



Headteacher appointment

"Working Together for Outstanding Achievement"

Headteacher Recruitment - Information Pack

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A welcome to Baginton Fields School from James Moore, Chair of the Governing Board.

Dear applicant,

Thank you very much for your interest in the role of Headteacher of Baginton Fields School.

We have a hard earned reputation in the Local Authority for providing very personalised learning to students who are difficult to engage and recognition from partner health professionals for the impact of our innovative provision for students with autism. We aim to build still further on our status in partnership with local and regional special schools.

We all strive to provide a safe, happy and exciting environment and to promote a positive 'can do' attitude amongst our learners.

The Governing Board is supportive and forward thinking, open to considering all options for the future structure and governance of the school, including becoming an academy as part of a Multi Academy Trust. The Governing Board has recently discussed the prospect of entering into a MAT and, whilst we conclude there are merits to consider in collaborating with the most appropriate partner schools, we do not feel becoming an academy is currently an immediate priority for Baginton Fields.

I am sure you will already have looked at our website and our Ofsted reports, but of course they do not give you the whole picture. You will only get that by witnessing for yourself the work that goes on here. I invite you to visit us to meet our students and staff to gain an impression of how learner achievements are celebrated. To arrange a visit please contact Jayne Pountney, Resources Manager, on 024 7630 3854 / email: jpountney@bagintonfields.coventry.sch.uk

We are looking for an exceptional person to take on the role of Headteacher and to lead the school in the next phase of its development. You must be passionate about providing our remarkable young people with the best possible learning experience, and committed to empowering and motivating our dedicated staff team.

If you are excited by this challenge and opportunity I look forward to receiving your application

Yours sincerely,



James Moore
Chair of the Governing Board.

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Our School Vision....

"Working Together for Outstanding Achievement" truly represents the aspirations we hold for our students who achieve in many different ways, often specific to their personal abilities.

It is fundamental to our school that student achievement is acknowledged and celebrated to encourage confident and self-assured students and young adults.

Staff and students have recently clarified what *British Values* mean for a school with students who demonstrate a wide range of learning needs and styles. We consider our ***Baginton Values*** reflect the discussion and collaboration undertaken to date and are relevant to the school community.

BAGINTON VALUES

1. Respect for democracy and the support for participation in the democratic process.

At Baginton we work together, respect each other's choices and treat each other fairly.

2. Respect for the basis on which law is made and applies in England.

At Baginton we will follow class rules as they keep us safe and help us to learn.

3. Support for equality of opportunity for all.

At Baginton we all deserve the same opportunity to participate and achieve.

4. Support and respect for the liberties of all within the law.

At Baginton we have the right to our opinion; our opinions and choices are important.

5. Respect for and tolerance of different faiths and religions and other beliefs

At Baginton we respect we might be different and do/like different things; we accept we don't all have to be the same.

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***The school was inspected by OfSTED in November 2013 and judged to be a Good School.
The following comments are taken from the full report.***

- Students achieve well in English, Mathematics and their personal and social development.
- Students say they feel safe and happy at school, and when they attend courses at other schools, colleges and places of work.
- Behaviour in school is good due to the positive care and support provided by all staff.
- Students have a positive attitude to school and want to do their best.
- The sixth form is good and students make good progress in a wide range of courses.
- Leadership and management are good. The governing body is challenging and supportive of the school and leadership team.
- The high quality support that they receive from both teachers and other adults who support learning, results in them achieving well in all the subjects they are taught.
- Good teaching across the school provides a very solid foundation for all students' learning.
- Lessons include a range of interesting and fun activities that are used to stimulate students' learning and inquisitiveness.
- Behaviour both in lessons and around the school is good. Students are polite and helpful and regularly support each other. They say they enjoy school.
- As students progress through the school many develop outstanding personal skills and clearly appreciate all the school provides for them.
- All staff have high aspirations and are committed to achieving the best outcomes possible for all students.
- As a result of the schools effective links with a number of other schools, community groups and agencies, students' learning about other countries, religions and cultures is good.

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About Baginton Fields School

Our school is one of eight special schools in Coventry and is now described as a *broad spectrum school* for secondary aged students. The range of needs demonstrated by students' spans complex to moderate learning difficulties with approximately 40% of the school population receiving an autism diagnosis.

There is considerable demand across the LA for special school places and despite requests for additional admissions we adhere to a student roll of 100. In recent years there has been an increase in students admitted from primary mainstream schools requiring diversification of the curriculum offer.

The LA introduced a new matrix funding structure in 2016 resulting in a reduction of student led funding to the school budget. The Governing Board has been particularly keen that LA officers are fully aware of the impact this revised funding model has had on school resources, specifically staffing.

Monitoring of the school budget is a priority at the current time as schools enter an uncertain future with regard to budget allocations. Baginton Fields continues to offer high quality provision despite a calculated reduction in staffing at the beginning of the 2016 academic year. All staff remain positive and upbeat as they contribute their expertise to class and Key Stage teams.

The school is strategic partner of the Castle Phoenix Teaching Alliance and a member of the Coventry Special Schools Network. Courses in Autism are offered by the school to colleagues from across the LA. Warwick University are placing Trainee Teachers at the school to increase SEND knowledge. Senior staff regularly attend Special Headteachers Meetings with colleagues from special schools and the LA.

Governors have promoted emphasis on staff development, specifically succession planning. A range of staff hold additional leadership and management responsibilities to increase leadership potential. The current leadership team comprises 7 staff.

Following extensive curriculum and assessment developments involving all classroom staff, we believe the school is well placed to respond to The Rochford Review. Learning opportunities are specific to individual need and school focused Progress Walls provide the foundation for describing, tracking and reporting achievement and progress.

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Self-evaluation – a brief summary.

Senior Leadership Team:

The SLT has a wealth of extensive experience of special school leadership. Their credibility is derived from a genuine desire to improve outcomes for students in collaboration with their staff teams. They provide outstanding support for school improvement initiatives and demonstrate emotional intelligence in securing the contribution of colleagues. Senior leaders bring valuable experience from both mainstream and special school settings to complement their skills, knowledge and understanding.

Curriculum and Assessment:

We have personalised and refined the curriculum over the past 2 years to ensure we are responding effectively to a broadening range of student need. All classroom staff have been actively involved - offering suggestions and opinion; refining content and assessment strategies and clarifying recording and reporting processes. The curriculum and assessment processes are now school specific and we ratify judgements through school based, LA and regional moderation of student achievements.

Teaching and Learning:

The quality of teaching has improved in recent years as a result of a focus on the role of Class Teams. Only 1 teacher has recorded a less than "good" judgement in the past 2 years. A number of teachers are judged to be consistently "outstanding".

School finance:

The impact of school budget reductions, introduction of matrix funding and implementation of broad spectrum has resulted in budgetary challenge for the school. The school will post a balanced budget for 2017/18 supported by funding protection from the LA but it is difficult to predict what subsequent years will bring. Governors are closely monitoring our budget and able to provide further clarification. They have confirmed to the LA that our priority is to retain staffing levels to meet student need.

School environment:

There is no argument that we deserve a new school building! The current building offers very little flexibility and accommodation is stretched. Consequently, governors have remained committed to a maximum roll of 100 students despite frequent requests to enrol additional students.

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Student welfare:

We have a well-deserved reputation for collaborative working to the benefit of students and families. All staff advocate strongly for their students and senior managers are proactive in shaping multi-agency practice. We offer first rate support to families aided by a highly effective Parent Support Advisor / Transition Manager. Classroom staff introduce innovative strategies in response to access and behaviour needs - regularly demonstrating high levels of resilience and optimism in times of challenge.

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School structure and context

Key Stage 3	Students aged 11 – 14 years	Lower School
Key Stage 4	Students aged 14 – 16 years	Middle School
Key Stage 5	Students aged 16 – 19 years	Upper School

Students are placed into 1 of 4 teaching groups in each of the 3 Key Stages:

Group 1 students. Learning is significantly influenced by Autism. The greater majority of students are boys and the classes numbers are small – 6/7 students taught by 3 or 4 staff. 6 components provide the context to improving interaction and communication: Communication / Citizenship / Flexibility / Emotional Wellbeing / Independence / Discovery.



Group 2 students.

Learning is significantly influenced by complex needs. Students are dependent on adults for their care and education. Some students may have medical needs that impact on their access to education. Class groups are small. The curriculum for Group 2 students comprises 6 elements: Communication / Citizenship / Curiosity / Physical Wellbeing / Emotional and Social Wellbeing / Creativity.



Group 3 students.

Learning is influenced by severe learning difficulties. Additional needs, such as communication difficulties, may present additional barriers to learning. There will be typically 10/11 students in each group. Differentiated timetable of National Curriculum subjects supported by a Foundation Subjects Themed Curriculum. Teaching by Subject Leaders leading to ASDAN accreditation / English and maths Functional Skills / Work Related Learning / College courses / Building Learning Power.



Group 4 students.

Learning may be influenced by a range of needs but students demonstrate greater independence and higher attainment than other students in school. There are typically between 9 and 11 students in each group. Curriculum opportunities are similar to Group 3 students.

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Job description: Headteacher, Baginton Fields School

Baginton Fields School is committed to safeguarding and promoting the welfare of its students. All staff are expected to share, and demonstrate, this commitment.

***All staff are expected to demonstrate commitment to the school vision of
"Working Together for Outstanding Achievement"***

Post title	Headteacher
Pay grade	Leadership L21-L28 (£63,779 - £75,708)
Key External Contacts	<ul style="list-style-type: none">• Parents and families• The wider multi-disciplinary team including medical and therapies.• Education advisers and LA officers within the Local Authority• Colleagues in local mainstream and special schools
Key Internal Contacts	<ul style="list-style-type: none">• School Governors• Teachers based at the school• Support staff based at the school
Responsible to	<ul style="list-style-type: none">• The Governing Board.

The Headteacher's professional duties must be carried out in accordance with and subject to:

- The provisions of all applicable legislation and any orders and regulations having effect under the applicable legislation, and in particular the Education Act 1996.
- The instrument of government of Baginton Fields School
- Any rules, regulations or policies made either by the governing board on matters for which it is responsible.
- The terms of their appointment.

The Headteacher is subject to the conditions of employment set out annually in the School Teachers' Pay and Conditions Document. Duties and responsibilities of the post may change over time as requirements and circumstances change. School Teachers' Pay and Conditions Document 2016 requires the Headteacher to be involved in:

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- Whole school organisation, strategy and development.
- Teaching.
- Health, safety and discipline.
- Management of staff and resources.
- Professional development.
- Communication.
- Work with colleagues and other professionals.

More specifically, the main expectations of the role at Baginton Fields are as follows:

Qualities and Knowledge
<ul style="list-style-type: none">• Hold and articulate clear values and moral purpose, focused on providing a high quality education for students with SEND at Baginton Fields School.• Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students and members of the school community.• Lead by example – with integrity, creativity, resilience and clarity.• Sustain wide, current knowledge and understanding of education and school systems and pursue continuous professional development.• Work with financial astuteness centred on the schools vision "Working together for outstanding achievement"• Communicate compelling the schools vision and drive strategic leadership, empowering all to achieve.

Students and Staff
<ul style="list-style-type: none">• Demand ambitious standards for all students. Overcome disadvantage and promote inclusion. Instil a strong sense of accountability in staff for the impact of their work.• Secure excellent teaching through cohesive class teams that provide rich curriculum opportunities.• Demonstrate a proactive approach to meeting the changing educational and care needs of students on roll.• Further the sharing of best practice within Baginton Fields and with partner schools to the benefit of students.• Ensure all staff are motivated and supported to develop their own skills and knowledge in relation to students with SEND.• Identify emerging talents, coaching aspiring leaders to secure succession of expertise across the school.• Hold all staff to account for their professional conduct and practice.

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Systems and Processes

- Ensure the schools systems, organisation and processes are well considered, efficient and fit for purpose.
- Provide a safe, calm and well-ordered school environment for students and staff, focused on safeguarding students and developing their appropriate behaviour in school and the wider community, in the context of their SEND.
- Maintain rigorous, fair and transparent systems and measures for managing performance of all staff, addressing under-performance, supporting staff to improve and valuing excellent practice.
- Actively support the governing board to understand its role and deliver its functions effectively.
- Exercise strategic financial planning, identifying priorities to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the schools sustainability.
- Distribute leadership throughout the organisation, strengthening teams who have distinct roles and responsibilities and hold each other to account for their decision making.

The self-improving school

- Work with other schools and organisations in a climate of mutual challenge to pursue best practice and secure excellent achievements for all students.
- Develop productive relationships with fellow professionals and colleagues in other services to improve outcomes for all students.
- Apply the findings of well evidenced research to improve the school.
- Improve the quality of staff expertise through targeted and sustained professional development.
- Model innovative approaches to school improvement, leadership and governance.
- Inspire and influence others to promote the importance and value of education and care at Baginton Fields school.

In addition

- Participate in an annual performance appraisal process.

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Personal Specification: Headteacher, Baginton Fields School

	Essential Criteria	Shortlisting
Qualifications	<ul style="list-style-type: none">• Qualified Teacher Status.• Degree or equivalent.• Evidence of Continuing Professional Development applicable to the position eg NPQH.	
Experience	<ul style="list-style-type: none">• Recent and relevant experience as an effective Headteacher, Deputy Headteacher or Assistant Headteacher.• Multi-disciplinary working – particularly with Social Care and Health services.• Analysing, interpreting and reporting attainment and progress data to a variety of audiences.• Teaching pupils/students with a range of educational /social /emotional needs.• Working effectively in a team.• Utilising self-evaluation systems to identify priorities for improvement.• Working to deadlines.• Producing clear and concise reports.• Managing and bringing about change.• Establishing local network links to enhance provision.• Leading and managing under pressure.	
Knowledge	<ul style="list-style-type: none">• Current curriculum developments and assessment systems applicable to students with SEND.• Safeguarding and Child Protection procedures.• Equality legislation.• Knowledge of the role of the Governing Board in school leadership and management.• Special Educational Needs and Disability Code of Practise and its implications for parents and families.	
Skills	<ul style="list-style-type: none">• Lead by example and provide a clear strategic vision and direction in collaboration with the school community.• Ability to lead whole school improvement issues applying emotional intelligence to maintain momentum.• Ability to successfully implement a range of learning and teaching strategies for raising achievement in pupils with learning difficulties.• Maintain staff morale and address welfare issues with sensitivity and maintain perspective.	

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	<ul style="list-style-type: none">• Sound financial management and resource management.• Ability to manage and organise work effectively. This will include an ability to prioritise and manage time, work under pressure and meet deadlines.• Excellent interpersonal skills including the ability to work as a member of a team.• Communicate effectively orally and in writing to a range of audiences.• Develop a highly positive ethos and secure the credibility of the school community.	
Personal Qualities	<ul style="list-style-type: none">• Passionate about teaching and learning.• Drive to develop the expertise and abilities of others.• Displays warmth, care and empathy.• Open-minded, reflective and adaptable to changing circumstances and new ideas.• Robust, drive and energy.• Maintain a sense of humour, a willingness to learn and the persistence to strive for outstanding achievement.	

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Application, interview and appointment process

We hope that, after reading through the information provided, you are motivated to apply for the position to become our new Headteacher.

The Job Description and Person Specification help to define the skills; knowledge and experience we consider important to provide the foundation to the qualities of a successful candidate.

The salary range is between L21 – L28 (£63,779 - £75,708) with future progression along the available salary range conditional upon demonstrable successful performance against agreed appraisal criteria.

The commencement date of the appointment is Summer Term 2018.

We would encourage you to make an informal visit to the school. If you would like to visit please contact Jayne Pountney, Resources Manager on 024 7630 3854 who will be happy to arrange this for you.

Application is online via WM jobs (www.wmjobs.co.uk) and the deadline is Sunday 21st May 2017.

Governors have identified the following supplementary questions to be addressed in addition to the application form. **Question responses to be no more than 1 side of A4.**

Question 1: *Provide a detailed example of when you demonstrated highly effective school leadership skills.*

Question 2: *Describe how you involve the school community in school improvement – what are the challenges and how would you overcome them?*

You are required to identify 2 referees. References will be sought for all shortlisted candidates prior to the interview. Please ensure you inform your referees they may be approached for a reference.

Candidates called for interview are requested to contact the school if they wish to clarify travel and accommodation expenses.

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Interview arrangements:

Interviews are scheduled for Thursday 15th and Friday 16th June 2017 and will be held at the school.

Thursday 15th June will comprise a range of school based activities and Friday 16th June will involve formal interview and presentation to members of the Governing Board.

Applicants invited for interview should ensure they are available to attend both days. Governors will consider outcome of school based activities on Thursday 15th June before confirming attendance required for Friday 16th June.

A Full Governing Board meeting is scheduled for Monday 19th June where appointment of the successful candidate will be ratified.

The successful candidate will be required to:

- Provide overwhelming positive, unequivocal references.
- Complete a successful enhanced DBS clearance.
- Successfully complete pre-employment checks.
- Provide original documentation to verify qualifications referred to in their application.

Appointment timeline:

Advert open	Tuesday 2 nd May
Advert closed / Application closing date	Sunday 21 st May
School visits	2 nd May – 19 th May
Shortlisting panel	w/b 22/5/17
Candidates invited to interview	Monday 5 th June
Interview Day 1	Thursday 15 th June
Interview Day 2	Friday 16 th June
Appointment ratified by Governing Board	Monday 19 th June at Full Governors

The position you are applying for involves contact with vulnerable groups. It is exempt from the Rehabilitation of Offenders Act 1974 and all subsequent amendments (England and Wales). For this position you are not entitled to withhold information about police cautions, bind-overs, or any criminal convictions that would otherwise have been considered "spent" under the Act.

Good luck with your application, please do not hesitate to contact Jayne Pountney if you require further clarification or information.

Jayne Pountney, Resources Manager. 024 7630 3854.

email: jpountney@bagintonfields.coventry.sch.uk

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