



*The* HENRY  
BEAUFORT *School*

*At The Henry Beaufort School, there are no limitations to success.*

# INFORMATION PACK

*2023-2024*

Dear Applicant

Thank you for requesting the details of this post. The Henry Beaufort School is at an exciting stage in its development.

*The Henry Beaufort School has 'a strong leadership team who work well together and are excellent models for staff'* [Local Authority Inspection Report]

When I came into teaching my focus was entirely on being an outstanding practitioner. I wanted, perhaps expected, all my students to be inspired by literature and appreciate the value of English as a vehicle to a wide range of careers. My somewhat missionary zeal was soon tempered by the reality of the day job! However, I never lost faith in the need to inspire my students with my teaching, in rejoicing when they made progress and being determined that making progress was a basic right for all my students.

This fundamental vision as a teacher has continued to guide me through my career and as a Headteacher it has become central to the vision I have for the school. However much of my time is taken up with the responsibilities of a Headteacher, there is still for me, nothing that matches the privilege of being in a classroom environment. It is this principle that guides all the appointments made at The Henry Beaufort School namely putting outstanding practitioners in front of our students.

Our students are *'happy and proud of their achievements'* [Ofsted 2023]. Our positive Progress 8 score has been maintained. All our young people achieve GCSE grades a quarter of a grade higher than their Key Stage 2 scores predict. However, we are not complacent, we know that such a culture can only be maintained through our hard work and determination to secure positive outcomes for all our young people.

We operate a five year curriculum model with the options process starting in Year 8. We believe this gives all our young people the opportunity to secure the best possible outcomes, academically and in terms of their personal growth. Cultural Capital opportunities throughout the five year model will be integral to this success and this will ensure that we continue to offer a broad and balanced curriculum throughout these five years.

Please look carefully at the Role and Responsibilities that accompany this vacancy. Selecting the right person to become part of our team is our challenge. I do hope that you will want to be that person.

Yours sincerely,



Sue Hearle  
Headteacher

# SAFER RECRUITMENT

The school is committed to safeguarding children and promoting their welfare. All successful candidates will be subject to a Disclosure and Barring Service check along with other relevant pre-employment checks. Including an online search for all shortlisted candidates.

All Candidates shortlisted for interview will be subject to an online profile search in line with keeping children safe in education (KCSIE) recommendations.

## *Keeping Children Safe in Education (KCSIE) Checks:*

The Henry Beaufort School is committed to safeguarding and promoting the welfare of children, young people and our learners. As an education provider, we follow the Keeping Children Safe in Education “KCSIE” guidance. As part of the recruitment and onboarding process we follow the guidance regarding, References, DBS and vetting checks for job applicants. These checks will take place either prior to interview or between interview and offer.

## *Social Media:*

As part of the shortlisting process, colleges are advised that best practice is to carry out an online search on shortlisted candidates. This practice will help identify any incidents or issues that have happened and are publicly available online. Any information gained will be held for 6 months for unsuccessful candidates and for the period of their employment for appointed staff. Any concerns flagged will be discussed as part of the shortlisting process.

## *References:*

References are required prior to appointment. Previous employment references may be sought prior to interview, if you do not wish for us to contact your referees prior to interview please notify us in your covering email. All references should cover the previous 5 years of employment, if you do not have service employment for the previous 5 years, we will require a written statement regarding this and a character reference.

## *DBS & Vetting Checks:*

In line with our policies and procedures, pre-employment checks will be carried out to determine your suitability to be engaged in regular activity with our learners, as per the Keeping Children Safe in Education (KCSIE) document. All offers of appointment are made subject to satisfactory outcome of references, Disclosure & Barring Service (DBS) check, right to work evidence, qualifications, and medical clearance.

## *Equal Opportunities:*

It is acknowledged that Hampshire County Council is an Equal Opportunities employer. The school will do its utmost to meet this requirement. In pursuing this policy in support of the aims of the school, we recognise that:

- diversity amongst staff should be viewed positively
- in all staff appointments, the best candidate should be appointed, in line with The Equality Act 2010.

# BACKGROUND INFORMATION

## *The History of our Name and Crest*

The Henry Beaufort School was opened in September 1971. The school bears the name of a Bishop of Winchester who died in 1447. Henry Beaufort was Bishop of Winchester and three times Chancellor and is buried in Winchester Cathedral. He was a highly regarded representative of his country abroad.

Henry Beaufort was also a man of great wealth but he gave large amounts to charity, including rebuilding Winchester Cathedral and enlarging St Cross Hospital. We consider our students to be members of the wider community and it is hoped that all of them will aim to be good representatives of the school 'abroad' – both in the locality and further afield. It is also hoped that they will share what good fortune they have with other members of the community. For these reasons the school governors chose the name of Henry Beaufort for the school. The school crest represents Beaufort Castle in Anjou, France, from which Henry Beaufort took his name.

In order to echo this connection with other countries and cultures, and looking forward to other European links through our International School award, European cities have been chosen as names of the seven faculties. Each of these cities has a connection with the curricular team to which it is linked.

## *The Henry Beaufort School Vision Statement*

We are proud to be an inclusive comprehensive school. We understand that young people today have many pressures placed upon them from an early age. Our role is to create a happy, stimulating learning environment that gives every child the confidence and resilience to face these pressures head on.

We have high expectations of all of our students. At The Henry Beaufort School there are no limitations to individual success.

We acknowledge the fundamental role that we play in the academic and moral education of young people.

We celebrate the success of our students at every opportunity and take delight in the buzz and energy around the school site well beyond the official ending of the school day.

We do not accept mediocrity or complacency. We understand the challenges that accompany our role as educationalists and we continue to work to find ways to refine and improve our practise. This is underpinned by our aim to be outstanding in everything that we do.

## *The intention of our curriculum*

We pride ourselves on providing opportunities for every student to follow a broad and ambitious curriculum. The purpose of our 5-year curriculum is to support students in their cumulative knowledge and skills over time. We place value on both the academic and personal development elements that our curriculum offers.

We know that success comes from enjoyment and engagement. Our curriculum is based around our teaching of key concepts, prioritising depth and breadth and ensuring knowledge and understanding is gained in each subject across the five years.

Our curriculum embeds the criteria of the Key Stage 3 and Key Stage 4 National Curriculum and provides clear progression of subject knowledge and skills. The design of our five-year curriculum gives our students the skills and experience they need in order to access the next stage of their education, and realise their potential.

We are ambitious for all students, and they follow a curriculum that challenges their learning. We offer 3 languages: GCSE French, GCSE German and GCSE Spanish which, when complemented by GCSE Geography or GCSE History make up the Ebacc suite of subjects (alongside their core subjects of English, Maths and Science). We know that the Ebacc combination of subjects gives students access to a wide range of employment options when they leave secondary school and the broad knowledge required by employers. We know that for many of our young people, studying the Ebacc suite of subjects gives a 'competitive edge' for applications to one of the Russell Group universities.

We are proud of our well-established and sustainable five-year curriculum.

- Our lower school curriculum places emphasis on humanities, languages, technology and performing arts subjects. This provides students with a rich diet of learning experiences that build on primary curriculum exposure, increasing this through additional teaching hours for these non-core subjects. Students also study English, maths and science in the lower school.
- The additional learning time supports students to make well informed choices around their Year 8 options process which allows them to focus their academic pathway into four option choices in Years 9 to 11. The Ebacc suite of subjects is a popular choice, where students alongside their core subjects of English, Maths and Science, also choose to take a language and either GCSE History or GCSE Geography.
- The Year 9 curriculum builds on prior knowledge that allows student progression in a full breadth of subjects. Further to this the school offers Cultural Capital experiences through the upper school to ensure that key themes, skills and understanding continue to be delivered across the five years even in subject's students no longer study.
- Although students have opted for their GCSE subjects in Year 9 this is delivered in a way to help students continue to build foundation skills from the national curriculum across the core and option subjects in conjunction with core ICT and RE.
- As students move into the upper school of Years 10 and 11 they increase their learning time in core subjects. All students in Year 10 receive high quality Relationships & Sex Education as part of the curriculum.
- Throughout the five years, students are provided Personal Development Days and Cultural Enrichment Opportunities as bespoke days where the school timetable is collapsed, and students experience a range of activities.

Our curriculum is underpinned by 'student voice' and what students feedback to senior and middle leaders about their experiences. This informs curriculum development to ensure it supports student outcomes, building knowledge and skills.

## Our 5-year Curriculum Journey

Hours per fortnight	English	Maths	Science	History	Geography	RE	Relationship & Sex Education	Languages	Technology Rotations	IT	PE	Art	Drama	Music	Option Block A	Option Block B	Option Block C	Option Block D	Total
Year 7	6	6	6	3	3	2		6	4	1	4	3	3	3					50
Year 8	7	7	7	3	3	2		6	4	1	4	2	2	2					50
Year 9	8	8	8			2				1	3				5	5	5	5	50
Year 10	9	9	9				1				2				5	5	5	5	50
Year 11	9	9	9								3				5	5	5	5	50

The values of our curriculum encompass a well sequenced academic journey, cultural capital experiences and personal development opportunities including careers, SMSC and British Values. The concepts build knowledge and skills over time that ensures all students leave as well-rounded citizens.

- All subjects have a “Learning Journey” which can be accessed in more depth by looking in each subject area on our website [The Henry Beaufort School - Curriculum Subjects](#)
- The Personal Development Curriculum is designed to equip students with information to support them through the challenges of their formative years: the programme seeks to educate and nurture students, enabling them to make informed choices in their lives so that they can keep themselves healthy, safe and happy. [The Henry Beaufort School - Personal Development](#)
- Student outcomes are important but it is equally important that our curriculum offer is filled with rich first-hand purposeful experiences. Building cultural capital during their time at school is integral to ensure that students leave us as well rounded citizens for the future. Further information on our cultural capital offer can be found here [The Henry Beaufort School - Cultural Capital](#)
- Employability skills are embedded through the five year learning journey for all students and the overarching careers offer can be found here [The Henry Beaufort School - Careers](#)
- Social, Moral, Spiritual and Cultural (SMSC) and The British Values (BV) are delivered explicitly through the Personal Development programme, and embedded within subject areas across the school [The Henry Beaufort School - SMSC & British Values](#)

### Options process in Year 8

Our core curriculum of Maths, English Language, English Literature and Science includes triple science. Students are entered into the appropriate pathway of triple or combined science in discussion with parents. The core curriculum is complemented by the study of a possible eighteen different options subjects, from which students choose four to study to GCSE level. This range of choices ensures that there are opportunities for all; we are ambitious for all of our students to study challenging academic subjects alongside vocational routes.

The Henry Beaufort has a diverse curriculum to accommodate the needs of our young people. We provide opportunities for every student to follow a broad and balanced curriculum. Our offer is flexible year-on-year, responding to the individual needs and interests of each cohort.

Our most challenging options are GCSE Engineering and GCSE Computer Science. These are incredibly popular, and attract students who are highly competent mathematicians, potentially considering careers in design, architecture, science and technology-based pathways. GCSE Engineering sits within our Technology suite of subjects, GCSE Food and Nutrition and GCSE Design and Technology.

Our Modern Foreign Language offer is GCSE French, GCSE German and GCSE Spanish. These choices support students who wish to comply with the Ebacc combination of subjects outlined above. We strongly encourage students to take a language in their set of option choices as we know it broadens their horizons in terms of providing them with an insight into different cultures, alongside enabling them to compete in global market graduate schemes.

Our Humanities subjects are incredibly popular choices at GCSE. GCSE History, GCSE Geography and GCSE RE all enable students to foster a curiosity about Britain and the wider world. Students enjoy the investigative approaches taken in geography, the complexities of Anglo-Saxon Britain and inter-war Germany in History, and debating the ethical and philosophical issues that arise in their study of RE.

Our Arts offer encompasses GCSE Music, GCSE Photography, GCSE Art and GCSE Drama. Many of our young people enjoy the creativity associated with these subjects, but also the technical discipline required for performing, composing and analysing.

GCSE Physical Education remains one of our most popular options. Covering anatomy, physiology, movement analysis and socio-cultural influence, students learn about a huge range of topics to complement their love of sports.

#### Full List of Option Subjects:

- French
- German
- Spanish
- Geography
- History
- Computer Science
- Art, craft & design
- Hair & Beauty
- Child development
- Design and technology
- Drama
- Engineering
- Food preparation & nutrition
- Music
- Photography
- Physical education
- Religious studies
- Statistics

## *How our curriculum is implemented (delivered)*

The school day is structured with five 1-hour lessons per day, with some double lessons for practical subjects and option blocks in the upper school. There is a registration session to set up students at the start of the day. A split lunch ensures students are nutritionally ready for the afternoon lessons, with the other half of the student body engaged in our pastoral curriculum delivered by vertical tutors. This unique element of our school structure is a significant way in which we develop positive attitudes towards school and the wider world. The full details of the structure of the day can be found here [The Henry Beaufort School - School Day Timings](#)

Students learn in different ways. We group students according to the needs of the individual and to allow for appropriate teaching, including setting and mixed ability teaching. In the lower school setting takes place in the core subjects and mixed ability teaching continues in the remainder of subjects. We adapt groups as required throughout the year and at the start of each year.

We pride ourselves on our ability to support students and as a result, identify those who are T5 (top 5% of students in each cohort), and provide extension programmes and enrichment activities within their specific subjects.

Every lesson at The Henry Beaufort School follows our 'Teaching and Learning Cycle'. Student learning moves through different phases: Connect, Explain, Model and Practice, and Check. During these phases, teachers will use a wide range of teaching strategies, offer different types of learning opportunities and check understanding, such as: lead retrieval practise, introduce key vocabulary, give clear and concise instruction, demonstrate, model, and use questioning to check understanding.

Our learning environment is built around the principles of (hb)2 habit building skills that promote independence in students that are crucial to successful futures beyond the academic outcomes this supports. Further information can be found here [The Henry Beaufort School - \(hb\)<sup>2</sup>](#)

Our extra-curricular provision is crucial to encourage ambition beyond academic studies. We believe that a well balance education includes opportunities beyond the classroom. Our strong after school provision and our range of curriculum and non curriculum based trips broaden students' horizons and equip students with skills that they can use in their future. Enrichment week develops so many important skills for our students. Details of our current Cultural Capital provision can be found here [The Henry Beaufort School - Cultural Capital](#)

Home Learning is an extension of the curriculum that students study in the school day. The aim of this is to embed positive habits, as well as offering students the opportunity to learn in more depth or breadth about particular topics. In addition, setting Home Learning enhances student's ability to recall and retrieve information they have learnt in lessons, strengthening their memory retention in preparation for tests. Details of time allocation can be viewed in more detail on our website. [The Henry Beaufort School - Home Learning](#)

Our curriculum builds a wide range of skills and knowledge that are both disciplinary but also overarching. The curriculum offer support transferable numeracy and literacy skills for all learners. Further information can be found here [The Henry Beaufort School - Numeracy & Literacy](#)

We are proud to have a student body from a diverse range of backgrounds. We work closely with our service families to ensure they are supported throughout their time at The Henry Beaufort School. Our school is a diverse, international community with over fifteen different languages spoken by its staff and students. We offer additional support for students for whom English is an additional language depending on their level of proficiency in English. Further information can be found here [The Henry Beaufort School - English as an Additional Language \(EAL\)](#)

## *The impact of our curriculum*

We report summative assessment data to parents which focusses on student progress/attainment data, attitude to learning and attitude towards home learning. These are spread across the year at different points to suit the needs of the year group, for example, Year 8 to make informed choices about options or Year 11 reports following November mock exams. We also have online progress evenings (parents evenings focused on student progress) where parents can meet with subject teachers to review in-year progress and support future successes. Click the link for further information [The Henry Beaufort School - Progress Evenings](#)

The Henry Beaufort School is proud to be recognised as a top 10 school in Hampshire for Student Progress. Our Progress 8 score for this year is 0.27 which is recognised nationally as 'above average' and places us 8th out of 148 schools in the county. This consolidates our Progress 8 trend for the past 6 years: students leave our school achieving a quarter of a grade better on average than their key stage 2 scores predict. Full information on our performance measures can be found here [The Henry Beaufort School - Performance Measures](#)

We are proud to secure students a successful pathway to their chosen future training or education. Alongside our Year 10 [work experience](#) programme we work with Education Business Partnership (EBP) to provide all students with tailored careers guidance. The school goes beyond the Gatsby Benchmarks to provide high quality employability skills through the five-year curriculum. Information on destinations of our leavers' cohorts can be found here [The Henry Beaufort School - Destinations](#)

*"Leaders have designed a curriculum that is broad and interesting."*- Ofsted 2023

## *Pastoral Organisation*

Heads of Year take overall responsibility for attendance, behaviour, rewards, sanctions and progress of their respective year groups.



**Mrs Alison Taggart**  
Head of Year 7



**Miss Rachel Bean**  
Head of Year 8



**Mr Matt Coe**  
Head of Year 9



**Mr Christian Janes**  
Head of Year 10



**Mr Charlie Naisbitt**  
Head of Year 11

## *The Senior Leadership Team Structure*



**Miss Sue Hearle**  
Headteacher



**Mr Andy Applin**  
Deputy Headteacher



**Miss Eleanor Shelton**  
Deputy Headteacher



**Mrs Holly Briggs**  
Assistant Headteacher



**Miss Emma Colebourn**  
Assistant Headteacher

## *Senior Management Team*



**Mrs Andrea Williams**  
PA to Headteacher



**Ms Alison Caplin**  
Bursar

For other contacts please visit our website:  
<https://www.beaufort.hants.sch.uk/contacts>

# ACCOMMODATION & RESOURCES

## *Our Building And Facilities*

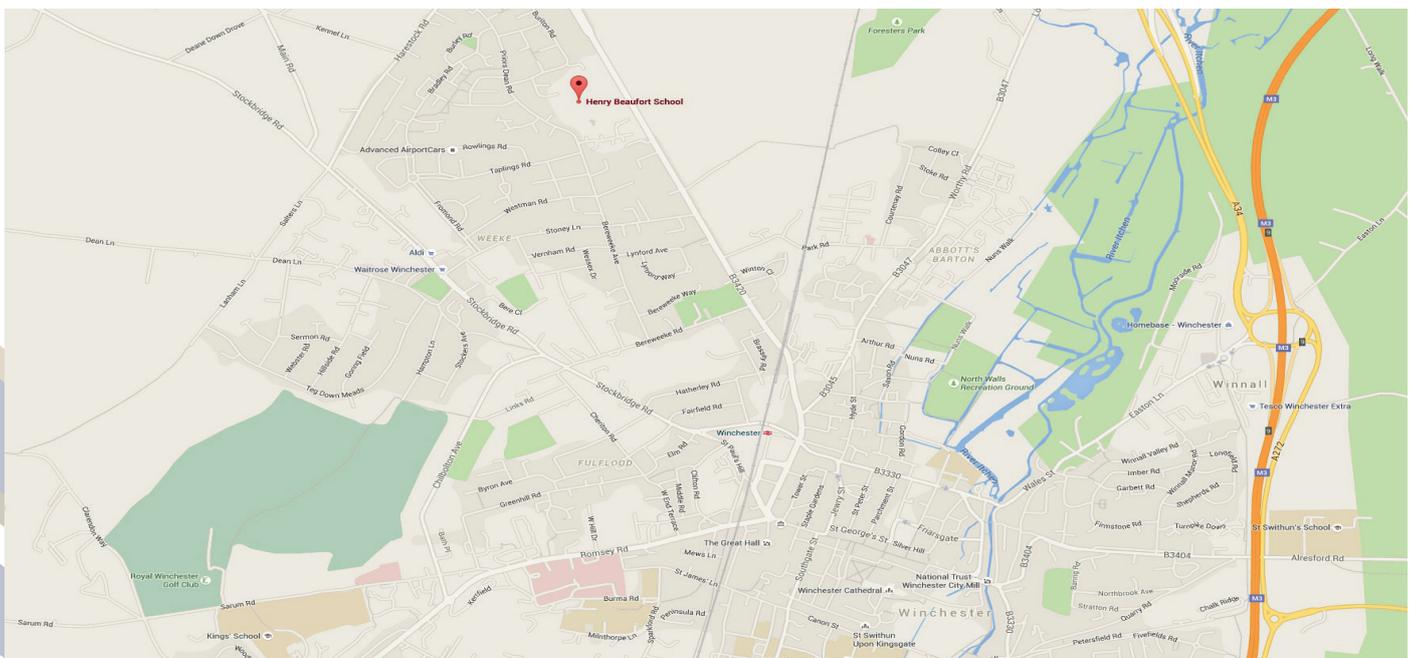
The School consists of eight main buildings around the central administration block (Winchester). The facilities include:

- Library;
- Four Information Technology Suites;
- Media suite;
- Eight Science Laboratories;
- Beacon Arts Centre which has excellent Drama facilities, Art Studios, and Music rooms;
- Gymnasium;
- Dance Studio;
- Sports Hall;
- Design and Technology Workshops;
- Learning Support;
- Hearing Resource Base.

For outdoor sports and athletics there is an extensive area of grass as well as hard playing surfaces. The Sports Hall is used for Whole School Assemblies and also affords facilities for a wide variety of sporting activities.

The Library is available for use by students at all times of the school day. Students may book in to use any facilities not otherwise in use, to assist their work. In addition, all these resources, including the computers, are available for use at certain times after school for a variety of other activities.

## HOW TO FIND THE SCHOOL



The Henry Beaufort School is situated to the north of the city of Winchester, set in extensive grounds off Priors Dean Road. There are good road and rail links with the M3 running close to the city and Winchester's main rail station being on the Waterloo line is only an hour from London.

## *Continuous Professional Development*

All new staff are paired with a friendly face in their department from the outset. In the autumn term the school runs weekly staff training sessions to familiarise colleagues with our routines and practices, this is co-ordinated by our New Staff Induction Lead. These sessions are run by key colleagues who have responsibility for key elements of our school that are structured in a way to gain knowledge progressively across the first term.

Teaching staff are directed to attend five whole staff meetings per year where there is a CPD update for all, bespoke sharing good practice workshops that are run by our own staff, and also cross departmental working opportunities through 'Future Change' groups. Each year the school focuses in on group working that develops the whole school improvement priorities that is specific to our school community. We also provide access to all staff a range of online CPD platforms for staff to access courses that links to their own continuous professional development underpinned through the performance management process.

Our Schools Direct Programme [Hampshire SCITT Partnership](#) has been a huge success for over 7 years with all colleagues securing permanent jobs for the future, many here at The Henry Beaufort School. Our Early Careers Framework is coordinated with [HISP Teaching School Hub](#) which is part of the Educational Development Trust and we also link our National Professional Qualifications to the same provider for continuity. We work closely with the [HISP Research School](#) to provide external opportunities for staff CPD.

Being a Hampshire School provides us links to the extensive range of CPD courses in the Learning Zone that are a mixture of online CPD networks and courses to attend in person. We work closely with The Westgate School and run a number of joint initiatives including a successful Aspiring to Senior Leadership course. The Henry Beaufort School co-ordinates Subject Leader Network Meetings with The Westgate School, Harrow Way, Test Valley and Testbourne School which provides a great opportunity to share expertise across the county.

Beyond all this our school remains committed to bespoke CPD for all staff and with a healthy budget for staff to develop their own practice, we are always excited to consider requests beyond those listed above.



## *Hampshire Local Authority – Information*

Staff in Hampshire schools feel part of something larger than themselves and their individual schools. There is a buzz of professional people talking to each other about their jobs. They show their passion for what they do.

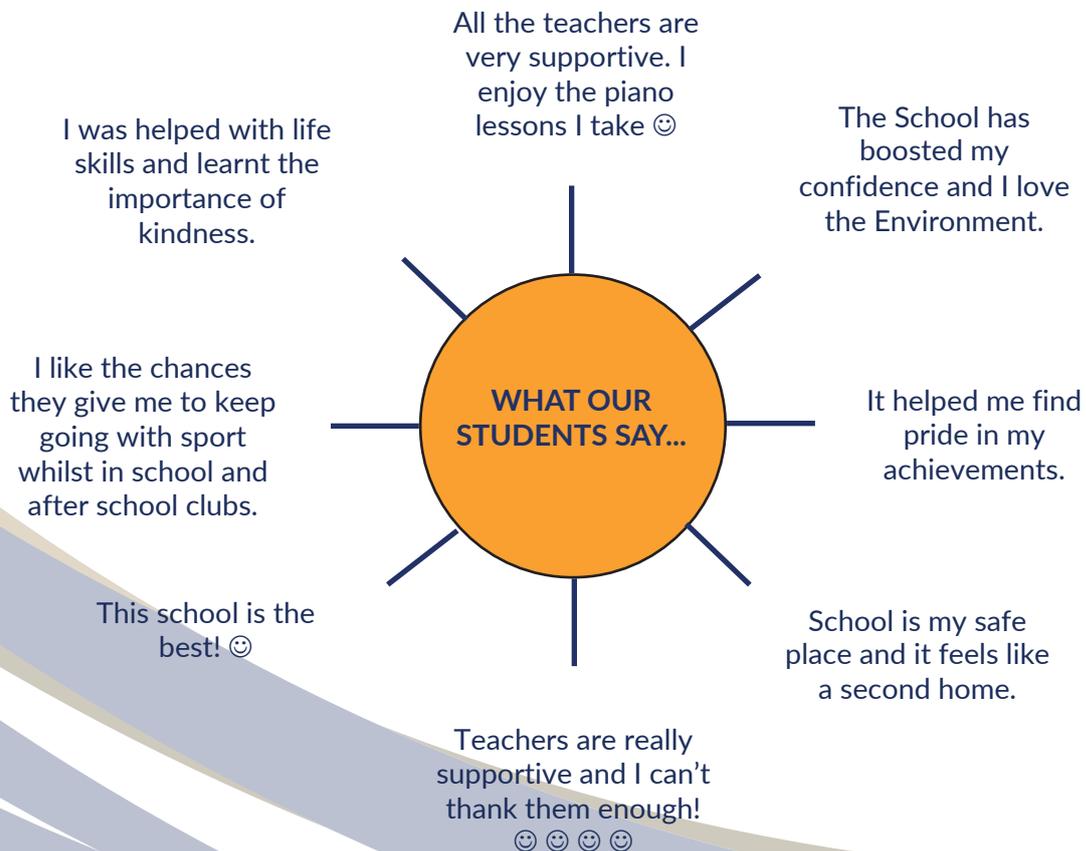
Working in a school in Hampshire will be the first step to you experiencing a strong supportive network of a family of schools working with one aim in mind, embedded in the Children & Young People Plan, that each and every child really does matter.

When you work for Hampshire, you can expect:

- support from experienced and knowledgeable educationalists via Hampshire Inspection and Advisory Service (HIAS)
- networks and supportive links for ECTs, subject specialists and SENDCOs
- curriculum centres stocked with resources to assist with subject planning and knowledge
- a vast range of professional learning programmes and resources for each stage of your career, via Hampshire Teaching and Leadership College (HTLC) – these can focus on evolving your teaching practice, developing your skills to enable you to step into a leadership role and supportive courses for SEND students
- working in partnership with Teaching Schools and Initial Teacher Training providers
- great wider professional support services for leaders to help leaders with issues
- a supportive approach to collaboration and partnership working instead of being isolated, regardless of your school status
- Local Authority support for schools working together to provide opportunities for you to have wider experiences working in different schools or across more than one school

Further information on Children’s and other services provided by Hampshire County Council can be found on the Hampshire website: [www.hants.gov.uk](http://www.hants.gov.uk)





The Henry Beaufort School is committed to student and staff well-being. We have staff well-being ambassadors in all team areas who work together to provide well-being opportunities for all colleagues.

We provide staff with access to Education Mutual benefits. This support is over and above most Local Authority schools provision for staff wellbeing.

The Health & Wellbeing Services, includes free access to:

- Counselling
- Financial Wellbeing Coaching
- Menopause Counselling
- 24/7 GP Service
- Nurse Support Services
- Stress Coaching
- Physiotherapy
- Surgical Assistance Programme
- Flu Vaccinations
- Men's Mental Wellness Programme
- Maternity and Paternity Support

Along with many more.

## WELLBEING AMBASSADORS



Miss Rachel Bean (BEA)  
Prague



Mr Andy Applin (APL)  
SLT



Miss Rebekah Wilson (WLS)  
Moscow (Maternity Leave)



Mrs Karen Lewis  
Wellbeing Governor

## WELLBEING REPS



Mr Christian Janes (JAN)  
Athens



Mrs Abi Legg (LGG)  
Berlin



Miss Natalie Wilson (WLN)  
Luxembourg



Mrs Abby Whatley (WHA)  
Moscow



Mrs Zaynab Al-Hakeem (ZAL)  
Moscow



Mrs Lucy Golding (GOL)  
Rome



Miss Terri Welch  
PE



Mrs Vicky Harris  
Warsaw



Miss Zoe Price-Harper  
LSP Team

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