

Headteacher Recruitment Pack

Spring 2017



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Dear Applicant

Re: Headteacher Vacancy

Thank you for your interest in the Headteacher post at Beormund School.

At Beormund we are ambitious for all our pupils to achieve to their full potential and our highly-skilled team works hard to equip children with the confidence, strategies and thinking skills that will enable them to achieve their ambitions, make successful transitions and wherever possible reintegrate back into mainstream education. Central to this process are effective partnerships with parents and carers, other schools, our community and professional partners in the statutory and voluntary sectors

We are also ambitious to capitalise on the opportunities that will be presented through a proposed new-build of the School that could place Beormund at the heart of Southwark's primary behaviour support strategy. Our 'Beyond Beormund' initiative is already having a proven impact on inclusive practice through helping teaching and support staff in mainstream schools and settings to better understand and manage children's behaviour and to make more effective use of early help and therapeutic resources.

If you share our ambition for children and our vision for the potential of Beormund School, have a look at our websites: -

www.beormundschool.co.uk and www.beyondbeormund.co.uk

- better still, come and see our School for yourself. Visits to our school are positively encouraged and I ask that you contact Julia Padmore, School Business Manager via email jpadmore@beormund.southwark.sch.uk or on 0207 525 9027 to arrange a visit or for any further details regarding the school.





This pack contains our some brief information about our school, our vision and ethos, job description and person specification.

Completed application forms should be returned to the school via e-mail to jpadmore@beormund.southwark.sch.uk by Thursday 9th February by 5pm.

Please note if you are invited to interview you will have to provide evidence of your right to work in the UK.

Interviews will be held on Wednesday 22nd February 2017

I look forward to hearing further from you.

Yours faithfully

John Guest

Chair of Governors





Welcome to Beormund Primary School

Beormund is a special school for children who have social, emotional and mental health needs. The school is maintained by the London Borough of Southwark and the children are admitted from five to eleven years of age. It is currently situated close to London Bridge with the surrounding area steeped in history.

The school has a capacity for 35 pupils. All children have a EHCP (Educational Health and Care Plan) or statement of Special Educational Needs. Many children have experienced a range of mainstream settings where their needs could not be met.

We value the importance of working with parents/carers and see them as an integral part of their child's success. We believe that children will thrive in an environment in which they feel safe, valued and respected. A personalised approach is taken in order to meet the variety of needs of the pupils. The most recent Ofsted report can be found on our school website -www.beormundschool.co.uk





Beormund's Values and Ethos

Beormund primary school aims are:

To educate children to the best of their ability academically, emotionally, socially, morally, spiritually and aesthetically.

- To teach the National Curriculum and personalise learning to the needs of each pupil.
- To promote healthy living and encourage an active lifestyle.
- To build an awareness of both the local and global environment and adopt practices so that we can all contribute to the maintenance of a sustainable planet.
- To recognise, value and celebrate the achievements of all.
- To help pupils understand their own and other's beliefs, values and cultures.
- To ensure that school routines, policies and practices actively protect the rights of the individual and ensure equal opportunities for everyone.
- To provide a safe, happy and stimulating environment.
- To encourage high expectations of both children's work and behaviour.
- To develop independent, co-operative and reflective learners who are prepared for the opportunities, threats and experiences of life in an ever-changing world.
- To prepare the children for transition and reintegration to mainstream schooling when appropriate.
- To work collaboratively with all stakeholders (children, parents, carers, governors, LEA and other external agencies) in pursuit of our shared vision





Advert

'Working in partnership to inspire learning, empower individuals and enrich the community of the future'

Beormund is a primary Special School for children whose social, emotional, behavioural or mental health needs cannot presently be met in mainstream education. The School is located within in the Borough area of Southwark, with excellent public transport and community links

We believe that every child is unique and we strive to provide the best possible, tailored support for children to flourish socially, emotionally and academically. We have a dedicated, enthusiastic and caring staff team from a range of backgrounds and skills, who genuinely want the best possible outcomes for the children.

We deliver a broad, enriched and personalised curriculum, which inspires learning and pupils generally exceed the expected academic progress during their time at the school. We work in close partnership with parents, carers and stakeholders to meet the needs of our children, with the aim of returning them to mainstream education wherever possible at the age of 11, if not sooner. We have high expectations of our pupils, staff, parents and governors and we aim to provide a calm, structured and well-resourced environment, which provides the children and their families with a solid platform upon which to build successful, productive and happy lives.

Beormund is playing a key role in supporting Southwark's primary behaviour support strategy and our 'Beyond Beormund' initiative is making an increasingly significant contribution to inclusive practice by training and coaching teaching and support staff in mainstream schools across the borough.

Building upon this success and the solid foundations laid by the current Headteacher, the School is looking to expand in numbers and the new Headteacher will play a central role in planning and implementing a proposed move to a new-build school. If you are as excited by this challenge as we are and think that you have the experience, skills and energy to realise this vision, come and see Beormund for yourself.

Salary range: Group 2 - (Inner London L18 - L21a) subject to review in the event of the proposed expansion / relocation.

This is an extremely interesting and challenging role and visits to our school are positively encouraged. For more details or to arrange a visit please contact Julia Padmore on the above number or via email.



Beormund Primary School, Crosby Row, London SE1 3PS



Application packs can be downloaded from the TES website or from our school website www.beormundschool.co.uk and are to be returned to jpadmore@beormund.southwark.sch.uk.

The safety, welfare and well-being of children is the first priority of Governors and staff at Beormund School and all appointments are subject to appropriate vetting and barring checks, as described in the current DfE Guidance, 'Keeping Children Safe in Education'.

Closing Date: Thursday 9th February 2017 at 5pm

Shortlisting: Friday 10th February 2017

Interviews: Wednesday 22nd February 2017



Beormund Primary School, Crosby Row, London SE1 3PS



Job Description and Person Specification

The duties outlined in this Job Description are in addition to those covered by the current School Teachers' Pay and Conditions Document and the National Standards of Excellence for Headteachers (2015). It may be modified by the governing body to reflect or anticipate changes in the job, commensurate with the salary and job title.

Core Purpose of the job

The core purpose of the Headteacher is to provide professional leadership and management for Beormund School, in order to secure ongoing success, improvement and efficiency by ensuring high quality education for all pupils and continuously improving standards of learning and achievement. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Headteachers must establish a culture that promotes excellence, equality, high expectations and the safety of all pupils.

The Headteacher is the leading professional in the school. Accountable to the Governing Body, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring 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.

The Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the LA, higher education institutions and employers. Through such partnerships and other activities, Headteachers play a key role in contributing to the development of the education system as a whole, and collaborating with others to raise standards of achievement and behaviour locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.



Shaping the Future

Critical to the role of headship is working with the Governing Body and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

Qualities and Knowledge:

The Headteacher will:

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for our pupils.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards our pupils, staff parents/carers, Governors and the local community.
3. Lead by example - with integrity, creativity, resilience and clarity: drawing upon their own scholarship, expertise and skills, and of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and beyond and pursue continuous professional development.
5. Work 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.
6. Compellingly communicate the School's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and Staff:

S/he will:

1. Demand ambitious standards for all our pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing upon and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other.

5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.
7. Create an ethos where all pupils are fully included and supported to achieve their potential.

Systems and Processes:

S/he will:

1. Ensure that the School's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and inclusive environment for all pupils, staff and volunteers, focussed upon safeguarding pupils and promoting their welfare and well-being and developing their exemplary behaviour in School and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellence in practice.
4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively - in particular, its functions to set School strategy and hold the Headteacher to account for pupil, staff and financial performance.
5. Exercise strategic and curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievement and the School's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and to hold each other to account for their decision making.

The Self-improving School System:

S/he will:

1. Ensure our School is outward-facing and works with other schools and organisations - in a climate of mutual challenge - to champion best inclusive practice in behaviour and secure achievements for all pupils.
2. Develop effective relationships with professionals and colleagues in other community services to improve academic and social outcomes for all pupils.



3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high-quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond the School - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Strengthening Community:

S/he will:

1. Build a school culture and curriculum which takes account of the richness and diversity of the School's communities.
2. Create and promote positive strategies for celebrating diversity and challenging prejudice in all its forms.
3. Ensure that the systems are in place to positively manage behaviour throughout the School and tackle any instances of bullying in the real or virtual world.
4. Ensure that learning experiences for pupils are linked into, and integrated with, the wider community.
5. Ensure a range of community-based learning experiences.
6. Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
7. Create and maintain effective partnerships with parents and carers, actively encouraging their participation in school life and their children's education.
8. Seek opportunities to welcome parents and carers, community figures, businesses or other organisations into the School to enhance and enrich the School and its value to the wider community.
9. Contribute to the development of the education system and, in particular, inclusive practice and the LA's behaviour support strategy by sharing effective practice, working in partnership with other schools and promoting innovative initiatives.

Securing Accountability:

S/he will:

1. Ensure that the School meets all statutory requirements.



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2. Ensure a safe learning environment, which sets the safety of pupils and the whole-school community at the heart of its working practices, ensuring that child protection and safeguarding practices are prioritised and fully embedded.
3. Ensure that parents, carers and pupils are well informed about all aspects of the School and about attainment, progress and targets for further improvement.
4. Ensure that individual and group accountability are clearly defined, shared and owned so that everyone understands their role, impact and responsibilities within the organisation.
5. Ensure that every child is known, cared for and supported so that they can succeed.

Special Conditions of Service

- The Rehabilitation of Offenders Act, 1974 (Exceptions) Order 1976 requires applicants for employment who will have access to young children and young people to disclose all their previous convictions, bind over orders and caution.
- Because this post allows substantial access to children, candidates are required to comply with the departmental procedures in relation to police and health checks which have been instituted pursuant to DHSS Circular LAS (86) 10.
- Your appointment to a position with Southwark Council, is subject to the receipt of satisfactory Enhanced Disclosure and Barring Service disclosure and other vetting checks as detailed in 'Keeping Children safe in Education' (DfE September 2016) .

Person Specification:

The Headteacher of Beormund School will need the specific skills, knowledge, attributes, experience, training and qualifications to carry out the main functions of the role, as set out in the Job Description.

In particular, the Headteacher will demonstrate the following:

Qualifications and Experience

Selection criteria	Essential or Desirable
Qualified Teacher Status	Essential
Successfully completed or part-way through NPQH	Desirable
Successful recent experience as a Headteacher, Deputy or Assistant Headteacher or senior school manager	Essential
Experience of at least two of the key stages in the primary range or EYFS	Desirable
Evidence of inspirational and collaborative leadership, strategic planning, effective school improvement and target setting	Essential
Experience of coaching, guiding and mentoring individuals and teams	Essential
Experience of the school self-evaluation and performance management processes and their impact on raising standards	Essential
Evidence of working with parents / carers and the community	Essential
Experience of working effectively with a Governing Body and enabling Governors to fulfil their roles and meet their responsibilities	Essential
Experience of working in collaboration with other schools, fellow professionals and external organisations to improve academic and social outcomes for all children	Essential

Qualities and Skills

Selection Criteria	Essential or Desirable
High expectations and passionate about teaching and learning with an ambition for excellence	Essential
Excellent analytical, problem solving, negotiating and decision-making skills	Essential
Excellent communication skills - written, verbal and interpersonal skills	Essential
To be approachable and visible, demonstrating optimistic personal behaviour, positive relationships and attitudes towards children, staff, parents/carers, Governors and members of the local community	Essential
Communicate clearly the School's vision and drive the strategic leadership, empowering all pupils and staff to excel	Essential
Ability to distribute leadership, showing trust in staff and teams and enable them to take on responsibility and hold each other to account for their decision making	Essential
Maintain an ethos within which staff are motivated and supported to develop their own skills and subject knowledge through continuous professional development	Essential
Ability to ensure that parents and pupils are well-informed about the curriculum, attainment and progress and about the contribution they make to achieving the School's targets for improvement	Essential
Excellent organisational skills	Essential
Ability to demonstrate strong financial management skills, using the School budget effectively to the benefit of the children	Desirable
Be committed to safeguarding and promoting the welfare and well-being of children and the development of their self-esteem	Essential
Practice equal opportunities in all aspects of the role	Essential

Demonstrate a commitment to the inclusion of all pupils	Essential
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Knowledge and Understanding

Selection Criteria	Essential or Desirable
An up-to-date understanding of national policy, curriculum developments and the statutory and legal framework within which a school operates, including the Common Inspection Framework	Essential
Knowledge of effective assessment for learning practices and an understanding of the impact of excellent questioning and immediate feedback on the progress of learners	Essential
A sound understanding of how children learn, how teachers can best teach and how to raise standards through careful monitoring and target setting	Essential
Ability to understand, value and make positive use of the rich social and cultural diversity within the School and the surrounding community	Essential
Knowledge of the management of children's behaviour and attitudes to learning and the ability to put this into practice	Essential
Up to date knowledge of SEND and inclusion provision, with particular reference to children with social, emotional, behavioural and mental health needs	Essential
Knowledge of child protection and safeguarding systems	Essential
Demonstrate an understanding and commitment to developing effective partnerships with pupils and the wider community	Essential

Personal Qualities

Selection Criteria	Essential or Desirable
Good judgement; ability to assess and balance risks and opportunities	Essential
Emotionally resilient; able to remain calm in difficult situations and to be flexible and manage change	Essential



Ability to perform effectively under pressure	Essential
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