

THE CHILDREN'S HOSPITAL SCHOOL



at Great
Ormond Street
and
UCLH



HEADTEACHER APPLICATION PACK

NURTURE . INNOVATE . COLLABORATE . EMPOWER



CONTENTS

Welcome from the Governors	3
Vision, Aim and Values	5
Our Strategy	6
About the School	7
Key Information	13
What Families say about our School	14
Job Description	15
Person Specification	21
How to Apply	24





WELCOME FROM THE GOVERNORS

Thank you for your interest in the Headteacher position at The Hospital School at Great Ormond Street Hospital and University College London Hospital.

As we search for a new Headteacher, we acknowledge the remarkable leadership of Jayne Franklin, who has admirably served as the head of our school for the past 13 years. Under her guidance, the school has experienced remarkable growth and achievement, becoming a beacon of educational excellence. The recent November 2023 Ofsted inspection, marking the fifth consecutive Outstanding judgment, attests to the unwavering quality of provision at our school during her tenure.

As we navigate this transition, we look forward to welcoming a new Headteacher who can build on Jayne's legacy and who shares our vision, values, and passion for providing an exceptional education in our unique and challenging setting. We hope that the information in this pack is helpful in conveying exactly what we are looking for and inspires you to apply.

As governors, we take immense pride in our exceptional school and the devoted service we provide to our pupils and their families. Our commitment to excellence is deeply ingrained in the core values of Nurture, Innovate, Collaborate, and Empower. These guiding principles are not mere rhetoric; they are the bedrock upon which our school stands, shaping our collective efforts to cultivate a nurturing environment where each pupil can flourish.

We actively embrace innovation, seeking novel and effective approaches to enhance educational experiences. Collaboration is central to our ethos, fostering unity within our school community and empowering both pupils and staff. These values drive our commitment to upholding the highest standards and leaving a lasting, positive impact on those we serve.

Since its inception with a single teacher at Great Ormond Street Hospital (GOSH) in 1951, The Hospital School has flourished into a dynamic institution with a staff of over 40, spanning two hospitals. At University College London Hospital (UCLH), our educational



reach extends beyond the paediatric and adolescent wards to encompass children and young people undergoing treatment in the Macmillan Cancer Centre and the newly established Proton Beam Therapy department.

At GOSH, we teach long-stay inpatients across more than 16 different wards, as well as recurrent day patients in the Dialysis Unit. Additionally, we offer classroom teaching for inpatients on the Mildred Creak Tier 4 CAMHS unit. Excitingly, we are looking forward to a transformative move into new significantly larger purpose-built space in the heart of the new Children's Cancer Centre due to open in 2026/27.

Our commitment to best practices in the education of children with medical needs is nationally recognised. We aspire to maintain our national and international contribution to the field. As the prospective Headteacher, we seek an individual with the confidence and capacity to lead the school, innovate, and pioneer ways to enhance education accessibility and engagement.

The ideal candidate will demonstrate proven leadership, strong relationship-building skills, and the ability to engage with a wide range of stakeholders. Fundamentally caring about children with medical and mental health needs, your commitment to their right to education is crucial. Upholding high standards and possessing the experience, skills, drive, and energy to inspire ambition in others. You will be confident in working across a complex organisation and have the skills to collaborate with senior NHS leaders, advocate for patients' educational rights and ensure the school's professional voice is integral to multidisciplinary efforts.

We hope this information inspires you to take on this exceptionally rewarding challenge, and we eagerly anticipate receiving your application. We welcome applications from existing Headteachers and experienced Deputy Headteachers who share our aspirations. If this opportunity aligns with your goals, we look forward to hearing from you.

Lisa McBreen, Chair of Governors (Acting)



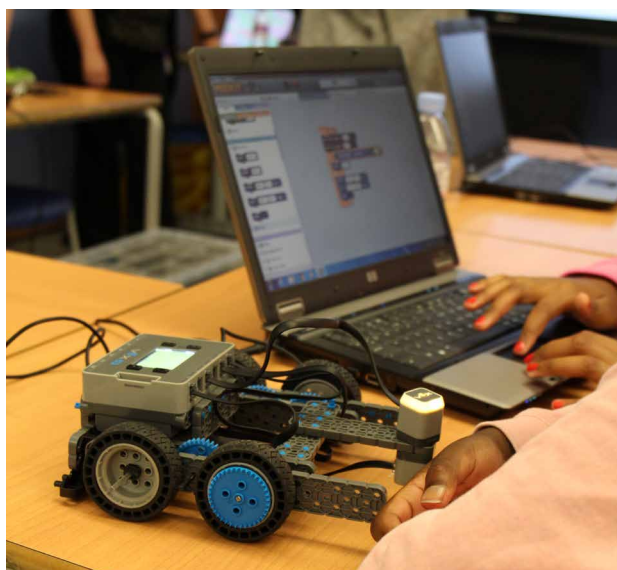
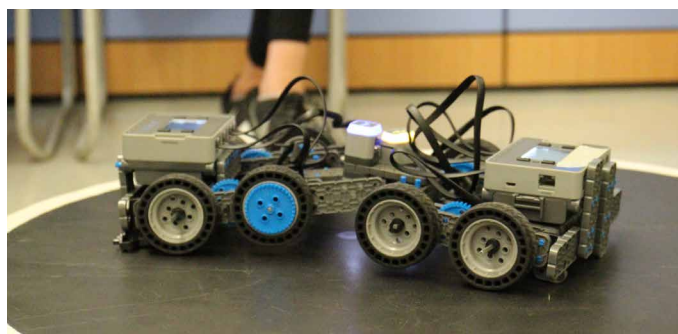


VISION, AIM AND VALUES

Our vision and aims provide the inspiration for the strategies and daily operations of our school.

1 OUR VISION

Our vision is to provide optimum access to learning for inpatients at The Hospital School at Great Ormond Street (GOSH) and University College London Hospital (UCLH).



2 OUR AIM

Our aim is to minimise the interruption and disruption to children and young people's education so that academic progress and an interest in learning will continue as far as their health permits.

- We believe learning must be an integral part of an inpatient's admission.
- We foster the values of friendship and determination in pupils and staff.
- We personalise learning to create challenging, innovative and enjoyable opportunities for all.
- We empower pupils with the skills for the present and for the future.

3 OUR VALUES

Our values are encompassed by the acronym NICE:

Nurture, Innovate, Collaborate & Empower

Pupils should experience these values tangibly through their experiences as part of our school. Staff and governors are proud of our values and reflect them in their personal qualities and traits.





OUR STRATEGY

In our commitment to holistic care for hospitalised children and young people, our current improvement plan focuses on four key areas:

1. Ensuring Equitable Learning Opportunities: Upholding inpatient rights to education
2. Creating Supportive Learning Spaces: Optimising hospital school environments for pupil and staff wellbeing
3. Transformative Education in the Digital Age: Pioneering innovative digital approaches for hospitalised children and young people
4. Empowering Every Learner: Advancing high-quality, inclusive, and personalised teaching in our school

By addressing these focus areas, we aim to enhance the overall educational experience, ensuring our pupils receive optimal support and opportunities for growth during their hospital stay.

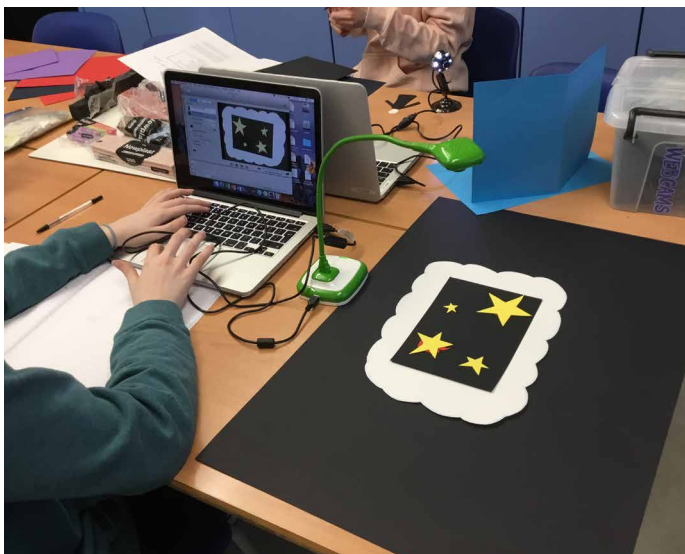
OUR OBJECTIVES IN 2023-24

1. **Upholding inpatient rights to education**
 - Ensure sustainable strategic partnerships which meet the needs of inpatients, the school and its wider national and multiagency role
 - Continue to embed school information in NHS information systems
 - Ensure regular reciprocal training sessions with the NHS
2. **Optimising hospital school environments for pupil and staff wellbeing**
 - Ensure inpatient education can be delivered through the new school facilities which form part of the new Cancer Centre
 - Optimise space for teaching within current spaces at UCLH
 - Develop school central office arrangements to strengthen school delivery and support staff wellbeing
3. **Pioneering innovative digital approaches for hospitalised children & young people**
 - Enhance the quality of education through partnerships with NHS digital specialists
 - Continue to develop technological tools to enhance the educational experience with our adaptable educational model
 - Integrate the Digital Improvement Plan within the whole school strategy
4. **Advancing high-quality, inclusive, and personalised teaching in our school**
 - Recognise and understand our role in preventing children missing in education
 - Develop our staffing resource to meet the needs of our changing community
 - Strengthen collaboration with partners and stakeholders



ABOUT THE SCHOOL

The Hospital School at GOSH and UCLH is a foundation, special, hospital school teaching pupils ranging from nursery to nineteen years, including children under three years with an Education Health Care Plan. The school's excellence is underscored by its recent Ofsted evaluation in November 2023, affirming its continued Outstanding status. Impressively, this marks the fifth consecutive inspection where the school has achieved the highest possible rating, attesting to its unwavering commitment to delivering exceptional education within a hospital setting.



“ The school's excellence is underscored by its recent Ofsted evaluation in November 2023, affirming its continued Outstanding status. ”

The school's achievements have been recognised through the following accreditations:

- Primary Science Quality Mark
- Camden's OSCA for Outstanding Service to the Community
- The Chance to Shine, Special Recognition Award for Education through Cricket
- The eLearning Foundation's Home Access Award – Highly Commended
- Thinking Classroom Award
- National Inclusion Mark
- National Healthy Schools Award



population with a broad spectrum of severe and/or psychological conditions.

On the other hand, UCLH serves as both a tertiary and secondary referral centre for more local and adults and children. Within its facilities there are designated areas spanning two floors specifically designed for the treatment and education of children and young people.

PREMISES

The school facilities at GOSH are housed in the Southwood Building and comprise two open-plan schoolrooms designed to accommodate pupils across all key stages, multipurpose offices and a staff kitchen. Additionally, there is small outdoor patio for recreational activities and teaching on fine days. We are excited that as part of a building project at the hospital, there will be a new dedicated ground-floor school. This is expected to be completed by 2027 and promises a significantly expanded and enhanced learning environment.

At UCLH, the purpose-built schoolrooms are well equipped and are strategically located for easy access to the paediatric wards.

The school network extends across both sites promoting seamless communication and collaboration between the educational facilities.

Teaching activities are conducted in various settings, including the schoolrooms, bedside instruction in cubicles at both hospitals and within the Macmillan Cancer Centre at UCLH. This diverse approach ensures that education is tailored to the unique needs and circumstances of the pupils at both institutions.



THE HOSPITAL TRUSTS

The Hospital School works within two highly regarded hospitals. GOSH is a tertiary referral centre exclusively dedicated to paediatric care. Its patient intake is limited to referrals from consultants across the UK and globally. This specialisation results in a diverse pupil



GOVERNANCE

Governors know the school well. Members of the Governing Body make regular visits to the school, ensuring a hands-on and engaged approach to monitoring and supporting the school's activities. Governors play a pivotal role in shaping the school's strategic direction and overseeing its overall effectiveness.

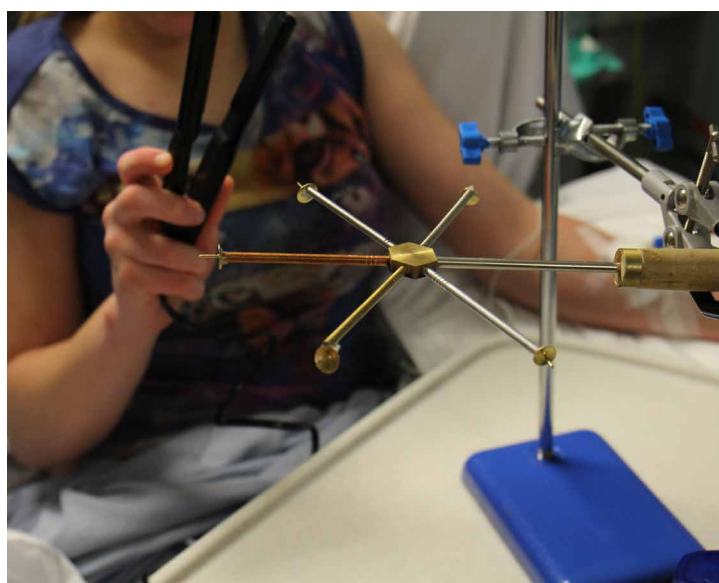
The Governing Body is comprised of nine dedicated individuals including the Headteacher, one staff governor, two parent governors, three partnership governors, one Local Authority appointed governor, and one co-opted governor.

The collaborative and involved governance arrangement ensures a robust and well-rounded oversight, contributing significantly to the continued success and growth of our institution.

STAFFING

As a foundation school, the Governing Body is the employer for all staff. They oversee a diverse staff team of over 40 across both sites. Our staff bring a wealth of experience and a variety of skills to create a dynamic and supportive educational environment.

We prioritise professional development, actively encouraging our staff to attend courses that align with developments in mainstream and special needs education. Staff training and development is carefully planned in accordance with the School Improvement Plan, addressing specific identified needs. To foster a culture of continuous improvement, teachers share valuable insights and feedback during staff meetings, supplemented by written evaluations. In our commitment to excellence, we conduct thorough assessments to gauge the long-term impact of training, courses, and visits on the overall progress of the school.



Additionally, we place paramount importance on safeguarding, maintaining a comprehensive programme of regular training to ensure that our staff remain well-versed in the latest protocols and practices. This dedication to ongoing professional development underscores our commitment to providing a safe, nurturing, and continually evolving educational environment for both our staff and pupils.



TEACHING AND LEARNING

The daily pupil population fluctuates, but on average we see approximately 120 pupils each day.

Those able to access the main schoolrooms are able to take advantage of up to four hours schooling across the day, although attendance is often influenced by the interruptions and constraints posed by medical needs, which must always take precedence.

For children too unwell to attend the schoolroom or those requiring isolation due to medical reasons, teaching takes place on the wards. Typically, these pupils receive up to an hour of daily teaching, with the flexibility to extend if their health permits.

While not legally bound by the National Curriculum, we make every attempt to do so and recognise the importance of staying current with curriculum developments to remain consistent with our core objectives. Long-stay and recurring pupils are accorded priority, with a personalised Personal Education Plan crafted to uphold their education to the highest standards possible.

Engaging and enjoyable learning experiences are at the forefront of our educational approach. Leveraging technology and the arts, we introduce and develop activities that might otherwise be daunting for our pupils, creating a conducive learning environment even for those dealing with health challenges. We liaise with the Play Departments at GOSH and UCLH, whose role is to provide all types of play for inpatients, leaving the school to concentrate on education.

Core subjects remain a priority both in the timetabled schoolroom lessons and on the wards, complemented by an enriched, creative curriculum aimed at engagement and motivation. Key Stage 3 and 4 pupils benefit from subject specialists, a daily personalised learning session, and are encouraged to complete work from their home school and to maintain connections to teachers and peers through their Managed Learning Environment or equivalent.





Digital literacy and technology integration are pivotal across the curriculum, with access to cutting-edge technology and a plethora of online resources.

Personal, Social, Health, Education and Citizenship Education play a crucial role in addressing the psychosocial needs of our pupils, fostering resilience and self-confidence. We extend these efforts onto the wards, incorporating planned work through initiatives such as school magazines, websites, blogs, and by showcasing schoolroom-based pupil work for bed-bound pupils.

Furthermore, use of the Early Years Foundation Stage Framework ensures that even in challenging circumstances, children receive a quality experience that not only provides enriching play opportunities but also supports their development and learning.



“ To address the diverse spectrum of needs, we deploy specialist teachers proficient in areas such as visual/sensory impairment, moderate/severe/profound/social/emotional needs, among others. ”

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Our school is dedicated to meeting the unique needs of all children with SEND. We ensure access to our curriculum, plan for all long stay/recurring pupils and incorporate foundation and extension plans for the diversity and continuum of need. To address the diverse spectrum of needs, we deploy specialist teachers proficient in areas such as visual/sensory impairment, moderate/severe/profound/social/emotional needs, among others.

TRACKING PUPIL PROGRESS

A cornerstone of our approach is a bespoke Pupil Information System, recording vital information such as work plans, objectives, outcomes, and next steps. This comprehensive database facilitates efficient progress tracking. Recognised by Ofsted, our system has been acknowledged as best practice and shared among other hospital school settings.



HOME/SCHOOL LINKS

Establishing strong professional relations and open communication with parents is a priority. We actively involve parents in their children's education, encouraging their presence, and often partnering with them. Recurring pupils are motivated to bring work from their home school, maintaining a crucial link. We highly value parents' input in assessing a pupil's needs, sometimes facilitating teaching sessions with a parent present. Parents play a pivotal role in obtaining swift assessments and current curriculum plans from home schools, fostering a collaborative and supportive learning environment.

DISSEMINATION OF SUPPORT

We are committed to actively sharing our expertise with mainstream schools, participating in national and international conferences, mentoring, online support groups, email communication, and school visits. By disseminating advice and support, we contribute to enhancing inclusive education practices beyond our immediate setting.

VISITORS

Our school regularly welcomes professionals, locally and globally, creating valuable benchmarks for our practices. Emphasising an outward-facing approach, we have established excellent links with museums, theatres, businesses, and creative organisations. These partnerships enrich our curriculum, providing unique learning experiences throughout the year and connecting our pupils with the broader community.

LOCATION

Both hospitals are located in Bloomsbury, in London's West End and in the London Borough of Camden. Bloomsbury is a lively, stimulating area in which to work, being home to numerous cultural, intellectual and educational institutions including several museums including the British Museum, many colleges and institutes of the University of London and the British Medical Association.

TRANSPORT

Public transport links are excellent with three National Rail Stations to the north of Bloomsbury: Euston, King's Cross and St Pancras International, along with several underground stations on different lines and multiple bus routes. The cycling infrastructure is some of the best in London and with links to the wider London cycle network.



“ Establishing strong professional relations & open communication with parents is a priority. We actively involve parents in their children's education. ”



KEY INFORMATION

Status	Foundation Special School
Last Ofsted	November 2023
Ofsted Judgement	Outstanding
Year Established	1951
Type of School	Special
Gender of Pupils	Mixed
Appropriate authority	The Governing Body
Local Authority	London Borough of Camden
Age Range	2 to 19
Number of Pupils on the School Roll	120
Number of Children Catered for over 12-month period	Approximately 1000
Proportion of Pupils with SEND	Approximately 50%
Proportion of Pupils with EHCP	Approximately 25%
School Website	www.goshschool.org
School Locations	Great Ormond Street Hospital for Children NHS Foundation Trust, Great Ormond Street, London, WC1N 3JH University College Hospital 235 Euston Road, London, NW1 2BU





WHAT FAMILIES SAY ABOUT OUR SCHOOL

“ At an extraordinarily difficult time, this school has had a really positive impact on my child’s life. ”

“ The teachers are absolutely amazing, so understanding and caring for their students. ”

“ We are so grateful and thankful for the staff at the hospital school. They are all so dedicated and even though we come from abroad they did their best to get all the information our daughter needed. ”

“ You are just awesome! The staff, the resources, the learning, the activities, the caring and fun approach to learning. There is nothing we can think of that can be done better. You helped us to get through this, and we will always be grateful to you for that and remember the hospital school with the fondest of memories. THANK YOU. ”

“ The teacher was phenomenal with my son. He really enjoyed her style of teaching and would often be upset when he didn’t get to see her on weekends. ”

“ We had the most wonderful experience of the hospital school. The teacher was so helpful, caring, supportive and engaging for my daughter and she flourished and looked forward to her lessons. Tailoring learning to poorly children is such a challenge but well done GOSH school, you did such a good job for our family. ”

“ The school really engages with the children and uses aspects that they are interested in to encourage learning. ”





JOB DESCRIPTION

Position: Headteacher

Responsible to: Governing Body

Grade: Leadership scale L24 to L30, Inner London (currently £92,007 to £105,160 per annum)

Disclosure Level: Enhanced DBS with barred adult and child lists

Core Purpose

- To provide professional leadership and management of The Hospital School while upholding and demonstrating the Seven Principles of Public Life at all times (Nolan Principles);
- To ensure the continual maximal educational benefit to acutely and chronically unwell children and young people who are patients at GOSH and UCLH whilst taking account of their medical needs.

To achieve success, the Headteacher will:

- Appreciate that The Hospital School at GOSH and UCLH is a unique teaching and learning environment which, although an independent stand alone entity, needs to function effectively within the broader environment of both hospitals within which it is embedded;
- Provide vision, leadership and direction, while always acting in the best interests of the school's pupils;
- Share knowledge, skills and approaches to improve provision for all pupils in the school;
- Promote excellence in teaching and learning, leading by example to continually improve standards and ensure a continuous and consistent focus on pupils' attainment and holistic development;
- Lead innovation in education, ensuring the school is responsive to the changing environment and that the skills, learning and aspirations of children and young people are developing and enhanced;
- Engender the confidence of colleagues in order to develop high aspirations and commitment to the school's mission among all staff;
- Work to develop curricula informed by current knowledge and best practice to equip all pupils for the demands of the 21st century in a safe and productive learning environment;
- Ensure the standing and respect of the school in the education and medical communities and participate in joint collaborative developments;



- Deploy and be accountable for resources to achieve school priorities and future growth;
- Ensure excellent financial management and maintain the school's robust financial position;
- Ensure the school remains at the forefront of technological innovation to support pupil learning;
- Evaluate school performance and identify priorities for continuous improvement;
- Represent the school across both NHS trusts at a strategic level;
- Advocate for the needs of the school and educational needs of patients with senior leaders in the hospital trusts and ensure that the professional voice of the school team is central to multidisciplinary work;
- Maintain an outward-facing role on behalf of the school to support future growth and development and improved provision for children and young people with medical needs;
- Take a strong lead in representing the school in the redevelopment of school accommodation in the new Children's Cancer Centre and in future developments;
- Carry out day-to-day management, organisation and administration.

DUTIES AND RESPONSIBILITIES ATTACHED TO THIS POST ARE AS FOLLOWS:

Managing the Organisation

- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities;
- Ensure that policies and practices take account of national and local circumstances, policies and initiatives;
- Manage the school's financial resources, human resources and infrastructure effectively and efficiently to achieve the school's goals and priorities while employing probity in the use of public funds;
- Retain, recruit and deploy staff appropriately and manage their workload to achieve the vision and goals of the school;
- Explore and develop new sources of income for the school;
- Manage and organise the school environment efficiently and effectively to ensure that it meets the requirements of the curriculum and health and safety regulations;



- Establish and promote cohesive team working among all staff;
- Implement successful appraisal/performance-management processes for all staff in accordance with agreed school policies;
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money;
- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care;
- Ensure rigorous approaches to identifying, managing and mitigating risk;
- Use and integrate a range of technologies effectively and efficiently to manage the school.

Strategic Direction and Shaping the Future

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community;
- Work within the school community to translate the school's vision into agreed objectives and operational plans which will promote the best outcomes for pupils, school improvement and ensure that these are measured;
- Develop a strategy for the school's infrastructure to ensure that it is aligned with the school's objectives and operational plans, such as the most effective and efficient use of the school's site;
- Enhance opportunities through partnerships between parents and carers, pupils, staff, the local and wider community, other schools, HE and FE partners, the LA, voluntary organisations, other public bodies and employers;
- Acknowledge and build on the diversity, values and experience of the school and its community in all aspects of strategic planning;
- Demonstrate the school's vision and values in everyday work and practice;
- Motivate and work with others to create a shared culture and positive, inclusive environment.

Curriculum and Assessment

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught;
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities;



- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

Pastoral Care

- Establish and sustain high levels of pastoral care for all pupils, built upon relationships and routines, which are understood clearly by all staff and pupils;
- Ensure the school quickly forges strong relationships with pupils' families and carers;
- Ensure that adults within the school model and teach positive behaviours.

Leading Learning and Teaching

- Ensure a consistent and continuous school-wide focus on achieving what is best for each individual pupil and monitor progress in every child's learning;
- Ensure that learning is at the centre of strategic planning and resource management;
- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn;
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains;
- Ensure effective use is made of formative assessment;
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and take responsibility for their own learning;
- Demonstrate and articulate high expectations and set stretching targets for the whole school community;
- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework;
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils;
- Monitor, evaluate and review classroom practice and promote improvement strategies;
- Challenge under-performance at all levels and ensure effective corrective action and follow-up.

Professional Development

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs;



- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development;
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

Additional and special Educational Needs and Disabilities

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities;
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively;
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate;
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

Governance and Accountability

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility;
- Establish and sustain professional working relationship with those responsible for governance;
- Ensure that staff know and understand their professional responsibilities and are held to account;
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Continuous School Improvement

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement;
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context;
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.



Strengthening Community

- Build a school culture and curriculum which take account of the richness and diversity of the school community;
- Create and promote positive strategies for challenging all behaviour and structures which promote inequalities in respect of race, creed, gender, sexual orientation;
- Ensure learning experiences for pupils that are linked to the wider community;
- Ensure a range of community-based learning experiences;
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families;
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development;
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community;
- Co-operate and work with relevant agencies to protect children.

Self-evaluation of all the above will be carried out as a continual process.

The postholder will carry out any other duties that might be considered to be commensurate with the post, as required.

This job description contains the key priorities and accountabilities for the role of headteacher, it is not an exhaustive list nor does it describe in detail all the duties required to be successful in the role.

This Role Description is current at the date shown, but may be changed in consultation with the successful applicant.

The postholder will at times have access to information of a confidential nature and it is essential that the successful applicant is aware of the need for discretion.

The postholder will at all times carry out duties and responsibilities with due regard to the Governors' support of and commitment to Equal Opportunities Policies.

The postholder will be expected to undertake any appropriate training to assist them in carrying out any of the above duties.

The postholder will be required to promote, monitor and maintain health, safety and security in the work place. This will include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.



PERSON SPECIFICATION

	SELECTION CRITERIA	ESSENTIAL OR DESIRABLE	HOW ASSESSED
A	EDUCATION AND QUALIFICATIONS		
1	An honours degree	E	A
2	Qualified Teacher Status	E	A
3	Professional/management qualification relevant to the role or relevant higher degree and/or NPQH	E	A
4	Evidence of continuing professional development at Headteacher/Deputy Headteacher level in preparation for headship	E	A
5	A relevant higher degree/masters	D	A
B	PROFESSIONAL QUALITIES, KNOWLEDGE AND EXPERIENCE		
6	Successful recent substantial strategic leadership as a Headteacher, Acting Headteacher or Deputy Head Teacher with a breadth of experience	E	A, R
7	Knowledge of statutory requirements and experience of Child Protection, Safer Recruitment, Safeguarding procedures and Prevent	E	I, R
8	Understand the strategic role of the Governing Body and experience of working with governors including enabling them to make informed decisions	E	I, R
9	Knowledge and understanding of the key legal issues relating to the leadership of a school including equal opportunities, employment, health and safety	E	I, R
10	Experience of effective strategic financial and resource management to achieve educational priorities and ensure efficiency and value for money	E	A, I, R
11	Proven track record in leading, monitoring and managing staff including delegating effectively and implementing and managing change	E	I, R
12	Experience of leading collaborative partnerships outside of school in the local community, working closely with external partners e.g. local schools, health professionals	E	A, I, R
13	Evidence of leading on whole school improvement to improve outcomes of vulnerable pupil groups	D	I, R



	SELECTION CRITERIA	ESSENTIAL OR DESIRABLE	HOW ASSESSED
14	Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and/or alternative provisions	E	I, R
15	Knowledge, understanding and experience of effective teaching and learning in primary and/or secondary schools	E	A, I, R
16	Knowledge and understanding of teaching and learning for young people with SEND and those in alternative provision	E	A, R
17	Ability to articulate and share a vision of education and evidence of having successfully translated vision into reality at whole-school level	E	I, R
18	Ability to analyse data, develop strategic plans, set targets to raise standards and monitor/evaluate progress	E	A, I, R
19	Successful experience of curriculum adaption or development to maximise pupil outcomes	E	A, I, R
20	Knowledge and understanding of how technology can be harnessed to support teaching and learning	E	I, R
C	PUPILS AND STAFF		
21	Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes	E	A, I, R
22	Provide inspirational leadership which challenges, motivates and empowers young people, staff, and parents to carry the school's vision forward	E	I, R
D	ACCOUNTABILITY		
23	Experience and evidence of highly developed skills of comprehensive appraisal, supporting professional development, encouraging and recognising high performance, and tackling underperformance to resolution	E	A, I, R
24	Proven successful experience of systematic, rigorous school self-evaluation, to inform school development planning improving outcomes for pupils	E	A, I, R
E	PERSONAL QUALITIES, SKILLS AND ATTRIBUTES		
25	A positive role model with high personal integrity and the ability to inspire, challenge, motivate and harness the strengths in teams and individuals	E	A, I, R



	SELECTION CRITERIA	ESSENTIAL OR DESIRABLE	HOW ASSESSED
26	Ability to embrace and promote the core concept of 'personalised learning' for all young people and the school's core values of nurture, innovation, collaboration and empowerment	E	I
27	Ability to persistently champion the school, advocating and negotiating for the needs of the school and the educational needs of inpatients	E	I
28	Outward facing, curious, willing to learn from others and able to absorb knowledge about a broad range of issues	E	A, I, R
29	Demonstrates adaptability and flexibility	E	I, R
30	Approachable with outstanding communication and interpersonal skills across a wide range of audiences, able to build rapport within and beyond the school, provide elegant challenge where appropriate while adopting an approach of unconditional positive regard, respect and solution focused	E	A, I, R
31	Be able to relate empathetically to parents and carers, pupils, staff, local advisory boards, governors, and the wider community. Quickly establishes trust with others	E	A, I, R
32	Has stamina, resilience, tenacity, remaining positive and enthusiastic whilst under pressure	E	I, R
33	Urgent and compelling drive to create opportunities for all pupils. Motivated by inclusion, equity and equality	E	A, I, R

Key: A = Application Form I = Interview and assessment tasks R = References

PLEASE NOTE: The Selection Panel will use the criteria identified with "A" to shortlist. Only those applicants who demonstrate that they meet all the essential criteria to the Panel's satisfaction will be invited to interview.



HOW TO APPLY

Thank you for your interest in our school. The Governors look forward to receiving your application. In addition to completing the school's application form you are requested to submit a personal statement of no more than 1000 words stating clearly how your knowledge, skills and experience meet the criteria set out in the person specification. Applicants must complete all sections of the application form in full. Incomplete applications will not be considered for shortlisting.

Your completed application form, including your personal statement, should be sent to headrecruit@gosh.camden.sch.uk.

The deadline for applications is noon on [Wednesday 3 April 2024](#).

Shortlisting will be completed by [Wednesday 10 April 2024](#).

Shortlisted candidates will be informed by [Thursday 11 April 2024](#).

The selection process and interviews will take place at the school on [Tuesday and Wednesday, 16 and 17 April 2024](#).

References will be taken up shortly after shortlisting and prior to interview using the contact details you supply on your application form.

Further information about The Children's Hospital School can be found on the school's website www.goshschool.org. In addition, candidates are warmly encouraged to visit the school on either [Friday 15 March at 3.45pm](#), [Wednesday 20 March at 8.45am](#) or [Monday 25 March at 8.45am](#) prior to applying. The Headteacher and a Governor have kindly agreed to be available for these visits, please email the School Business Manager, s.gureja@gosh.camden.sch.uk to make an appointment.

Sam White of ASCL's Leadership Appointment Service will be providing professional support to the Governing Body throughout the selection and appointment process. Please copy him into any correspondence with the school. If you would like to find out more about this exciting opportunity, please email sam.white@ascl.org.uk to arrange an informal conversation.

We welcome applications regardless of age, disability, gender, ethnicity or religion.

The Hospital School is committed to safeguarding and promoting the welfare of children and young people. The Headteacher must ensure that the highest priority is given to following guidance and regulation to safeguard children and young people. The successful applicant will be required to undertake an Enhanced Disclosure from the Disclosure and Barring Service.