

# HAMILTON LODGE SCHOOL AND COLLEGE



## HEAD TEACHER FURTHER INFORMATION

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## Introduction to our school

Hamilton Lodge is a well-established special school, supporting the education of Deaf children and young people for 80 years. Over the years, Deaf education has evolved and we have recently restructured our provision to meet the future demands of Deaf education.

We are looking for a Head Teacher to lead us on the next steps of this exciting journey. We have a team of experienced education, residential and support professionals eager to fulfil the potential that this opportunity offers, alongside their new Head Teacher.

We are situated in Brighton with views of the sea from our school, easily accessible by public transport. Our students are actively involved in their community, keen to learn and rewarding to work with.

There are plans to further enrich the school by developing a Hub to support Deaf learners and their families and carers in the local area as well as to promote a wider understanding of and engagement with Deaf culture in the wider community.

## Ethics and professional conduct

The Head Teacher will demonstrate consistently high standards of principled and professional conduct. Ensuring they meet the teachers' standards and be responsible for providing the conditions in which teachers can also fulfil them.

The Head Teacher will uphold and demonstrate the [Seven Principles of Public Life](#) at all times. These form the basis of the ethical standards expected of the Head Teacher at Hamilton Lodge:

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

The Head Teacher will uphold public trust in Hamilton Lodge and maintain high standards of ethics and behaviour. Both within and outside school the Head Teacher 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 and school 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, learners' vulnerability or might lead learners to break the law

As leader of their school community and profession the Head Teacher will:

- serve in the best interests of the school's learners
- serve in the best interests of the charity
- 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 and charity system

## Hamilton Lodge culture

The Head Teacher will:

- establish and sustain the school's and charity's ethos and strategic direction in partnership with trustees and governors through consultation with all stakeholders
- to prepare students for life beyond school and college
- support and sustain a rich BSL environment within the school and reaching out to the wider community
- create a culture where learners experience a positive and enriching school life
- uphold ambitious educational standards which prepare learners from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school/charity community and a safe, orderly, and inclusive environment
- ensure a culture of high staff professionalism and engagement

## Teaching and Learning

The Head Teacher will:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how learners 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
- ensure that parents and carers are fully included in their child's progress and development
- 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 learners are taught to read through the provision of evidence-informed approaches to reading, adapted to meet the unique needs of Deaf young people
- ensure valid, reliable, and proportionate approaches are used when assessing learners' knowledge and understanding of the curriculum

## Residential provision

The Head Teacher will:

- establish and sustain high expectations of residential experience for all learners, built upon relationships, rules and routines, and opportunities
- implement consistent, fair, and respectful approaches to supporting student development outside of the school day
- ensure that adults within the school model and teach the life skills that the students need for life beyond school
- ensure that parents and carers are fully included in their child's residential experiences

## Behaviour

The Head Teacher will:

- establish and sustain high expectations of behaviour for all learners, built upon relationships, rules and routines, which are understood clearly by all staff and learners
- ensure high standards of learner behaviour and courteous conduct in accordance with the school's behaviour policy and principles
- implement consistent, fair, and respectful approaches to supporting behaviour
- ensure that adults within the school model and teach the behaviours of a good citizen
- ensure that parents and carers are fully included in strategies and supports put in place to support a consistent approach between home and school

## Additional and special educational needs and disabilities

The Head Teacher will:

- ensure the school holds ambitious expectations for all learners

- establish and sustain culture and practices that enable learners to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers, and professionals, to identify the additional needs of learners, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

## Professional development

The Head Teacher will:

- 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 school improvement plans
- 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

## Organisational management

The Head Teacher will:

- ensure the protection and safety of learners 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 charity assets and 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

## Continuous school improvement

The Head Teacher will:

- 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

## Working in partnership

The Head Teacher will:

- forge constructive relationships beyond the school, working in partnership with parents, carers, the local community, other Deaf specific schools, and the wider Deaf 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 learners

## Governance and accountability

The Head Teacher will:

- understand and welcome the role of effective governance, upholding their obligation to give account to trustees, governors and accept responsibility
- establish and sustain professional working relationship with both trustees and governors
- 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