

# Headteacher

## The Phoenix Special School

### Peterborough



The Phoenix School is a special school catering for students aged 2-19 with severe to profound and multiple learning difficulties. In 2014, we became the first Teaching School in Peterborough.

We are looking to appoint a far-sighted, energetic and strong leader to take the school forward, building on our existing excellent record and our high quality dedicated staff, to achieve the next level of excellence.

A clear credibility of past working experiences in this field combined with outstanding leadership qualities will be essential.

Peterborough is a vibrant, expanding multicultural city sited in the heart of rural East Anglia with excellent rail and road links and only 50 minutes from London by train. The area offers a wide choice of housing, school and leisure activities, including an impressive country park. For more information on Peterborough please visit [www.visitpeterborough.com](http://www.visitpeterborough.com)

School visits: Please contact the School Office.

Closing date: 29<sup>th</sup> January 2018 at 9.00 am

Interviews: 8/9 February 2018

NOR: 155

Age Range: 2-19 years

HT Group: Group 6 – (possibility of recruitment allowance for the right candidate)

Salary: L29 – L35

Start Date: September 2018

Applications: Please return to [headship@epm.co.uk](mailto:headship@epm.co.uk)

For more information about the school go to [www.phoenix.peterborough.sch.uk](http://www.phoenix.peterborough.sch.uk)

The Phoenix 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 applicant.



**Head teacher:**  
Ms Trudy Duffield



## Phoenix School

Clayton  
Orton Goldhay  
Peterborough  
PE2 5SD

**Telephone:** 01733 391666 or 01733 391800

**Fax:** 01733 391477

**Email:** office@phoenix.peterborough.sch.uk

### Headteacher Job Description

#### Curriculum/Pupil Learning

To work with the governing body to secure and sustain effective teaching, learning throughout the school and service, monitor, and evaluate the quality of teaching and pupil's achievements using benchmarks and target setting.

1. To monitor, evaluate and review classroom practice and promote improvement strategies to ensure that teaching is sustained at good and outstanding.
2. 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.
3. To ensure that the school environment offers inclusive opportunities to all students whatever their need, using all available suitable technologies and other means.

#### Community

To coordinate strategies that develop partnerships with parents, carers, other schools and agencies to improve pupil's opportunities and safety in the wider community.

1. To ensure that when a student leaves the school the transition to a new environment is carried out to the benefit of the student and in a timely and caring manner.
2. To ensure that new students and their parents/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.
3. To sustain and develop European and International links.
4. To ensure that learning experiences for pupils are linked to and integrated within the local community.
5. To work with partner agencies for the protection and safety of our students.
6. To offer extended services for the benefit of students and parents/carers when appropriate.





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### Staffing

To plan, allocate, support and evaluate work undertaken by groups, team and individuals of tasks consistent with their conditions of service and available skills.

1. To work with the Governing board to ensure that staff of the highest quality are employed.
2. 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.
3. To continue to develop the annual appraisal scheme.
4. To develop and sustain a healthy working environment.
5. To continually monitor and review the staffing structure to ensure that meets the circumstances and pressures of the time.

### Premises

To deploy resources effectively to ensure that the school is a safe working environment and remains an exciting place for learning.

1. To ensure that staff and students on both sites feel part of the same school.
2. To continue to ensure that all Health and Safety legislation is followed and records kept for inspection by relevant bodies.
3. To ensure the sites are secure in order that students and staff are safe at all times.
4. To ensure the buildings are kept in a good condition.





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### 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.

1. To continually monitor and review the school improvement plan to ensure it is up to date and properly financed.
2. 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.
3. To ensure that parents/carers and students are well informed about any changes that may affect them.
4. To ensure that the school is properly financed and able to meet its statutory obligations.
5. To report annually on the performance management of teachers.
6. To present a coherent and accurate account of the schools performance to a range of audiences, governors, parents, OFSTED.
7. To lead the Teaching Schools Programme.





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### Person Specification

**Headteacher**

Salary Group 6

Method of Candidate Assessment      A= Application Form    I= Interview

R= Reference      Weighting Code    E= Essential    D=Desirable

#### Selection Criteria

	A/I/R	E/D
<b>Qualifications</b> <ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• NPQH or School Leadership Qualification.</li> <li>• Evidence of updating Professional skills including leadership and financial management.</li> <li>• Substantial experience in an SEN environment accompanied by additional specialist qualification in SEN.</li> <li>• Commitment to further develop professional skills.</li> </ul>	A A A  A  A/I	E D E  E  E
<b>Experience</b> <ul style="list-style-type: none"> <li>• Proven record of successful leadership at a senior level in a Special School.</li> <li>• Experience of managing transitions to the next setting.</li> <li>• Experience of whole school budget planning and control.</li> <li>• To have knowledge and understanding of students with a wide range of complex learning and profound disabilities.</li> <li>• To have a proven track record of innovative curriculum design that reflects the needs of the students.</li> <li>• Experience of managing extended school activities.</li> </ul>	A/I  A/I A/I A/I  A/I  A/I	E  D E E  E  D





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<ul style="list-style-type: none"> <li>• Experience of managing and leading a wide range of staff.</li> <li>• Successful experience of working with a diverse community.</li> <li>• Successful planning and implementation of a school improvement plan.</li> <li>• Experience of working successfully with governors, parents, Local Authority and other partners.</li> </ul>	A/I A/I A/I A/I	E D E E
<b>Abilities and Skills</b> <ul style="list-style-type: none"> <li>• To provide effective and inspirational leadership.</li> <li>• To be able to prioritise and organise the demands of being a Headteacher.</li> <li>• To lead and manage a wide range of staff and communicate effectively with all stakeholders .</li> <li>• To have excellent interpersonal skills both written and oral.</li> <li>• To be able to work as part of a team and delegate effectively.</li> </ul>	A/I/R A/I A/I A/I A/I	E E E E E
<b>Knowledge and Understanding</b> <ul style="list-style-type: none"> <li>• To have a clear understanding of the role of self-evaluation in the continuous improvement of the school.</li> <li>• To have knowledge and understanding of local and national trends and requirements of special schools.</li> <li>• To have a good knowledge of safeguarding procedures.</li> <li>• To have an understanding of the role of extended school activities and the role they play in the community.</li> </ul>	A/I A/I A/I A/I	E E E D
<b>Other Requirements</b> <ul style="list-style-type: none"> <li>• To have commitment to equality and diversity.</li> <li>• To take a full and active part in the social aspects of the school and its relationship with the community.</li> </ul>	A/I A/I	E D







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## Phoenix School

### Letter from the Chair of Governors

#### 'Making a difference to everyone'

Clayton  
Orton Goldhay  
Peterborough  
PE2 5SD  
Tel: 01733 391666

Dear Prospective Candidate

Thank you for your interest in the position of Head Teacher at Phoenix School. I hope you will find the contents of this pack informative as well as the information contained on our website. Everything you need to know about the school can be found there. The vacancy has been created by the retirement of the present Head in 2017 who had been in post since the inception of the school. We currently have an Acting Head in place, who is not applying for the position.

Phoenix is a school catering for pupils with SLD and PMLD which was opened in September 2004; the result of a merger between two other schools. Initially, the school roll was designed to be 75, but has increased to 155 in the ensuing years. In November 2015 we opened our Upper School building situated a five-minute walk away from the main school.

The Governing Board is very proud of the school's record from OFSTED inspections. The school community, pupils, and all members of staff and parents have worked tirelessly for the success we have already achieved and are keen to continue our development, with particular reference to the following areas:





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- a) Our Early Years provision in partnership with the local mainstream nursery provision.
- b) Teaching School status.

We are therefore looking to appoint a far-sighted, energetic and strong leader to continue and build on our excellent achievements so far. You will need to possess a level of ability that combines a detailed knowledge of special education with an ability to manage and inspire staff, students and parents.

Visits to school are encouraged and a call to our office will secure an appointment.

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

Kind regards

Julie Miller

Chair of Governors







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### *Notes from an Outstanding School Community*

On behalf of the Phoenix School, we would like to thank you for your interest in the role of Head Teacher. Your interest in our school comes at a time of great change and coincides with one of the most exciting phases in our development. Our previous Head Teacher retired in August 2017 and our Acting Head Teacher is hoping to retire soon after we have found our new Head Teacher to take this successful school into the next stage of development. We have an excellent OFSTED track record, are an established Teaching School and are operating over two school sites without losing our single school ethos.

We continue to be a Maintained Special School and have strong links with colleagues in Peterborough Local Authority spanning the last 13 years. We have a resilient leadership team and in spite of constant changes in education we continue to thrive and move forward. Every member of the Phoenix team is committed to providing the best opportunities for every young person, as enshrined within our mission statement;

#### ***"Making a difference for everyone"***

School staff and the Governing Board have always recognised the importance of upward, continuous development and improvement.

We know that staff, governors and, most importantly, the pupils and families are seeking to appoint someone who recognises that effective working together is the best way forward to sustaining outstanding achievement and someone who will have a true focus on high-quality learning, teaching and leadership required to support the aims of the Phoenix School.

We are looking for a Head Teacher who shares this commitment and holds the values and moral purpose conducive to making these goals a reality and ensuring the very best for the Phoenix Community. The right person will have a commitment to an extended schools agenda and will be





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prepared to support our residential holidays, school holiday play days (24 per year) and after school activities in partnership with the Deputy Head.

The application pack gives some background information about our development to date, the nature of the Head Teacher role, the current organisation and the key themes in our vision.

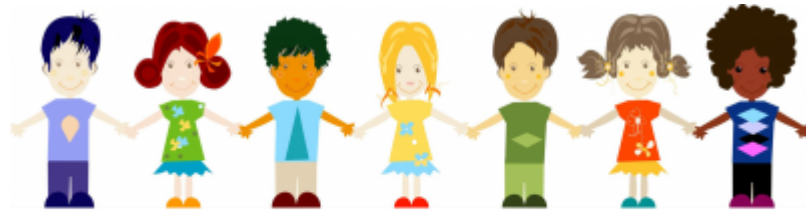
This school will allow you to develop further as a coach, manager, leader and mentor. The staff, governors, families and pupils are supportive but also very willing to listen and take on change if it beneficial to pupil's education and outcomes. The school is ready to appoint a new Head Teacher and to be taken on the next phase of development.

We very much hope that the opportunities and challenges facing our school will indeed excite you and lead you to submitting an application.

Good luck with your application.

***Trudy and the Phoenix School Family.***





# School Council

I would like a head teacher who would take you on trips or on residential holidays. I think a head teacher should have a close relationship with parents too.

Evie

I would like a head teacher who is friendly and comes to see me in class.

Muhammad

We would like a head teacher who has interests outside of work. We like football and wrestling!

George & Michael

I like to go to after school club and on Saturday day trips and would like a new head teacher to see extra-curricular clubs and out of school clubs as a priority.

Sascha

