

Kennel Lane School

Valuing Achievement
Encouraging Independence



**Headteacher
Recruitment
Pack**

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LETTER FROM CHAIR OF GOVERNORS

Dear Applicant,

On behalf of the Governing Body I would like to extend a warm welcome from Kennel Lane School and thank you for your interest in our school and the Headteacher position.

With the impending retirement of the current, long serving Headteacher the Governing Body is seeking to appoint a dynamic, inspirational and committed leader to build on the school's success, drive continuous improvement and deliver the best possible outcomes for our learners.

Kennel Lane is the only Special School in Bracknell Forest. We cater for learners aged 2 – 19 and have a Published Admissions Number of 185, with 176 currently on roll. It is a very warm, welcoming and friendly school which treats every learner as an individual. We focus on enabling our learners to understand the world around them and become fulfilled individuals and active, compassionate citizens by providing an innovative and outstanding education.

The governors are very proud of Kennel Lane School. Our learners work hard, are supportive of one another and friendly and welcoming to visitors and their attitudes to learning and behaviour are excellent. Our staff team is committed to their achievement, support them well and provide an exciting, rich and varied curriculum. Both staff and governors recognise the contribution that we can make to encouraging the independence of our learners.

In November 2015, Ofsted judged us to be a 'good' school. Within that judgement two aspects - personal development, behaviour and welfare, and early years' provision – were judged to be 'outstanding'. Very positive working relationships between the headteacher, all of her staff and the governors has taken us, we believe to the cusp of being judged 'outstanding' overall. We need a Headteacher who can help us make that final step.

In this information pack we have tried hard to express the qualities that we believe the school has, but these can only be truly appreciated by seeing the school in action, so we look forward to you being able to do this in person. Please also visit our website at www.kennellaneschool.com to find out more about us.

We hope that you are encouraged to apply. Please carefully read the information that we have put together, taking note of the advice at the end of this document about making an application. The closing date is midnight on Sunday 18 February and applications received after that point will not be considered.

We are determined that the application and selection process is as thorough and fair as possible but importantly, that it is also an enjoyable and rewarding experience for all involved, whatever the outcome. We see it very much as a 'two-way' process so we will be as keen to answer your questions as we will be to understand all about you!



Peter Floyd
Chair of Governors



“Kennel Lane has given my daughter the best start in life she could have hoped for. Outstanding.” Parent

SCHOOL OVERVIEW

Background

Kennel Lane School is a Maintained Special School located in Bracknell Forest catering for learners between the ages of two and 19. The capacity of the school is 185 and there are currently 176 on roll.

We are the only special school in Bracknell Forest and, as such, our learners have a wide range of learning difficulties. All learners attending the school have an Educational Health & Care Plan (EHCP) apart from a small number in the Early Years Provision who are on Early Opportunity Assessment Placements. All learners have a learning difficulty although this might not be their primary need. In the vast majority of cases learners have either Moderate Learning Difficulties (MLD) or Severe Learning Difficulties (SLD), and the majority also have a diagnosis of Autism. A small number of learners have Profound and Multiple Learning Difficulties (PMLD) and/or have degenerative medical conditions.

Kennel Lane School also supports learners who despite their learning difficulty are more academically able but have other challenges: this is a unique feature of Kennel Lane School in comparison with other nearby special schools.

We strive to give our young learners the best possible education in an environment that is designed to cater for each of their individual needs. We are creative and innovative, providing a stimulating range of experiences for all. We value achievement and encourage independence for all learners supporting them through a varied, enriched and tailored curriculum.

School Composition

The number of learners on roll in November 2017 was 176. Most are resident in Bracknell Forest (145) but a significant number (31) also attend from neighbouring authorities usually because of parental/ carer choice.

- Gender – Boys (121) significantly outnumber girls (54)
- Pupil Premium – there are 62 learners (35%) who are entitled to Pupil Premium funding, including the discretionary 16-19 Bursary
- FSM – there are 47 learners (27%) in receipt of Free School Meals
- LAC – there are 7 learners (4%) who are classed as Children Looked After by their relevant Local Authorities
- Service Children – there are 5 learners who are classed as Service Children
 - Ethnicity – the majority of learners, 127 (72%), are from a white-British background
 - EAL – The majority of learners, 146 (83%), speak English as their first language.



“Leaders and governors have created a culture where high ambitions for pupils abound” Ofsted

To meet the needs of the learners, the school, in conjunction with the Local Authority, currently operates a banding system which determines 'top-up' funding. Objective criteria are attached to each band, with two being the lowest and five being the highest. At present the numbers in each band are as follows:

- Band 2 = 0
- Band 3 = 14
- Band 4 = 124
- Band 5 = 36

In some circumstances, the amount of support that a learner requires exceeds that available at Band 5. When this is the case, there is a discussion with the Local Authority about the provision of additional resources so that the needs of the learner can be met. At present, there are four learners for whom such discussions have/are taking place.

The composition of the school is gradually changing and over time there has been a drift towards those learners with higher levels of need instead of those whose needs can increasingly be met in their local mainstream schools.

School Organisation

The school is organised into five Key Stages and includes an Early Years Provision and a Sixth Form

- Early Years Provision – Emerald
- Key Stage 1 – Years 1 and 2 – Sapphire and Topaz
- Key Stage 2 – Years 3 to 6 – Jet and Quartz (Years 3-4) / Amethyst and Citrine (Years 5-6) / Opal (Inclusion Class)
- Key Stage 3 – Years 7 to 9 – Ash / Elm / Fir / Oak
- Key Stage 4 – Years 10 and 11 – Beech / Birch / Maple
- Key Stage 5 – Years 12 to 14 – Chestnut / Hawthorn / Redwood / Sycamore

The school site is divided into two distinct areas: the Primary Department including the Early Years Provision and the Secondary Department. This enables learners to experience a transition as they progress through the school.

The Inclusion Class, Opal, is based at a nearby primary school. This group of learners, ranging from Years 3 to 6, spend 4 days each week at the local primary school and one day at Kennel Lane School (Friday). This allows the group to access some mainstream lessons, although their main class teacher is a Kennel Lane member of staff. One of the features of this provision is that it offers 'two-way inclusion' with learners having additional learning difficulties from the host school, attending the Inclusion Class when appropriate.

Learners in the Secondary Department, when appropriate, move around the department in order to access specialist subject teaching in appropriately resourced classrooms. Learners in key Stages 4 and 5 follow a '14-19 Curriculum' to allow them to access different options relevant to their career aspirations, abilities and desired Further Education placements post Kennel Lane School.

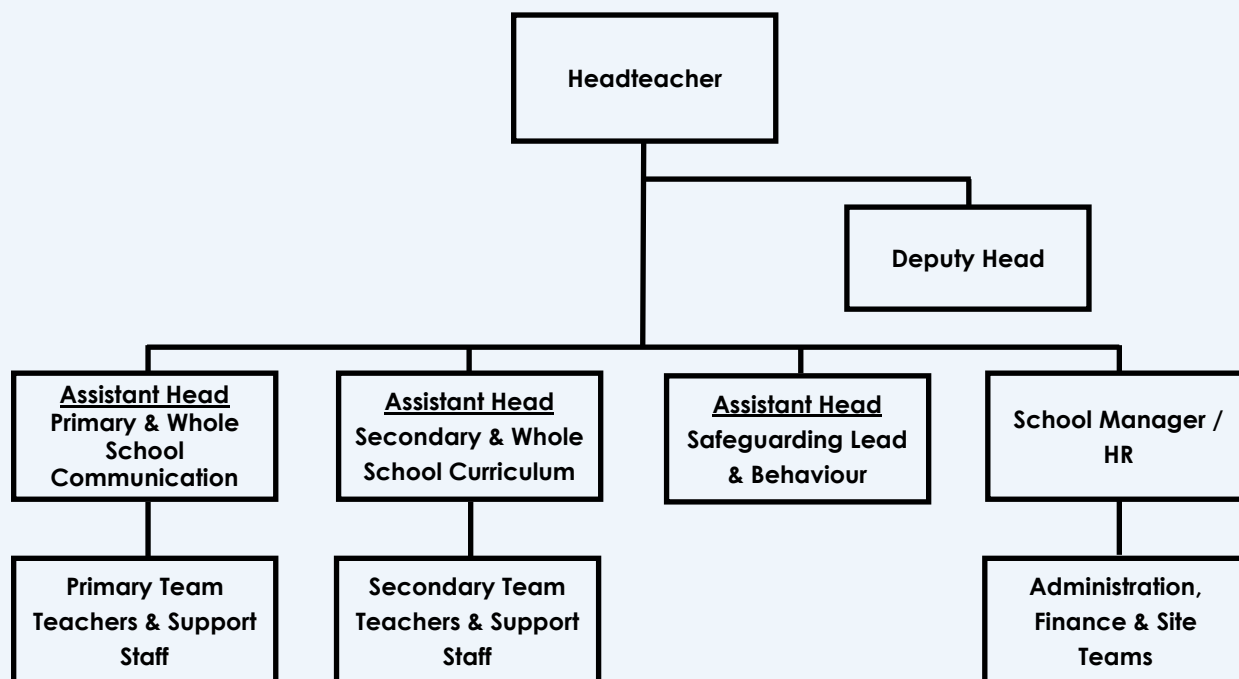


Some Secondary learners attend secondary schools within the borough to access mainstream 'core' subjects. This is a growing area of the school's provision and positive relationships have been established with these schools. Some learners in Key Stage 5 access courses at Bracknell and Wokingham College as part of their personalised timetables. Once learners have decided on their destinations post Kennel Lane, we work extensively with the respective providers to ensure that there are robust transitions to ensure all learners are 'next stage' ready.

Staff and visiting professionals

Kennel Lane has a staff that numbers around 140 people, 30 FTE teachers and 90 FTE support staff. Some staff work across the school, the majority work in either the Primary or Secondary Departments.

In simple terms, the current organisation of the staff is as follows:



The staff are creative, committed, well-motivated and work collaboratively: our current headteacher has encouraged an atmosphere of empowerment, self-development and team working. Staff wellbeing is very important to us and is developed in conjunction with the views of staff.

We have close and effective working relationships with other professionals who impact on the lives of our learners and their families. Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists and Music Therapists all work in the school on a weekly basis and often liaise directly with classroom staff in order to provide an integrated learning and life-skills development experience.

"Working as a team and supporting colleagues is something that is held in very high regard at Kennel Lane School"
Staff



Governors

We have an effective Governing Body with a good mix of long term governors and some newer ones providing fresh insights. Some governors are co-opted, some appointed and some elected by parents/ carers and staff. One place on the Governing Body is reserved for the Headteacher. There are positive relationships between governors, Senior Leadership Team and staff in general.

The governors remain open to the idea of becoming an academy and have looked at our options. We have decided not to pursue this in the short term. Instead we will continue with the impressive collaboration work that is being done with other schools in both the state and independent sectors.

Parents and Carers

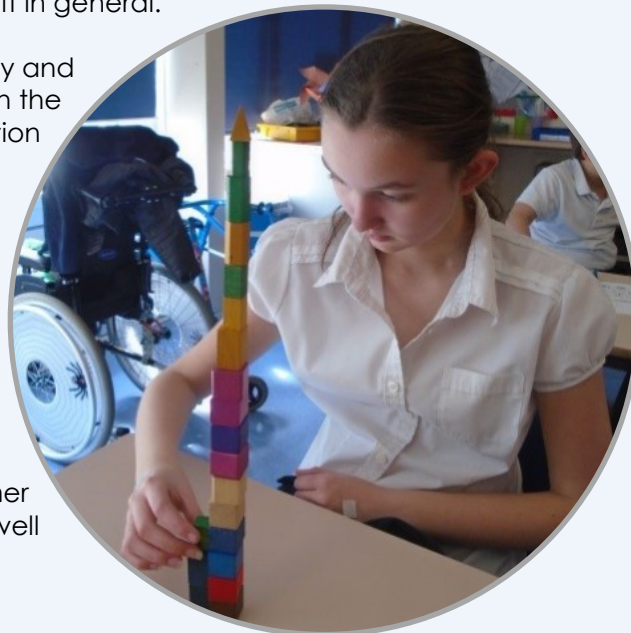
We have positive relationships with parents and carers and constantly seek ways to engage them in their children's education. We have an active Family Support Officer and we are fortunate to have the support of the 'Friends of Kennel Lane' voluntary group, who focus on raising funds to provide extra facilities for our learners. They currently organise the annual Summer Fun Day, Christmas Fayres and the Christmas Party among other well appreciated activities.

Partnership

The Kennel Lane School leadership team of staff and Governors have a clear vision for how the school can develop for the benefit of present and future learners, and for those with Special Educational Needs within our local area. We welcome opportunities to play a part within the education community in Bracknell Forest, providing support and advice to local schools, benefiting from their experiences and participating in the development of SEN provision across the borough in partnership with the Local Authority.

Ofsted

The most recent Ofsted Inspection of Kennel Lane School took place in November 2015. The judgement of overall effectiveness at that time was that the school was 'Good'. For two aspects however – personal development, behaviour and welfare, and early years provision – the judgement was 'Outstanding'.



"Teachers help pupils to be kind and safe" Learner

Vision

We enable *our learners* to understand the world around them, become *fulfilled individuals* and *active and compassionate citizens* by providing an *innovative and outstanding education*.

Our mission

Our learners:

- Enjoy learning, engage, make progress and achieve

Fulfilled individuals:

- Strive to live safe, healthy and rewarding lives

Active and compassionate citizens:

- Make a positive contribution to society
- Respect each other
- Recognise and celebrate our individuality

Innovative and outstanding education:

- Make a significant and positive contribution to our local and regional community

Our shared ethos is founded on collaboration, positivity and is solution focussed.

In practice this means we...

- Make time to listen
- Compromise
- Try to understand
- Smile and encourage
- Notice
- Value and appreciate
- Treat everyone with dignity
- Keep each other safe and free from emotional and physical harm
- Learn together and forever
- Challenge
- Persevere
- Innovate and lead
- Are reflective
- Share
- Celebrate and reward achievements

Our Key Priorities

The School Improvement Plan for 2017 – 18 is driven by a mixture of identified improvements in the 2015 Ofsted inspection and our own self-evaluation. There are 8 Key Priorities which we strongly believe will enable us to address the needs of the whole school community irrespective of changes in government policy or guidance.

In relation to our learners we will ensure that:

1. We keep the emphasis unrelentingly on the development of the whole learner
2. We deliver consistently high quality teaching and learning
3. We encourage all learners to make good or better progress
4. We work tirelessly to diminish the difference and overcome disadvantage

In relation to school culture and organisation we will strive to:

1. Grow capacity and sustainability
2. Build a culture of teamwork and collective accountability
3. Develop and maintain high levels of staff job satisfaction and fulfilment
4. Strengthen partnerships within and across schools

VISION, MISSION & KEY PRIORITIES

Job title Headteacher

Responsible to Governing Body

JOB DESCRIPTION

Primary Purpose

The Kennel Lane School community expects our Headteacher to be the 'lead' professional, providing inspiring leadership in order to create a safe, secure and stimulating environment for our learners - one that values achievement and encourages independence.

The Headteacher is responsible for the internal organisation, management and control, conduct and external relationships of the school in accordance with appropriate legislation and in consultation with the Governors, parents/carers, staff and pupils and the Local Authority.

Accountability

The Headteacher will carry out professional duties in accordance with the terms and conditions of the School Teachers' Pay and Conditions Document, the National Standards of Excellence for Headteachers and the policies and procedures of the Governing Body.

Key Responsibilities

- Take the lead role on working with the Governing Body to set and manage the strategic direction and development priorities for the school
- To secure excellent teaching to achieve high standards of learning and attainment
- Actively ensure that safeguarding, child protection, inclusion and equality of opportunities form the foundation of policy, practice and ethos of Kennel Lane School
- Manage financial and human resources effectively to maximise their potential, impact and value
- Champion a culture of self-evaluation which encourages continuous improvement both for staff and learners
- Develop and sustain an effective relationship with the Governing Body to ensure effective governance of the school
- Develop effective relationships with parents/carers and all members of the school and wider community to enhance the education of all learners
- Lead an outward facing school to work with other schools, organisations and partners to champion best practice
- Lead by example and foster an open, transparent and collaborative culture where all staff work individually and as part of a team
- Hold all staff to account for their professional conduct and practice
- Recognise and celebrate success
- Make the most effective use of all resources
- Ensure the smooth and efficient day to day running of the school

Strategic Direction and Development

The Headteacher will:

- Work with the Governing Body and in collaboration with all key stakeholders to develop, communicate and implement a clear strategic vision for the school
- Ensure the creation and drive effective implementation of a School Improvement Plan which aligns with the vision, mission and ethos/values of the school and stems from accurate self-evaluation
- Ensure that the management, organisation and administration of the school support its vision and aims
- Utilise technology to improve the overall effectiveness and performance of the school
- Ensure that the school policies are regularly reviewed and up to date
- Ensure compliance with all relevant legislation, statutory guidance and Kennel Lane policies
- Take account of latest developments, school data and research findings when reviewing the ongoing development of the school

Teaching and Learning

The Headteacher will:

- Ensure teaching and learning are of the highest standard throughout the school
- Monitor and evaluate the quality of teaching and learning and set realistic but challenging targets for improvement
- Determine, organise and implement the curriculum and its assessment and continually work to enhance the quality of the curriculum throughout the school
- Ensure the effective use by all staff of assessment, recording and reporting systems of learner progress and attainment to promote learner achievement
- Promote high standards of behaviour that facilitates learning
- Develop and maintain an effective relationship with parents to promote learner progress and attainment
- Ensure that teaching and learning approaches are adapted to the individual needs of the learners
- Explore ways of enhancing the curriculum through effective links with local educational providers, the community and external partners

Leading and Managing Others

The Headteacher will:

- Lead, motivate, support, challenge and develop staff in order to drive continuous improvement
- Provide on-going feedback and coaching to direct reports and instil a similar approach across the whole school
- Motivate and empower others to champion the vision and values of Kennel Lane School forward and to drive change
- Actively promote and encourage the personal and professional development and wellbeing of staff, governors and self
- Lead on the recruitment and selection of all staff and ensure that this is aligned with the school recruitment policies and procedures at all times
- Regularly review the staffing structure of the school and advise the Governing Body on appropriate staffing
- Participate in and lead the performance management process
- Identify and address underperformance at an early stage
- Distribute leadership and empower individuals and teams throughout the school
- Maintain wide, current knowledge and understanding of education in general and special education in particular

Resource Management

The Headteacher will:

- Manage the schools financial and human resources effectively to achieve the school's goals and priorities and plan ahead for potential budget reductions
- In conjunction with the Governing Body, produce an annual budget for the school, allocating appropriate spending priorities which are in line with the school improvement plan
- Ensure that the school accounting systems are sound and appropriate financial records are maintained
- Enhance and manage the site effectively to meet the needs of all learners and to ensure the health, safety and welfare of all members of the school community
- Explore all appropriate additional fundraising opportunities

Accountability

The Headteacher will:

- Ensure that safeguarding is at the forefront of all activities
- Hold themselves accountable for achieving the best possible learner outcomes
- Maintain appropriate educational and administrative records
- Instil a strong sense of accountability in staff for the impact of their work on learner outcomes
- Work in partnership with the Governing Body and other stakeholders in providing information, objective advice and support to enable them to meet their responsibilities
- Ensure that parents/carers and learners are well informed about progress and attainment and are able to understand targets for future progress
- Use a range of evidence to present an accurate account of the school's performance in a form appropriate to a range of audiences including Governors, local authority, parents/carers, OFSTED.

Community and External Links

The Headteacher will:

- Seek out, encourage and develop mutually beneficial links with local businesses, schools and other appropriate organisations to enhance the profile and reputation of the school and provide future development opportunities for our learners
- Promote effective and collaborative relations with the local authority in order to drive the continual development and effectiveness of the school
- Work with local educational providers to support the progress of pupils with special educational needs more widely
- Effectively engage with resource partners to ensure that the additional needs of learners and staff are met.

(This job description may be amended at any time after discussion with the Headteacher, but in any case, will be reviewed annually when key tasks related to the school priorities will be determined.)



Applicants should pay particular attention to the requirements in the Person Specification when completing their application.

Key

E = Essential

D = Desirable

PERSON SPECIFICATION

A	Qualifications, Knowledge and Experience	E/D
A1	Qualified Teacher Status	E
A2	Degree or equivalent	E
A3	NPQH or relevant leadership training	E
A4	Additional SEN Qualification	D
A5	Evidence of successful teaching in special needs school or resource	E
A6	Minimum 3 years senior management experience	E
A7	Experience of leadership of school improvement initiatives, with demonstrable evidence of raising standards	E
A8	Evidence of commitment to and the knowledge and experience of promoting the welfare and safeguarding of learners	E
A9	Effective use of information and communication technology	D
A10	Participation in curriculum development	D
A11	Detailed understanding of current educational developments, statutory requirements and the Ofsted framework	E
B	Strategic Direction and Development	
B1	Ability to think strategically and take the leading role in the development and communication of a shared vision and strategic plan which inspires and motivates the whole school community	E
B2	Evidence of successfully implementing and managing change in a collaborative and sensitive way	E
B3	Clear understanding of and enthusiasm for the current issues in education/special education	E
B4	Evidence of embracing, implementing and embedding new approaches/technology	D
B5	Evidence of working closely and effectively with the Governing Body	D
C	Teaching & Learning	
C1	Evidence of raising standards that have positively impacted on the progress and attainment of learners	E
C2	A clear understanding of what makes good and outstanding teaching	E
C3	Experience of managing and developing the curriculum in an innovative and flexible way so that it meets the needs of all learners	E
C4	Evidence of being driven by a learner-focussed approach which provides equal opportunities in access to learning	E
C5	Experience of successfully using assessment data, recording and reporting systems to drive progress and attainment	E
C6	Experience of working across all school phases i.e. EY, Primary, Secondary, 6th Form	D

D	Leading and Managing Others	E/D
D1	A commitment to valuing, supporting and encouraging the professional development of all staff	E
D2	Evidence of building a strong, collaborative culture that encourages delegation, empowerment, sharing of expertise and mutual support	D
D3	Evidence of providing effective coaching and feedback and highlighting and tackling areas of underperformance at an early stage	D
D4	Committed to promoting equal opportunities in staff recruitment and development	E
D5	Evidence of leading successful recruitment and selection	D
D6	Demonstrates a commitment to continually updating their knowledge of education/ special education and to their own ongoing personal and professional development	E
E	Resource Management	
E1	Strong financial planning and management skills with experience of making effective use of resources	E
E2	Experience of making difficult financial decisions whilst always keeping the needs of the learner at the centre of their thinking	D
E3	Experience of identifying additional fundraising opportunities	D
E4	Experience of Facilities Management	D
F	Accountability	
F1	Experience of keeping appropriate and accurate records and reporting systems to create regular updates on the school's performance to all relevant audiences	D
F2	Evidence of instilling staff accountability for the impact they have on learner outcomes	E
F3	Ability to interact with parents/carers to ensure they are well informed about the progress and attainment of their learners	E
F4	Experience in providing the Governing Body with information, advice and support in a timely and easily accessible format	D
G	Personal Attributes	
G1	Ability to inspire and influence others both inside and outside the school community	E
G2	Ability to work collaboratively with other schools and agencies to further develop partnerships and learning networks	E
G3	Excellent interpersonal skills including the ability to listen to, understand and work with a wide range of audiences	E
G4	Excellent communication skills, both oral and written	E
G5	A warm, friendly and approachable personal style	E
G6	Ability to foster an open and transparent culture, acknowledge difference and deal effectively with difficult conversations and conflict at every level	E
G7	Ability to work on own initiative and anticipate and manage multiple priorities and deadlines	E
G8	Ability to establish a safe, secure and healthy learning environment for both learners and staff and promote well-being for both self and staff	E
G9	Demonstrates a high level of commitment to safeguarding, inclusion and equality in all aspects of school life	E
G10	Demonstrates a commitment to building and maintaining an effective and collaborative relationship with the Governing Body	E

KEY DATES & HOW TO APPLY

Please ensure that your application is submitted by the closing date which is **midnight on Sunday 18 February 2018**. Incomplete applications or applications received after the deadline will not be considered.

School visits are available on **7 & 8 February starting at 1:30pm**. Please contact Anila.Ahmad@kennellaneschool.com if you would like to join us.

Shortlisting will take place on Tuesday 20 February. If you are shortlisted for interview you will be informed by email on **Wednesday 21 February**.

Interviews will take place on **Thursday 1 and Friday 2 March 2018**. Candidates will be expected to attend on both days.

Please apply using the Headteacher Application form provided with this pack. CVs will not be accepted under any circumstances.

Ensure you complete all sections on the application form. If a section does not apply to you please insert N/A in the section provided for your answer. Kennel Lane School is committed to safeguarding all young people and children and requires candidates to explain all gaps in their career history.

Before returning your application, please check that you have completed all of the sections fully. As applications will be submitted electronically you will be required to sign the declaration in person if you are shortlisted for interview.

Please contact each of your named referees to inform them that if you are shortlisted we will request a reference prior to interview.

Please return your completed application by email to: sarah.hunter@bracknell-forest.gov.uk

Kennel Lane School are committed to providing equality of opportunity to all. Our aim is to treat all employees and prospective employees with integrity, respect and consideration.

We aim to ensure that individuals are recruited, selected, trained and promoted on the basis of ability, job requirements, skills, aptitudes and other objective criteria.

All applicants and employees will always be dealt with impartially and on objective criteria so no individual or group is disadvantaged.



"Trust is a vital part of the working relationships here and is given and received in abundance" Staff