



**Trinity School  
Heathway  
Dagenham  
Essex  
RM10 7SJ**



## **Appointment of a Deputy Headteacher**



**We hope this information pack will tell you what you need to know about Trinity School**

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## Letter from the Headteacher of Trinity School



Dear Colleague

Thank you for taking an interest in our forthcoming Deputy Headteacher vacancy.

In this letter and the information pack we have tried to detail some of the relevant facts you need in order to make an informed choice about whether to proceed with your application. However, please do not hesitate to contact us at the school if you need any further information. We strongly recommend that all interested candidates arrange a visit at the School prior to submitting an application.

This vacancy has arisen as a consequence of the previous postholder's promotion. Governors of Trinity School are now seeking to appoint to the vacant Deputy Headteacher post responsible for standards, organisation and behaviour from Easter (April 2018). We are seeking to appoint an exceptional experienced Qualified Teacher to support our senior leadership team to continue to build upon our many existing strengths including continuing to deliver a truly outstanding education and preparation for adult living for all of our pupils

You will be joining a committed group of school leaders who, as confirmed by our most recent Ofsted inspection, have supported the development of the School to achieve its third, consecutive outstanding grade in November 2014. The latest Ofsted report can be found elsewhere in this application pack.

This post provides an ideal opportunity to lead a school in the next exciting phase of its development.

Trinity is a special school for over 290 pupils aged 3-19 with diverse learning difficulties. A wide range of special educational needs is reflected in our school population. All the pupils have severe learning difficulties of which 54% have Autistic Spectrum Condition and 13% have extremely complex and/or profound and multiple learning difficulties). The school also has a 48 week provision offering education to a small group of severely autistic pupils and a highly successful extensive extended provision which runs each day after school, Saturday mornings during term time, as well as during some of the school holidays. The Governing Body has a broad range of experience and expertise and is committed to ensuring that the needs of all these pupils are met.

We are very proud of our school, the successes and achievements of the pupils and our reputation within the community as a place which strives to provide the best service possible to the children and their families.

We have highly motivated and well trained staff who are committed to creating a school in which our pupils receive an outstanding education and provide a service to the residents of Barking & Dagenham which is permanent and sustainable.

**We are looking for an exceptional candidate who can lead and develop our outstanding provision that has a well proven record of high quality teaching and learning; that provides specialist training for its own staff and for colleagues throughout the local authority and delivers an excellent service for its pupils and their families. Candidates must be committed to supplying specialist education that is successful and effective for all pupils.**

## Main Priorities of the School

- To provide the best service possible to our pupils and their families.
- To enable our pupils and their families to stay together and for pupils to acquire those skills that will support the ability to live as independent a life as possible within this community.
- The school seeks to play our part in counteracting the local cycle of deprivation by teaching relevant skills and supporting families and the work force in raising expectations and fulfilling aspirations.
- To establish models of best practice which can be shared with colleagues across the local authority to ensure that there is a continuity of approaches for people for whom access to services and support will be life-long.
- To foster a well trained work force with competencies in key pedagogies via access to high quality staff training facilities.
- To use staff development as a means of securing planned succession and ensure the continuity of effective teaching.
- To secure the legacy of an outstanding school
- To promote attainment and achievement of all pupils regardless of their disability
- To support the school's raising attainment agenda through a focus on curriculum development, pedagogies and staff training.
- To foster partnership between Trinity school, the parents, the Local Authority and partner schools/services in sharing our practices for the benefit of children and young people with disabilities in our community.
- To promote the inclusion of all pupils through a rich and varied curriculum and through the delivery of appropriate pedagogy that is taught in a school with excellent facilities and resources.
- To enable an extensive and appropriate use of new technologies as they evolve.

## Your Application

Details of how to make your application are provided elsewhere. Please do make sure, however, that your application specifically addresses the requirements of the person specification. We would not wish to miss out on interviewing a good candidate because of simple omissions in the application form.

Thank you, once again, for your interest in this post. We look forward to receiving your application.

Yours sincerely

**Susan Ball**  
**Headteacher**

## Information about Trinity School



At present Trinity is one of two special schools in Barking and Dagenham and it is currently oversubscribed. A wide range of special educational needs is reflected in the school population. The key characteristics of learners are as follows: all the pupils have severe learning difficulties, 54 % of this group have a secondary diagnosis of Autistic Spectrum Condition, and 13% have extremely complex medical and/or profound and multiple learning difficulties.

The school also has a 48 week provision known as the Living and Learning Centre. It offers education to a group of twelve severely autistic pupils and is an integral part of the school.

The school has been judged as outstanding for three consecutive inspections in 2007, 2009 and 2014. Outstanding pupil progress is reflected in whole school data and accreditation attainment and this is supported by established and embedded pedagogies throughout the school.

The curriculum is challenging, varied and clearly differentiated. Together with learning environments that support the individual needs of the pupils the school ensures that all pupils leave Trinity and transition to appropriate placements in full time education or supported vocational training. All leave with external accreditation of their achievements. We offer a strong independent living and vocational skills curriculum with pupils supported in their work towards achieving economic wellbeing.

The differing learning preferences and needs of our autistic pupils are well catered for with the delivery of a pedagogy based upon structured teaching and visual learning. Classrooms are organised to accommodate this practice. Pupils with complex and profound learning needs are taught through the use of a sensory curriculum that acknowledges the need to teach and assess in small steps. Again classrooms are specifically organised to support the pedagogy.

The forty eight week provision for a small group of pupils who display highly challenging behaviour supports their continued inclusion within the community and has ensured an excellent service for those families who are at risk of suffering crisis and eventual breakdown. A feature of this service is the closely co-ordinated work with our social care and health colleagues.

The school understands the role that sensory regulation and integration play in the development of young people with such severe learning needs and ensures that interventions to work with pupils are timely and effective.

All pupils at Trinity have language and communication difficulties and for this reason the school has an established team of six, full time Speech and Language therapists who work in classrooms to support pupils and model good practice for staff.

CPD is an important aspect of school life in continuing to raise staff awareness, knowledge, skills and expertise. Training in specific pedagogies to meet the needs of pupils is an ongoing and important aspect of our work providing training opportunities in house for Trinity colleagues and for those from other schools and agencies.

An innovative programme of support for families is in place. A successful home intervention project supports the transference of pupil skills from the school into the home environment. The school also organises a range of extended, extra-curricular opportunities after school, on Saturday and during each half term.

The school employees a large diverse team of staff all of whom make their contributions in three phase age related teams. The CCG deploy a team of health professionals in the school to work alongside the staff.

All employees are required to uphold the principles and ethos of the school at all time and ensure that the pupils needs come first. Consequently all staff must put our safeguarding procedures to the fore of their work.



School report



## Trinity School

Heathway, Dagenham, Essex, RM10 7SJ

### Inspection dates

19–20 November 2014

Previous inspection:	Outstanding	1
This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1
Sixth form provision	Outstanding	1

### Summary of key findings for parents and pupils

#### This is an outstanding school.

- Pupils make outstanding progress in their ability to communicate through innovative teaching. They make significant progress in their reading and mathematical development.
- Children in the Early Years Foundation Stage progress exceptionally well; the result of very effective teaching and well-planned work.
- The sixth form provision is outstanding. Pupils' achievement is excellent. Very clear programmes enable pupils to make a smooth transition to the local further education college.
- Well-targeted teaching and care and support for pupils in the Additional Resource Provision enable them to progress very well.
- Teaching over time is outstanding. Teachers know their pupils very well and provide work that is at the right level, ensuring they make the best possible progress.
- Teaching assistants and all of the support staff work together exceptionally well so that pupils learn in a friendly and calm atmosphere.
- Pupils' behaviour is outstanding. They thoroughly enjoy the wide range of interesting activities they are taught. As one parent or carer commented, 'The only thing he doesn't like about school is having to come home at the end of the day!' A high proportion of pupils attend many of the out-of-school clubs on offer. Most students attend regularly.
- The school places a strong emphasis on ensuring pupils are well looked after and pupils say they feel safe and secure.
- The headteacher has continued to develop the strengths of its senior and middle leaders so that they provide exceptional support for teachers and support staff. Teaching and learning are checked rigorously by senior leaders and continue to improve.
- Senior leaders provide guidance and support beyond the boundaries of the school. There are numerous testimonials from teachers praising the guidance and tuition received from training sessions run by the school.
- Governors have an in-depth knowledge about all aspects of the school's work, particularly that relating to the quality of teaching and learning.

# Information about this inspection

- The inspectors observed 15 lessons, all of which were joint observations with senior staff.
- Meetings were held with the Chair of the Governing Body and another member. Meetings were also held with senior and middle leaders, members of staff and a group of pupils.
- There were too few responses to Parent View, Ofsted’s online questionnaire, for inspectors to use. The inspectors took account of the school’s own recent survey of parents and carers and a letter from a parent or carer, together with 219 responses to the staff questionnaire.
- The inspectors scrutinised examples of pupils’ work and a range of documents. These included the school’s self-evaluation and planning, information on pupils’ progress and records relating to attendance, behaviour and safeguarding.

# Inspection team

Paul Edwards, Lead inspector	Additional Inspector
Jackie Blount	Additional Inspector

## Full report

### Information about this school

- The school caters for pupils with a wide range of special educational needs, including those with profound and multiple learning difficulties, severe learning difficulties and autism. All pupils have a statement of special educational needs.
- The percentage of pupils from minority ethnic groups is 67% which is well above the national average. The proportion who speak English as an additional language is also well above average at 45%.
- The proportion of pupils eligible for additional government funding, known as the pupil premium, is 54%, which is well above average. This is funding intended to support eligible pupils who are eligible for free school meals or who are looked after by the local authority. All Year 7 pupils are eligible for additional government catch-up funding to improve their literacy and numeracy.
- Pupils are not entered early for public examinations.
- There is an Additional Resource Provision (ARP) on site which is managed by the school on behalf of the local authority. The ARP provides teaching and care for pupils with complex needs for 48 weeks of the year and is aimed at raising the standards of achievement and minimising the need for residential provision and at reintegrating the pupils back into mainstream provision quickly.
- Students in the sixth form attend Barking College of Further Education for short periods and some engage in work experience off site.
- Children attend the Nursery or Reception classes on a full-time basis.

### What does the school need to do to improve further?

- Improve the marking of pupils' work by ensuring it consistently identifies the next steps that will make their work better.

# Inspection judgements

## The leadership and management are outstanding

- The exceptional leadership throughout the school is the result of very effective delegation of responsibilities. Consequently, there have been significant improvements in key areas. The assessment of how well pupils are progressing has been developed and middle leaders now make much better use of the data to monitor the quality of teaching and learning. Senior leaders have developed their own systems for checking how well pupils are achieving in areas not measured by commercial schemes. As a result, all staff have a very clear and accurate picture of pupils' achievements. Pupils' behaviour continues to improve; the result of rigorous strategies implemented by all staff.
- The local authority provides 'light touch' but rigorous support for the school. The school works closely with the local authority to continually improve the skills of teachers and classroom assistants. Senior leaders provide on-site training for staff from other schools to improve knowledge of many aspects of special educational needs. The local authority values the opportunities for other schools to share the school's expertise, particularly in areas such as autism. These regular, well-planned events help to ensure a highly motivated and caring staff.
- There is a determination among all staff to improve the outcomes for pupils. Senior and middle leaders systematically check the quality of learning. Regular meetings with teachers are used to identify if pupils are making sufficient progress and interventions are instigated where required.
- Senior leaders are rigorous in monitoring teachers' performance. Where required, teachers are provided with guidance and support to ensure they deliver the best quality teaching. Good use is made of the expertise within school to improve teachers' understanding of areas such as autism. Newly qualified teachers and those with less experience are provided with excellent mentoring, ensuring they have a good start to their teaching career.
- The teachers adapt curriculum activities exceptionally well for individual pupils. Each pupil's targets are specific to the individual and displayed in classrooms. There is a strong focus on developing communication and social skills, alongside developing literacy and mathematical skills. Activities provide well for the students' spiritual, moral, social and cultural development. The recent Egyptian day helped improve pupils' understanding of history. Activities are arranged which celebrate the students' diverse ethnic backgrounds such as the Diwali day. Pupils gain a good understanding of life in modern Britain. Sensory rooms provide students with profound learning disabilities with the opportunity to appreciate different sounds and lighting effects.
- All pupils are provided with the opportunity and encouraged to take a full part in all of the school's activities. Following on from discussions with pupils and parents and carers, the number of after-school clubs has increased and all pupils are encouraged to participate. There is no discrimination.
- The additional government sports funding has been used to significantly increase the number of sporting competitions with other schools. Pupils now visit many schools and other venues for competitive sports and physical activities such as rock climbing, football, basketball and gymnastics. Skilled sports staff ensure all pupils enjoy quality physical education lessons, including swimming.
- The school has used the additional funding for disadvantaged pupils and the Year 7 catch-up funding very well. There has been a clear focus on improving the communication skills for pupils through the purchase of additional speech therapy time and an increased focus on improving reading.
- The accommodation is bright and cheerful. Pupils' work and their achievements are celebrated in classrooms and corridors. The building has been adapted to the changing needs of its pupils very effectively. Sensory rooms are well equipped and the hydrotherapy pool provides good experiences for students with profound and complex needs. The recent conversion of a library into a 'Discovery Room' provides all pupils, including those in wheelchairs, with excellent opportunities to use 'high tech' equipment to learn about specific topics.
- The outstanding leadership and management of the Early Years Foundation Stage ensure children are provided with a rich and stimulating range of activities. The provision for sixth form pupils has developed extremely well. Pupils use their rapidly improving communication skills for practical activities such as cooking. They are provided with excellent guidance for when they move on to the next stage of education or for independent living.
- The Additional Resource Centre has been developed effectively to enable each student to have their own private space. This enables support staff to work with individuals to reduce their anxiety, improve their achievement and prepare them for moving back to mainstream classes.
- There are excellent links with parents and carers. They appreciate the regular, informative newsletters. There is a high take-up by parents and carers for the annual reviews of their children's progress. Parents and carers are very happy with the guidance they receive as to how they can support their children at home with communication and reading tasks.
- Senior leaders ensure all safeguarding and child protection procedures are implemented rigorously and meet statutory requirements. Consequently, pupils are safe and secure.
- **The governance of the school:**
  - Governors are extremely well informed and challenge school leaders very effectively. They know the school well and have a clear understanding of how well the pupils are achieving compared to pupils in similar schools. Governors have been trained to understand the data and so are able to question the information with authority.

Governors have a very good understanding of the relationship between pupils' achievement and the quality of teaching. They keep a close scrutiny on teachers' performance and salary progression. Governors look closely at expenditure and its impact, particularly the additional funding received for disadvantaged pupils, the sports premium and catch-up funding.

- All governors receive regular training to keep them fully up to date with all aspects of child protection and they ensure that all requirements for safeguarding are met.

## **The behaviour and safety of pupils are outstanding**

### **Behaviour**

- The behaviour of pupils is outstanding. During break times and lunchtimes, pupils move between classrooms without fuss. They are polite and welcoming, with older pupils shaking hands with visitors. They respond extremely positively to the high level of respect shown to them by staff.
- They settle very quickly to learning at the start of the day and following break and lunchtimes.
- Throughout the school, pupils have excellent attitudes to their learning. For example during a food technology lesson for Years 10 and 11 pupils, they demonstrated high levels of concentration and determination as they were helped to read a simplified version of A Christmas Carol. Pupils were very keen to answer questions about some of the characters.
- A significant feature of the school is the highly effective way teachers manage behaviour. As a result, pupils make great strides in their ability to manage and improve their behaviour and diffuse potentially challenging or difficult situations. This is particularly so in the ARP, where the skill, patience and determination of staff ensure an increasingly calmer atmosphere where pupils' anxiety levels drop and they are much more able to learn.
- Adults communicate very effectively with pupils, making sure they understand what is expected of them and what they are to do. Parents, carers and pupils are extremely positive about pupils' behaviour.
- Most pupils attend school regularly and their attendance is above average. A very small number are absent for longer periods but this is almost always due to serious medical conditions.
- There is no litter or graffiti and pupils are very proud of their school. They are keen to talk about their favourite activities such as cricket and were desperate for an inspector to observe the after-school drumming, which was impressive.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Statutory requirements to keep pupils safe and secure are followed rigorously. All staff take great care in ensuring students are well cared for. The pupils are very well supervised at all times and those with medical needs are looked after exceptionally well. Adults manage the pupils' care effectively, for instance in moving and hoisting pupils with severe and physical disabilities. Risk assessments for all aspects of the pupils' care are thorough and very well monitored.
- Pupils say they feel safe and explain how they have been taught about the dangers of traffic. They do not feel bullying is an issue and this is confirmed by school records. There have been no exclusions, either temporary or permanent in recent years.
- Feedback from the Barking College of Further Education and checks by school staff show that sixth form students are very safe when using this provision and when attending work placements.

- Teaching over time is outstanding. The school's monitoring of teaching shows there has been a gradual increase in the amount of teaching that is outstanding or good and that there is very little that requires improvement. This, together with the monitoring of pupils' progress and analysis of their work, confirms the judgement of outstanding teaching.
- Teachers have high expectations of the progress their pupils are capable of making and this contributes significantly to their outstanding achievement. Teaching in the Early Years Foundation Stage and the sixth form is outstanding. Teachers plan work that challenges the more able students effectively. Work is very well planned
- Although class sizes are very small, the pupils' needs are quite significant. Teachers make excellent use of teaching assistants and other support to ensure their needs are very well met. Teaching assistants are well trained and make a significant contribution to the pupils' excellent achievement.
- Communication, reading and writing are taught well and this is shown in teachers' careful planning. Pupils quickly become used to the shapes and sounds of letters. The teaching of phonics (the sounds that letters make) is very effective in the early years setting and provides the more able children with a good grounding for future reading. Teachers have rewritten several books with visual symbols as text and this has enabled students to access literature that might otherwise not be available to them. This is also proved valuable for those pupils at an early stage of learning English as an additional language and who find visual cues helpful.
- Teachers usually mark pupils' work very well so that other adults know what the next steps in the pupils' learning are. However, this practice is on occasions inconsistent and the school rightly recognises the importance of ensuring a common approach to marking.

### **The achievement of pupils is outstanding**

- Pupils' progress throughout the school is consistent and sustained. The pupils' attainment remains low because of their significant learning difficulties. However, they make progress and achieve exceptionally well. The school ensures that all pupils achieve their potential. This outstanding achievement has been maintained since the previous inspection.
- The most able pupils from all areas of the school make outstanding progress in English and mathematics. Average-attaining pupils and those with more severe and complex needs also make outstanding progress. This is the result of teachers and support staff planning work that is well matched to pupils' prior attainment and because staff are skilled at encouraging pupils' desire to learn.
- Disadvantaged pupils supported by additional funding make progress that is at least in line with their classmates'. Communication skills progress rapidly because the school has wisely employed additional speech therapists. Pupils' physical and fine motor skills improve rapidly because the therapists and support staff target these areas closely.
- There is no difference in achievement between pupils from different ethnic groups. All pupils achieve equally well, including those who speak English as an additional language. Girls and boys also achieve equally well.
- Pupils in the ARP achieve very well due to the excellent care and support which help to reduce their anxiety and make them more ready to learn.
- When they enter the school, children's needs are assessed very carefully. This provides Early Years Foundation Stage staff with the basis for delivering well-targeted phonics teaching. This programme continues throughout the primary phase and pupils continue to develop their literacy and numeracy skills, learning very effectively through topics. The school's Discovery Room is used very effectively to help pupils improve their speaking, reading and writing skills through topic work in an exciting and interesting way.
- Pupils' mathematical skills improve quickly through a range of activities, for example through counting, subtracting and adding money during shopping trips.
- Pupils' physical education and musical skills develop well and help to improve pupils' social skills and confidence.

- Sixth form students progress exceptionally well so that many become confident and fluent readers by the time they are ready for the next stage of their education or training. Those students who attend alternative provision at Barking College of Further Education or attend work placements achieve extremely well during their time at these settings.

## **The early years provision is outstanding**

- Children enter the school with skills at much lower levels than those typical for their age. They make rapid progress in all areas of learning, particularly in their personal development, so that they are extremely well prepared for the next stage of learning.
- Through very careful assessments and interaction with the children, teachers and other adults get to know the children very well. As a result, they are able to provide work and activities closely matched to the children's needs. Each child is provided with a high level of support that enables them to enjoy the many varied and interesting activities.
- Children from minority ethnic groups achieve as well as other children, as do those who speak English as an additional language. The excellent use of visual aids and symbols helps these children to communicate with staff.
- Teaching is outstanding. Teachers and other staff regularly check how well children are progressing and adapt the work and activities accordingly. Teachers expect the children to make rapid progress and achieve well as a consequence.
- Teachers develop excellent relationships with the children and make learning exciting. As a result, children work hard and concentrate well. Teachers have clear rules and expectations of behaviour which are communicated effectively to the children.
- Children enjoy coming to school. Links with parents and carers are excellent and they are rightly confident that the school keeps their children very safe.
- The leadership and management of the early years provision are excellent. The leader has adapted the early learning goals so that the needs of the children are fully met. Excellent monitoring of children's progress and the quality of teaching ensures that children are provided with an outstanding start to their education, enabling them to achieve exceptionally well.

## **The sixth form provision is outstanding**

- Students' achievement is outstanding because teachers know them very well. The outstanding teaching builds very effectively on their previous learning, enabling them to develop secure skills in the basic skills of communication, reading, writing and mathematics. There are excellent opportunities for the students to apply these skills in practical activities, for example, when they go on work placements.
- The teachers ensure that the curriculum is adapted to meet the needs of all students. Students are encouraged to develop the skills for independent living. Weekly visits to the local supermarket and preparing and cooking their own meals help students to make significant progress in this aspect.
- All students gain accreditation in basic skills and individual students have undertaken GCSE courses with local schools or Barking College of Further Education. This year six students have remained at the school to study mathematics and physical education and are on track to gain GCSEs in these subjects.
- The school's own DIY centre enables students to gain confidence and the skills to use a variety of tools while undertaking renovation projects. There are excellent opportunities for them to learn about horticulture, sports leadership, catering and the retail sector.
- Students are encouraged to socialise and meet with people beyond the school. They take part in volunteering activities. At Christmas they invite senior citizens from the community for a Christmas meal.
- They are encouraged to, and do, take part in many sporting activities such as bowling, golf, climbing, judo, fitness gym and boccia. Year 13 students are encouraged to access a six-week link course at Barking College. This gives them experience of working in a college environment and the opportunity to work in the college bakery.
- The leadership of the sixth form is outstanding. Records of students' achievements are meticulous and provide them and others with an excellent picture of their time at Trinity School. Transition arrangements are thorough and the students are fully involved in the decision making as to the course they will take when they leave the school.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

Unique Reference number	131102
Local Authority	Barking and Dagenham
Inspection number	448155

Type of school	Special
School category	Community special
Age range of pupils	3–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	285
Of which, number on roll in sixth form	40
Appropriate authority	The governing body
Chair	Glenda Spencer
Headteacher	Peter McPartland
Date of previous school inspection	6–7 October 2009
Telephone number	020 8270 1601
Fax number	020 8270 4969
Email address	<a href="mailto:office@trinity.bardaglea.org.uk">office@trinity.bardaglea.org.uk</a>

## Facilities

Trinity School opened in 1997 and the school's buildings offer a quality educational environment in which effective teaching and learning can take place.

More recent developments have seen:

- the development of a suite of recovery rooms allocated for the sole purpose of supporting pupils who are unable to learn in a classroom setting because of their levels of anxiety and distress in conjunction with their specific learning needs
- the completed refurbishment of the Living and Learning Centre and its surroundings, including an upgrade of equipment in the multi-sensory room;
- the conversion of the PE storage area into a multi gym;
- the extension of our Further Education Centre
- the development of an office for the sole use of the Designated Lead for Safeguarding demonstrating the importance placed by the school upon rigorous and confidential safeguarding practice;
- the provision of additional small play spaces adjacent to lower and middle school classrooms;
- the completion of landscaping in order to improve the entrance to the front of the school;
- the upgrade of the swimming pool multi-sensory equipment;
- additional storage space in the Further Education Centre hygiene rooms;
- the completion of the next phase of decorating/updating of classrooms;
- remodelling of classrooms;
- the upgrading of our multi –sensory rooms;
- The development of a new sports dome.

The school enjoys teaching facilities of a high quality. Whilst buildings themselves are important, the pedagogical developments the school has made are perhaps more indicative of the nature and direction of the school.



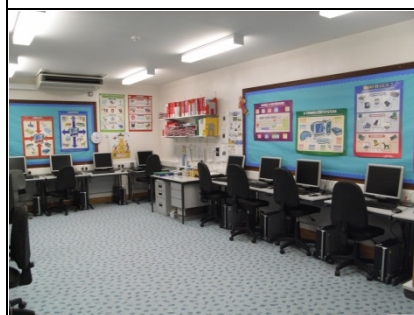
**Design Technology**



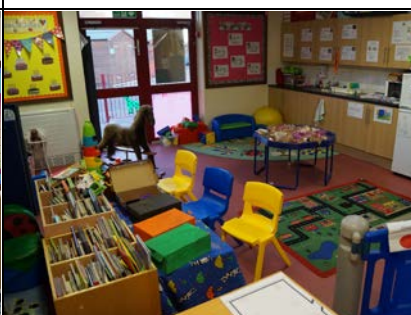
**Upper School Food Technology**



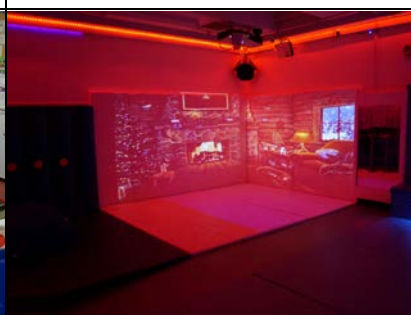
**Primary Food Technology**



**ICT Suite**



**Primary Classroom**



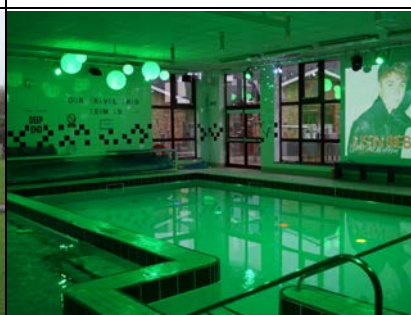
**Multi-Sensory Room**



**Adventure Playground**



**Playground**



**Swimming and Hydrotherapy**



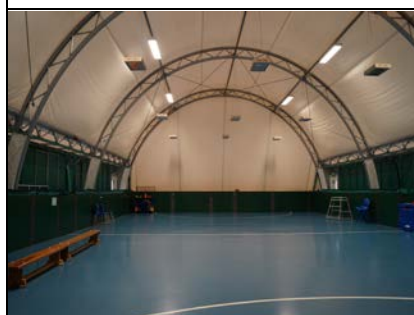
**Further Education Centre**



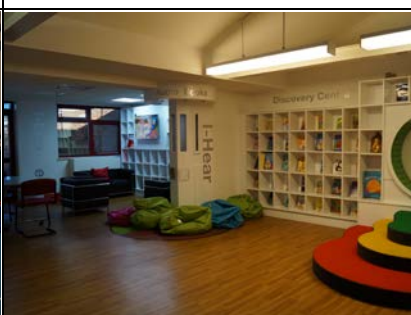
**Living and Learning Centre**



**Meeting Room**



**Sports Dome**



**Discovery Centre**



**Horticulture Garden**

## Trinity School

Heathway Dagenham Essex RM10 7SJ

Headteacher: Susan Ball

Tel: 020 8724 1703 Fax: 020 8270 4969



## Deputy Headteacher - Standards, Organisation and Behaviour

Salary: L 23 – L 27 (Inner London Pay Spine)

Required: April 2018

Contract Type: Full-time, Permanent

As a consequence of the previous postholder's promotion, Governors of Trinity School are seeking to appoint to the vacant Deputy Headteacher post responsible for standards, organisation and behaviour from April 2018. We are seeking to appoint an exceptional experienced Qualified Teacher to support our senior leadership team to continue to build upon our many existing strengths including continuing to deliver a truly outstanding education and preparation for adult living for all of our pupils.

## Our School

At present Trinity is one of two special schools in Barking and Dagenham and it is currently oversubscribed. A wide range of special educational needs is reflected in the school population. The key characteristics of learners are as follows: almost all the pupils have severe learning difficulties of which 54 % have Autistic Spectrum Condition, and 13% have extremely complex medical and/or profound and multiple learning difficulties.

The school also has a 48 week provision (ARP) known as the Living and Learning Centre. It offers education to a group of twelve pupils with profound autistic spectrum condition. In addition a highly successful extensive extended provision runs each day after school, as well as during some of the school holidays.

The school has been judged as outstanding for three consecutive inspections in 2007, 2009 and 2014. Outstanding pupil progress is reflected in whole school data and accreditation attainment and this is supported by established and embedded pedagogies throughout the school.

The ideal candidate will have extensive experience of senior management in a special or mainstream school setting and of working with pupils with special educational needs. He or she will lead the whole school in matters of curriculum, teaching and learning.

## The Role

We already have one experienced Deputy Headteacher in post who oversees quality assurance for teaching and learning, including CPD. This second vacant Deputy Headteacher role will work closely alongside the Headteacher and present Deputy having a specific focus on whole school standards, curriculum, assessment, organisation and behaviour.

This role working with other members of the senior and middle leadership team will be responsible for the strategic direction of the curriculum, the collection and interpretation of data related to pupil attainment and to provide outstanding organisation of the school. Specifically:

- the management, organisation and administration of the curriculum development function of the school.
- developing whole school curriculum, assessment and organisation policies and practices.
- evaluating the impact of school improvement strategy (SIS) on performance.
- identifying the priorities for continuous improvement and raising standards via curriculum development and assessment
- Presenting whole school data and being accountable for feedback to a wide range of internal and external stakeholders, including Ofsted and the Governors
- a focus on pupil behaviour management and supporting strategies
- ensuring equality of opportunity
- a focus on risk assessments across a range of areas from behaviour support to curriculum areas and off-site visits.
- ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives.

- supporting the planning and strategic direction of CPD using progress and performance data
- overseeing the management of the Extended Schools offer and the 48 week provision
- supporting the performance management process for identified staff so that achievements and good practice are recognised, underperformance is challenged, as well as targets for improvements and development being agreed and monitored.

### **About You**

We are looking for a qualified teacher who has undertaken post-qualification studies and possesses a clearly visible career history demonstrating aspirational aims towards Deputy Headship. You will hold extensive experience of leading teams along with mentoring and developing the skills and knowledge of colleagues. It is essential that you are currently serving as an Assistant or Deputy Headteacher and that you possess either extensive experience of senior management in either a special school as a Deputy Headteacher, Assistant Headteacher or in a senior teaching role in a special school or specialist provision, which is well established in middle management.

Because of the varied and demanding nature of the role, we are asking that applicants also possess experience of leading teams in curriculum or policy development, of providing or organising training for other staff along with evidence of successful experience of teaching pupils across a broad range of the attainment spectrum. Also important is evidence of expertise and success in raising pupil achievement and securing school improvement, to include collecting and interpreting pupil attainment data.

Your personal qualities will include a passion for improving outcomes for children and young people with special educational needs and disabilities, along with knowledge and experience of special needs education, ideally in a range of settings. You will be able to demonstrate the ability to lead, manage and motivate staff along with good self-management skills, such as time management. It goes without saying that you must be an excellent communicator with skills to build and support strong effective teams. As this role will have a whole school strategic view, the ability to build and develop effective partnerships with stakeholders and the wider community is vital.

### **Our Offer**

In return, we offer an exciting opportunity to influence the outcomes for a large number of exceptional children and young people who face many difficult challenges; to support the senior leadership team in innovating and supporting change in a welcoming school that is committed to high expectations and success for all of our pupils. Along with the post come opportunities for development and a competitive salary commensurate with the challenge.

**Closing date for applications: 3pm on Tuesday 17 October 2017**

**Visits/Tours to the School by prior appointment are available on 11 and 12 October 2017**

**Interview date: currently planned for 9 November 2017**

Governors strongly recommend that all prospective candidates make an informal visit to the School prior to applying for this position.

For an application pack and to discuss arranging a visit to the School, please telephone or email Eimear Adair, HR Assistant on 020 8724 1703 or [eadair@trinity.bardaglea.org.uk](mailto:eadair@trinity.bardaglea.org.uk)

Trinity School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. Criminal Record and Barred List checks via the DBS will be undertaken for the successful candidate.

This post is exempt from the Rehabilitation of Offenders Act and a comprehensive screening process, including a disclosure check, will also be undertaken on all applicants

# Advice on Making an Application

## Application Process

The Selection Panel will rely solely on the information contained in your application form to make a decision whether to shortlist you for the post. CVs will not be accepted.

Please provide as much relevant information as possible. You may find the following points helpful:

- Begin by reading through all the information in the recruitment pack, paying particular attention to the selection criteria.
- Complete each section of the application form.
- In writing your personal statement you should state how your experience, skills and abilities help you to meet each of the selection criteria listed for this post, addressing each of the criteria in turn.
- Make sure that you address each of the criteria fully.
- Provide evidence of your own experience and not the general work of your school with examples.

The panel will use the person specification to judge whether or not to shortlist an applicant.

Please return your signed application form in **hard or electronic copy** to:

Eimear Adair, HR Manager, Trinity School, Heathway, Dagenham, Essex, RM10 7SJ Telephone 020 8724 1703: e-mail: [eselson@trinity.bardaglea.org.uk](mailto:eselson@trinity.bardaglea.org.uk) by no later than 4pm on Tuesday 17 October 2017.

All prospective candidates **are strongly recommended to** make an informal visit to the School prior to submitting your application, please also contact Emma Selvon or Eimear Adair in the HR Office on the telephone number or email above to make an appointment.

Additional Information about the School can be found at [www.trinityschooldagenham.org.uk](http://www.trinityschooldagenham.org.uk)

An appointment to the post will be conditional on receipt of satisfactory references and safeguarding procedures. Trinity School is committed to the protection and safety of its pupils and all posts within our School are subject to an Enhanced Disclosure Check from the DBS.

## Selection Process

All applications and documentation used in the recruitment process will be treated in confidence and access will be restricted to those involved in the selection process.

All applications will be considered and judged on their merits. Particular emphasis will be placed on the ability of the candidate to clearly demonstrate the professional and personal qualities required for the appointment.

A shortlist will be drawn up of those candidates selected to be called forward for interview. Selected candidates will be notified by email and letter as promptly as possible following the shortlisting process and will be invited to attend the school for interview on the date stipulated. Candidates who are unsuccessful at shortlisted will also be notified in writing as soon as possible after shortlisting has taken place.

Successful candidates will be invited to attend the school for an interview. Interviews will be held over one full day.



## Job Description

**POST HELD:** Deputy Headteacher - Standards, Organisation and Behaviour

**SALARY SCALE:** Leadership Range 23 to 27

**POSTHOLDER:**

**DATE:** April 2018

### Main Job Purpose

To carry out the professional duties of a Deputy Headteacher as set out in the current School Teachers Pay and Conditions Document.

The Deputy Headteacher, in addition to carrying out the professional duties of a teacher, shall play a major role under the overall direction of the Headteacher in:

- Formulating the aims and objectives of the school;
- Establishing the policies through which they shall be achieved;
- Managing staff and resources to that end; and
- Monitoring progress towards their achievement.

The Deputy Headteacher shall also undertake any professional duties of the Headteacher reasonably delegated to them by the Headteacher.

Undertake to the extent required by the Headteacher or the Governing Body, the professional duties of the Headteacher in the event of their absence from School.

### Specific Responsibilities of the Post

The leadership and management of all aspects of whole school, including the Extended Schools offer; curriculum, assessment, standards, organisation and pupil behaviour at Trinity school.

The Deputy Headteacher, working with members of the School Improvement Strategy Team (SIS) will be responsible for the strategic direction of the curriculum, the collection and interpretation of data related to pupil attainment and to provide outstanding organisation of the school. Specifically:

- the management, organisation and administration of the curriculum development function of the school.
- developing whole school curriculum, assessment and organisation policies and practices.
- evaluating the impact of school improvement strategy (SIS) on performance.
- identifying the priorities for continuous improvement and raising standards via curriculum development and assessment
- presenting whole school data and being accountable for feedback to a wide range of internal and external stakeholders, including Ofsted and the Governors
- responsibility for whole school timetabling

- responsibility for an overview on monitoring EHC Plan reviews and assessment
- a focus on pupil behaviour management and supporting strategies
- ensuring equality of opportunity
- ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives.

### **Shaping the Future of the School**

- Ensures the curriculum development and assessment vision for the school is clearly articulated, shared, understood and acted upon effectively.
- Works within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain effective staff development and training.
- Demonstrates the vision and values in everyday work and practice.
- Motivates and works with others to create a shared culture and positive climate over the value of curriculum development and assessment.
- Ensures that strategic planning takes account of the diversity, values and needs of the school.

### **Teaching and Learning**

- Ensures a consistent and continuous school-wide focus on staff development, using records, data and benchmarks to monitor progress and inform the planning of CPD.
- Ensures that staff development and training is at the centre of strategic planning and resource management.
- Establishes creative, responsive and effective approaches to curriculum and assessment requirements
- Ensures a culture and ethos of challenge and support where all staff are responsible for and become engaged in their learning.
- Demonstrates and articulates high expectations for the whole school community within the context of organisation systems and practices.
- Determines, organises and implements a diverse and effective assessment/monitoring framework.
- Monitors, evaluates and reviews classroom practice and promotes improvement strategies as part of school self-evaluation practices.
- Challenges underperformance, at all levels and actively supports effective corrective action and follow-up.
- Actively promotes the application of school pedagogy.

### **Developing Self and Working with Others**

- Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Builds a collaborative learning culture within the school and actively engages with partners to build effective staff development systems.
- Develops leads and maintains effective strategies and procedures for staff induction, professional development and performance review.
- Acknowledges and celebrates the achievements of individuals and teams.

- e) Regularly reviews own practice, sets personal targets and takes responsibility for own personal development.
- f) Manages own workload.
- g) Undertakes mentoring of colleagues at all levels to promote pupil achievement and attainment. This includes acting as performance management leader for identified staff and providing regular feedback on performance so that achievements and good practice are recognised, as well as targets for improvements and development being agreed and monitored.
- h) Support HR policies and procedures including holding staff accountable for the quality of their work, confronting poor performance and, under the direction of the Headteacher, initiating capability procedures as and when required.

### **Managing within the Organisation**

- a) Creates an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work.
- b) Responsibility for carrying out whole school timetabling ensuring efficiency and effectiveness taking into account school resources, as well as staffing.
- c) Responsibility for monitoring the EHC plan reviews and assessment process, including specifically setting the annual review calendar.
- d) Produces and implements clear, evidence-based improvement plans and policies.
- e) Ensures that school policies and practices take account of national and local circumstances, policies and initiatives.
- f) Implements successful management processes with the SIS team and other staff as required.
- g) Uses and integrates a range of technologies effectively and efficiently to support the management of the curriculum assessment and organisation service of the school.
- h) Promotes and safeguards the welfare of pupils and has responsibility for safeguarding and child protection as the Deputy Safeguarding Lead.
- i) Co-ordinate the work of the school's internal and external support services.
- j) To lead and manage specific school improvement plan projects as allocated.
- k) To lead and manage specific quality assurance systems as allocated.

### **Securing Accountability**

- a) Works with the leadership team (providing information, objective advice and support) to enable it to meet its responsibilities.
- b) To specifically take a lead on risk assessing, working closely with the School's Health and Safety Co-ordinator.
- c) Develops and presents a coherent, understandable and accurate account of the impact of the allocated responsibilities on school's performance to a range of audiences including Governors.
- d) Reflects on personal contribution to school achievements and takes account and acts upon feedback from others.

## Strengthening Community

- a) Actively promotes a school culture and curriculum which takes account of the richness and diversity of the school's communities.
- b) Implements positive strategies for promoting opportunities for all staff and especially for those with few formal qualifications.
- c) Ensures learning experiences for staff are linked into and integrated with the needs of our families and the wider community.
- d) Collaborates with other agencies and partner organisations
- e) Supports and maintains an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- f) Contributes to the development of the school by, for example, sharing effective practice, working in partnership with other schools and promoting innovative curriculum and assessment initiatives.

The above duties are neither exclusive nor exhaustive and the postholder may be required to carry out such other appropriate duties as may be required by the Headteacher within the grading level of the post and the competence of the postholder.

This job description will be subject to Annual Review, in consultation with the Headteacher to take into account the changing needs of the school.

Trinity School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment.

Reports to: Headteacher

Name (Postholder)..... Date .....

Headteacher ..... Date .....

# Person Specification

## Experience and Qualifications

(All of the shortlisting criteria listed are essential)

Criterion	Information available from			
	<i>E</i>	<i>Application</i>	<i>Interview</i>	<i>Other</i>
Holds a DfE recognised qualified teacher status	<i>E</i>	✓		
Has undertaken post qualification study.	<i>E</i>	✓		
Evidence of updating professional skills, including management development.	<i>E</i>	✓		
Extensive experience of leading teams and mentoring / developing the skills and knowledge of colleagues.	<i>E</i>	✓		
Extensive experience of senior management in a special school/specialist provision as a Deputy Headteacher, Assistant Headteacher or in a senior teaching role which is established in middle management.	<i>E</i>	✓		
Currently a serving Assistant or Deputy Headteacher	<i>E</i>	✓		
Experience of working in organisations with significant cultural diversity.	<i>E</i>	✓	✓	
Experience of leading teams in curriculum or policy developments.	<i>E</i>	✓	✓	
Extensive experience of providing / organising training for other staff.	<i>E</i>	✓	✓	
Successful experience of teaching pupils across a broad range of the attainment spectrum.	<i>E</i>	✓	✓	
Evidence of expertise and success in raising pupil achievement and securing school improvement.	<i>E</i>	✓	✓	
Experience of the collection and interpretation of data related to pupil attainment at a whole school level	<i>E</i>	✓	✓	

## Professional Ability

Criterion	Information available from			
	<i>E</i>	<i>Application</i>	<i>Interview</i>	<i>Other</i>
Demonstrates a sound understanding of the qualities of good teaching and effective learning and how these can be applied to raise pupil attainment.	<i>E</i>	✓	✓	
Demonstrates an understanding of the organisation and the ability to lead on all aspects of whole school; curriculum, assessment, standards, organisation (to include timetabling) and pupil behaviour at Trinity school.	<i>E</i>	✓	✓	✓
Demonstrates a working knowledge of school development planning, including the development of effective monitoring and evaluation strategies.	<i>E</i>	✓	✓	
Demonstrates the ability to mentor colleagues advices on their professional development, organise and implement staff development	<i>E</i>	✓	✓	
Demonstrates an ability to manage / prioritise a diverse range of tasks	<i>E</i>	✓	✓	✓
Has clear vision and strong commitment to staff development	<i>E</i>	✓	✓	✓

and training for all employees.				
Has the ability and strong commitment to working in partnership with staff and other managers.	<b>E</b>	✓	✓	
Has the ability to undertake presentations to others. This includes the ability to be accountable for presenting whole school information to internal and external stakeholders, including Ofsted and the Governing Body	<b>E</b>	✓	✓	✓
Thorough knowledge of the school's roles and responsibilities in relation to safeguarding along with willingness to undertake the role of Deputy Safeguarding Lead	<b>E</b>	✓	✓	
Can set, maintain and actively promote high standards of student behaviour.	<b>E</b>	✓	✓	
Thorough knowledge of legislation relating to curriculum and assessment.	<b>E</b>	✓	✓	

### Personal qualities

<b>Criterion</b>	<b>Information available from</b>			
	<b>E</b>	<b>Application</b>	<b>Interview</b>	<b>Other</b>
Evidence of good leadership skills and professional competence; the ability to lead and manage people to work as individuals and as a team towards a common goal.	<b>E</b>	✓	✓	
Shows a strong commitment to equity in provision to pupils.	<b>E</b>	✓	✓	
Shows a strong commitment to equity in dealing with staff.	<b>E</b>	✓	✓	
The ability to envision, enthuse, inspire and motivate students, staff and parents.	<b>E</b>	✓	✓	
Willingness to oversee and provide a link between the Extended Schools Manager and Senior Leadership Team. This will also include being part of the rota to provide safeguarding cover during School holidays and after School for both Extended Schools and our ARP which runs for 48 weeks per year.	✓	✓	✓	
Good decision making skills; the ability to identify and implement solutions to complex problems.	<b>E</b>	✓	✓	
Shows a willingness to respond to critical incidents within the context of the management of a school.	<b>E</b>	✓	✓	
Excellent oral and written communication skills.	<b>E</b>	✓	✓	✓
An ability to reflect on and improve own performance, whilst remaining focussed on whole school outcomes	<b>E</b>	✓	✓	
To work well under pressure and be able to overcome challenges with a positive attitude	<b>E</b>	✓	✓	
Have good interpersonal skills.	<b>E</b>		✓	
Good self-management skills including the ability to plan one's time effectively but ensuring that all deadlines required of the post are met.	<b>E</b>		✓	✓
A high level of personal integrity and probity.	<b>E</b>		✓	
The ability to have a whole school outlook and excellent organisational management skills particularly when carrying out whole school timetabling and the annual EHC review calendar	<b>E</b>	✓	✓	

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**N.B. The Selection Panel will be looking for evidence in your application form of your strengths and abilities in relation to the criteria set out in this person specification.**