



# PENNFIELDS SCHOOL

## Head teacher





# Learning for Life

**Have you got what it takes?  
Are you an effective leader?  
Would you like to lead a talented team?**

**If you are planning for a lifetime, educate people.**

**Exciting opportunity for an exceptional Head Teacher in an exceptional school.**

- Penn Fields school provides education for up to 160 young people between 5 and 19 years who have moderate, severe or complex educational needs.
- We aim to cater for all our pupils' individual needs and to provide a high-quality learning environment which raises the aspirations and achievements of everyone who learns with us.
- The school has a positive, safe and caring ethos with strong shared values.
- The building was built as part of the BSF programme, in 2012 and has excellent, modern facilities.



Contract type: Full Time

Salary: L24 – L28

Contract term: Permanent

Application closing date:  
Friday 19 October at midnight

Interviews: 7th & 8th November 2018

Start date: 29 April 2019



Dear Candidate

Thank you for your interest in the post of Headteacher. Our current Headteacher retires in April 2019 after leading the school for six years and the Governing Body wish to appoint an impressive, dynamic and effective leader to head our highly successful learning team through its next period of opportunity, growth and development.

Penn Fields is a highly regarded, outward-facing special school, supporting families and children with a wide range of learning, sensory and health needs.

We are an all-age special school with 160 students on roll, rebuilt in 2012 as part of the BSF programme. Our most recent OFSTED inspection (in 2018) judged the school as 'Good'. The report noted 'The atmosphere in school is warm and supportive. There is a positive climate for learning. Relationships between staff and pupils are strong and mutually respectful. When asked what they liked most about their school, the first thing that pupils mentioned was their teachers.' We are passionate about ensuring that all our students receive the best education possible, preparing them for adult life outside school and helping them become respected and valued members of society. This is a tremendous opportunity to shape the development of our school in becoming inspirational and outstanding.

I would like to thank you for your interest in this post and wish you all the best.

Yours faithfully

Diane Morgan,  
Chair of Governors

**The successful candidate will be:**

- Experienced in working with children with relevant SEN(D) and their families;
- An innovative and creative thinker;
- Experienced in motivating staff and leading by example;
- Committed to school improvement through a coaching culture and partnership working;
- Flexible and positive about change;
- Calm and cool under pressure;
- Clear thinking in establishing and developing the school's priorities and targets;
- Capable of budgetary oversight of the school's finances.

**Penn Fields School will provide:**

- A highly supportive, multi-professional team approach;
- Opportunities to work across a range of partnerships;
- The chance to nurture a brilliant group of children and young people.
- A happy, talented and committed staff team, and a governing body which is committed to your ongoing professional development.

**Candidates are warmly invited to visit the school.**

**You are encouraged to take up this opportunity to complete your application, please contact 01902 558640.**

Penn Fields School values equalities and diversity and is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Applicants will be subject to safer recruitment practices, including an enhanced DBS check.



# Job description

Job Title:	Headteacher
Grade:	Leadership Scale
Responsible to:	The Governing Body
Responsibility:	To provide leadership and management for the school to the highest professional standards

## General Information

The appointment is subject to the current conditions of employment for school leaders as contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislations.

This job description may be amended at any time following discussion between the Governing Body and the Headteacher and will be reviewed annually. Specific priorities in each year will be defined by the Governing Body with the postholder in line with the school's strategic objectives.

## Leadership, strategic direction and development

Work with the Governing Body and other stakeholders to establish a culture, ethos and strategic vision which will promote equality, effective collaboration, excellence, and high expectations of all pupils and staff.

- Articulate and model the school's vision and aims, developing and successfully implementing coherent operational objectives and plans which will empower and motivate others to carry the vision forward and will promote and sustain continuous school improvement.



- Provide dynamic, consistent and motivational leadership to staff, pupils, families and the wider community, acting as a role model to ensure the highest standards are always delivered.
- Ensure that rigorous self-evaluation directly informs school improvement which in turn continues to move the school towards an Outstanding Ofsted judgement.
- Take the lead in monitoring, evaluating and reviewing health and safety and risk assessment.
- Lead the development, management and resourcing of school policies.
- Advise the Governing Body on the formation of the annual budget and take overall responsibility for the school's financial management to ensure that objectives are achieved.
- Ensure that systems are in place which allow governors to fulfil their statutory duties regarding Appraisal. Undertake the performance management of the Senior Leadership Team.
- Work collaboratively with colleague Headteachers and the Local Authority to develop and secure school improvement.

## Teaching and learning:

Work with the Governing Body to secure and sustain high quality teaching and effective learning across the school, through rigorous monitoring and evaluation of the quality of teaching and detailed analysis of pupil progress using data and target setting.

- Determine and implement a stimulating and appropriate curriculum which engages and motivates pupils who have a wide range of moderate learning difficulties and complex educational needs, and which can address individual requirements.
- Develop a purposeful and focused learning environment which offers inclusive opportunities for all pupils whatever their needs, using all available resources, suitable technologies and other means.
- Establish creative, responsive, effective and stimulating approaches to learning and teaching for pupils with SEND.
- Monitor, evaluate and review classroom practice and promote strategies to support improvement, always aiming for outstanding standards of teaching and learning.
- Ensure that staff maintain a consistent and continuous focus on pupil assessment and progress, using appropriate data and benchmarks to set challenging targets and to monitor, track, evaluate and report upon individual pupil progress.
- Develop a wide variety of curriculum enrichment activities to address a range of needs, ensuring inclusivity and equal opportunity for all pupils.
- Ensure that every pupil's needs as highlighted in their EHCP are addressed and met.

## Pupil Welfare:

Work with the Governing Body to ensure that the school meets statutory requirements and best practice guidance on obligations for safeguarding and promoting the welfare of all children and young people, particularly those with specific individual needs.

- Develop a positive ethos of mutual respect, care, compassion and tolerance, promoting the well-being of each individual and providing an inclusive environment for all.
- Develop effective systems which promote the highest standards of behaviour and attendance.
- Ensure that the health and care needs of each pupil are assessed and consistently met through effective systems and appropriately trained and qualified staff and deliver regular reports to the Governing Body.
- Ensure that all staff, and others working with pupils, are properly appointed and monitored in accordance with school policies, conform to legal requirements from safeguarding procedures, including Safer Recruitment, and receive appropriate induction, training and support so that they recognise their responsibilities regarding Health and Safety and Child Protection/Safeguarding and are able to meet the welfare needs of pupils.
- Ensure regular and appropriate communication and liaison with families and carers, health and social care organisations, education and other professionals involved in pupils' welfare.
- Liaise with Highfields School and other schools across the city to continue to develop outreach programmes and curriculum and pastoral links.



### Community:

Co-ordinate strategies to develop effective communication and partnerships with parents, carers, other schools, other agencies and the wider community to improve pupil opportunities as well as their health, welfare and safety.

- Work in partnership with parents and carers to raise educational standards, promote lifelong learning and improve outcomes for all.
- Create an environment and culture in which all pupils and their parents and carers feel safe, supported and part of the school community.
- Offer extended services for the benefit of pupils and their parents and carers when appropriate.
- Work with partner agencies to protect and safeguard pupils.
- Foster links with other schools, public and voluntary agencies, local businesses and industries, and the local community to develop curriculum opportunities and to support pupils to increase their awareness of the world of work.
- Ensure the promotion of British Values.
- Foster and maintain links with regional and national Special School communities.

### Staffing:

Develop, implement and keep under review a staffing structure appropriate to the needs and circumstances of the school, establish strong working relationships with staff, and provide inspirational leadership and guidance.

- Develop and sustain a healthy working environment.
- Advise the Governing Body on the recruitment and selection of staff.
- Establish staff roles and responsibilities and ensure that staff can access appropriate professional development to fulfil these.
- Ensure that all teaching and support staff are kept fully informed of strategic and operational objectives.
- Implement the school's Appraisal policy so that all members of staff have performance goals which are clearly linked to the annual School Improvement Plan and which support them to develop excellent practice.
- Ensure the development and implementation of effective HR policies and procedures for staff induction, professional development and performance review.
- Encourage staff to develop their career skills further by undertaking appropriate professional development and training.

### Premises:

Deploy resources effectively to ensure that the school provides a safe working environment and remains an exciting, vibrant place for learning.

- Ensure that the site is secure so that pupils, staff and visitors are safe at all times.
- Ensure that all Health and Safety legislation is followed, and records are kept for inspection by relevant bodies.
- Ensure that the building is kept in a good condition and that the grounds are kept safe for pupils and all users and are appealing to visitors.
- Manage the PFI contract, working alongside the contract holder and Highfields School.

### Accountability:

Be accountable to the Governing Body for all aspects of the school's performance. Secure a positive, open and collaborative working relationship with the Governing Body to develop a shared vision and clear strategy for the school and take ownership for leading its implementation.

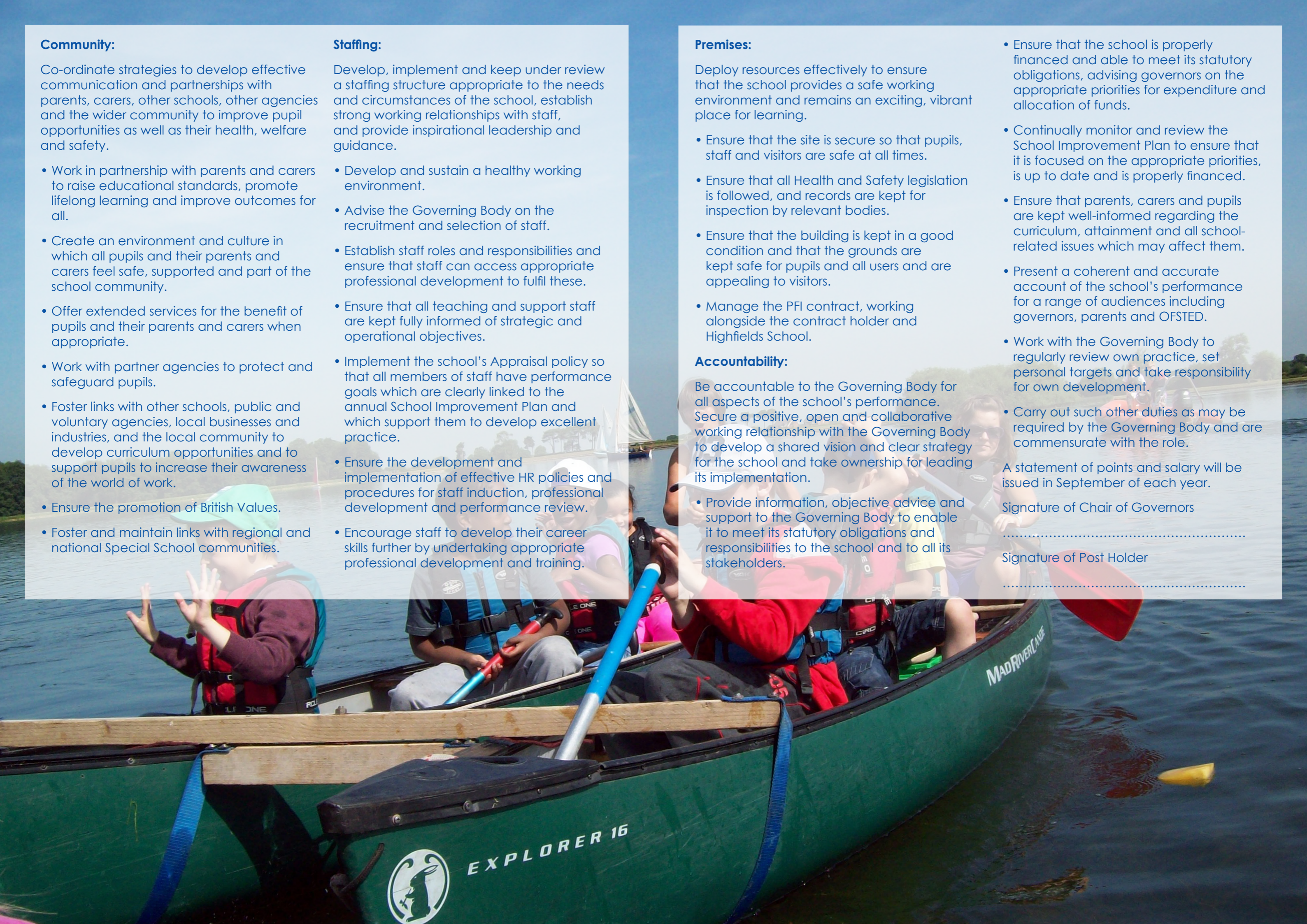
- Provide information, objective advice and support to the Governing Body to enable it to meet its statutory obligations and responsibilities to the school and to all its stakeholders.

- Ensure that the school is properly financed and able to meet its statutory obligations, advising governors on the appropriate priorities for expenditure and allocation of funds.
- Continually monitor and review the School Improvement Plan to ensure that it is focused on the appropriate priorities, is up to date and is properly financed.
- Ensure that parents, carers and pupils are kept well-informed regarding the curriculum, attainment and all school-related issues which may affect them.
- Present a coherent and accurate account of the school's performance for a range of audiences including governors, parents and OFSTED.
- Work with the Governing Body to regularly review own practice, set personal targets and take responsibility for own development.
- Carry out such other duties as may be required by the Governing Body and are commensurate with the role.

A statement of points and salary will be issued in September of each year.

Signature of Chair of Governors

Signature of Post Holder



# Person Specification

**Job Title:** Headteacher

**Responsible to:** The Governing Body

**Supervisory Responsibilities:** Members of the Senior Leadership Team.

**This person specification should be read in conjunction with the latest School Teachers' Pay and Conditions Document. It may be modified by the Governing Body, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.**

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

Essential	Desirable	A/I/R
Qualifications		
Honours degree and qualified teacher status	NPQH, NPQSL or other additional school leadership qualification  An additional specialist qualification in SEND	A
Evidence of relevant professional development at senior leadership level		A
Evidence of recent relevant professional development and training, including in safeguarding and financial management		A
Commitment to further develop own professional knowledge and skills		A/I
Experience		
Substantial experience in a SEND environment.		A
Proven record of successful leadership at a senior level in special education		A / I / R
Experience of collaborative working with vulnerable families and multi-agency teams to support learners and their families' social, emotional, mental health and medical needs		A / I
Experience of managing change		A / I / R

Essential	Desirable	A/I/R
Experience of financial planning, budgetary management and principles of best value		A / I
Proven record of innovative curriculum design that reflects the needs of the learners	Experience of managing extended school activities	A / I / R
Experience of managing and leading a wide range of staff	Experience as a lead for Appraisal	A / I
Experience of planning, implementing and evaluating a School Improvement Plan		A / I
Experience of using a range of tools and evidence, including learner performance data, to support, monitor, evaluate and raise standards in all aspects of provision, including teaching and learning.		A / I
Experience of working successfully with governors, parents, Local Authority and other partners.	Successful experience of working with a diverse community	A / I
	Experience of being the Designated Lead for Safeguarding or the Deputy Designated Lead for Safeguarding  Has undertaken the role of Designated Teacher for Looked After and Post Order Children	A / I
Experience of the Ofsted process in a leadership and management role		A / I
Abilities and Skills		
Able to develop and communicate a clear vision so that others are inspired to embrace it		A / I / R
Able to provide effective and inspirational leadership that imparts confidence and motivates staff, parents and learners		A / I / R
Able to prioritise and organise the demands of being a Headteacher		A / I
Able to lead and manage a wide range of staff		A / I

Essential	Desirable	A / I / R
Demonstrate excellent interpersonal skills, both written and oral, and be able to communicate effectively with all stakeholders		A / I / R
Able to work as part of a team and to delegate effectively		A / I / R
Knowledge and Understanding		
Knowledge and understanding of learners with a wide range of moderate and complex educational needs	Experience of managing transitions to the next setting	A / I
Clear understanding of the role of self-evaluation in the continuous improvement of the school		A / I
Knowledge and understanding of local and national trends and requirements in special education		A / I
Secure knowledge and understanding of safeguarding procedures	An understanding of the role of extended school activities and the role they play in the community	A / I
Knowledge and understanding of legal issues, including equal opportunities, race relations, disability, human rights and employment legislation		A / I
Personal Qualities		
Exceptional role model who is approachable and demonstrates a strong yet collaborative leadership style		A / I / R
Dynamic and reflective leadership qualities that ensure the continual drive towards excellence for all learners		A / I
Ability to make difficult decisions based on putting the learners first		A / I
Willingness to ask for advice and support where necessary		A / I
Other Requirements		
Commitment to equality and diversity		A / I
Willingness to take a full and active part in the social aspects of the school and its relationship with the community		A / I





**Penn Fields School**  
Boundary Way, Penn, Wolverhampton  
West Midlands WV4 4NT

[www.pennfields.com](http://www.pennfields.com)