

WELCOME TO Castle School, Cambridge



Headteacher Recruitment Pack

Closing Date: Monday 8th January 2018

Interviews: Mon. 29th and Tues. 30th January 2018

Start: 1st September 2018 (Autumn term)



Castle School, Cambridge

‘Working together to make a difference’

| Contents | Page |
|------------------------------------|-------------|
| Letter from the Chair of Governors | 2 |
| Selection Process | 3 |
| Our School | 4 |
| Location | 6 |
| Safeguarding and Child Protection | 7 |
| Who are we looking for? | 8 |
| Job Description | 9 |
| Person Specification | 10 |
| Support for New Headteachers | 13 |
| Letter from the Headteacher | 14 |
| Advertisement | 15 |
| | 16 |





Tel No: 01223 442400
Email: head@castle.cambs.sch.uk
Website: www.castleschool.info
Address: Courtney Way
Cambridge CB4 2EE

Headteacher: Carol McCarthy

Dear Prospective Candidate

Thank you for your interest in the position of Headteacher at Castle School, Cambridge.

This vacancy stems from the planned retirement next summer of our current Headteacher, Carol McCarthy, who has been in post since before the school opened in September 2006.

All of us connected to Castle School are very proud of the way it has developed over the last 11 years into the very special place it is today. A school where everyone is valued and respected, encouraged to reach their full potential and where all achievements however small are celebrated.

We are looking to appoint a far-sighted, energetic and strong leader to continue and build on our achievements so far. You will need to combine a detailed knowledge of special education with an ability to inspire and work with our creative and innovative staff and the wider school community.

I hope you will find the contents of this application pack informative, but please do check out our school website to learn more about Castle School - our pupils, who we are and how we work.

Visits to school are strongly encouraged: please email head@castle.cambs.sch.uk to make an appointment to look round and meet some of the team and pupils.

We look forward to meeting you, should you decide to apply and are successful in securing an interview.

Kind Regards

Mary Langran
Chair of Governors





The Selection Process

- The vacancy is for a Headteacher to start from September 2018.
- As a Group 6 Special School the salary will be within the Leadership Range L24 – L30.
- Your application form should be completed with reference to the Job Description and Person Specification and we ask that you limit any further information to no more than two A4 pages. No CVs please.
- The selection panel will take into account the qualifications and skills of each applicant as well as relevant experience.

Key Dates

- **Visits to the school:** We encourage you to visit our school.
- To arrange a visit please contact: Head@castle.cambs.sch.uk
- **Closing date for applications:** 9am on Monday 8th January 2018. Any applications received after this time will not be accepted.
- **Interview and Selection:** Monday 29th and Tuesday 30th January 2018. Shortlisted candidates must be able to attend on both days. Further details of the interview process and arrangements will be provided to those shortlisted.

Applications

Please return your completed application form, marked for the attention of **Tracy Hartley** to our personnel advisers:

Education Personnel Management Ltd

Spencer House, 8 Spitfire Close, Ermine Business Park, Huntingdon, Cambridgeshire,

PE29 6EP or by email to: headship@epm.co.uk

EPM can also be contacted on 01480 423434.

Safeguarding

Our school is committed to safeguarding and promoting the welfare of children and expects its staff to share this commitment. The post-holder must uphold this commitment at all times. This post is subject to an enhanced DBS check and satisfactory references.

Equal Opportunities

The Governing Body is committed to a proactive approach to equality, promoting an inclusive culture and valuing diversity. Selection decisions will be made on personal merit and an objective assessment against the job description and person specification. We value the strength that comes with difference and the positive contribution that diversity brings to our school and the wider community.





Our School – ‘we believe Castle School is a *very special place*’

Castle School is a local authority maintained area special school which opened in September 2006 following a reorganisation of special needs provision in Cambridgeshire, which saw the closure of four schools and the opening of two new schools in Cambridge and Linton.

Our purpose built school has many specialist facilities including a swimming pool, sensory provision, and interactive learning hub. The local multi-disciplinary team share our building which has been designed to cater for 165 pupils aged 3-19 years with a wide range of complex learning and physical needs. As an area special needs school, our pupils come from across the county and beyond.

We believe in fostering a strong sense of partnership with parents and families in which we work together to ensure that all our young people receive the highest standard of education and care.

All pupils and students at Castle School have an Education, Health and Care Plan and admission arrangements are managed by the local authority with whom we work in close partnership.

We are a forward thinking and vibrant community and we put the child at the centre of everything we do.





Location

Cambridge has been ranked by The Sunday Times as the fourth best place to live in the UK and is known worldwide for its architecture and its universities which are at the centre of a highly developed city-wide learning culture. Education and research, as well as start-up companies spun off from the universities, are key components of the local economy, particularly the range of technology innovations being developed in what is known as 'Silicon Fen'.

Our school is situated in a residential area to the north of Cambridge city centre. There are substantial playing fields adjacent to the school which we share with other neighbouring primary and secondary schools. There is a range of shops nearby, and we are within walking distance of the River Cam, Jesus Green, Midsummer Common and the centre of Cambridge.

Our pupils travel into school from all over Cambridge and the surrounding villages with a few pupils travelling into Cambridge from further afield.

Cambridge has excellent transport links via the A14/M11, the Cambridge Guided Busway which comes into central Cambridge from Huntingdon and St Ives, local bus services, and the mainline railway station with links to London, Stansted, Ely, King's Lynn and Peterborough enhanced via the recently opened Cambridge North station.





Safeguarding and Child Protection

Safeguarding and Child Protection are of paramount importance at Castle School, and are considered to be a shared responsibility for all members of our school community, permeating throughout every area of school life. It is recognised that pupils with special needs may be particularly vulnerable to abuse.

The four main elements of Safeguarding and Child Protection are:

Prevention

The protective ethos of Castle School helps to keep our pupils safe. As a school we focus on developing pupils with high self-esteem and positive friendships who feel safe, in both the real and virtual (online) worlds. Our curriculum enables us to equip pupils with the skills they need to stay safe and provides information on where to find help. In addition, pupils are taught to assess and manage risk and to take action if they see something that makes them feel unsafe.

Procedures

There are three Designated Safeguarding Officers with the Headteacher as Safeguarding Lead. At the beginning of each academic year, all staff receive updated child protection training, and are expected to read and adhere to the current key safeguarding documents. Further information and training and a clear induction process for new staff is provided. There are well-established systems for logging concerns, and the school is proactive in discussing such concerns with parents and carers (and outside agencies where appropriate).

Supporting vulnerable pupils

Our behaviour policy gives pupils clear boundaries and an understanding that whilst some behaviours are unacceptable, each individual is valued and supported in making the 'right choices'. If concerns are raised about pupils, we work closely with a wide range of specialist agencies to safeguard them. We actively promote a positive, safe and supportive environment.

Preventing unsuitable people working with pupils

We operate safer recruitment practices. As part of our induction procedure, all staff are made aware of creating and maintaining appropriate and professional boundaries (in person and online) in their relationships with pupils as advised in the local authority's Code of Conduct and Guidance for Safer Working Practice. They are also made aware of our robust 'whistleblowing' procedures.

Who are we looking for?



Our primary classes are named after wildlife

Castle Comments



Fair

Kind, funny,
understanding; a good
leader

Approachable

Knows how to get things
done



Energetic, enthusiastic;
wears nice clothes

Just



Our KS3 classes are named after castles

Supportive, proactive
and enthusiastic

A bit strict; nice,
and organised



Welcomes everyone to
school



Supportive

Dedicated

Friendly

Appreciative



Sees the BIG picture

Listens to Parents

Brings the community
together

Our KS4 and 6th form classes are named after Cambridge Colleges



Job Description – Headteacher, Castle School Cambridge

Purpose of the job

- The Headteacher of Castle School will ensure that the school's aims are implemented in accordance with the School Development Plan and other strategic plans and the policies of the Governing Body.
- The Headteacher will generate, monitor, evaluate and review the impact of school policies, priorities and objectives for improvement and take timely and effective action that results in sustained development.
- The Headteacher will provide leadership and management of the school and promote a culture for achieving the highest possible standards in all areas of the work of the school.
- The Headteacher will be committed to achieving the best opportunities and outcomes for all young people at Castle School.
- The Headteacher will carry out his/her professional duties in accordance with and subject to the National Conditions of Employment for Headteachers and relevant education and employment legislation.
- The Headteacher will be expected at all times to meet the Department for Education's National Standards of Excellence for Headteachers (2015).

Core responsibilities

The Headteacher will:

- Articulate a compelling strategic vision and ambition for the school.
- Deliver effective leadership and management of teaching and learning.
- Deliver effective leadership for child safeguarding and ensure effective systems are in place and children are kept safe.
- Motivate staff and pupils to achieve excellence.
- Accurately evaluate the school's performance and identify priorities for improvement.
- Deploy resources effectively to achieve the school's aims and deliver appropriate opportunities and successful outcomes for pupils.
- Ensure effective staff recruitment, training and development to support the school's continuing improvement.
- Secure the commitment and engagement of parents, carers and the school's wider community in supporting the school's culture, aims and development.
- Promote equality of opportunity, respect diversity and eliminate unlawful discrimination.
- Work effectively with the school's Governing Body.

Strategy and accountability

- To work with the governing body, staff, parents/carers and other stakeholders to develop a strategic view which takes into account its future needs and changing circumstances.
- To continually monitor and review the school improvement plan to ensure it is up to date and properly financed.
- To provide information, objective advice and support to the governing body to ensure that it is able to meet its statutory requirements and obligations to the school as a whole.
- To ensure that parents/carers and students are well informed about any changes that may affect them.
- To secure sufficient funding to enable the school to meet its statutory obligations.
- To report annually on the performance management of teachers.
- To present a coherent and accurate account of the school's performance to a range of audiences, governors, parents, Ofsted and others.

Teaching and learning

- To monitor, evaluate and review classroom practice and promote improvement strategies to ensure that teaching is sustained at good and outstanding.
- To determine and implement a stimulating and effective curriculum that engages and motivates students with a wide range of complex needs and be capable of measuring achievement using data analysis within an effective assessment framework.
- To ensure that the school environment offer inclusive opportunities to all students whatever their need using all available suitable technologies and other means.

Community

- To develop and implement strategies for fostering partnerships with parents, carers, other schools and agencies to improve pupils' opportunities, success and safety in the wider community.
- To ensure that when a student makes a transition to a new environment (in school or on leaving) it is carried out to the benefit of the student, with a focus on continuity and development and in a timely and caring manner.

- To ensure that new students and their parent/carers are looked after and feel a part of the school and to continually work with all parents/carers both in and out of school to promote a whole family ethos.
- To ensure that learning experiences for pupils are linked to and integrated within the local community.
- To offer extended services for the benefit of students and parents/carers when appropriate.

Staffing

- To plan, allocate, secure the direction of, support and evaluate work undertaken by groups, teams and individuals.
- To work with the Governing body to ensure that staff of the highest quality are employed.
- To ensure that all staff are trained in all skills that may be used in their work place and encourage staff to develop their career skills by further suitable professional training.
- To continue to develop staff appraisal arrangements.
- To develop and sustain a healthy working environment.
- To continually monitor and review the staffing structure to ensure that it meets current circumstances and pressures.

Premises

- To deploy resources effectively to ensure that the school is a safe working environment and remains a stimulating place for learning.
- To continue to ensure that all Health and Safety legislation is followed and records kept for inspection by relevant bodies.
- To ensure the estate is secure in order that students and staff are safe at all times.
- To ensure the buildings are kept in a good condition.



Person Specification

Method of Candidate Assessment: A= Application Form I= Interview R= Reference

Weighting Code: E= Essential D=Desirable

Selection Criteria

| Qualifications | A/I/R | E/D |
|--|--------------|------------|
| <ul style="list-style-type: none"> • Qualified Teacher Status. | A | E |
| <ul style="list-style-type: none"> • NPQH or School Leadership Qualification. | A | D |
| <ul style="list-style-type: none"> • Evidence of updating professional skills including leadership. | A | E |
| <ul style="list-style-type: none"> • Substantial experience in an SEN environment. | A | E |
| <ul style="list-style-type: none"> • Specialist qualification in SEN. | A | D |
| <ul style="list-style-type: none"> • Commitment to further develop professional skills. | A/I | E |
| Experience | | |
| <ul style="list-style-type: none"> • Experience of successful leadership and management at a senior level in a special school. | A/I | E |
| <ul style="list-style-type: none"> • Experience of managing pupil/student transitions to new settings in and beyond school. | A/I | D |
| <ul style="list-style-type: none"> • Substantial experience of budget planning and control. | A/I | E |
| <ul style="list-style-type: none"> • Knowledge and understanding of students with a wide range of complex learning needs and profound disabilities. | A/I | E |
| <ul style="list-style-type: none"> • Experience of tailoring curriculum design to meet the needs of individual students. | A/I | E |
| <ul style="list-style-type: none"> • Experience of developing and managing extended school activities. | A/I | D |
| <ul style="list-style-type: none"> • Successful experience of working with a diverse community. | A/I | D |
| <ul style="list-style-type: none"> • Experience of working with governors, parents, local authorities and other partners. | A/I | E |
| Abilities and Skills | | |
| <ul style="list-style-type: none"> • Able to effectively prioritise and organise demands. | A/I/R | E |
| <ul style="list-style-type: none"> • Excellent interpersonal skills both written and oral. | A/I/R | E |
| <ul style="list-style-type: none"> • Work as part of a team and delegate effectively. | A/I/R | E |
| Knowledge and Understanding | | |
| <ul style="list-style-type: none"> • Detailed knowledge of current legislation and guidance for SEND, safeguarding and child protection. | A/I | E |
| <ul style="list-style-type: none"> • Knowledge of human resources, school finance and health and safety. | A/I | E |
| <ul style="list-style-type: none"> • Knowledge and understanding of current development in special needs curriculum, assessment and practice. | A/I | E |
| <ul style="list-style-type: none"> • A clear understanding of the role of self-evaluation in the continuous improvement of the school. | A/I | E |
| Other Requirements | | |
| <ul style="list-style-type: none"> • Commitment to equality and diversity. | A/I | E |
| <ul style="list-style-type: none"> • Take a full and active part in the social aspects of the school and engaging the school's wider community. | A/I | E |

Support for New Headteachers

Cambridgeshire County Council recommends that the following elements should take place in the first term of a new headteacher's appointment in Cambridgeshire:

- New headteachers will be invited to attend a welcome meeting before they take up their appointment to meet with Local Authority officers and to receive their 'Essential Information for New Headteachers' Booklet, which includes key contacts and other important information.
- Introductory Meeting – The Area Senior Adviser and/or Education Adviser will make contact with the head to arrange an initial visit. This meeting is to discuss priorities identified from school self-evaluation. It is designed to help the new head gain an overview of the school. At this meeting all headteacher induction support arrangements are discussed.
- Initial visit from the school's personnel provider.
- New headteachers have the opportunity to join the Cambridgeshire Headteacher Induction Programme – a local induction programme for nursery, primary and special school headteachers run by the County's Networking and Partnerships Service. This year-long programme delves into all the key aspects of effective first year headship. There is a standard charge for the service for nursery, primary and special schools. A bespoke programme can also be designed for new secondary headteachers on request.
- The National College's 'Head Start' programme also offers new headteachers up to 30 hours of 'Professional Partner' mentoring support from an experienced headteacher. Professional Partners are trained by the National College to provide coaching, mentoring and advisory support within the context of early headship. NPQH graduates and new headteachers also receive support through access to new high quality online learning materials and opportunities, online networking and the New Heads conference.
- All new headteachers can also access a personal and/or school developmental needs analysis through the Networking and Partnerships Service. This is chargeable.
- Further information on the local authority can be found on the Cambridgeshire County Council website: www.cambridgeshire.gov.uk.
- For information on education in Cambridgeshire, see www.cambridgeshire.gov.uk/education.



Letter from the Headteacher

November 2017

On behalf of everyone at Castle School I would like to thank you for your interest in the role of Headteacher.

I have had the most wonderful headship here at Castle and within Cambridgeshire Local Authority. I was lucky enough to be part of opening and developing the school over 12 years ago and we have grown and thrived to become the vibrant teaching and learning community that is here today.

Change has been inevitable and we have always addressed these changes with the young people and their families at the fore. If it makes a difference to them we have adopted and adapted quickly; if not we have been robust in our response to those who seek to impose them!

Whilst successful and highly regarded we have always recognised the importance of developing and moving forward and our thirst for building on our success continues.

My superb team support these developments and innovations wholeheartedly and are truly inspirational in the work they do. They, with our governors, pupils and families, seek a new leader who will embrace the opportunities before them and continue to develop this high performing school.

The school community is looking for a headteacher who sees a world of possibility and holds our values and purpose dear.

My wish is for Castle to continue to grow and develop; to be a place where pupils, families and staff thrive, achieve and are happy.

The life I have had at Castle has been one of great joy; I have worked with outstanding practitioners, wonderful children and their families and a support network that has grown in strength and purpose over the years.

I hope that, having read our recruitment pack and looked at our website, you too will feel inspired by this school and want to take your interest further and come and meet us all in person.

You will be made very welcome.

Good luck with your application and all good wishes,

Carol McCarthy
Headteacher
Castle School



Could you be the HEADTEACHER to lead our school forward?



Ofsted agrees we are good. We know we are brilliant.

Do *you* have the energy and vision to inspire our hard-working community?

About us:

- We are a Cambridgeshire maintained area special school with 165 pupils age 3-19 and a staff of nearly 100.
- Our inspirational Headteacher, since the school opened in 2006, is retiring in Summer 2018.
- We occupy a purpose-built, state-of-the-art building near Cambridge city centre with facilities including on-site medical, swimming pool and sensory provision.
- We have a skilled, hard-working, dedicated and stable staff team supported by committed governors, parents and the wider community.
- For further information please visit our website: www.castleschool.info

About you:

- You are committed to further developing our child and family centred school.
- You can inspire colleagues to achieve the very best opportunities and outcomes for our young people.
- You have the ability to innovate; to embrace and manage future developments.
- You can demonstrate proven leadership skills.
- You have a commitment to, and will foster and maintain, a culture of excellence.



Salary Range for this Group 6 School: L24 – L30. Closing date for applications: 9.00 am 8th January 2018. Interviews will take place on 29th and 30th January 2018. We highly recommend arranging a visit by emailing Head@castle.cambs.sch.uk. You can download an application pack from www.epm.co.uk

Castle School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced DBS check will be carried out on the successful candidate.