

Hasmonean MAT
would like to appoint a

Headteacher for Hasmonean Girls' School



Executive Summary

Hasmonean MAT has an enviable national reputation for academic rigour and all-round educational excellence in both Jewish and secular education, preparing students for success in world-class universities and in their lives beyond school.

The Governors and Trustees now seek an exceptional leader to join as the Headteacher of the Girls' School to make a crucial contribution to the continued success of Hasmonean as a whole. Working closely with the CEO, Andrew McClusky, this is an exciting opportunity for an experienced educationalist and leader to help a high performing organisation seize the opportunities and meet the challenges of a rapidly changing local and national educational landscape.

The Governors and Trustees are committed to appointing the very best possible candidate regardless of their age; whether or not they are pregnant; whether or not they are disabled; their marital status; their race, colour or nationality, ethnic or national origin; their religion, belief or lack of religion/ belief; their sex; or their sexual orientation.

The successful candidate will possess strong intellectual abilities, first class strategic and communication skills, and a substantial track record of senior leadership gained as a Head, Deputy or Assistant Head in a high performing academic environment. He or she will inspire a committed senior leadership team and engage the entire community in the pursuit of excellence.

Hasmonean has its roots in the heroism and visionary thinking of Rabbi Dr Solomon Schonfeld (1912 to 1984) who is credited with having saved many thousands of refugees from Nazi-occupied Europe and establishing a flourishing network of Orthodox Jewish schools to cater for these communities, under the umbrella organisation of the Jewish Secondary Schools Movement (JSSM).

In common with many members of the staff body, I am not Jewish but it has been the most enormous privilege to get to know and understand something of the richness of orthodox Judaism and to work alongside colleagues who seek in a profound way to follow the tenets of their faith in all aspects of their lives. It was a steep learning curve when I arrived but it has enriched my own life immensely. The whole school community is very welcoming and the family atmosphere, which Ofsted picked up on, was evident from the start. I will always be grateful for the opportunities I gained from being Headteacher at Hasmonean.

Mrs. K Brice, current Headteacher

In 1944 Mr W Stanton M.A. was appointed as Headmaster of Hasmonean Grammar School for Boys. In 1984 Hasmonean High School was created with the amalgamation of Hasmonean Boys' and Hasmonean Girls' Schools, although each remained on its own site, and the school was awarded voluntary aided status. Hasmonean High School became an Academy in October 2011. In 2019 a Multi-Academy Trust was established in which Hasmonean High School was de-amalgamated into two separate single sex schools.

Today Hasmonean MAT is a thriving 11 to 18 MAT with over 1,300 pupils. Boys and girls are educated in two separate schools situated about a mile and a half apart.

Hasmonean MAT 92 full-time and 56 part-time teaching staff, which includes a significant number of Jewish Studies teachers. Hasmonean serves students from orthodox Jewish families and draws its students overwhelmingly from a range of Jewish primary schools. Students predominantly live in North West London, but some live further away, for example in Stamford Hill, Redbridge and Borehamwood, and travel considerable distances to school.

The Girls' School's intake spans the full ability range, though the mean ability of students is above the national average. All students enter the Sixth Form or attend further education and approximately 90% of sixth-form students go on to higher or further education, either religious and secular or both. 1.89% of the children have an Education, Health and Care plan and 12.88% are categorised as SEN support.

Some of these teachers work across both Hasmonean Girls' and Hasmonean Boys'. Staff and students work together to create a positive learning atmosphere that ensures students learn and progress within a safe environment. As a Jewish school, religious education is a significant aspect of the school environment. Jewish Studies is built into the school timetable for all year groups. After students progress to the Sixth Form they take part in a daily Jewish Studies programme, The Midrasha as well studying secular subjects.

Ethos

Hasmonean aims to provide a broad and in-depth Jewish and secular education, nurturing students to become committed to, and equipped to live, a life of Torah im Derech Eretz (imbued with a love of Torah and with the knowledge and skills to succeed in the wider world) in order to respect and participate in the world around them as well-educated leaders of the Jewish and wider community.

Our ambition is to follow the Talmudic precept: ‘Do not call them your children (banayich); rather, call them your builders (bonayich)’.

Academic Excellence

At Hasmonean the curriculum is characterised by an uncompromising adherence to excellence both in secular academic disciplines and the core programme of Jewish Studies (Kodesh), which runs throughout the school at all Key Stages.

All students follow a broad and balanced curriculum at Key Stage 3. At Key Stage 4 there is a core curriculum as well as an extended programme of optional subjects designed to enable each student’s abilities and interests to develop to the full. In the Sixth Form, students are offered a wide range of academic and vocational courses for in-depth study. Jewish Studies (Kodesh) forms a compulsory part of every pupil’s curriculum throughout the school, and the foundation of their education at Hasmonean.

Hasmonean High School for Girls was graded ‘Good’ with ‘Outstanding’ for Personal Development and the Sixth Form and Section 48 inspection that was ‘Outstanding’ in all areas. In recent years, the school has achieved GCSE and A-level results very high up the rankings for non-selective comprehensive schools.

After leaving Hasmonean, the majority of students take up places at the best seminaries and then proceed to the UK’s top universities.



Leadership Structure and Governance

The leadership structure comprises the Executive Leadership Team (ELT), the Senior Leadership Team (SLT), and Associate Senior Leadership levels. The structure expresses a practical commitment to distributed leadership that supports leaders at all levels to take responsibility for raising standards.

The ELT comprises the CEO, the Heads of the Girls' and Boys' Schools, Menahel (Head of Jewish Studies and Ethos), Head of Finance and Premises and Head of Operations.

The Headteachers lead the SLT across both schools. The SLT comprises the Heads of School, Head of Jewish Studies and Assistant Headteachers. Each team member has a clearly defined whole-school role which reflects the school's key areas of performance: learning and teaching; care guidance and support; and data/curriculum. The school also has a Director of Management Information Systems who is supported by a Data Manager.

Associate senior-leadership roles are created to give capacity to the SLT.

The Assistant Headteachers and Associate SLT members work together in hubs, for example focused around learning and teaching; pupil-premium allocation and evaluation; appraisal and CPD; and behaviour for learning.

The Governors of Hasmonean MAT as well as the Local Governing Body offer an impressive range of professional experience and expertise. The Chair of Hasmonean MAT Trustees is Mr Gary Swabel and the Chair of the Local Governing Body for Hasmonean Girls is Mr Steven Blumgart.

The Headteacher of the Girls' School is accountable to the CEO, Mr Andrew McClusky, for all aspects of the strategic leadership and operational management of the Girls' School. He or she will work closely with the Headteacher of the Boys' School and the broader Executive and Senior Leadership Teams to deliver the highest quality education and ensure that all pupils achieve their full potential.



The Headteacher of the Girls' School

The Governors and Trustees seek to appoint a Headteacher of the Girls' School with a strong academic reputation who will have experience as a successful leader, ideally in a senior leadership role in a high-performing secondary school.

S/he will:

- demonstrate personal integrity and be able to command respect from students and fellow teachers via his/her pragmatic leadership style, emotional intelligence and even-handedness;
- be approachable, open and accessible to pupils, parents and governors, and be able to work well with and motivate the staff body;
- have a desire raise the ambition of students in both religious and secular studies and genuinely want to nurture them to fulfil their potential;
- have a commitment to succeeding above and beyond the attainment of high grades;
- be committed to putting safeguarding, wellbeing and positive mental health at the heart of the school;
- not only appreciate the school's religious ethos and commitment to British Values but have a desire to actively support and promote them;
- be decisive, innovative and creative, and be capable of taking difficult decisions when necessary.

Role Description

Core purpose of the Headteacher of the Girls' School

- To provide professional leadership in securing the school's success, ensuring high quality education for all students and improved standards of learning, achievement, behaviour and attitudes.
- To establish a culture that promotes excellence, equality and high expectations for all students.
- To create a productive, disciplined, purposeful and orderly environment in the school.
- To be accountable to the Local Governing Body, MAT Trustees and CEO in providing vision, leadership and direction for the school by ensuring that it is well-managed and organised to meet its aims and targets.
- To be responsible for evaluating the school's performance and to identify the priorities that will lead to continuous improvement and raising standards.
- To ensure equality for all.
- To develop policies, practices and structures that take account of Hasmonian's unique ethos.
- To ensure that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

Specific responsibilities

- To lead in all aspects of third party and internal re- views e.g. Ofsted, Section 48 inspections, learning walks etc.
- To deputise for the CEO in his absence.
- To undertake strategic planning and evaluation which will aid the production of the school Development Plan (SDP) and self-evaluation form (SEF).
- To undertake specific strategic, leadership and management responsibilities across both the Girls' and the Girls' Schools as determined by the CEO.
- To undertake monitoring and evaluation functions (including internal faculty/departmental/key stage evaluations) which will:
 - highlight teachers' professional strengths;
 - identify success;
 - track developments in the curriculum;
 - contribute towards improvements in school structures, systems and policies;
 - identify areas where further development is needed;
 - enhance the quality of students' learning.
- To be available to respond to unplanned situations which arise in the daily running of the school.
- To assist in the maintenance of good student discipline and support staff, especially in dealing with sudden crises and emergencies.
- To attend meetings of the Senior and Executive Teams and other school management meetings.
- To foster and support extra-curricular activities in the interest of the school community e.g. school productions, concerts, sports activities.
- To attend meetings of the Governing Body and Trust Board when requested and to report to them as requested.
- To lead whole school assemblies.
- To take an equitable share of duties and supervision.
- To ensure all relevant parents' evenings and school events are effectively organised.

General responsibilities

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools and a positive and enriching experience of education for pupils. Together with those responsible for governance, they are custodians of the nation's schools.

Parents and the wider public rightly hold high expectations of headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility. The headteachers' standards set out how headteachers meet these high expectations. The standards are an important benchmark not only for headteachers and those who hold headteachers to account, but also for those who train and develop school leaders.

Domains

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers.

Culture and ethos:

school culture | behaviour | professional development

Curriculum and teaching:

teaching | curriculum and assessment | additional and special educational needs

Organisational effectiveness:

organisational management | school improvement | working in partnership

Section 1: Ethics and professional conduct

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

Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

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

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- 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.

As leaders of their school community and profession, headteachers:

- 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.



Section 2: Headteachers' Standards

1. School culture

Headteachers:

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

2. Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- ensure effective use is made of formative assessment.

3. Curriculum and assessment

Headteachers:

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

4. Behaviour

Headteachers:

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

5. Additional and special educational needs and disabilities

Headteachers:

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

6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

7. Organisational management

Headteachers:

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

8. Continuous school improvement

Headteachers:

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

9. Working in partnership

Headteachers:

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

10. Governance and accountability

Headteachers:

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

The successful candidate will demonstrate the following experience, qualifications, skills, knowledge and personal attributes:

Experience

- A record of successful senior leadership experience gained at a comparable (but not necessarily Jewish) school in the state or independent sector.
- Demonstrable experience of leading and managing high performing teams, supporting and challenging staff to deliver their roles to the best possible standards.
- The academic and intellectual credibility to inspire respect across the school and wider community, and a proven commitment to continuing staff professional development.

Skills and knowledge

- Outstanding communication skills, and the ability to engage successfully with all stakeholders, in particular the students, staff, the parent body and local community.
- An understanding of finance and resource allocation and how to achieve value for money.
- Visionary leadership skills with the ability to motivate and enthuse all staff to deliver an ambitious vision for Hasmonean High School.
- Empathy with the orthodox Jewish ethos of the school, and the ability to advocate and further advance a faith-based school in the current climate.

Leadership style and personal attributes

- A strong commitment to the values and ethos of Hasmonean High School, and an appreciation of the benefits of an orthodox Jewish education.
 - The highest levels of personal integrity and an open, transparent leadership style which is characterised by the ability to listen to, engage, and influence a wide range of stakeholders.
 - A leader who treats people fairly, equitably, and with dignity and respect.
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Appointment Process and How to Apply

Candidates should complete the application form as well as a covering letter addressing the role description and person specification. Applications should be sent to Andrew McClusky - CEO via Tim Field

For a confidential discussion regarding this post, to request an application pack or to arrange a visit, please call Tim Field on 07841 364610.

To request an application pack, please email hasmonean@hays.com

Your application is a direct permanent application to our school, not through an agency, [Hays](#) is our recruitment partner and supports our recruitment process.

Please note that we do not use the TES application form.

Key dates:

Closing Date: 12 noon on Tuesday 14th May 2024

Interviews: Tuesday 21st and Wednesday 22nd May 2024

Hasmonean MAT is committed to safeguarding and promoting the welfare of children. The successful candidate must be willing to undergo an enhanced disclosure through the Disclosure and Barring Service.