



NEW REGENT'S COLLEGE
**HEADTEACHER
RECRUITMENT
PACK**



New Regent's
College

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Dear Candidate,

Thank you for your interest in the post of Headteacher at New Regent's College in Hackney. We hope you will find all the information you require in the pack. We welcome visits to the school prior to your application and you will find details about this in the pack. For shortlisted candidates there will also be parts of the appointment process that will include pupils and staff.

New Regent's College is Hackney's very strong provision for pupils who have been excluded from school as well as for those vulnerable to exclusion. The school is in a brand new purpose built building in Hoxton, with a team who make sure pupils learn well and have an appropriate curriculum help them to make good progress. Really effective learning is an absolute priority for the school: this has been supported by its partnership with a mainstream secondary school. We are proud of our recent Ofsted inspection.

There is much to build on to make our school outstanding: we are now looking for a leader who can lead both in the school and across the borough on behalf of pupils who may be really struggling in their schools, are at risk of exclusion or are actually without a school place. These pupils may have SEND or other difficulties that are making it difficult for them to do well in school.

We are building a strong partnership with health, social care, the police and local schools to make sure that all the agencies who can do support this group of pupils. The new headteacher will be a significant leader and advocate in this partnership. We see this role as headteacher of the school and being a system leader across the borough. This will be underpinned by practical commitments by partnership leaders. You can find out more about this work, which includes taking part in a DfE funded pilot, in the papers in this pack.

We are looking for an experienced school leader, with a very good understanding of leadership, management, the curriculum, teaching, and learning, who also has the capacity and desire to work with all partners at a very senior level to provide and develop a provision that sees the pupil in their full family context and meets their, sometimes very complex, needs. There is a great willingness to work in this way in Hackney, and the successful candidate will be very well supported in this role. The existing partnership with The Urswick School comes to an end in July 2023 at the latest. Hackney has always supported and favoured partnerships and federations that add value to a single institution's work and close work with one or more mainstream schools would be strongly supported.

You must be absolutely committed to ensuring the best possible experience and future for some of our most vulnerable children and young people. This job is intensely rewarding and also challenging.

We hope you will be inspired to apply for this role.

Yours sincerely,

Eleanor Schooling CBE, Interim Chair New Regent's College Management Board
Annie Gammon, Director of Education, Hackney Education.

MAKING AN APPLICATION

We encourage colleagues to visit New Regent’s College before making an application and to this end we have set aside Tuesday afternoons, 16:00, in October. This provides an opportunity to meet the current headteacher.

A daytime visit to see the school in operation can be arranged for **20 October**, from **10:00**. You will need to take a lateral flow test either on the night before or on arrival at the school. Once a negative result is confirmed, a member of staff will guide you around our school.

Anyone wishing to visit should contact the school office, **between 08:30 and 16:30**, giving your name and contact details. Please also let the office manager know if you would like a lateral flow test to be provided.

Anyone wishing to discuss this role with either Annie Gammon, Director of Education at Hackney Education, or Eleanor Schooling, Interim Chair of the Management Board, can arrange a phone call by telephoning **Louise Grundberg** on **020 8820 7103**.

Appointment process and how to apply

A completed application form should be emailed to **schooladvert@hackney.gov.uk** quoting reference number **SC5158**, by **13:30 on 25 October 2021**.

Applicants who are shortlisted will be assessed on a range of skills, and the professional and personal aspects required of the post.

A timetable for the overall process is given below.

TIMETABLE

| Date | Item |
|-----------------|------------------|
| 1 October 2021 | Advert |
| 25 October 2021 | Closing date |
| 2 November 2021 | Shortlist agreed |

ON SITE ASSESSMENT

| | |
|-----------------|---|
| 8 November 2021 | A range of tasks, group discussions and panel interviews |
| 9 November 2021 | The final round process: tasks, full interview and presentation |

OVERVIEW OF ACTIVITIES

- The application form and its supporting statement should be written to reflect the role purpose, job description and person specification. It is important that you project into the post and show the impact, if appointed, you expect to achieve and provide a free-form summary of why you are suited to this role.
- Your supporting statement must not be longer than three sides of A4, font size 10. Specific examples of impact should be included.
- Shortlisted applicants will be invited to undertake a range of assessment activities. These will be organised across two days, the first of which will require a lateral flow test.
- Assessment activities applicants should expect:
 - Discussion with students
 - Group meeting with stakeholders
 - Lesson observation and feedback
 - Written tasks designed to assess analytical skills, prioritisation, communication
 - Panel interviews (curriculum, finances, safeguarding, SEND...)
 - A leadership-management activity
 - Scenario response
 - Presentation
 - Full interview

A RENEWED VISION FOR PARTNERSHIP WORK TO ENSURE THE BEST FOR EVERY CHILD

This document is for senior strategic and operational partners of education across Hackney to review and commit to a joint way of working to support children either excluded or at risk of exclusion or otherwise without a school place.

It is a decision item to the City and Hackney Safeguarding Partnership, the Children and Education Senior Team, the Community Safety Board, the SEND partnership and the City and Hackney Children and Young People's Board.

INTRODUCTION

New Regent's College is Hackney's Pupil Referral Unit with an aspiration to become a system leader across all schools and academies locally on behalf of children who are either excluded or at risk of exclusion.

It is working with Hackney Education to become a key leader in multi-agency assessment and therapeutic work to provide the best possible support for these pupils.

It will continue to provide a strong education with an exciting ambitious high quality curriculum for all its pupils. High quality teaching is a key part of what it does.

Building on and maintaining the strong progress pupils make, NRC aims to galvanise, with Hackney Education key leaders, a strong partnership between schools, NRC, Children's Services, Health, Early Help and other relevant partners to support the children.

VISION FOR PARTNERSHIP WORK

We want the best possible education for every Hackney child. For those at risk of exclusion the challenges faced and background issues are usually multifaceted: these children and their families need well-coordinated cohesive positive support from all the partner service providers.

In order to make sure that this is in place partners will commit to the following principles:

- agreement to information sharing and easy access to information when needed
- a single point of contact for NRC in each service: children's social care, early help - for children and families, adult social care, health, police
- a family centred approach, so other agencies would work with other parts of the family: the family would be considered at each stage
- assessment for the family about whether priority support in some way would help



- professional supervision for relevant staff at NRC, linking them into the wider services
- agency accountability via a senior board which meets termly to review and evaluate the partnership work around NRC
- senior leadership engagement via the senior board and ad hoc
- annually agreed shared outcomes e.g. reduced exclusions, successful pathways for those who are excluded; honest and robust reviewing of data
- A determination to tackle inequality.

JOB DESCRIPTION AND PERSON SPECIFICATION

JOB DESCRIPTION

Job Title: Headteacher

Salary Scale: L28 £89,919 - L34 £102,894 with the potential of up to 25 % uplift for the right candidate

Reports To: The NRC Management Board

PROVISION OVERVIEW

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It will continue to provide a strong education with an exciting ambitious high quality curriculum for all its pupils. High quality teaching is a key part of what we do.

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JOB PURPOSE

The core purpose of the Headteacher role is to provide professional leadership and management for our school to ensure its continued success and improvement with all members of the school community and providing an environment for teaching and learning that empowers both staff and pupils to achieve their fullest potential.

The Headteacher will work with the Management Board to make a reality of system leadership for this group of pupils and establish and lead a strategic plan which inspires and motivates pupils, staff and other members of the school community. The Headteacher will advise on and implement rigorous academic and pastoral policies to ensure that pupils receive the highest standard of education, and that demanding and measurable targets and objectives are set for staff. Understanding of Special Educational Needs is key. The Headteacher will create an environment where all agencies work as partners with the school in order to make rapid and lasting improvements to the learning and wellbeing of each pupil.

The School will expect the Headteacher to lead by personal example in demonstrating a full and professional commitment to excellence in education, as well as safeguarding and promoting the welfare, safety and inclusion of all our children. The Headteacher must have strong skills in financial management.

The headteacher will be a leader in the community, being an advocate for the young people and a strong collegiate influence with other headteachers and partner agencies.

CORE RESPONSIBILITIES

1. To lead, manage and develop staff to ensure that the school's organisation, curriculum, and resources enable everyone to achieve the highest possible standards.
2. To ensure the highest possible standards of education through the promotion of effective teaching and learning, a balanced curriculum, strong routines and the provision of excellent pastoral care and support for pupils and a rich extra-curricular programme.
3. To support the busy and varied life of the school, attending its events and wider programme of activities.
4. To ensure that child protection and safeguarding of pupils are non-negotiable and given high priority at all times.
5. To lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and provides for high quality continuous professional development for all staff.
6. To secure a climate for excellent behaviour of pupils, and set standards and expectations for high academic and behaviour standards within and beyond this school. The expectations must be consistent with mainstream school standards. It is expected that a significant proportion of pupils will return to mainstream schools.
7. To ensure that understanding of SEND is strong and well used for the benefit of all
8. To lead and direct all members of staff and pupils, through the direct management of the school's leadership team, ensuring that effective responsibility is delegated through an appropriate management structure, and that the school complies with educational and other relevant legislation, including safeguarding and health and safety.
9. To be a system leader in Hackney, in partnership with relevant agencies, in order to provide the best possible outcomes for pupils either attending New Regent's College, or at risk of either exclusion or other forms of movement from their school.
10. To ensure that work with other relevant agencies is a strong partnership and highly effective in supporting the education, welfare and positive future for each pupil.
11. To attend meetings in the borough including Secondary heads, Primary heads, SEND partnership board and IYFAP (In Year Fair Access Panel).
12. To be responsible for promoting the aims and values of the school and ensure effective communications and engagement with all stakeholders, including governors, staff, pupils, parents, the local community, the local authority (LA), partner agencies and relevant government agencies.
13. To be a member of the Management Board and report to the Board about pupil outcomes and progress.
14. To attend meetings of the Management Board, provide governors with regular reports on school developments and activities and consult with the Board wherever appropriate, for example in the formulation of development plans.
15. To keep abreast of changes in government policy and wider educational practices.
16. To be accountable for the effectiveness, efficiency and quality outcomes of all aspects of the school, including financial and human resources, pupil behaviour and discipline, educational and support services, and marketing and communications.
17. To lead the shaping of the school's future and ensure that everyone is enabled to contribute effectively to the progress and development of the school.
18. To take an active and innovative approach to the income generation needed to balance the budget of the school.
19. To carry out the duties of a Headteacher as set out in the current edition of the School Teachers' Pay and Conditions Document issued by the Department for Education and will fully meet the national standards for Headteachers.
20. To encourage a culture which promotes equalities and respects cultural diversity within society.

PERSON SPECIFICATION

This job description/person specification is based on the ‘Excellence as Standard’ domains identified in the 2015 National Standards of Excellence for Headteachers. These four domains are:

- 1) Qualities and knowledge
- 2) Leading and managing pupils and staff
- 3) Systems, process and resources
- 4) The self-improving school system

Standards of Excellence – Attributes required

Assessed through: **A = Application, I = Interview, T = Selection Task**

The Headteacher will be required to carry out the duties set out in the current School Teachers’ Pay and Conditions Document. The successful candidate will meet all or most of the following criteria.

| Domain 1 – Qualities and Knowledge | Essential or Desirable | Method of assessment |
|---|------------------------|----------------------|
| Able to hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve. | E | A, I, T |
| Able to demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community. | E | A, I |
| Experience of leading by example - with integrity, creativity, resilience, and clarity by drawing on your own scholarship, expertise and skills, and that of those around you. | E | A, I |
| A determination to sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development. | E | A, I, T |
| The determination to work with political and financial astuteness, and the ability to work with the SLT to ensure that the school’s vision and budget is managed and operates within a clear set of principles centred on the School’s vision. Able to translate local/national policies into the school’s context. | E | A, I, T |
| Have the drive, commitment and ability to communicate compellingly the school’s vision, empowering all pupils and staff to excel. | E | A, I, T |
| Proven experience of raising standards of achievement within a school of a similar setting. | E | A, I |
| Has experience of strategy formation and implementation in a school or other appropriate setting. | D | A, I |
| Has qualities and knowledge which promote high quality provision for children with SEND. | E | A, I, T |
| Ability to uphold, promote and nurture the distinctive character of our school. | D | A, I |
| Ensures that strategic planning takes account of the diversity, values and experience of the school and its community. | D | A, I |

| | | |
|---|---|---------|
| Ensures creativity, innovation and the use of appropriate technologies to achieve excellence. | D | A, I |
| Experience of or ability to manage a school budget. | D | A, I, T |
| Knowledge of funding streams and experience of securing external funding for projects. | D | A, I |

| Domain 2 – Leading and Managing Pupils and Staff | Essential or Desirable | Method of assessment |
|---|-------------------------------|-----------------------------|
| Proven ability of being able to demand ambitious standards for all pupils by instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes whilst overcoming disadvantage and advancing equality. | E | A, I, T |
| Experience of securing excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities for pupils wellbeing. | E | A, I, T |
| A proven track record of establishing an educational culture of 'open classrooms' as a basis for sharing best practice, drawing on and conducting relevant research and robust data analysis. | E | A, I |
| Committed to creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other. | E | A, I, T |
| Identify emerging talents and possess the ability, drive and commitment to coach current and aspiring leaders in a climate where excellence is the standard. | E | A, I, T |
| The resolve, ability and resilience to hold all staff to account for their professional conduct and practice. | E | A, I, T |
| An outstanding teacher with a minimum of 5 years relevant experience in Secondary education. | E | A, I, T |
| Has a DFE recognised teaching qualification. | E | A |
| Has been awarded NPQH | D | A |
| Has in depth knowledge of excellence in teaching practice, including appropriate teaching and learning styles. | D | A, I, T |
| Understands available school performance data, its analysis and use. | D | I, T |
| Up-to-date knowledge of school improvement strategies. | D | I, T |
| Understands school self-evaluation and its link with school improvement and the Ofsted inspection process. | D | A, I, T |
| Has experience of observing and feeding back on learning and teaching to staff in order to improve further the quality of learning and teaching across the school. | D | I, T |
| Has a clear understanding of the SEN Code of Practice and experience of managing SEN; has understanding of how to promote high quality provision for children with SEND. | D | A, I |
| Experience of working with governors to enable them to fulfil whole school responsibilities. | D | A, I |

| Domain 3 – Systems, Processes and Resources Essential | Essential or Desirable | Method of assessment |
|--|-------------------------------|-----------------------------|
| Commitment to ensuring that the school’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity. | E | A, I |
| Committed to providing a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society. | E | A, I |
| The ability to assist in establishing and maintaining rigorous, fair and transparent systems and measures for managing the performance of all staff and the ability to assist in addressing any under-performance, supporting staff to improve and valuing excellent practice. | E | A, I, T |
| A purposeful character who welcomes strong leadership and possesses a proven track record of supporting the governing board in understanding its role and delivering its functions effectively. | E | A, I |
| An ability to demonstrate an understanding of curriculum-ed financial planning in order to ensure the equitable deployment of budgets and resources, in the best interests of pupils’ achievements and the school’s sustainability. | E | A, I, T |
| Has a clear understanding of system, processes and resources for children with SEND. | E | A, I, T |
| The commitment and ability to distribute leadership throughout the organisation, through working with and supporting teams of colleagues who have distinct roles and responsibilities while holding each other to account for their decision making. | E | A, I, T |
| Treats people fairly, equitably and with dignity to create and maintain a positive school culture. | E | I |
| Able to balance work and personal life and is considerate of the wellbeing of others. | E | A, I |

| Domain 4 – The Self-Improving School System | Essential or Desirable | Method of assessment |
|--|-------------------------------|-----------------------------|
| Commitment to creating outward-facing schools which work with other schools, partners and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils. | E | A, I |
| Experience of developing effective relationships with fellow professionals and colleagues to improve academic and social outcomes for all pupils. | E | A, I |
| The ability and confidence to challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools. | E | A, I, T |
| The ambition, drive and commitment to develop the quality of the education within the school through high quality training and sustained professional development for all staff. | E | A, I, T |
| The confidence to adopt and adapt model entrepreneurial and innovative approaches to school improvement. | E | A, I |
| An ambitious character with the ability to inspire and influence others - to believe in the fundamental importance of education in young people’s lives and to promote the value of education. | E | A, I, T |
| Has experience of leading or participating in the implementation of school or DFE education initiatives. | D | A, I |
| Willingness to work out of operational hours as required | D | I |

EQUAL OPPORTUNITIES

EQUAL RIGHTS

Our school is an equal rights employer. We require our governors and employees to follow our equality policies and to follow all statutory requirements concerning age, race, religion, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to school's services.

DISABLED APPLICANTS

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personal Specification. As an equal opportunities employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

THE PROVISION: A SUMMARY

NRC is Hackney's Pupil Referral Unit. Every permanently excluded young person resident in Hackney goes on our roll. We are an all age provision for years 1 to 11. NRC is also a vocational college providing an alternative curriculum for some learners, especially KS4, and short-term interventions designed to improve behaviour, especially in KS3 and Primary. Since September 2019 the majority of our learners are on our single site in Nile Street, Hackney. Schools can refer and pay for short term, time limited placements at NRC. These are 'dual registered'. This is referred to as our non-statutory, 'traded' provision. During KS4, but not earlier, we will commission Alternative Provision off site for some learners. These are full-time places based on a 25 hour per week model including an accredited qualification in English and Maths, usually GCSE.

The college was graded Good following an Inspection by OFSTED in June 2021. The report begins 'Pupils enjoy coming to New Regent's College'.

THE RESTORATIVE LEARNING SCHOOL (RLS)

The RLS is designed for learners on a fixed term exclusion of more than five days. These learners are referred and funded by their school. They are not placed on NRC's roll. We supervise them doing work either provided by the school or set by the RLS. We try

to get the learner to reflect on and learn from their exclusion. Learners attend in the uniform of the referring school.

At secondary, RLS students are kept entirely separate. The number of five day plus exclusions within primary schools is very small and we put in place bespoke provision for any primary referrals. Due to the need for social distancing, the RLS is currently limited to eight secondary aged students per day.

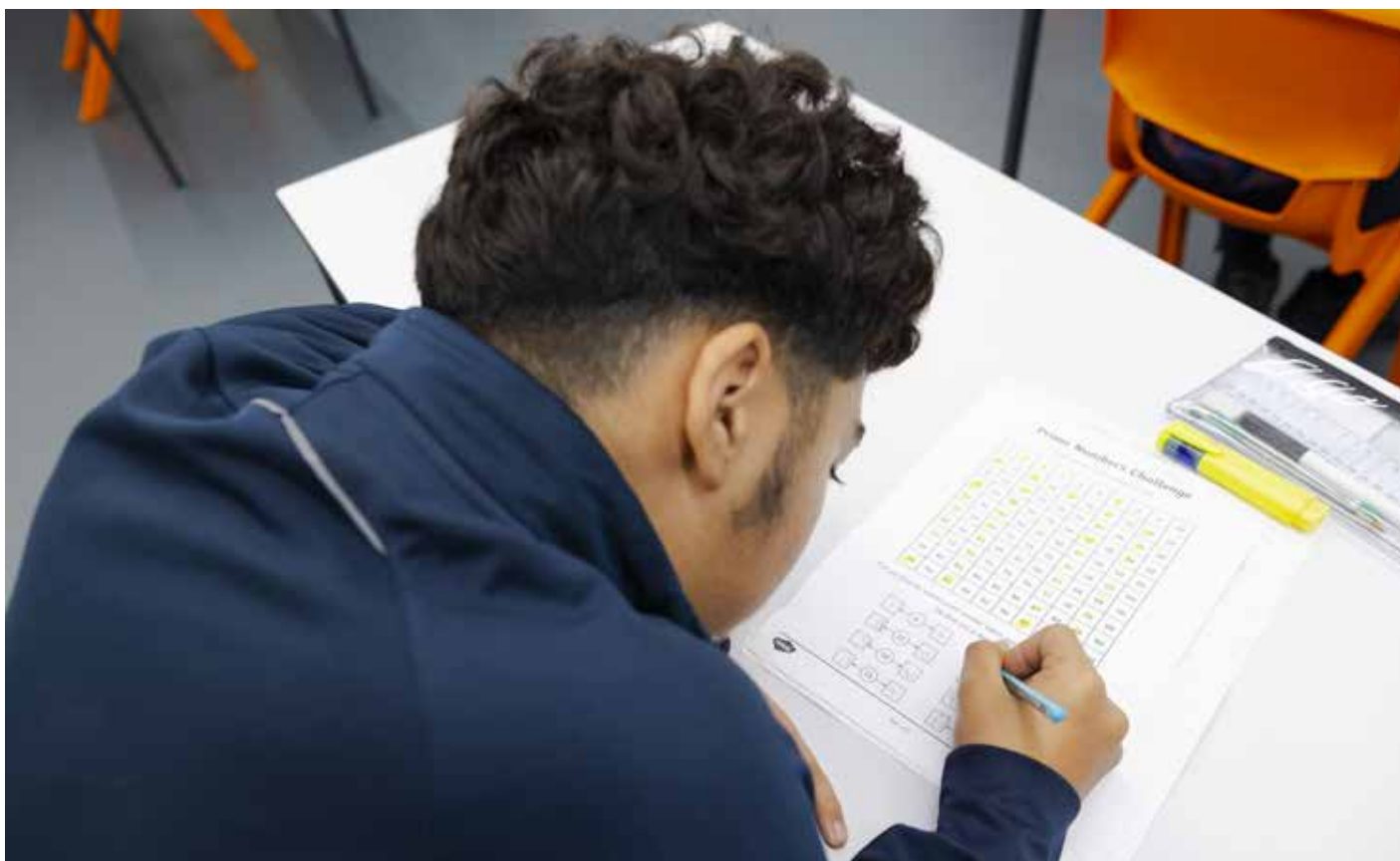
The referring school receives a 'hand off' report at the end of their placement in the RLS.

PRIMARY PROVISION: KS1 AND KS2

Primary aged pupils attend NRC because they have been Permanently Excluded, have been referred by their school for a six week (or sometimes 12 week) placement, or have been referred by Hackney Education for a Primary Partnership Placement.

PRIMARY PARTNERSHIP PLACEMENT

These pupils attend NRC Monday to Thursday and return to their school on Fridays. Regular meetings are held with the school to try to ensure that a successful, full-time transition back to the original school can be achieved. It offers primary schools an effective alternative to Permanent Exclusion.



SECONDARY PROVISION: KS3

KS3 students attend NRC because they have been Permanently Excluded or the school is funding a time limited placement (usually 6 or 12 weeks) using the Head's statutory power to direct off site to improve behaviour.

Since May 2019 we have been trialing with Hackney Education a programme of 'Arranged Moves' to reduce the number of Permanent Exclusions in Hackney schools. Where a young person is at risk of Permanent Exclusion, the parent is able to consent to an 'Arranged Move' to NRC, provided this is agreed by Hackney Education. The learner becomes Single Registered at NRC with no right to return to their original school. This trial was paused in the Spring Term of 2020 and has not yet fully resumed.

If NRC assesses that any of our KS3 learners (PEX or Arranged Move) are ready to return to a mainstream school, we make a reference to the In Year Fair Access Panel, who, if they agree, will name a mainstream school in Hackney for the young person to attend.

Students with an EHC Plan can return to a named Hackney school via the Complex Needs Panel. These students can also be referred by the Panel to Specialist Provision.

SECONDARY PROVISION: KS4

The emphasis of NRC's KS4 provision is to achieve the best possible outcomes at the end of Year 11. Every student is entered for accredited qualifications, usually GCSEs, and should leave with five GCSEs or similar qualifications. Students are following a two-year, full-time programme and so are rarely referred to In Year Fair Access for a different school to be named.

KS4 students have either been Permanently Excluded, referred by their school or by Admissions at Hackney Education. These students may be educated at Nile Street or at a registered Alternative Provision School. For 2021/22 Hackney Education has agreed NRC can take a small number of Year 12s on roll to enable them to 'repeat' Year 11.

NRC commissions AP schools within Hackney and other nearby London Boroughs. These schools are all registered with the DFE and subject to Inspection by OFSTED. NRC quality assures these placements via daily attendance returns, informal visits which includes checking in with young people themselves and a formal Tri Borough Quality Assurance visit and report.

SECONDARY PROVISION: KS4 THE AURORA GROUP

This is a single sex girls' group, previously based off site (and called The Blue Hut), but now accommodated at Nile Street in specially designed accommodation that is separate from our other learners. This is a full-time provision designed for girls referred to NRC who are identified as being vulnerable and would benefit from a bespoke curriculum. The emphasis is on GCSE success alongside addressing vulnerability, healthy lifestyles and making safe choices.

All our KS4 learners benefit from individualised support with Post 16 provision via a specialist worker, commissioned via Prospects Education.

Richard Brown
Executive Headteacher

September 2021

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