts.sch.uk](mailto:admin@astleycooper.herts.sch.uk)

Thank you for your interest in The Astley Cooper School. My colleagues and I look forward to meeting and interviewing candidates who are interested in taking on this important and exciting new challenge.

Yours sincerely

Rodney B Tucker  
Chair of Governors



The Astley Cooper School is located in the north east of Hemel Hempstead between the major new town community areas of Woodhall Farm and Grove Hill. It is located within an attractive open setting surrounded by mature trees and woodland and the current buildings will be replaced by a modern state of the art new building complex including a community leisure centre with a pool and gym.

Most students enter school at Year 7 from the surrounding Primary schools with which the school has a very close relationship. Casual admissions are also accepted where there are places available.

“Relationships between pupils and teachers are positive. Pupils are well supported by teachers who understand their individual learning needs well.” (Ofsted *Good School*, 2016)

For details of our staffing structure please see our [Staff List](#)

For a virtual tour of our school please see [Our Virtual Tour](#)

<b>Type of School:</b>	Maintained
<b>Age Range:</b>	11 – 18 years
<b>Number of Children:</b>	762
<b>% of children with SEND:</b>	20.9%
<b>% of children with English as an additional language</b>	19%
<b>% of children on Free School Meals:</b>	29%
<b>% of children in receipt of Pupil Premium:</b>	40%

# OUR MISSION AND VALUES



At The Astley Cooper School, we strive for the very best for all our students. We are committed to ensuring that when students leave, they have become successful, well rounded and confident individuals prepared to succeed in the modern world.

Our core values of **Aspiration**, **Determination** and **Integrity** underpin our curriculum. We achieve this by delivering the highest possible academic standards and offering students a wealth of opportunities within and beyond the national curriculum to develop their talents.

Our curriculum is created using our core values. We want to create:

**Aspirational** individuals who go above and beyond and lead safe, healthy and fulfilling lives .

**Determined** learners who enjoy learning, make progress and achieve .

Students who have **integrity** and make a positive contribution to society.

The progressive curriculum we deliver at Astley Cooper ensures students have the skills, concepts and knowledge to progress successfully through the Key Stages. The curriculum is built to ensure the knowledge and skills learned in Key Stage 2 continue to be developed further through Key Stage 3, Key Stage 4 and Key Stage 5. Departments' Schemes of Learning are carefully planned to ensure skills and techniques are developed each year and built on prior knowledge.

Astley Cooper describes itself as 'an ambitious school where students' aspirations are rising.' It aims to create a calm, purposeful, friendly community where there is mutual respect between adults and students.



**Aspiration • Determination • Integrity**



# OUR NEW HEADTEACHER



Following the retirement of the current Headteacher after 10 years, in which the school has improved significantly and was graded *Good* in its last Ofsted inspection, the Governors seek to recruit a worthy successor. The Astley Cooper School is a school with an excellent future. We are looking forward to a multi-million pound new building as part of the Priority Schools Building Programme which is due to start in the Autumn term and be completed by 2023.

Are you the person our students are looking for?

- Can you lead a team of experienced, talented and dedicated staff and work with them in a spirit of mutual respect and collaboration?
- Do you share our ambition to achieve educational and social success and outstanding opportunities for all and make a real difference to the lives of our young people?
- Do you have the vision and track record to drive the school forward to greater achievements?

If the answer to these questions is yes and you think you have what it takes to lead The Astley Cooper School, we would be delighted to hear from you.

To have an informal conversation, or to arrange a visit, please contact the Chair of Governors via the Headteacher's PA, Louise Dorey, [admin@astleycooper.herts.sch.uk](mailto:admin@astleycooper.herts.sch.uk)

A virtual tour of the school is available

<https://www.astleycooper.herts.sch.uk/page/?title=Virtual+Open+Evening&pid=293>

Please visit <https://astleycooperplans.co.uk> to view the new building plans

## WE CAN OFFER YOU



- Aspirational students who are part of a successful growing school that is now oversubscribed
- Dynamic, enthusiastic and committed staff who provide a level of stability and education, both pastoral and academic to enable our students to thrive
- Supportive governors who are very engaged and determined to help you and the school succeed
- A strong network of support with the East Dacorum partnership of schools who work closely together as part of the Cooperative Trust.
- An award winning Sixth Form pre-apprentice programme with scope to further grow our Sixth form
- Exciting prospects with a multimillion pound DfE funded building project starting in September 2021 that will transform Astley Cooper and present further opportunities for strengthening and building links with the community
- An opportunity for a new leader to take on this challenging and rewarding proposition and to make their own mark on the future of The Astley Cooper School



**Aspiration • Determination • Integrity**



## Main Purpose of Role

Overall responsibility for providing leadership to the school to secure its success and continuous improvement, ensuring high quality education for all its students and improved standards of teaching and learning in line with statutory requirements.

This job description reflects the national standards of excellence for headteachers 2020. [National Standards of Excellence for Headteachers](#)

The appointment is subject to the current conditions of employment of Headteachers, contained in the Schools Teachers' Pay and Conditions document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.

## Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers should uphold and demonstrate the [Seven Principles of Public Life](#) at all times;

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership



Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour both within and outside school:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, students' vulnerability or might lead students to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's students
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system



## Section 2: Headteachers' standards

### 1. School culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where students experience a positive and enriching school life
- uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

### 2. Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

### 3. Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all students are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum



## 4. Behaviour

- establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students
- ensure high standards of student behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

## 5. Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable students to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

## 6. Professional development

- ensure staff have access to professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school



## 7. Organisational management

- ensure the protection and safety of students and staff through effective approaches to safeguarding
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

## 8. Continuous school improvement

- make use of effective processes of evaluation to identify and analyse problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

## 9. Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students



## 10. Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties



**Aspiration • Determination • Integrity**





## Person Specification and Personal Statement

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they **meet the first 7** of the Qualifications, Knowledge and Experience and Professional Development sections. It is important to provide examples using the STAR acronym (situation, task, action, result) relating to the person specification criteria

Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement.

Criteria	Essential or Desirable	Determination From			
		Application	Interview	Tasks	References
<b>Qualifications, Knowledge and Experience</b>					
Qualified Teacher Status	E	✓			
Degree or Equivalent	E	✓			
Commitment to and experience of working with KS3, KS4, KS5 students and staff	E	✓			
Recent successful leadership as a Head, Deputy or School Improvement Lead	E	✓			
Has current training for Child Protection and Designated Safeguarding Lead and has successfully undertaken the role within the school setting	E	✓			
<b>Professional Development</b>					
Evidence of appropriate and recent professional career development for the role of Headteacher	E	✓			
Evidence of recent leadership and management operational training and development	E	✓			
Has successfully undertaken approved safer recruitment training	D	✓			

# PERSON SPECIFICATION



Criteria	Essential or Desirable	Determination From			
		Application	Interview	Tasks	References
<b>Leadership Skills</b>					
Ability to articulate a clear vision for the future	E	✓	✓	✓	
Proven record of inspiring, enabling and motivating others to succeed in an inclusive environment	E	✓	✓		✓
Able to delegate and effectively achieve outcomes and provide development opportunities for staff	E	✓	✓		✓
Demonstrates excellent communication skills, including written and verbal communication	E	✓	✓	✓	
Ability to build effective relationships with staff, parents, governors and the wider school community	E	✓	✓	✓	✓
<b>Whole School Leadership and Management Experience</b>					
Have taken an active involvement in effective school self-evaluation and development planning	E	✓	✓		
Able to listen and engage with stakeholders including parents in a range of ways on a daily basis or as a lead on specific projects	E	✓	✓		
Experience of working with stakeholders including governors, school improvement partners and external agencies / companies	E	✓	✓		
Absolute commitment to safeguarding	E	✓	✓	✓	✓
Evidence of clear commitment to promoting health and safety and the wellbeing of students	E	✓	✓	✓	✓

# PERSON SPECIFICATION



Criteria	Essential or Desirable	Determination From			
		Application	Interview	Tasks	References
<b>Whole School Leadership and Management Experience Cont..../</b>					
Absolute commitment to inclusion	E	✓	✓	✓	✓
Knowledge and experience of working with students with SEN (e.g. autism) across the secondary phase	E	✓	✓		✓
An ability to understand the needs of students with challenging behaviours and develop strategies to successfully manage this	E	✓	✓		✓
Successful track record of developing the performance of staff through effective performance management	E	✓	✓		
Supportive and encouraging of continued professional development (CPD) and wellbeing of staff and their own CPD and wellbeing.	E	✓	✓		
Experience of implementing a strategic plan across the whole school, identifying priorities and evaluating the impact	D	✓	✓		
Experience of leading change effectively and successfully	D	✓	✓		
Knowledge and understanding of strategic financial planning and budgetary management and their contribution to school development and student outcomes	D	✓	✓	✓	
Have had responsibility for whole school policy development and implementation	D	✓	✓		

# PERSON SPECIFICATION



Criteria	Essential or Desirable	Determination From			
		Application	Interview	Tasks	References
<b>Personal Qualities</b>					
A genuine passion for educating young people, coupled with the ability and enthusiasm, to see every child fulfil their potential	E	✓	✓	✓	✓
Leads by example with integrity and demonstrates resilience	E	✓	✓	✓	✓
Visible and approachable, empathetic and enjoys engaging and inspiring students, staff parents and the wider community	E	✓	✓	✓	✓
Demonstrates an ability to challenge people and resolve performance and relationship issues	E	✓	✓	✓	✓
Adaptable leadership style, being 'hands on' when required balanced with knowing when to delegate	E	✓	✓		✓
Demonstrates a capacity for sustained hard work with energy and enthusiasm	E	✓	✓		✓
Able to take a dynamic approach to the changing needs of the school population	E	✓	✓	✓	✓



**The Astley Cooper School  
St Agnells Lane  
Hemel Hempstead  
Hertfordshire  
HP2 7HL**