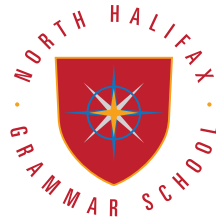


Living to Learn | Learning to Live

Application Pack for the post of PRINCIPAL

September 2022





CONTENTS

Job Advert	3
Welcome from the Chair of the Governance Board	4
What our Head Girl has to say	5
About North Halifax Grammar School	6
Ethos Statement	7
Basic Facts	9
About Calderdale	10
What our students say about North Halifax Grammar School	14
What our staff say about North Halifax Grammar School	14
What our parents say about North Halifax Grammar School	14
External Views of North Halifax Grammar School	15
Job Description	17
Person Specification	22
How to Apply	26
Safeguarding	27



JOB ADVERT

Location | Moorbottom Road, Illingworth, Halifax, West Yorkshire
Pay Range | £92,837 - £107,487 (Group 7 = L33 to L39)

Due to the retirement of the current post holder, the Governance Board is recruiting for the post of Principal of North Halifax Grammar School (NHGS). The Board is looking for an individual who will deliver the existing Vision while upholding the established values and ethos of the school.

Can you deliver our Vision?

North Halifax is the school that everyone wishes they went to: where enthusiasm is infectious and excellence is standard; where co-operation is at the heart of all we do; where everyone strives to achieve their goals and is mindful of the right ways to do so. We equip our students with the knowledge, skills and understanding to navigate life with confidence and set courses of their own choosing. Together, we develop the whole person by: **Living to Learn | Learning to Live**

What we are looking for

- A leader who can maintain and further develop the school's high academic standards;
- A leader who shares our vision and values and has the knowledge, skills and attributes to deliver them in practice;
- An inclusive leader with an authentic commitment to student and staff well-being who will ensure that needs are met and that all members of our community are valued;
- A leader with great communication skills who can inspire, motivate and empower colleagues, students and parents alike;
- A leader who believes in celebrating diversity and in co-operation between schools and who is outward looking and open to new ideas and practices that might enhance our provision and our students' experience of school;
- A leader who places an appropriate degree of focus on accountability but never loses sight of the things that matter most.

What we can promise you

The chance to:

- Work with the talented and enthusiastic 'NHGS family' of students, staff, parents and wider stakeholders;
- Work with a supportive and inclusive Governance Board who are open to new and innovative ideas;
- Work with inspiring and committed teachers who are all qualified to degree standard in their subject areas, as well as a strong and versatile team of support staff (over half of the staff body has worked at the school for over 10 years with 27% having been here for over 15 years!);
- Lead a school which has the largest school Sixth Form in Calderdale, has achieved the Bronze Mental Health Award (and was the first school to achieve it in West Yorkshire) and also has Careers Mark accreditation.

No previous experience of working in a Grammar School is necessary. The Board welcomes applications from current Headteachers / Principals and Deputy Headteachers / Vice Principals from any educational and cultural background. This appointment is supported by ASCL's [Leadership Appointment Service](#). If you feel inspired and excited to find out more about this fantastic opportunity, please contact Peter Monk peter.monk@ascl.org.uk



WELCOME FROM THE CHAIR OF THE GOVERNANCE BOARD

Dear Applicant

Thank you for your interest in the post of Principal of North Halifax Grammar School (NHGS). The post will become vacant from 1st January 2023 on the retirement of the current Principal, Andrew Fisher, who has been Principal of NHGS since September 2013, having served as one of the school's Deputy Headteachers for the five years prior to that.

The Board is looking to appoint a new Principal who can build on the successes which have been driven by the current incumbent of the post, and to take it forward, in line with the vision, ethos and school development plan.

North Halifax Grammar School is a selective, co-educational single academy trust with over 1,200 students, including some 350 in the Sixth Form. The school is heavily oversubscribed and operates a joint admissions process with another selective grammar school within Calderdale, although both schools are their own separate admissions authorities.

Over the last few years, the school has enjoyed significant capital investment thanks to a series of successful bids to the national Condition Improvement Fund. Major projects have included re-roofing, new windows, fire safety, disability access, electrical re-wiring and expansion. A new Sports Hall was built in 2017 and the Design and Technology facilities were substantially upgraded in 2021. In short, the school has never been in better shape physically and the facilities are now more worthy of the students and staff who use them.

Trustees take an active interest in the school, with strong links to members of the Leadership Group to both challenge and support the school. This enables them to carry out their statutory duties as Trustees and ensure that the Board's strategic objectives are carried out. There is an excellent relationship between members of the Board, the Principal, Leadership Group and the wider school community.

NHGS is a very special place for young people to be educated. Our Vision, mentioned on the previous page, really is borne out across the school. At our recent Open Evening (June 2022), feedback from parents was overwhelmingly positive around the confidence our students showed, how enthusiastic and passionate they were about the school and their learning and how approachable all staff are. Parents commented that they felt the school had a very caring and engaging feel to it with a positive and friendly vibe. It really is "the place everyone wishes they went to".

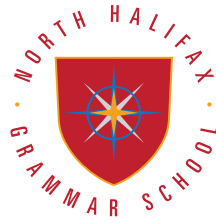
Having two children go through the school, with one currently in Year 12, I have first hand experience of the high standard of teaching, and how the vision and ethos are an integral part of school life. My oldest daughter is about to start university having left NHGS a confident and independent young woman fully prepared for the next chapter in her life.

I hope that you find all the information you require in this pack and that it gives you an idea of what we are all about here at NHGS.

The Board would welcome anyone who would like to come and visit the school during the application period. Details of times and dates available to meet with Trustees, have a tour of the school and meet with the current Principal, are specified on [page 26](#) of this pack.

Come along and meet us, you won't be disappointed.

Amanda Cade
Chair of the Governance Board



WHAT OUR HEAD GIRL HAS TO SAY ...

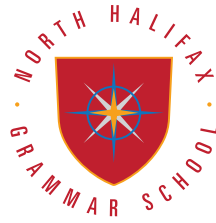
“ We really do embody the school’s ‘Living to Learn | Learning to Live’ motto here. It is a whole and rounded experience you get at NHGS.

The best thing I have found here is the atmosphere. Everyone who comes into this community is like-minded, friendly and kind with absolutely no judgement. You can really be who you want to be and don’t feel pressured to become a certain type of person. You can grow into the person you’re meant to be.

It’s a unique and brilliant school.”

Jess, Head Girl





ABOUT NORTH HALIFAX GRAMMAR SCHOOL

History of the School

North Halifax Grammar School is a successful, high-performing selective academy. The school was formed in 1985 with the amalgamation of the Highlands School and the Princess Mary School. In its 37 year history it has established a well-deserved reputation for high academic standards and concern for the development of the individual.

A minimum of 360 students are admitted each year to NHGS and The Crossley Heath School (180 to each school) based on their performance in admissions tests in verbal reasoning, non-verbal reasoning, Mathematics and English. Currently there are 1,252 students on roll at NHGS, with 344 students in the Sixth Form.

The school became a foundation school in September 1999, making the Governance Board the owner of the buildings and site, employer of the staff and the admissions authority for the school. The school became a "Converter" Academy on 1st June 2011.

The school was inspected in December 2007. Following that inspection the school was re-designated as a Specialist Science School for a further three years and as a High Performing Specialist School in Languages from April 2009. The most recent inspection was in January 2011 and the school was judged to be 'Outstanding' overall.

The school's motto is Living to Learn | Learning to Live. All activities in the school promote and facilitate opportunities for students to learn how to learn and lead full and successful lives.

As an academically selective school, we do live, and indeed love to learn – our success in this respect can be seen year on year: in the outstanding results that our students achieve, in the university places they secure, and in the employment they gain. Of equal importance to academic study, however, is our commitment to helping our students to learn to live. Making one's way in the modern world is complicated, but we focus on developing the knowledge, skills and attributes that allow our students to navigate life with confidence and set courses of their own choosing. Our students thrive and flourish in our family atmosphere and, when they leave us, continue to thrive and flourish in both their further studies and in their personal and professional lives.

At NHGS, we like to do things a little bit differently – dare we say it? – a little bit better. The fantastic attitude of our students and staff which has led us to be designated an 'Outstanding Provider' by OFSTED no fewer than 4 times means that our students' personal development and attainment are excellent. We are never complacent, but encourage our teachers to use the freedom to be a little more creative, more experimental, more fun!





Our Mission

To be a school where our behaviours create excellence.

Ethos Statement

Our Ethos Statement explains that we create excellence by being enquiring, enthusiastic and engaged (our 3 Es); confident, co-operative and creative (our 3 Cs) and mannerly, motivated, and mindful (our 3 Ms).

By adhering to these guiding principles, NHGS students reap many rewards – great exam results, significant personal development and valuable enrichment.

We create excellence by being:





“The teacher/student relationship is much closer at NHGS which benefits students’ learning as teachers and students understand each other better.”

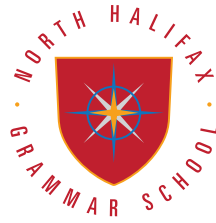
Lower School Student Council Member



BASIC FACTS

Status	Single Academy Trust
Last Ofsted	January 2011
Ofsted Judgement	Outstanding
Forms of Entry	6 forms of entry – 180 students
Year Established	1985
Type of School	Selective Secondary, Mixed
Age Range	11 – 18
Number of Students on Roll	1,252
Number of Students in the Sixth Form	344 (typically between 340 and 360)
% of SEND Students	6.31%
% of EAL Students	7.75%
% FSM Students	4.40%
% of Pupil Premium Students	5.60%
School website	www.nhgs.co.uk





ABOUT CALDERDALE

Calderdale

The Metropolitan Borough of Calderdale nestles along the eastern flanks of the Pennines. The borough was created in 1974 and currently has a population of just over 211,000. Halifax is the largest town and administrative centre. Hebden Bridge, Brighouse and Todmorden are the other major towns in the borough.

Calderdale is a delight with majestic, open moorlands overlooking deep wooded valleys. The industrial legacy of textiles and engineering provides a fascinating heritage for the area. The splendid natural beauty of Hardcastle Craggs sits alongside the busy curio shops and restaurants at historic Hebden Bridge. The bordering 'Bronte Country' to the north and 'Summer Wine Country' to the south boasts a wealth of interesting places to delight the rambler, mountain-biker, rock-climber, bird-watcher, canal-lover, amateur historian and day visitor.

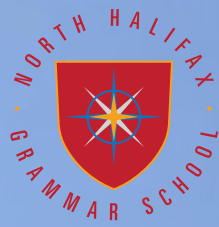
Halifax itself has wonderful historic buildings, such as The Piece Hall, Halifax Minster and Dean Clough Mill, once the world's largest carpet mill, which now hosts businesses, restaurants and an extensive art gallery. The town also has an indoor market, modern shops and entertainment for all ages, from variety at the Victoria Theatre, Square Chapel and The Viaduct Theatre at Dean Clough, to many clubs, pubs and restaurants for the young at heart. It also has a cinema complex with eateries and a large gym.

Hebden Bridge had been home to over twenty mills. It has since become world famous and highly unique town with a thriving arts scene. Calderdale has some of the best known landmarks in Britain. It has been featured in the BBC's 'Last Tango in Halifax' and 'Happy Valley', written by the town's very own, Sally Wainwright, as well and many other programmes, including Channel 4's 'Ackley Bridge' which is filmed just down the road from NHGS.

Shibden Hall is Halifax's exquisite Tudor mansion house. This is one of West Yorkshire's most important heritage sites and was featured in Emily Bronte's 'Wuthering Heights'. More recently though, it is used as the home of Anne Lister, played by actor, Suranne Jones, in another of Sally Wainwright's television successes, 'Gentleman Jack'. There is also Wainhouse Tower, a splendidly ornate Victorian chimney with 403 steps and stunning views of the Calder Valley. This is lit up for special events and is open during bank holidays for people to ascend and take in the views.

Bordering the school in North Halifax is Haworth. Home of the famous Brontë sisters, Haworth is an undisputed literary mecca, attracting visitors from all around the world. With its historic cobbled Main Street, iconic parsonage and rolling moors, the picturesque proportions of this Airedale village exude a vintage charm that makes you feel you've stepped into another era.





The vision for Calderdale in 2024 is for a place where you can realise your potential whoever you are, whether your voice has been heard or unheard in the past.



Housing

There is a wide variety of housing in town and country locations in the surrounding areas. Prices are reasonable and below the national average.

Travel

The M62 runs through the south of the borough connecting Manchester (40 minutes) to Leeds (30 minutes). These two regional capitals are also linked by rail through Halifax with Grand Central trains taking you to London in just two and a half hours. Two airports, Manchester and Leeds-Bradford are also easily accessible. Metropolitan shops and entertainment are readily available at Leeds and Manchester, as are the natural delights of the Peak District and Yorkshire Dales National Parks.

The Local Authority has invested in better transport links, including a direct train service from Halifax to London and new libraries, leisure facilities, housing and schools.

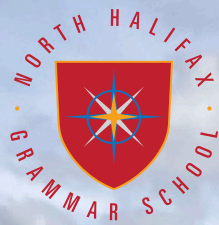
Calderdale's Vision

Calderdale's vision for 2024 is for a place where you can realise your potential whoever you are, whether your voice has been heard or unheard in the past. It aspires to be a place where talent and enterprise can thrive. A place defined by its innate kindness and resilience, by how its people care for each other, are able to recover from setbacks and are full of hope. Calderdale will stand out, be known and be distinctive. A great place to visit, but most importantly, a place to live a larger life.

Details around Calderdale's plans for the next few years can be found via the following link:
www.calderdale.gov.uk/vision

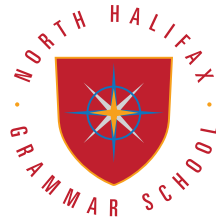
Today, Calderdale is a place where you can expect an excellent quality of life.





“The school has an openness to mental health and has services within school which students can access. Staff are very understanding of everyone’s situations and there are places in school you can go to talk to someone.”

Lower School Student Council Member



WHAT OUR STUDENTS SAY ABOUT NHGS

Lower School Students

“ School is open to diversity. You never feel excluded due to a certain aspect about yourself. There is always someone to talk to though if you have any concerns.”

“ You feel like your voice is heard. You are made to feel valued and welcome and have the opportunity to bring forth your ideas or any issues.”

“ Out of lessons there are extra-curricular things you can do. I enjoy football, 3D Printing and debating. There is a wide range of things you can do. You can do whatever you like at lunch and after school. The gym is open during lunch and it gets students exercising.”

Upper School Students

“ We have well-planned lessons. There is a bigger focus on different techniques in lessons, such as teacher modelling. It means you get an instant response to your work instead of teachers taking your books in to mark them. Teachers use visualisers so you are shown how to structure your answers. We also use WAGOLLs (What a Good One Looks Like), as we go through topics.”

“ Teachers do lots of things to help students remember and get it right. Quizlets, Kahoots and lots of good information on how to revise. There are also assemblies where it is explained to students what something is and why they exist. Different teachers use different methods and MFL uses sing songs to help you remember.”

WHAT OUR STAFF SAY ABOUT NHGS

“ Taking the opportunity to be part of the team at NHGS is something I will never regret. From day one I have felt valued and supported in all aspects of my work. I feel very positive and enthusiastic about my future at NHGS.”

Newly appointed member of staff

“ I've never worked at a place where you feel so valued and supported, even as a member of support staff. You are listened to. Every day is different and everyone works together, no matter what their role. It really does feel like you're part of a family.”

Long serving member of staff

WHAT OUR PARENTS SAY ABOUT NHGS

“ I am delighted with year 7 so far and have absolutely no complaints. Very impressed with the response from staff to communications I have sent and with the general enthusiasm from all staff who seem completely invested in the children and treat their jobs as a true vocation, everyone has been incredibly helpful at every opportunity. The level of organisation is also impressive (and in direct contrast to previous experiences with other schools). The extra-curricular programme is incredible and we are grateful to all the staff who give up their time to dedicate to this.”

Parents' Survey



EXTERNAL VIEWS OF NHGS

“ The systemic focus on the school’s ethos via the compass rose underpins the pastoral system and permeates all areas of school life. Pupils feel known, cared for and understood and appreciate the welfare support available to them from specialist staff but also appreciate that you can go to any member of staff for help. The culture of support is understood by NHGS pupils; they want to help each other.

The Year 7 pupils already know about the school’s values of being kind and being friendly to each other. The wider opportunities provided by the school are appreciated by pupils who have been able to experience them.”

Calderdale Secondary Schools’ Improvement Cluster Report

“ We are always impressed with their attitudes – often we have to send work experience students home, but never from NHGS.”

Friendly Animal Clinic (Work Experience Provider).

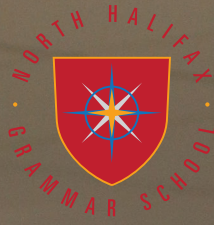
“ A very large number of parents and carers returned the parental questionnaires and their views were overwhelmingly positive about all aspects of the school. In many cases, parents of students at NHGS were much more positive than in most other schools. ”

Most recent OFSTED Inspection Report

“ I feel that NHGS offers exceptional and inclusive pastoral care to its students and staff. This is a happy and successful school which continues to reflect on its own practice in order to try to ensure it offers all of its stakeholders the very best it can.”

Steve Burnage M.Ed B.Mus NPQH





"I am very grateful to the staff at NHGS for making my son's time at the school so enjoyable. The quality of teaching is truly second to none."

Parent of a Year 11 student



JOB DESCRIPTION

This is a permanent full-time post, reporting to the Chair of the Governance Board. Key aspects of the Principal's role include:

- being the 'standard bearer' for the vision, values and ethos of NHGS;
- fostering a culture of continuous improvement, underpinned by effective systems and high professional standards, in order to attain excellence in every aspect of the school's provision;
- supporting the governors in the future strategic development of the school.

Legal Requirements

The Principal is required to carry out all the statutory duties and the professional responsibilities in the contractual framework, part 7 of the School Teachers' Pay and Conditions document.

Ethics and Professional Conduct

The Principal is 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 under which all our teachers can fulfil them. This job description is also underpinned by the Headteacher Standards 2020 - www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020. The Principal must also uphold and demonstrate the Seven Principles of Public Life at all times. These are known as the Nolan Principles and form the basis of the ethical standards expected of all public office holders. In addition, the Principal will:

- 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, pupils' vulnerability or might lead pupils to break the law; serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities, and modelling the behaviour of a good citizen
- 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



Principal Dimensions of the Role

1 | Safeguarding

- Ensuring that NHGS is safe for all students and staff
- Actively promoting the health and wellbeing of all students and expecting all staff and volunteers to share and demonstrate this commitment
- Ensuring that the school complies with any local safeguarding arrangements
- Ensuring that safeguarding policies and procedures are compliant with the current version of Keeping Children Safe in Education (DfE) and that these are fully understood and implemented by all staff
- Actively promoting the safeguarding and wellbeing of students and staff whilst on the school site and when involved in school activities

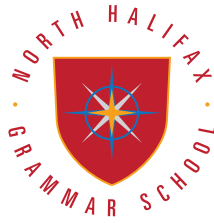
2 | Cultural and Strategic Leadership

- Communicating a compelling vision for the school and setting high expectations of academic progress
- Working alongside the trustees to develop and translate the vision, ethos and values of the school into clear plans which all stakeholders understand and see their place in
- Leading by example – showing respect, integrity, creativity, resilience, clarity and commitment to the school, our partners, students, parents and our community
- Fostering and supporting a culture of collaboration and shared responsibility, to improve and sustain outcomes for students
- Sustaining wide, current knowledge and understanding of education and school systems locally, nationally and globally pursuing continuous professional development
- Working with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context
- Leading through high expectation, aspiration and innovation, being prepared and able to inspire others, challenge mediocrity, and address underperformance

3 | Teaching, Curriculum and Assessment

Supporting the vice principals in:

- Establishing and sustaining high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn;
- Implementing and evaluating strategies which secure the highest standards of teaching and learning, maintaining a professional learning community focused on sustained improvement in student outcomes;
- Ensuring a broad, structured and coherent curriculum which is continually assessed against its impact on learning and progress, ensuring that formative and summative assessment is fit for purpose and impacting on student progress;
- Monitoring and evaluating classroom practice and standards of teaching to celebrate excellence and challenge underperformance;



- Ensuring the school holds ambitious expectations for students with special educational needs and disabilities and for Pupil Premium students, putting in place effective practices to support them at all levels
- Ensuring a rigorous focus on students' achievement, using data and assessment tools to monitor their progress and challenge underachievement
- Providing a safe, calm and well-ordered environment for all students and staff
- Embedding and sustaining effective systems for the management of student behaviour, including pastoral care and an effective anti-bullying policy
- Ensuring that all students and staff fulfil their potential by encouraging high expectations and appropriate interventions within school, in the context of a broad and balanced curriculum for all

As Principal you will also:

- Implement the school improvement plan in consultation with the trustees.

4 | Managing Staff

- Embody ethical leadership and manage staff with empathy and kindness
- Demanding ambitious standards for all students, overcoming disadvantage, and advancing equality
- Instilling a strong sense of accountability in staff for the impact of their work on students' outcomes
- Ensuring staff have access to high-quality, sustained professional development opportunities
- Identifying emerging talents and coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning
- Providing direction to the senior leadership group so that it can build capacity and deliver sustainable and effective management for the school
- Maintaining a high level of personal visibility across the school, modelling quality for others
- Distributing leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making
- Ensuring that effective appraisal systems and processes are in place
- Maintaining relationships with staff unions and associations, and other organisations representing staff of the school
- Embedding a professional development programme for all staff which meets the needs of the school and of individuals, to improve performance.
- Establishing rigorous, fair and transparent systems and measures for managing the performance of all staff, supporting staff to improve, and celebrating excellent practice.



5 | Managing Resources

- Ensuring the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Welcoming strong governance and actively supporting the trustees to understand their role and deliver their functions effectively
- Exercising strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability
- Maintaining an organisational and staffing structure which enables effective and efficient operational practice, deploying people and resources efficiently and effectively to meet specific objectives in line with the school's strategic plan and financial context
- Preparing, implementing and monitoring the school budget in consultation with the school leadership team and the trustees, and ensuring the secure financial management of the school, including managing change where necessary to achieve this aim
- Determining an appropriate staffing structure for the school and ensuring the appropriate selection and appointment of teaching and support staff
- Championing sustainability across all aspects of school life

6 | Working in Partnership

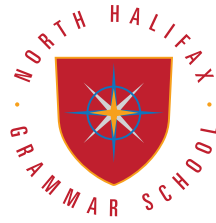
- Ensuring the school remains outward-facing with other schools and organisations in a climate of mutual challenge and support, to champion best practice and secure excellent outcomes for all students
- Developing effective relationships with fellow professionals and colleagues in other public services, to improve academic and social outcomes for all students
- Creating and sustaining partnerships with parents/carers to support and improve student achievement and wellbeing
- Building the reputation of the school and ensuring it is represented positively in the community.

7 | Continuous School Improvement

- Accounting for the efficiency and effectiveness of the school to the governors and others, including students, parents, staff and the community
- Modelling innovative approaches to school improvement, leadership and governance

8 | Health and Safety

- Ensuring the school provides a safe environment for students, staff and visitors and maintains a detailed risk register
- Making arrangements as required for the security, maintenance and effective supervision of the school buildings, contents and grounds
- Managing the site to ensure all health and safety requirements are met in full



The post holder may be required to carry out other duties and responsibilities in keeping with the nature of this post as directed by and agreed with the trustees. Whilst every effort has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail.

Equal Opportunity

NHGS is committed to equal opportunities in employment and welcomes applications irrespective of gender, race, disability, colour, ethnic origin, nationality, sexual orientation, gender identity, marital status, religion, trade union activity, age, and/or medical condition.

Data Protection

The Principal will have responsibility for overseeing compliance with the General Data Protection Regulation (GDPR), in conjunction with the School's Data Protection Officer.





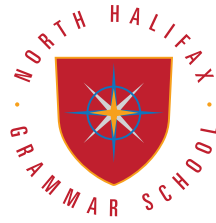
PERSON SPECIFICATION

Criteria for shortlisting:

CRITERIA	Essential Desirable	(E) (D)	Application Interview Reference	(A) (I) (R)
Qualifications, Experience and Professional Development				
Qualified Teacher Status	E		A	
Honours Degree	E		A	
Relevant higher degree, NPQH, or equivalent	E		A	
Leadership and Management Experience				
1. Significant, successful experience of senior leadership as a Principal/ Headteacher, Acting Principal/Headteacher or Deputy Principal/ Vice Principal / Deputy Headteacher in a secondary school including recent evidence of significant whole school impact in this role	E		A I R	
2. Experience of developing and leading successful teams, delegating with accountability and managing change	E		A I R	
3. Clear track record of working at a strategic level within a school/ academy to bring about school/academy improvement and improve students' life chances	E		A I R	
4. Experience in, or knowledge of the academy sector	D		A I R	

Candidates should note that the Appointments Panel may enhance the essential criteria if necessary to achieve a manageable shortlist.

The following skills and attributes also form part of this Person Specification. **They are over and above the 'Qualifications, Experience and Professional Development' and 'Leadership and Management experience' sections defined by the shortlisting criteria and will be assessed from the completed Application Form and through the Selection process.**



Teaching Experience

- Outstanding practitioner
- Experience of teaching students at Key Stage 5

School Culture and Behaviour

- Embody the school's ethos
- Creating a positive, inclusive culture
- Ambitious educational standards for all
- Positive behaviour management
- Valuing and developing the extra-curricular

Teaching, Curriculum and Assessment

- A sharp focus on pedagogy and assessment
- An understanding of curriculum design and an evidence led approach
- A vision for effective quality assurance
- A commitment to sharing best practice and challenging poor performance
- The ability to support subject leaders to provide effective leadership of their areas

Organisational Management and School Improvement

- A knowledge and understanding of statutory requirements around safeguarding
- Ensuring a duty of care for all is in place and understood by all
- A commitment to staff well-being and the value of CPD
- Up to date knowledge and understanding of national educational policy and research
- Knowledge and understanding of the key legal issues relating to the leadership of a school
- Experience of effective strategic financial and resource management
- Successful experience of and an understanding of the staff recruitment process
- Successful experience of systematic, rigorous school self- evaluation

Accountability and Partnership

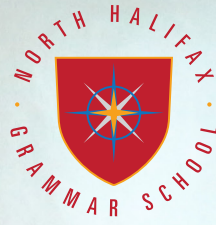
- Building and maintaining constructive and collaborative working relationships with stakeholders
- Understanding the strategic role of the Governing Body



Personal Skills and Attributes

- Demonstrate a collaborative leadership style, which inspires trust and confidence
- Demonstrate approachability, empathy and outstanding communication and interpersonal skills
- Work under pressure and think analytically and creatively
- Demonstrate personal and professional integrity and high personal standards
- Be a role model
- Manage and resolve conflict
- Prioritise tasks, delegate appropriately, make decisions and manage time effectively
- Demonstrate self-awareness and a willingness to learn from mistakes
- Work with energy, vigour, resilience, optimism and good humour
- Show commitment to sustain good personal attendance at work



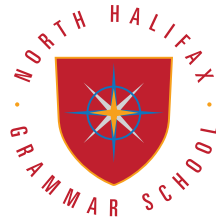


"I would not hesitate to recommend NHGS to any parent. It's a truly exceptional school that focuses on the all round development of students. Well done NHGS. And thank you!"



HOW TO APPLY

Visits to the school	<p>Visits to the school are welcomed for a tour of the school with Sixth Form students, to have an informal conversation with the Chair of the Governance Board and/or other Trustees, and to meet with the current Principal. Opportunities to do this are between 9.00am and 3.00pm on the following dates:</p> <ul style="list-style-type: none"> ● Thursday 15 September 2022 ● Tuesday 20 September 2022 ● Monday 26 September 2022 <p>Please contact Paula Wright, the Governance Professional to the Board, on 01422 244625 or via clerk@nhgs.co.uk to arrange.</p>
Application Form	<p>To apply for the post of Principal, all interested parties must complete the NHGS Principal Application Form. CVs will not be accepted. Please do not enclose a copy of your CV with your Application Form. Please ensure you have captured what you wish to share on the Application Form.</p> <p>The completed form should be sent in confidence to: Paula Wright, Governance Professional: clerk@nhgs.co.uk A personal statement and covering letter are not required.</p>
References	<p>In order to aid the process, please ensure that your referees are aware of your application and that they are able to provide a prompt turn around, if contacted.</p>
Application Closing Date	<p>1.00pm, Monday 3 October 2022.</p>
Shortlisting Date	<p>Wednesday 5 October 2022.</p>
Interview Dates	<p>Monday 17, Tuesday 18 and Wednesday 19 October 2022. Shortlisted candidates will be informed at the end of the first and second days of the process if they are to carry onto the next day(s).</p>
Information about the post	<p>This appointment is supported by ASCL's Leadership Appointment Service. If you feel inspired and excited to find out more about this fantastic opportunity, please contact Peter Monk by email at peter.monk@ascl.org.uk Please include a contact number and suggested times to call back.</p>



SAFEGUARDING

NHGS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are made subject to receipt of a completed application form, satisfactory references and an Enhanced Disclosure and Barring Service check (DBS) as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2022).

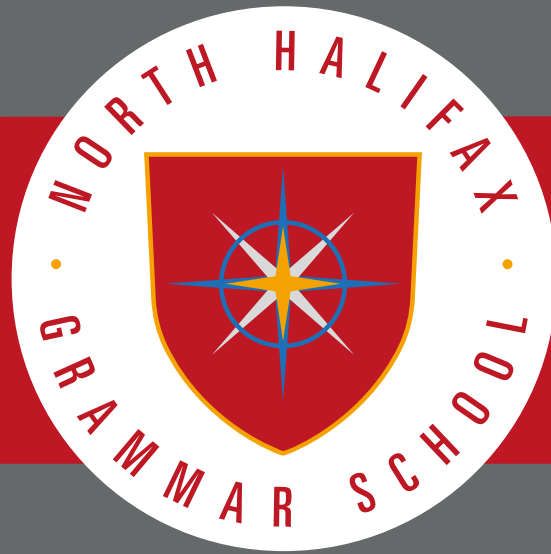
OTHER

Support with some re-location expenses may be available for the successful candidate.





NHGS
France
2019



Living to Learn | Learning to Live

North Halifax Grammar School

Moorbottom Road

Illingworth

Halifax

West Yorkshire

HX2 9SU

01422 244625 | www.nhgs.co.uk | clerk@nhgs.co.uk