

A blurred background image showing a person from behind, sitting at a desk and using a computer. The person is wearing a dark blue shirt. On the desk, there is a keyboard, a mouse, and a box of headphones. The box is orange and black with the text "Wired Computer Headset" and "NPDW". The background is out of focus, showing a desk and some papers.

**NEW REGENT'S COLLEGE
HEADTEACHER AND
ALTERNATIVE LEARNING
SERVICE LEADER
RECRUITMENT PACK**



**New Regent's
College**

WELCOME

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 activities with pupils and staff.

New Regent's College is Hackney's very strong provision for pupils (both primary and secondary) 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 to 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 2021 Ofsted Inspection Outcome.

We are seeking to appoint our next headteacher to lead our aspirational school and dedicated staff team. The headteacher will also oversee the Hackney Education Alternative Learning Service (HEALS) that will support schools and individual pupils with appropriate educational and therapeutic provision through delivery and commissioning.

This will mean developing new services for pupils who need them. It will require skills in working with partners in health, children's social care, youth justice, and families, and for this work the headteacher will report through an SLA to the Director of Education Services and Inclusion of Hackney Education.

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 commission a provision that sees the pupil in their full family context and meets their sometimes very complex needs.

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, Chair New Regent's College Management Board
Jason Marantz, Director of Education and Inclusion, Hackney Education

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MAKING AN APPLICATION


We encourage colleagues to visit New Regent's College before making an application.

A daytime visit to see the school in operation can be arranged for **27 February 2025** from **10am**. Please contact **Natasha Badu**, Office Manager at the school office on 020 8985 6833 between **8.30am** and **4.00pm** giving your name and contact details.

Anyone wishing to discuss this role with either Jason Marantz, Director of Education and Inclusion at Hackney Education, or Eleanor Schooling, Chair of the Management Board, can arrange a phone call by emailing **Laura Oni** at

 **Laura.oni@hackney.gov.uk**

Appointment process and how to apply

 Please send your completed application to Junaid Khan
junaid.khan@hackney.gov.uk
by **1.30pm on 10 March 2025**.

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

References will be sought for shortlisted candidates prior to the interview date.

A timetable for the overall process is given below.

TIMETABLE

Date	Item
10 February 2025	Advertisement
10 March at 1.30pm	Closing date
17 March 2025	Shortlisting

ON SITE ASSESSMENT

24 March 2025	A range of tasks, group discussions and panel interviews
25 March 2025	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. Please think carefully about the post and show the impact you expect to have were you to be appointed. This should be 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 may be organised across two days.
- Assessment activities that may be included:
 - 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

JOB DESCRIPTION AND PERSON SPECIFICATION

JOB DESCRIPTION

Job Title: Headteacher and Alternative Learning Service Leader

Salary Scale: L28 – L34

Reports To: The Management Board and Hackney Director of Education Education and Inclusion through a service level agreement with the local authority.

PROVISION OVERVIEW

New Regent's College (NRC) PRU and Alternative Provision is a school that focuses on the individual and is ambitious for each young person in its care; a school that works with partners to find solutions to challenges which young people may have, enabling them to focus on their education and achievement. New Regent's College (NRC) PRU and Alternative Provision works closely with families and partner agencies to ensure each pupil is appropriately supported by all involved.

The school will lead on commissioning the Hackney Education Alternative Learning Service (HEALS) from September 2025 through a Service Level Agreement with Hackney Education. Some of these services will be provided at New Regent's as an expansion of provision. A three tiered hub and spoke service will sit as a fundamental driver of Inclusion and improved outcomes for many of our most vulnerable young people and families.

JOB PURPOSE

The core purpose of the headteacher role is to provide professional leadership and management for the 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 lead and commission the Hackney Education Alternative Learning Service alongside other Alternative Provision and in relevant instances expand New Regent's provision as part of this commissioning.

The headteacher will work with the New Regent's Management Board and for the HEALS commissioning with the Director of Education and Inclusion at Hackney Education to create a shared vision and strategic plan which inspires and motivates pupils, staff and other members of the school community.

The headteacher will work across the local area partnership with the aim of further enhancing the Graduated Response for all children and young people.

They will work with the SEND and AP Partnership Board in order to inform and develop the HEALS commissioning strategy, and will lead on implementation of the HEALS strategic plan for alternative provision in Hackney.

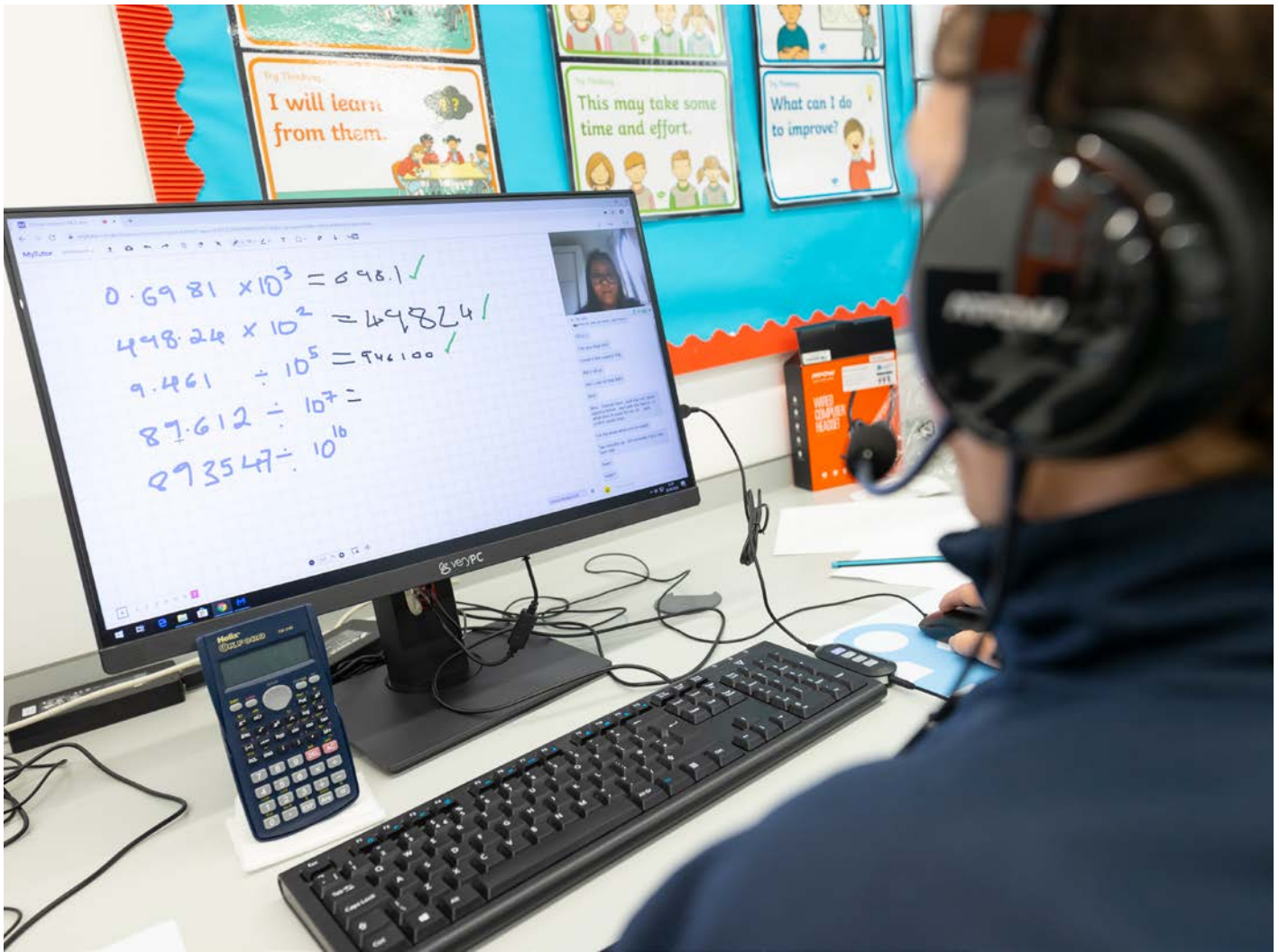
The headteacher will advise on and implement rigorous academic and pastoral policies to ensure that pupils receive the highest standard of education, and that demanding and measurable targets and objectives are set for staff. The headteacher will ensure that the PRU and HEALS service have a unified approach with a clear focus on both pupils who are in school, and those without appropriate provision. The aim of this will be to provide wide ranging and appropriate support for schools, as well as a range of suitable placements to effectively cater for pupils and avoid exclusion.

The school objectives are to ensure high quality education and personalised learning for all its pupils and high standards and achievement in all areas of the school's work. 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 for pupils.
2. To ensure the highest possible standards of education through the promotion of effective teaching and learning, a balanced curriculum, the provision of excellent pastoral care and support for pupils, and a rich extra-curricular programme.
3. To shape a comprehensive HEALS offer, bringing some of them into New Regent's College and commissioning others that NRC will monitor. This will include a support offer for schools, as well as commissioning specialist placements. Placements will be carefully monitored and quality assured.
4. Develop a strategic local specialist service offer that responds to the needs of the pupils through a three-tiered and graduated approach, working closely with all Hackney school communities and Headteachers with an aim of preventing suspensions and exclusions.
5. Maximise commissioning and partnership arrangements, working with the LA commissioning team to drive the service offer to meet current needs. These arrangements should seek out good and best value sources of income to ensure self-sufficiency and sustainability.
6. Develop and maintain a culture of effective relationships with the SEND and AP Partnership Board and with schools.
7. To ensure that work with partner agencies is highly effective in supporting the education, welfare and positive future for each pupil
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 health and safety.
9. Be responsible for promoting the aims and values of the school and HEALS 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.
10. Will be a member of the NRC Management Board and report to the Board about pupil outcomes and progress.
11. Will attend meetings of the NRC 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.
12. Will be a member of the SEND and AP Partnership Board and lead on HEALS commissioning for the Board.
13. Will keep abreast of changes in government policy and wider educational practices
14. Will 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.
15. Lead the shaping of the school's ongoing development and future and ensure that everyone is enabled to contribute effectively to the progress and development of the school.
16. Support the busy and varied life of the school, attending its events and wider programme of activities.
17. Ensure that child protection and safeguarding of pupils are non-negotiable and given high priority at all times.
18. Will take an active and innovative approach to the income generation needed to balance the budget of the school.



19. Will attend meetings in the borough including Secondary Headteachers, Primary Headteachers, SEND Partnership Board and In Year Fair Access Panel.
20. Headteachers occupy an influential position in society and shape the teaching profession: they are lead professionals and significant role models within the communities they serve.
21. The values and ambitions of the headteacher will determine the achievement of this school and their leadership will have a decisive impact on the quality of teaching and pupils' achievements.
22. The headteacher will be expected to lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for all staff.
23. It is the responsibility of the headteacher to secure a climate for excellent behaviour of pupils, and set standards and expectations for high academic 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.
24. The headteacher must encourage a culture which promotes equalities and respects cultural diversity within society.
25. The job holder will 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.

PERSON SPECIFICATION

This job description / person specification is based on the ‘Excellence as Standard’ domains identified in the 2020 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**

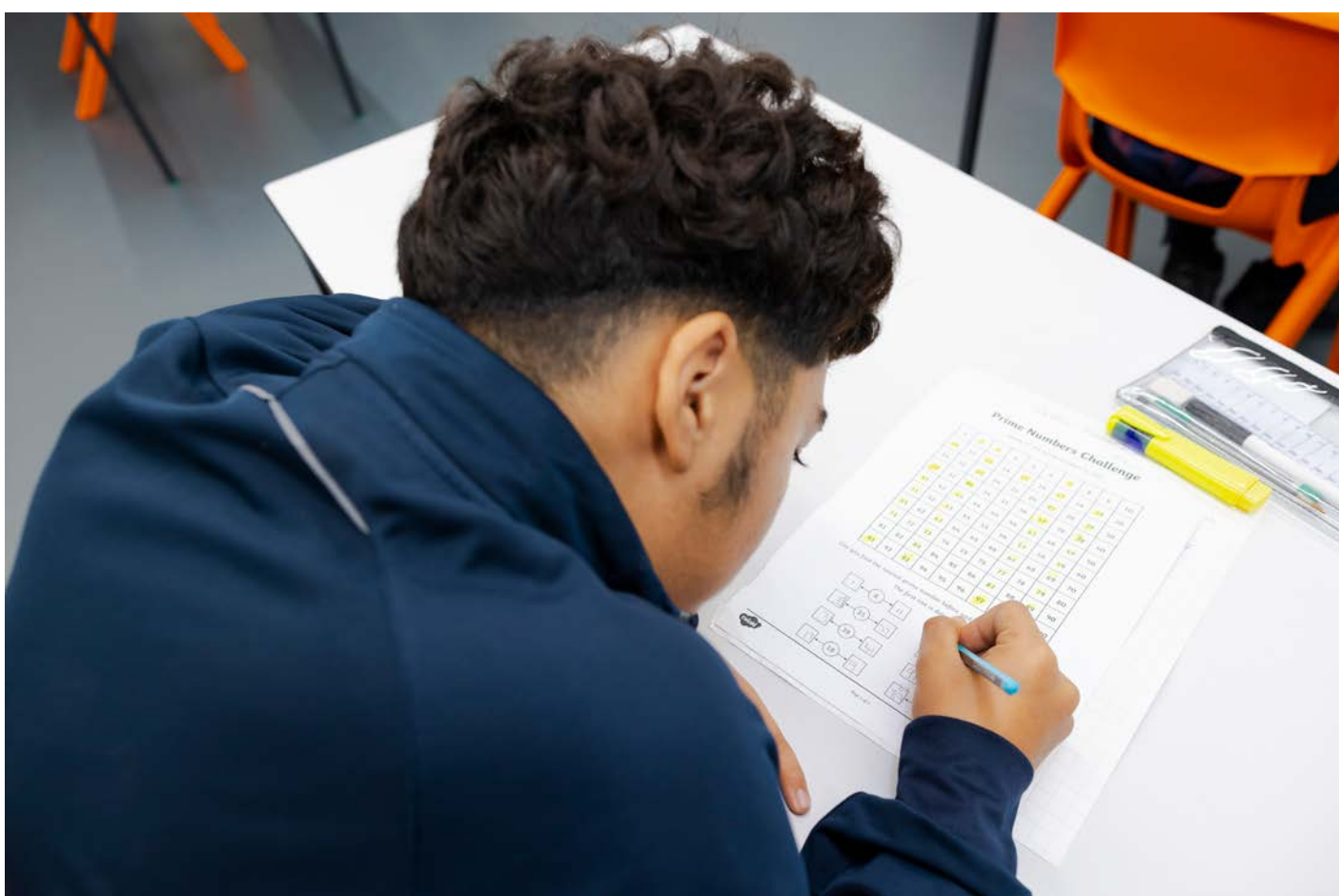
The headteacher will be required to carry out the duties set out in the current School Teachers’ Pay and Conditions Document. The successful candidate will meet all or most of the following criteria.

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	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 in a secondary school or similar setting.	E	A, I
Proven experience of commissioning AP or other services	D	A, I
Understanding of education legislation and policy, particularly pupil referral units, SEND, alternative provision and inclusion.	E	A, I
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.	D	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	D	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.	D	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	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 secondary 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 secondary 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 further improve 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.	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-led 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
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 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.	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 teaching 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.



KEY DATES: A SUMMARY

Closing date: **1.30pm on Monday 10 March 2025**

Visits to school: **27 February 2025 from 10am**

Shortlisting date: **Monday 17 March 2025**

Assessment & interview dates: **24 and 25 March 2025**
Interviews may last up to 2 days.

Start date: **1 September 2025**



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Hackney Education**

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Accessibility statement

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education.hr@hackney.gov.uk

We will consider your request and get back to you in the next five working days.