



Headlands

School

and Community Science College

“Working Together to Achieve Excellence”

INTRODUCTION TO HEADLANDS SCHOOL

This booklet is to give information to those who are considering applying for posts at Headlands School.

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The School's Senior Leadership Team comprises of:

Acting Headteacher:	Scott Ratheram
Deputy Headteacher:	Kent Walmsley
Assistant Headteachers:	Andrea Jones Ian Wormald Helen Nind
Systems Information Manager:	Margaret Smith

THE AREA

Bridlington is a popular East Yorkshire coastal holiday resort with attractive beaches and harbour. It is ideally situated for easy access to the City of Hull, York, Scarborough and the North York Moors. There is an extensive R.S.P.B. reserve at Bempton and the Coastline locally and around Flamborough Head is part of the "Heritage Coast".

Headlands School is one of two Secondary Schools in the town. The other, Bridlington School Sports College, is situated on the southern side of the town. Headlands draws children from the surrounding Bridlington Area and outlying villages such as Bempton and Flamborough.

The area has an affordable housing market and there are many large scale development projects planned in the town as part of a regeneration scheme.

THE SCHOOL

Headlands School is a mixed 11-18 comprehensive and was formed in 1965 by the amalgamation of a boys' and a girls' secondary modern school. It became a comprehensive in 1972, and a Specialist Science College in September 2002. The school was on two sites until April 2002 when a five million pound PFI project established the school on one site. This has led to vastly improved facilities. The school is on a commanding site with wide views of the town and of the sea.

The school employs around 140 staff, with just over half being teaching staff whose expertise enables them to provide a broad and balanced education for all students. There are currently around 1250 students enrolled at the school.

THE SCHOOL CONTEXT AND FUTURE

The school was put in to Special Measures in February 2008 and since then has made rapid progress, and in October 2009, was deemed to have made the improvement necessary. In May 2011 following a monitoring inspection, Ofsted found that the School is continuing to make good progress and is demonstrating a good capacity for sustained improvement.

We have detailed Action Plans in place, which include a number of significant developments which are contributing towards improvement of the school, and made some key staff appointments to specialised, focussed roles which will help move the School forward towards our goal of being outstanding.

Another development area is the creation of Intervention Panels at each Key Stage to carefully identify any student or group of students who are underperforming and then to introduce appropriate interventions to raise achievement. A School Improvement Group composed of a number of our best teachers is developing and introducing new and innovative teaching and learning strategies. In addition, there has been significant re-organisation of our Associate Staff structure in order to improve efficiency and effectiveness.

Many of our students (around 1/3) come from homes that are in the lowest 20% nationally in terms of indicators of social deprivation. Some low literacy levels and a high percentage of students with SEN requires us to maintain a strong team of support staff. However the majority of students are friendly, biddable and keen to do well.

THE CURRICULUM 11-16

On entry to the school, students are placed in vertical tutor groups (Years 7 - 10) and become part of the House System. At KS3 the curriculum is split into two equal bands, into which students are placed. During these first three years all students study a common curriculum comprising Mathematics, English, Science, (Physics, Chemistry and Biology in Year 9) a Foreign Language, Geography, History, Religious Studies, Drama, Music, Art, Design and Technology, ICT and Physical Education. Students are set in the Core Subjects, Technology, Modern Foreign Languages and Physical Education. Where possible, setting opportunities are provided for departments in Foundation Subjects.

PSHCE is taught across KS3 and KS4 at the same time each week in mixed ability year groups. Teaching staff are assigned to year groups to teach PSHCE, based on their particular skills matched to the needs of the PSHCE curriculum.

At KS4, all students follow a core curriculum amounting to 14 hrs per week, leaving 11 hrs for option subjects. During the course of Year 9 students make option choices according to National Curriculum guidelines and through the delivery of dedicated information and advice students are guided down one of four pathways that start in Year 10:

- The Blue Pathway is comprised of GCSE subjects, in addition to an option to select from a range of intense GCSE Options and access to AS Level qualifications.
- The Green Pathway provides a blend of GCSE and BTEC qualifications. The school also offers students the option to study one of four diplomas, recently added to the provision available for study.
- The Amber Pathway further utilises the links the school has with Further Education providers with a mix of vocational courses delivered both on the school site and at the college.
- The Endeavour Pathway has been constructed to provide a Foundation Learning option for selected students.

The aim is always to provide a broad and balanced education which equips young people, as individuals, to play a full and active part in society.

THE SIXTH FORM

In the sixth form we have approximately 160 students, the majority of whom are studying A levels. There is also a General Studies and Key Skills

programme which is compulsory for all students. The sixth form plays an important part in the life of the school contributing particularly to Music, Drama, Art, PE and learning support.

We aim to help students to take control of their own learning and to participate in a wide and varied programme. Recent improvements have been made to Sixth form accommodation.

PASTORAL ORGANISATION

Students are organised in Vertical Tutor Groups (mixed Years 7-10) attached to Houses in which friendships can be made and responsibilities exercised. The House system operates for competitive/social purposes. For pastoral purposes non-teaching Heads of Year support students and maintain contact with parents.

Students participate in school decision making through the School's Council. A student's form tutor and Head of Year take a keen interest in their progress through their time at Headlands.

Directors of Pupil Care, Support & Guidance lead Intervention Panels which maintain a close scrutiny of student progress and where there is underperformance arrange for intervention in order to help students get back on track.

The school places great emphasis on good staff-student relationships and on providing a hard-working well-disciplined atmosphere in which students, as individuals, can flourish.

SUPPORT SERVICES

Teachers joining the staff can expect to receive a great deal of support from their colleagues and more senior members of staff. This complements the guidance given by the relevant Directors of Curriculum Area and Directors of Pupil Care, Support & Guidance. Our Associate Staff Management team consists of a Finance Manager, HR & Support Services Manager, Premises Manager, Director of ICT, Director of Data & Timetable, all of whom support the School within their specialist areas.

The school has a good provision of audio-visual resources, interactive whiteboards, computers and reprographic facilities and once again, teachers

in the school can expect to receive much support from the technical staff responsible for these areas.

STUDENTS WITH LEARNING DIFFICULTIES AND DISABILITIES

Most students having learning difficulties are supported in years seven to eleven by a team of specialist staff. Some students are withdrawn from normal lesson and helped either singly or in small groups with specific problems. All students are, though, usually integrated and helped in the context of the lesson. We have an increasing number of students on the SEN register and consequently are making adjustments to our curriculum and support arrangements e.g. the introduction of a Transition Group in Year 7.

The school is now well equipped to meet the needs of disabled students. We have lift access to all floors, a Visually Impaired Suite and have recently relocated Learning Support to a suite of rooms giving significantly more space.

OUT OF SCHOOL ACTIVITIES

New staff are actively encouraged to involve themselves in this important part of school life. Sports such as athletics, badminton, cricket, football, hockey, netball, basketball, tennis and volleyball are played at Headlands School. There is a programme of competitive inter-school games.

The school is well known for its excellent drama productions and high standards of Art work. There is a school choir and a variety of instrumental groups. There is also a wide range of clubs and a variety of educational visits both at home and abroad, for example to China, Russia, the USA, Italy, France and Germany.

INDUCTION

All new staff are given a comprehensive induction programme over a period of several months. During this you will learn further information about the School, its systems and culture, and get to meet staff from across the School.

SAFEGUARDING

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This appointment will be subject to an Enhanced CRB check.

SCHOOL'S RECRUITMENT POLICY

Policy Statement

The School aims to attract and recruit the most suitable individual available, with Recruitment and Selection decisions being made on the basis of how closely an individual matches the requirements of the post, their relevant merits and abilities and the values of the school.

The School is committed to fairness and equality in its processes, and to working within the Safer Recruitment in Education guidelines to ensure it upholds its duty to protect. It will ensure that no employee/job applicant is unfairly treated on any grounds including: race, colour, disability, nationality, ethnic or national origins, religion, sex, sexual orientation, actual or perceived AIDS/HIV status, part-time status, marital status, age or social background.

Professional advice and support is available at all stages of the recruitment process from the School's Human Resources Team.

Documentation relating to all applicants will be treated with the utmost confidentiality and in accordance with the Data Protection Act. Applicants have the right to access any information held on them in accordance with this Act.

All those taking part in the recruitment and selection of staff will be aware of this policy, and applicants will receive a copy of the policy as part of the application pack.

Scope of the Policy

The policy applies to the recruitment and selection of all staff at the School, regardless of post or level, and includes internal and external applicants, with the exception of Headteacher recruitment which is addressed in a separate Policy.

Relevant Employment Law

The policy complies with the following relevant legislation:

- Data Protection Act 1998 as amended;

- Disability Discrimination Act 1995;
- Employment Equality (Sexual Orientation) Regulations 2003;
- Employment Equality (Religion or Belief) Regulations 2003;
- Employment Rights Act 1995;
- Race Relations Act 1976 and Race Relations (Amendment) Act 2000;
- Rehabilitation of Offenders Act 1974;
- Sex Discrimination Act 1975 and 1986;
- The Employment Equality (Age) Regulations 2006, Amendment Regulations 2008
- Race Relations Act 1976
- Part-Time workers (prevention of less favourable treatment) Regulations 2000
- Employment Act 2001
- Fixed Term Employees regulations 2002
- School Staffing (England) Regulations 2003
- Sections 35 & 36 of the Education Act 2002

Employment of Disabled Persons

All applicants with a disability who meet the minimum criteria for a job vacancy will be interviewed and considered on their abilities.

Roles and Responsibilities

Governors

The School's Governing Body has overall responsibility for the recruitment of all staff in the School. The Governing Body may delegate its responsibility to the Headteacher, or an individual governor or committee of governors with or without the Headteacher.

Governors must ensure that the School's Recruitment Policy is implemented properly and fairly and that those to whom they have delegated recruitment decisions are fully aware of the procedures and have had the relevant training.

Headteacher

The Headteacher has delegated responsibility to lead the process of decision making for staff appointments outside of the leadership group. He/she

ensures that recruitment and selection decisions are made on a sound and legal basis through the Human Resources Manager.

Human Resources Manager

The Human Resources Manager has day to day responsibility for ensuring that recruitment decisions within the School are made on a sound and legal basis, and is responsible for ensuring that:

- Policies and procedures are developed for effective recruitment and selection of staff, and reviewed as necessary as per the dates set out within the policy statement.
- That training is provided for staff involved in the recruitment and selection.
- That appropriate support and advice is available throughout the process.
- That any recruitment administration is carried out within the agreed standards and timescales.
- That records are kept as required on recruitment processes and takes seriously and investigates any complaint made regarding the procedure.

Recruiting Managers

Recruiting managers are responsible for following the Recruitment Policy and the procedures contained within it, and must make their decisions on the basis laid out within the policy statement.

No one should be offered paid or unpaid work without the HR Manager being notified and an agreed interview process/documentation inspection taking place. This includes temporary employees, consultants, volunteers, casual employees, peri-music teachers, etc.

All Staff

All staff may request assistance from the School's Human Resources Team at any stage of the recruitment and selection process.