

Information pack for  
applicants to the post of  
Headteacher at Tiverton  
School



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## **1. Letter from the Chair of Governors – Mrs Jane Bicknell**

Dear Applicant,

Our headteacher is the face of Tiverton School displaying warmth, care and empathy to all who work or visit but change is on the horizon. From January 2018 we will have a new purpose built school, co-located with Whitley Abbey Primary School, together with expanding pupil numbers, offering new dimensions to the specialisms we can currently offer.... but even more challenging is that we need a new headteacher to take us into the future. So thank you for your interest in taking on this role at what is an exciting, but challenging time, for our community.

Tiverton School has an excellent reputation among the health professionals and Local Authority, with whom we work closely. Our current headteacher has taken an active role in working collaboratively with the partnership of special schools in Coventry, in particular through the Special School Network. Our last Ofsted inspection in 2012 rated the school as good but work in the intervening time has been focused on raising standards. Outside agencies together with the school's statistical information support the view that we offer our children an outstanding education.

In common with other schools, the governing body has looked at alternative structures to protect our school's future. At the present time we have concluded that partnership with the Local Authority is our preferred option however we are committed to exploring opportunities to work collaboratively with mainstream and special school neighbours, together with the local community, in ways which will benefit our school.

Tiverton School operates an "open door" policy which recognises that our children and families are at the heart of everything we do. Individualised learning programmes tailored to each child's needs, together with the exploration of new initiatives to enhance learning opportunities underpin their progress and achievements. As governors we actively support this approach with personal involvement in Achievement for All, Artsmark, green initiatives with the School Council to support Eco schools and the promotion of the outdoor curriculum.

We hope you are the exceptional person that will lead our children, staff and governors into the future, passionate about developing the educational opportunities for all our children while supporting and motivating a skilled, loyal, committed and caring staff.

I am sure you have looked at our website but to get a better picture of us we would like to invite you to visit our old, but much loved building in Coundon to meet our exceptional children and staff. We appreciate that you might wish to also see the new building beyond the plans and photographs on the website and can arrange this with the developers. Please contact Lyn McGrath, our Finance and Administration manager on 02476 594954 or email [admin@tiverton.coventry.sch.uk](mailto:admin@tiverton.coventry.sch.uk)

If you are excited by this opportunity to take our school into the future I look forward to reading your application.

Yours sincerely  
Jane Bicknell

## **2. Tiverton School Vision**

- We believe that we should foster links with the wider community in order to enhance awareness, understanding and positive attitudes.
- We believe that Tiverton School promotes lifelong learning for all within the school community in an atmosphere of support, security and respect
- We believe that everyone has a right to feel safe, valued and confident in a learning environment which promotes health and well-being
- We believe that all children are entitled to a dynamic curriculum which provides excitement, relevance and stimulation for learning
- We believe that our pupils are entitled to a safe, ordered and attractive learning environment both inside and out which facilitates security, challenge and high expectation
- We believe that a valued multi-disciplinary team working collaboratively and in a spirit of mutual respect will enable the best outcomes for the pupils we serve
- We believe that we should foster links with the wider community in order to enhance awareness, understanding and positive attitudes.

These seven value statements are supported by detailed aims and are instrumental in driving school improvement in our school. Further details are available in the school prospectus on the school's website.

### 3. About Tiverton School

Coventry local authority is in the process of reorganising its special school provision. A second primary special school is in the process of being built to replace the existing Tiverton School. This is due to open in January 2018 on a different site on the other side of the city, co-located with a mainstream primary school and near a secondary academy; the new school will eventually provide for 88 pupils (60 in January 2018), hence more than doubling the size of the school. This will also extend the range for which the school provides - until summer 2015 the school provided for pupils with severe learning difficulties, from which point the new intake at nursery/reception covered a broader range of special need. From January 2018, there will be an additional 18 pupils (i.e. 2 classes), all of whom are currently in mainstream schools. This will change quite significantly the school's profile of need. All stakeholders from Tiverton have been included in the planning process for the new school, working in close partnership with Coventry City Council, IDP architects and Farrans contractors. A school based working party has been meeting regularly to ensure the most appropriate resources and fittings are provided to promote excellent levels of learning, enjoyment and achievement for all.

<b>Pupils on role</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>
Data from summer 2017 census	42	29 (69%)	13 (31%)
<b>Looked after children</b>	0		
<b>Children with a child protection plan</b>	0		
<b>Children with a CAF</b>	8 (19%)		
<b>Children receiving intensive support from Family Liaison Manager</b>	25 (60%)		
<b>Children with a Child in Need plan</b>	4 (10%)		
<b>Pupils with Profound and Multiple Learning Difficulties (PMLD)</b>	7 (17%)		
<b>Pupils with an Autistic Spectrum Condition</b>	24 (57%)		
<b>First language</b>	<b>Number of languages spoken</b>	<b>English</b>	<b>Urdu and Punjabi</b>
	14	22 (52%)	9 (21%)
<b>Ethnic origin (Spring 17 census)</b>	<b>Asian</b>	<b>White British</b>	<b>Other white background</b>
	17 (40%)	13 (31%)	2 (5%)
<b>Free school meals</b>	15 (36%)		
<b>Average attendance 2016-17</b>	87.9% (10.9% authorised absence, 1.1% unauthorised absence)		
<b>Number of persistent absentees (i.e. &lt;90%)</b>	13		

- All pupils have an Education, Health and Care Plan (EHCP) apart from 7 pupils who are currently undergoing transfer from statement of special educational need to EHCP
- The school serves pupils who live mainly in one half of the city of Coventry, though some pupils travel from further afield within the city
- The governing body is highly committed and active within the school, taking part in at least termly monitoring visits and regular meetings in school and beyond; the governing body discharges its duties highly effectively
- Following monitoring of provision for pupils with PMLD a restructure of class groups was undertaken so that pupils with PMLD work together each morning to improve their access to a relevant, broad, balanced and stimulating curriculum
- Monitoring of this provision has been very positive to the extent that this provision continues to be in place.
- The effectiveness of care, guidance and support and partnerships with parents are a strength of the school
- We have made a significant investment in ICT to aid its effective use in supporting teaching and learning, including a flexible, interactive learning environment with eye gaze software and a “magic carpet”.
- Charity funding has been secured to provide a soft play environment in the current school, which will transfer to the new school
- We have achieved healthy school status, the green flag for eco schools and Woodland Trust Platinum award. The work of pupils and staff at the after school gardening club, alongside teaching and learning during the school day, has contributed to these achievements.
- The school has achieved Achievement for All Quality Mark (July 2017)
- We are working towards the achievement of the artsmark quality standard in 2017/18 having taken part in a very successful city wide creative arts project during 2016/17 with Arts Ambassadors Network and a partnered commission with Arts Connect
- The school has been awarded the commitment level of the Wellbeing Charter and is working towards the achievement level.
- Tiverton has Makaton Friendly status and employs a regional Makaton tutor in a senior support staff role.
- The school achieved an “excellent” rating in its health and safety audit (Sept 17)
- The school is working closely with the LA and other key stakeholders to plan for the future of Tiverton School in its new building, due to open in January 2018
- Tiverton is part of a LA network of Special schools which offers mutual support and is moving from sharing good practice to good practice development
- There is a clearly articulated vision for the school which drives forward school improvement at all levels
- There is a strategic annual plan for a cycle of monitoring and reporting on a range of aspects of the school’s provision by a range of stakeholders (Senior Leadership Team, Governors, TLR post holders, Subject leaders, Local Authority). There is evidence that monitoring of provision at all levels impacts upon future practice and raises standards.
- There is a rigorous programme of self-evaluation and School Improvement Planning to include pupils, parents, staff, governors, SLT and the local authority and putting pupils at the heart of new initiatives and developments
- Progress has been demonstrated within the School’s self-evaluation (SSE) and future required developments are included in the School Improvement Plan.

- Budget planning is driven by the School Improvement Plan to reflect the school's priority areas for development.
- The citizenship Ofsted inspection (July 2011) was graded "good"
- The Ofsted inspection (September 2012) was graded "good"
- The School Improvement Advisor and an external advisor have confirmed the school's own judgements: "The emerging judgment is that this school is likely to be judged as outstanding at the next inspection."

#### **4. What other people say about Tiverton school**

Achievement for all Quality Mark assessor (July 2017) stated:

"I was impressed by the thorough preparation and management of the AFA programme and the time given by staff, governors and parents, all of whom will have made important contributions to your shared enterprise.

I was particularly impressed by the leadership of the AFA programme and the way you were all able to articulate both in your school and beyond your vision for the future.

The children I saw are a credit to you, happy and engaged in their personalized learning journey, surrounded by a staff team that inspire them to achieve. It was evident that children are at the heart of all that you do. I particularly enjoyed listening to the 'leavers assembly' practice and the beautiful music and enthusiastic singing .....with smiling faces testament to that!

The way you carefully address individual barriers to learning is outstanding and reflects the highly complex needs of the children, thus ensuring that all achievement is recognized and celebrated.

The staff team are well supported by an excellent programme of induction, training and effective performance management, with impressive results, both in terms of teaching quality and performance.

A total communication approach is used to great effect and supported by a staff member being released daily to assist the embedding of this approach at small group and individual level.

Structured conversations are embedded within your annual review process and have been extended to the EHC planning. Working with children, families and the wider team ensures concise targets have been written for the EHCPs and there is 'a challenge, rigour and a holistic approach to children's learning'. I love your example of a year 5 child who has worked so hard on his mobility and 'message delivering' in school over the year ...and his resounding success at home and school in taking unaided steps in PE and delivering messages with his 'Go talk 9' with 9 symbols of his preferred people; enabling him to be more focused and enthusiastic in all aspects of his learning.

Parents positive comments endorse this 'we feel as a family very welcome and comfortable at Tiverton. We also feel we could always approach staff..... If we had any ideas we can always contact the school and they would listen'.

'The staff are very trained and welcoming, have a good support to the children and give them assurance .... They are confident and loved, they are all happy'.

The continuing work you are doing in writing and devising your own assessment T levels (Tiverton levels) using the SOLAR assessment system is clearly bespoke and will be used to



great effect. Your hard work will be rewarded in providing a finally tuned assessment system for Tiverton moving forward into your new, larger school in September”.

The school’s improvement partner reported (May 2017)

1. The school has made good progress against its key actions.
2. Leaders are conscious that whilst they have needed to invest time in moving to new systems this has affected the level of data and self-evaluation of data that they are used to completing.
3. The curriculum structure offers a very appropriate and personalised approach to learning for pupils.
4. New statements of assessment are almost complete and some evidence is already being gathered against these statements to demonstrate progress.
5. Whilst the school may not have the evidence they would like to show progress leaders have been committed in ensuring the new systems are very bespoke and meet the needs of pupils.
6. EYFS continues to be outstanding and evidence is there to support this.

Responses to a parent questionnaire (January 2016) included:

- We are very happy with all the things that are provided for X
- You keep us updated about all the events going on in school and I like the sheet you send home on the school diaries for us.
- I feel very happy and confident in my child’s schooling. Staff are fantastic, very supportive of my child’s needs.
- I think teachers have a good connection with my child because since she started at Tiverton a lot has changed and she always looks forward to going to school, which shows me there is a wonderful connection and she loves it there. My child has never come home with a scratch that means a lot to me.
- Communication with parents
- When my son was diagnosed with type 1 diabetes last summer the school really stepped up to ensure they were properly trained to give him the additional care he needs
- I’ve never found anything wrong in whatever you have done so far. We are a happy family and lucky to have our child in Tiverton School. We think he is safe in your hands
- The staff are very trained and welcoming, give good support to the children and give them assurance. Hence the children feel confident and loved, they are all happy. Tiverton School is a family and we feel privileged for our kids to be there, there is no better place.
- Staff listen to parents’ concerns and do their very best to resolve issues.
- Children are very well taken care of and enjoy the very organised activities and performances that school puts hard work into every term.

- You ensure pupils are happy and enjoy learning

Comments taken from the staff questionnaire (January 2016) include:

- All the staff have the best interests of the children at heart. We are “a family” and share experiences to support each other. We always celebrate our pupils’ achievements.
- Staff are friendly and supportive - always happy to help each other. Families are involved as much as possible in their child’s education.
- There is always someone to help in various situations; the staff treat both adults and children with respect and dignity; there is good communication
- I like the environment at Tiverton. Staff are friendly and supportive and the children are central to everything that goes on in the school
- Tiverton is a very warm and welcoming school. I feel I am part of a big family working here!
- Absolutely love working at Tiverton - such an amazing school! All staff who treat our children with such respect and dignity and respect each other. The children really are at the heart of our school.

## 5. School self-evaluation summary

Tiverton School Self Evaluation Summary (SSES) September 2017		
Progress in previous inspection key issues (Sept 2012)	Previous key issue	
	1. Raise the proportion of outstanding teaching by ensuring that pupils understand their own learning targets, know how well they have done in lessons and what they need to do to improve. 2. Sharpen the drive to raise achievement by making greater use of guidance about the progress of pupils nationally to set increasingly challenging targets and to evaluate pupils' progress	Good.  Good
Effectiveness of leadership and management	Good with elements of outstanding	
	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• There is a clearly articulated vision for the school which drives forward school improvement at all levels</li> <li>• Rigorous monitoring and reporting at all levels (SLT, governors, subject leaders) informs self-evaluation, School Improvement Planning and future practice</li> <li>• A proactive governing body discharges its duties highly effectively</li> <li>• An exciting, dynamic thematic curriculum is established</li> <li>• The spiritual, moral, social and cultural development of pupils is good</li> <li>• Relevant, high quality CPD programmes for all stakeholders</li> <li>• The school's work with families and other agencies is outstanding</li> <li>• Robust safeguarding arrangements are embedded in practice</li> <li>• The school website reflects the school's values and achievements and is a good source of information for a range of stakeholders</li> <li>• SCR in place and effective induction of staff/students/volunteers/governors</li> </ul> <p><b>Areas for development</b></p> <ul style="list-style-type: none"> <li>• To work in partnership with Whitley Abbey Primary School to develop a campus vision Membership of the special school network to impact positively on standards</li> <li>• To ensure that planning for the new school build encapsulates the school's vision and facilitates the contribution of all stakeholders</li> <li>• Membership of the special school network to impact positively on standards</li> <li>• To extend the existing induction programme for governors to include a peer support system.</li> <li>• To develop good succession planning processes for staffing and governors</li> </ul>	

Quality of teaching, learning and assessment	<p>Good with elements of outstanding</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Thematic curriculum implemented in Jan 2012 with a clear focus on learning</li> <li>• Subject leaders ensure curriculum coverage and progression across school and inform appropriate selection of future curriculum themes</li> <li>• At least good teaching, much outstanding, across the school</li> <li>• Collaborative team work with teachers, support staff, wider MDT and parents impacts positively on teaching</li> <li>• Clear focus on differentiated learning objectives facilitates highly targeted teaching and assessment</li> <li>• A wide range of detailed, targeted assessment evidence is available</li> <li>• All work is underpinned by the British Values</li> </ul> <p><b>Areas for development</b></p> <ul style="list-style-type: none"> <li>• To ensure that assessments using SOLAR reflect pupil learning in the areas that are most appropriate to each individual pupil</li> <li>• To ensure that EHCP outcomes are reflected within the curriculum learning matrix (CLM) and there is plentiful evidence of progress and achievement in SOLAR</li> <li>• To ensure that assessments of pupils' communication skills are reflected in the learning opportunities and resources available to them</li> </ul>
Personal development, behaviour and welfare	<p>Outstanding</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Positive and supportive partnerships with families</li> <li>• Positive impact on pupils of team work with other agencies</li> <li>• Pupil voice (schools council and eco schools council) is strong</li> <li>• Strong policies and procedures in place to promote pupils safety</li> <li>• Outcome of 2 health and safety audits by LA (2012 +2014) excellent</li> <li>• Pupil behaviour is very good and well-managed</li> <li>• Meticulous pupil records and passports impact on pupil experiences</li> </ul>

Outcomes for children and learners	<p data-bbox="355 197 432 230">Good</p> <p data-bbox="355 241 488 275"><b>Strengths</b></p> <ul data-bbox="379 282 1481 790" style="list-style-type: none"> <li>• Outcomes 2016/17 are generally as expected and above when considered at individual levels, however the development and implementation of new assessment over the year makes meaningful group data analysis difficult</li> <li>• Meticulous tracking and termly monitoring of pupil progress by senior leadership team and subject leaders</li> <li>• Analysis of progress using B squared and Caspa in previous years indicated that progress was at least good and sometimes outstanding</li> <li>• Challenging, realistic targets set for pupils that reflect their EHCP outcomes- there is a clear implementation process and 91% developing or embedded at annual review (2016/17)</li> <li>• Collaboration with multi-disciplinary team in setting IEP targets</li> <li>• Lesson observations over the last 2 years show aspects of learning which are 39% outstanding, 60% good and 1% requires improvement</li> </ul> <p data-bbox="355 797 667 831"><b>Areas for development</b></p> <ul data-bbox="379 837 1493 1415" style="list-style-type: none"> <li>• Target setting will reflect high expectation for pupils which is individualised and reflects a holistic approach to learning</li> <li>• The headteacher and deputy headteacher will continue a highly detailed monitoring programme of a range of evidence for pupils across school whose assessment data suggests they are underachieving</li> <li>• The deputy headteacher will continue to meet with the staff teams for all those pupils who appear to have made less than expected progress to explore whether those children are genuinely underachieving or whether this is a result of the transition between assessment systems in 2016/17.</li> <li>• Curriculum leaders will carry out termly monitoring and detailed scrutiny of PARRC (planning, assessment, recording, reporting and celebrating) for 5 selected children across the school. Outcomes of monitoring will be shared with all teaching staff termly.</li> <li>• Governors will be informed of the monitoring processes and any resulting implications for action.</li> </ul>
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Early Years	<p data-bbox="355 277 520 309">Outstanding</p> <p data-bbox="355 322 488 353"><b>Strengths</b></p> <ul data-bbox="379 365 1490 757" style="list-style-type: none"> <li data-bbox="379 365 1394 432">• Children’s progress is tracked using assessments against the developmental journal</li> <li data-bbox="379 443 1445 510">• An exciting, dynamic curriculum facilitates an individualised approach to reflect interests, talents and local/ national events</li> <li data-bbox="379 521 1406 553">• An excellent induction is in place to facilitate a smooth transition into school</li> <li data-bbox="379 564 1442 631">• 100% of parents (Oct 14, 15 and 16) were happy with their induction and move into school</li> <li data-bbox="379 642 1490 710">• A multi-disciplinary team approach enables individualised learning objectives to be planned to promote learning for all pupils</li> <li data-bbox="379 721 1385 752">• Parents are actively included in planning for their child and in assessments</li> </ul> <p data-bbox="355 763 667 795"><b>Areas for development</b></p> <ul data-bbox="379 806 1474 1064" style="list-style-type: none"> <li data-bbox="379 806 1385 873">• To begin to use (September 2017) the assessment statements in SOLAR for assessment of children in Early Years, working within an EYFS curriculum</li> <li data-bbox="379 884 1474 952">• To moderate judgements of pupil progress with other providers within the LA and beyond</li> <li data-bbox="379 963 1378 1064">• To promote the further involvement of parents and other professionals in contributing to pupil assessments and learning stories</li> </ul>
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## **6. School Improvement Priorities**

- Following an agreed set of values and vision for the school, a School Improvement Plan (SIP) is produced each year, running from April to March, in order to inform budget planning.
- The SIP drives planning for use of the school budget, pupil premium and PE funding.
- Key priorities have been identified each year and detailed actions, success criteria, support, monitoring and training arrangements included. Progress of the plan is considered at every senior leadership team meeting and reported to full governors termly.
- A programme of rigorous monitoring in relation to the school improvement plan has been agreed, resulting in successful implementation of the plan. Monitoring takes place at all levels including governors, subject leaders, schools council and the senior leadership team.

Priorities for School Improvement for April 2017- March 2018 are as follows:

1. To embed the effective and efficient use of SOLAR throughout school for assessment and target setting purposes which reflect high expectations for all pupils.
2. To ensure a smooth and effective transition for pupils and all other stakeholders to a new school building in January 2018
3. To ensure trained and effective staff are in post to accommodate increased pupil numbers in January 2018
4. To attract additional funding with which to equip the new school with high quality resources which will provide the best opportunities for all pupils
5. To enhance total communication opportunities throughout the school day and beyond for all pupils following accurate assessments using the communication matrix

## **7. Plans for the new school building**

Tiverton School is being rebuilt on the site of the former Alice Stevens School on a campus with Whitley Abbey Primary School and is due to open in January 2018. We are delighted to be working in partnership with Whitley Abbey Primary School for some excellent and exciting shared opportunities for our school communities.

All children and staff have now visited the new school and are very excited - the most frequent response is "I can't believe how big it is!" The opportunities provided will be most welcomed by the Tiverton community, not only in having a beautifully designed new building, but also in the additional facilities of a library, pool, creative arts space, sensory room, sensory integration room, cookery room and lots of additional flexible spaces. There will be eleven classrooms distributed across four age-group zones. Each zone will have its own tactile trail, a key colour to support children's understanding of where they are in the building and key resources will reflect that colour e.g. chairs, storage, feature walls. An outdoor learning space will be provided for each classroom with shared outdoor spaces for learning outside the classroom. We are seeking additional charity funding to provide further resources, including a planned solardome, outdoor discovery and play spaces.

We are working closely with Coventry City Council, IDP Architects and Farrans contractors to plan a school which will offer the very best opportunities to the Tiverton pupils, families and staff.





## 8. Job Description

<b>Job title:</b>	Headteacher
<b>Pay range:</b>	Leadership L11– L24
<b>Responsible to:</b>	The Governing Board
<b>Key internal contacts</b>	School Governors Teachers based at Tiverton School Support Staff based at Tiverton School The wider Tiverton team including admin and premises staff
<b>Key external contacts</b>	Parents and families Officers and advisers within the Local Authority Partners in health and social care The staff and community of Whitley Abbey Primary School and other partner schools

### **Core Purpose**

The core purpose of the Headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all aspects of the school's work.

### **Qualities and Knowledge**

- Hold and articulate clear values and moral purpose, focused on providing a high quality education for pupils with SEND at Tiverton School.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- 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.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to achieve.

### **Pupils and Staff**

- Demand ambitious standards for all pupils, overcoming disadvantage and promoting inclusion, instilling a strong sense of accountability in staff for the impact of their work.
- Secure excellent teaching through cohesive class teams that provide rich curriculum opportunities and pupils' well-being.
- Establish a culture of 'open classrooms' as a basis for sharing best practice, demonstrating a proactive approach to meeting the changing educational and care needs of pupils.
- Create an ethos within which all staff are motivated and supported to develop their own

skills and subject knowledge, and to support each other by sharing good practice.

- Identify emerging talents, coaching aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

### **Systems and Processes**

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their appropriate behaviour in school and in the wider community, in the context of their SEND.
- Maintain rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively.
- Exercise strategic, financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

### **The Self-Improving School**

- Work with other schools and organisations - in a climate of mutual challenge - to pursue best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals and colleagues in other services to improve outcomes for all pupils.
- Apply the findings of well evidenced research to achieve excellence and improve the school.
- Improve the quality of staff expertise through high quality training and sustained professional development.
- Model innovative approaches to school improvement, leadership and governance.
- Inspire and influence others to promote the importance and value of educational care at Tiverton School.

The Headteacher's professional duties must be carried out in accordance with and subject to:

- The provisions of all applicable legislation and any orders and regulations having effect under the applicable legislation, and in particular the Education Act 1996.
- The instrument of government of Tiverton School
- Any rules, regulations or policies made either by the governing board on matters for which it is responsible.
- The terms of their appointment.

The post holder must comply with Coventry City Council's health and safety policy and in particular is required: -

- To visibly support the directorate health and safety arrangements, work with TU and employee health and safety representatives and ensure that all employees are aware of and accountable for their specific health and safety responsibilities and duties
- To ensure health and safety policies, procedures, action plan and risk management programme is implemented as an integral part of business and operation planning and service delivery
- To support accident and incident investigations, review reports and statistics, utilise information on trends and hot spots
- To undertake monitoring and ensure the provision of adequate resources to achieve compliance

The post holder must comply with the Interagency procedures of the Safeguarding Boards and Coventry City Council's policies for safeguarding children and Safeguarding adults and in particular are required:-

- To visibly support the Multi-Agency arrangements for safeguarding children and vulnerable adults and ensure that all employees are aware of and accountable for their specific safeguarding responsibilities and duties
- To ensure policies and procedures for safeguarding children and vulnerable adults are implemented as an integral part of business and operation planning and service delivery
- To undertake monitoring and ensure the provision of adequate resources to achieve compliance

This Job Description and Person Specification form part of the contract of employment of the person appointed to this post. It reflects the current position and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions as they relate to Head teachers

The exact focus of the role will be decided at school level and will take into account the needs of the pupils, the school and the development needs of members of staff

The job description will be reviewed annually through the performance appraisal process

Tiverton School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff at Tiverton School are expected to demonstrate a commitment to the school's vision "Passionate about celebrating learning, enjoyment and achievement for all".

This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and all subsequent amendments (England and Wales). For this position, you are not entitled to withhold information about police cautions, bind-overs, or any criminal convictions that would otherwise have been considered "spent" under the Act.

## **Person Specification**

<b>Qualifications and training</b>
<ul style="list-style-type: none"> <li>• Degree or equivalent</li> <li>• Qualified Teacher Status</li> <li>• Evidence of continuing professional development applicable to the position, eg NPQH</li> </ul>
<b>Experience</b>
<ul style="list-style-type: none"> <li>• Recent and relevant experience as an effective Headteacher, Deputy Headteacher or Assistant Headteacher,</li> <li>• Ideally experience of teaching pupils with a range of SEND</li> <li>• Multi-disciplinary working with a child-centred focus, particularly with partners in health and social care</li> <li>• Analysing, interpreting and reporting attainment and progress data to a variety of audiences. Appreciative of successful systems such as SOLAR</li> <li>• Working effectively in a team with the ability to balance leading a team and being a member</li> <li>• Utilising self-evaluation systems to identify priorities for improvement</li> <li>• Experience of delivering training and helping to coordinate the professional development of others</li> <li>• Producing clear and concise reports</li> <li>• Leading, managing and bringing about change</li> <li>• Establishing local network links to enhance provision, particularly with Whitley Abbey Primary School, Coventry special schools and other partners</li> <li>• Working effectively with governors, parents and the local community</li> <li>• Leading and managing under pressure.</li> </ul>
<b>Knowledge</b>
<ul style="list-style-type: none"> <li>• Current curriculum developments and assessment systems applicable to students with SEND</li> <li>• An understanding of recruitment and retention procedures, especially as Tiverton will be a 'growing' school</li> <li>• Strategies to promote succession planning and effective induction of new staff</li> <li>• A cycle of effective self-evaluation and school improvement planning</li> <li>• Knowledge of the primary curriculum, in particular a rich, diverse and dynamic curriculum that inspires learners</li> <li>• Safeguarding and Child Protection procedures.</li> <li>• Equality legislation</li> <li>• Knowledge of the role of the Governing Board in school leadership and management</li> <li>• Special Educational Needs and Disability Code of Practice and its implications for pupils, parents and families</li> <li>• ICT skills relevant to leadership and sound knowledge of the role of ICT in teaching and</li> </ul>

<p>learning across the curriculum</p> <ul style="list-style-type: none"> <li>• Knowledge of funding opportunities</li> </ul>
<p><b>Skills and Abilities</b></p>
<ul style="list-style-type: none"> <li>• Promote a positive school and community ethos, maintaining staff morale and addressing welfare issues with sensitivity</li> <li>• Ability to sustain the positive relationship between governors, staff and parents</li> <li>• Lead by example and provide a clear strategic vision and direction in collaboration with the school community</li> <li>• Ability to lead whole school improvement issues</li> <li>• Ability to implement successfully a range of learning and teaching strategies for raising achievement in pupils with learning difficulties</li> <li>• Sound financial and resource management. An understanding of working under budgetary constraints, including staffing structure</li> <li>• Ability to manage and organise work effectively. This will include being able to prioritise and manage time, work calmly under pressure and meet deadlines.</li> <li>• Excellent interpersonal skills including the ability to work collaboratively</li> <li>• Communicate effectively orally and in writing to a range of audiences, including parents, staff , governors and professionals</li> </ul>
<p><b>Personal Qualities</b></p>
<ul style="list-style-type: none"> <li>• Passionate about teaching and learning</li> <li>• Drive to develop the expertise and abilities of others</li> <li>• Reflective and adaptable to changing circumstances and new ideas</li> <li>• Approachable and empathetic to all stakeholders</li> <li>• Maintain a willingness to learn and the persistence to strive for outstanding achievement</li> </ul>

## **9. Application, interview and appointment process**

We hope that, after reading through the information provided, you are motivated to apply for the position to become our new Headteacher.

The commencement date of the appointment is Autumn Term 2018

We would encourage you to make an informal visit to the school. If you would like to visit please contact Lyn McGrath, Finance and Administration Manager on 02476 594954 who will be happy to arrange this for you.

Governors have identified the following 2 supplementary questions to be addressed as part of the online application form.

**Question responses to be no more than 1 side of A4.**

**Question 1: Provide examples of how you have demonstrated highly effective use of different leadership styles in your recent practice.**

**Question 2: What are the challenges faced by a school increasing in size from 42 pupils to 88? How would you ensure an effective expansion plan whilst also ensuring positive impact of the school's co-location with a primary mainstream school?**

You are required to identify 2 referees. References will be sought for all shortlisted candidates prior to the interview. Please ensure you inform your referees they may be approached for a reference.

Candidates called for interview are requested to contact the school if they wish to clarify travel and accommodation expenses.

### **Interview arrangements:**

Interviews are scheduled for Monday 27<sup>th</sup> and Tuesday 28<sup>th</sup> November 2017 and will be held at Tiverton School and Whitley Abbey Primary School respectively.

Monday 27<sup>th</sup> November will comprise a range of school based activities at Tiverton School and Tuesday 28<sup>th</sup> November will involve formal interview and presentation at Whitley Abbey Primary School to members of the Tiverton Governing Board.

Applicants invited for interview should ensure they are available to attend both days. Governors will consider outcome of school based activities on Monday 27<sup>th</sup> November before confirming attendance required for Tuesday 28<sup>th</sup> November.

A Full Governing Board meeting is scheduled for Wednesday 29<sup>th</sup> November where the appointment of the successful candidate will be ratified.

***The successful candidate will be required to:***

- Provide overwhelming positive, unequivocal references.
- Complete a successful enhanced DBS clearance.
- Successfully complete pre-employment checks.
- Provide original documentation to verify qualifications referred to in their application.

***Appointment timeline:***

Advert open	Monday 9 <sup>th</sup> October 2017
Application closing date	Monday 30 <sup>th</sup> October at 12.00 midnight
School visits	9 <sup>th</sup> – 20 <sup>th</sup> October 2017
Shortlisting panel	Monday 6 <sup>th</sup> November 2017
Candidates invited to interview	By Friday 10 <sup>th</sup> November
Interview Day 1	Monday 27 <sup>th</sup> November
Interview Day 2	Tuesday 28 <sup>th</sup> November
Appointment ratified by Governing Board	Wednesday 29 <sup>th</sup> November