



Beatrice Tate
Headteacher Candidate Pack
December 2020

Letter from the Chair of Governors

Dear Applicant,

Headteacher, Beatrice Tate School

Thank you for your interest in the above post. This vacancy has arisen further to the forthcoming retirement of Mr Michael Whaley, who has been in post for the last four years.

As you will see from the accompanying details, Beatrice Tate is a thriving school with an excellent reputation in the local community. My fellow governors and I are looking to appoint a headteacher with vision, leadership qualities and the ability to further develop a school that was judged as outstanding by Ofsted in April 2016. The successful candidate will also be leading on an ambitious building programme which will add to our excellent facilities. The continuing professional development of the appointed candidate is a high priority for the governors, as is a demonstrable understanding of the needs of our pupils.

On the last page of this pack you will find the application instructions, together with dates for the various stages of the selection programme. Please ensure that you respond as requested as we have designed the process to make our review of all the evidence simple and easily assessable. You will see that we do not ask for your CV but require a completed school application form and a personal statement which should address all aspects of the person specification. The personal statement, in addition to addressing the person specification should also clearly state your attraction to working in Tower Hamlets and at Beatrice Tate. It is important that you understand the local community that the school serves. The completed statement should be no more than 2 sides of A4.

Candidates who are shortlisted will receive more information about the school to help them prepare for the interview stage. A date/time for a visit is included in the process. This should not deter you from making an earlier visit if you wish, but please ensure you make an appointment in advance.

We hope you will apply, and the governors look forward to hearing from you.

Yours sincerely,

Chair of Governors

Our School

Beatrice Tate is a school where individuals are valued, and all are expected to give of their best. Our teaching enables pupils to make sense of the world and to operate more effectively within it so that, as individuals, they become more contributing and valued members of society.

Beatrice Tate School is a purpose-built day school for pupils aged 11-19 whose educational needs cannot adequately be met in mainstream schools. The school was built in 2013 and provides a high-quality learning environment for 101 pupils, all of whom have an Education, Health and Care Plan. The school offers all pupils a broad balanced and differentiated curriculum with full entitlement to the National Curriculum. "The leadership team has maintained the outstanding quality of education in the school since the last inspection. The school continues to meet the needs of pupils who have a wide range of severe or profound and multiple learning difficulties. Since the last inspection the school has moved to a new, purpose-built building on a different site a few miles from the old school. The move was managed with minimal disruption to pupils and leaders have not been distracted from continuing to raise teaching and learning standards throughout the school. Pupils and parents are now benefiting from the additional resources and creative spaces available at the new site."

The school was last inspected by Ofsted in June 2016. The school was judged to be 'outstanding' and it has continued to develop.

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Our Vision

At Beatrice Tate School we aim to:

- provide opportunities for all pupils to learn and to achieve
- promote pupils' spiritual, moral, social, and cultural development
- prepare all pupils for the opportunities, responsibilities, and experiences of life

Our curriculum is how we will meet our school aims.

Principles

We believe that our curriculum at Beatrice Tate School should:

- help pupils make sense of the world
- meet the individual needs of all pupils
- respect their adolescent and young people status
- reflect and celebrate their multi-cultural diversity
- extend their range of experiences
- provide equal access to all pupils across the curriculum
- celebrate achievement
- give pupils the opportunity to integrate with others in learning, social and leisure activities

- develop key skills
- meet legal obligations

PERSON SPECIFICATION

This Governing Body (and the Local Authority are) is committed to safeguarding and promoting the welfare of children and young persons and Headteachers must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and complete a Disqualification Declaration.

All criteria are essential unless otherwise stated – criteria marked with * will be judged on the application form. Other criteria will be judged through interview or assessment	
Professional qualifications and experience	<ul style="list-style-type: none"> • Qualified Teacher Status and first degree (or equivalent, e.g. Cert Ed) * • Record of CPD relevant to Headship * • Successful track record of leadership in special education in England * • Successful track record of leadership of the 11-19 curriculum for SLD and PMLD* • Successful teaching experience in the relevant age group * <p>Desirable</p> <ul style="list-style-type: none"> • Higher degree relevant to Headship * • NPQH * • Is an existing Headteacher or experienced Deputy Headteacher * • CPD record includes substantial relevant achievement *
Personal skills and attributes	<ul style="list-style-type: none"> • Clear and effective written communication skills * • Strong people management skills • Strong interpersonal skills and self-awareness • High level of integrity • Approachable • A good listener and able to make difficult decisions • A good organizer who can plan and manage effectively* • Can delegate appropriately
Leadership and management pupil achievement, progress and safety	<ul style="list-style-type: none"> • Excellent knowledge and understanding of a wide range of special educational needs * • Can inspire and motivate staff and pupils to attain high goals • Demonstrates a good understanding of approaches to assessment for all learners * • Successful track record in monitoring, evaluating, and improving the quality of teaching and learning* • Has a good knowledge of current educational developments and can apply them to the setting *
Leading and managing staff	<ul style="list-style-type: none"> • Understands management structures and systems and can delegate appropriate * • A good track record of building successful teams * • Experience of performance management systems * • An ability to motivate staff to produce their best • Has an ability to manage conflict

Leadership and management of curriculum	<ul style="list-style-type: none"> • Has a good knowledge of all aspects of the curriculum * • The ability to provide a suitable curriculum for all students within the school budget • In-depth knowledge and understanding of current national and international curriculum thinking which informs school priorities and developments and against which the school's progress can be mapped • A vision for the future development of the curriculum
Managing resources	<ul style="list-style-type: none"> • The ability to analyse complex issues relating to finance and resources and learning environment issues and develop effective and creative responses. • A vision for 21st century learning environment with a particular emphasis on the use of technology
Stakeholders and the local community	<ul style="list-style-type: none"> • An ability to establish effective communication with staff, parents, pupils, and governors and is sensitive to the school's role within the community. • Can establish effective links with the community * • Evidence of the ability to establish a good working relationship with a variety of stakeholders including health and social care professionals
Accountability and governance	<ul style="list-style-type: none"> • Successful school development planning and a strong track record of implementing and managing the delivery of sustained improvements. *
Equal opportunities	<ul style="list-style-type: none"> • Demonstrates a commitment to promoting, implementing, and monitoring equal opportunities across all aspects of the school. *



HEADTEACHER JOB DESCRIPTION

The Headteacher is accountable to the Governing Body for the professional leadership, strategic direction and operational management of the School in order to ensure that the school's aims are implemented in accordance with the school improvement plan and the policies of the Governing Body. The Headteacher is required to monitor, evaluate and review the impact of policies, priorities and targets of the school and take timely action as necessary. The Governing Body of the School is committed to safeguarding and promoting the welfare of children and young persons and the Headteacher must ensure that the highest priority is given to following the guidance and regulations which safeguard children and young people. (The appointment is subject to the provisions of the School Teachers' Pay and Conditions Document, mandatory for maintained schools).

Key Responsibilities

LEADERSHIP AND MANAGEMENT OF STUDENT/PUPIL ACHIEVEMENT, PROGRESS AND SAFETY

- Ensure that student safety is at the centre of all of the school's functions, in particular strategic planning and resource management.
- Ensure an aspirational culture and ethos of challenge and support where all students/pupils can achieve success and become engaged in their learning and the learning of others.
- Ensure a consistent and continuous school-wide focus on students/pupils' achievement, using data and benchmarks to monitor progress in every student's learning.
- Implement strategies which secure high standards of behaviour and attendance, student welfare, and citizenship.
- Ensure collaboration with other agencies in providing for the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of students/pupils

LEADING AND MANAGING STAFF

- Ensure that outstanding teaching is the primary objective for all teachers.
- Lead, motivate, support, challenge and develop staff to secure improvement.
- Ensure that all staff are engaged with the school's key SIP priorities and the development of the school's aims and objectives, through effective communication across the whole school community, whether they be teaching or support staff.
- Maximise the contribution of staff to improve the quality of education provided and standards achieved.
- Implement and sustain rigorous procedures for monitoring the performance of all staff including objective setting and personal development plans.
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams.

LEADERSHIP AND MANAGEMENT OF CURRICULUM

- Determine and ensure implementation of a diverse, flexible curriculum to ensure high quality and personalised learning experiences for students/pupils of all backgrounds and abilities.
- Develop and champion the impact of the school's specialisms on student opportunity and outcomes.
- Ensure that the curriculum is providing for the intellectual, spiritual, moral, cultural, physical, social and emotional wellbeing of all students/pupils

- Ensure that the curriculum enables students/pupils to progress to sustained employment, education or training on exit from the school

MANAGING RESOURCES

- Promote creativity, innovation and the use of appropriate existing and new technologies to achieve excellence.
- Agree and set appropriate priorities for expenditure with the Governing Body; allocate funds and monitor the effective administration and control of school budgets so that the School secures its objectives.
- Deploy and manage the school's financial and human resources efficiently and effectively to achieve the school's educational goals and priorities in line with the school's strategic plan and financial context
- Ensure school buildings and facilities meet the needs of the students/pupils and staff and are of the highest standard of cleanliness and repair and compliant with health and safety regulations.
- Explore and develop additional sources of funding.

STAKEHOLDERS AND THE LOCAL COMMUNITY

- Secure the commitment of all parents and carers, especially hard-to-reach parents, and the wider community to the vision and direction of the school.
- Act at all times as an ambassador for the school in a manner which upholds its values and ethos.
- Seek opportunities to communicate and enhance the value of the school to other sectors of the local community.
- Contribute to the development of the education system by sharing effective practice, working in partnership with other schools, especially feeder primary schools, and promoting innovative initiatives.

ACCOUNTABILITY AND GOVERNANCE

- Work with the Governing Body to analyse and plan for the future needs and further development of the school within the local, national and international context.
- Translate the vision into a School Improvement Plan with agreed, prioritised, objectives and operational plans which will promote and sustain school improvement within an agreed timeframe.
- Encourage a school ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, the local authority, the local community, Ofsted and others, to enable them to contribute effectively.

TEACHING

- Teach as necessary and appropriate relative to the other duties of the post.

NOTES

The Headteacher may be asked by the governing body to undertake other duties reasonably regarded as falling within the duties and responsibilities of the post. This job description will be reviewed annually at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the post holder.

The Application Process

Thank you for your interest in this post. Please find the following documents included in the recruitment pack:

- Person Specification and Job Description
- Application Form
- Recruitment monitoring Form (part of the application form)

There is additional information about our School on our website at www.beatricetate.towerhamlets.sch.uk. This includes our most recent Ofsted report from April 2016.

Key Dates

The closing date for applications is noon on Monday 18th January 2021. Please send your completed application form by email to admin@beatricetate.towerhamlets.sch.uk for the attention of the Clerk to the Governing Body.

There will be an opportunity to visit the school prior to application in the week beginning Monday 11th January 2021. Please contact Michaela Warren or Samantha Kempley on the school telephone number (0208 983 3760 or by email to admin@beatricetate.towerhamlets.sch.uk you would like to arrange a visit.

It is anticipated that shortlisting will take place on Monday 25th January 2021. Successful candidates will be informed on the following day.

Interviews will take place on Thursday 4th February with final interviews for a smaller number of candidates taking place on the morning of Friday 5th February 2021.

References will be required prior to interview. Please ensure that you provide an email address for your referees and ensure that they are expecting a request.

To apply please complete the application form provided ensuring that all sections are completed. The personal statement, in addition to addressing the relevant parts of the person specification, should also clearly state your attraction to working in Tower Hamlets and in particular to Beatrice Tate. It is important that you understand the local community that the school serves. The completed statement should be no more than 2 sides of A4.

Prior to being offered employment the successful candidate will be required to provide a DBS and medical clearance will need to be received.