

Head Teacher Information for applicants

Uffculme School

(an all-age 3-19 school) Birmingham



Primary: Queensbridge Road, Moseley, Birmingham, B13 8QB

Secondary: 2 Yew Tree Road, Moseley, Birmingham, B13 8QG

Post-16: 40 Russell Road, Moseley, Birmingham, B13 8RE

Telephone: 0121 464 9634

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(an all-age 3-19 school) Birmingham

Head Teacher

Group: 6 Leadership Pay Range: 29-35 £77,583 - £88,984

Start Date: January 2018

Uffculme School are inviting applications for the role of Head Teacher following the retirement of the current Head Teacher.

The school requires a school leader who can work with the Senior Leadership Team, Governing Body and wider staff body to maintain and improve the schools position. Applicants will have well developed leadership skills in a special educational needs environment; able to provide strategic direction, support and guidance to staff.

The successful candidate will:

- Maintain existing high standards in leadership and management and identify improvement opportunities
- Promote a vision and commitment to maintaining and improving high standards of provision
- Sustain our commitment to working positively with parents, carers, the local authority and outside agencies
- Be passionate about high-quality teaching and learning for children and young people of all abilities
 - Have highly effective communication skills
- Fully understand the demanding nature of SEN provision in education and wider society
- Be familiar with changes to National Government Policy regarding disability, education, health and welfare
- Have a clear understanding of a special needs environment and day to day school operations

Closing Date: Friday 15 September 2017, 9am

Shortlisting: w/c 18 September 2017

Interviews: w/c 25 September 2017

Please return your completed applications to:

**Performance, Engagement & Commissioning Services,
PO Box 16461, Birmingham, B2 2DB**

Or via email to CSURecruitment@birmingham.gov.uk

Thank you for your interest in the role of Head Teacher at Uffculme Special School. This post has arisen due to the retirement of our current Head Teacher.

About Us

Uffculme School provides high quality education for children and young people with a primary diagnosis of ASD on three sites in the Moseley / Kings Heath area of Birmingham. Uffculme School offers co-education for children and young people of the ages 3 to 18 years from all parts of the city. Pupils represent the wide cultural mix that makes up the general population of Birmingham. We are a successful school with a long and proven track record of providing high quality education for pupils with ASD. We currently cater for a total of 174 pupils.

Our foundation, infant and primary aged students are based on the original Uffculme School site in Queensbridge Road in very attractive grounds, comprising 7 acres, bordering Highbury Park. All pupils have a primary need of ASD.

Our secondary aged students (11-19 yrs) are based in our newly renovated and acquired building - Chamberlain House- which is situated on the corner of Queensbridge Road and Yew Tree Road (400 metres from our primary building) It has been transformed and is specifically tailored to the educational requirements of youngsters whose primary need continues to be ASD.

Our Russell Road building (400 metres from Chamberlain House) caters for students aged 16-19 yrs who have the most complex ASD needs. This newly renovated and acquired building had its first intake during the summer term 2016. The education here will focus on preparing the students for adult life with an emphasis on daily living skills.

School Mission Statement and Vision

Mission:

To enable all young people to have the skills, knowledge and experiences to lead meaningful and enjoyable lives, and optimise lifelong opportunities.

Vision:

We will have an enhanced recognition as a **centre for excellent practice** of autism, training and supporting others.

We will be **integrating with the wider community** to enhance lifelong learning for students with autism both locally and beyond.

Referrals

Pupils of all ages are referred by the Local Authority on the basis of their having a primary diagnosis of ASD. Many have additional learning needs which are linked to the ASD, but

these are always secondary to the ASD in their impact on pupils' development and learning needs.

The curriculum

We offer a modified National Curriculum, but it also includes an extended curriculum to ensure it is accessible and meaningful for those functioning below NC levels. The two curriculums overlap which provides continuity for those pupils who progress to National Curriculum levels. Our specialist facilities and highly skilled staff address the main obstacles to pupils who are not benefiting from conventional teaching strategies i.e. the challenges associated with developing communication and social skills as linked to autism. To overcome these challenges, we identify pupils' individual learning styles, assess their language and communication skills and needs, and tailor teaching strategies to our findings.

Pupils may thus be taught, for part of the school day, individually, in small or whole class groups or, a mixture of all three. Our aim is always to ensure that pupils feel safe, enjoy their education, have a high level of emotional well-being and are, thus, able to achieve, in all areas of the curriculum.

Ofsted

We are very proud that we have been judged 'Outstanding' on the last three consecutive inspections – the last in 2014.

Our Approach

At Uffculme School we use a child-centred approach which addresses the specific needs of the individual pupil. We view our relationship with parents as invaluable and they, initially, help us in identifying their child's specific skills and needs. We pride ourselves on having high expectations of what our pupils can achieve and have a 'can do' approach where we look at what children can do rather what they cannot (High But Realistic Expectations). We recognise that our pupils learn best when they are enjoying themselves and we, therefore, work to incorporate special interests into each child's curriculum when needed (An Emphasis on Fun & Enjoyment). We work closely with parents and all parents of Foundation Stage or Reception pupils are offered a comprehensive set of workshops throughout the first year of attending Uffculme School. Different children may need a different 'mix' of the best known approaches to meet their needs.

We firmly believe that effective intervention must be based on accurate assessment of skills and needs. We have, therefore, produced a number of ASD-specific assessments which aim to pinpoint individual levels of functioning (Comprehensive Assessments). Pupils are carefully assessed and a programme of intervention is then designed on the basis of the findings (Personalised Teaching & Learning).

As all pupils at Uffculme School have a primary diagnosis of ASD, staff are keenly tuned into the communication aspects of this diagnosis. All staff are trained in implementing

augmentative communication programmes in order to develop pupils' language and communication skills (Developing communication Skills). However, we also develop language skills through our own pre-phonics literacy programme which, at the higher levels, dovetails into the National Curriculum (Pre-phonics Literacy Programmes).

Pupils' behaviour is generally exemplary, which has been consistently confirmed by OFSTED in the last 4 inspection reports. There are a number of factors that contribute to high levels of emotional well-being. The school ethos is underpinned by respect for the individual (pupils and staff) and fosters an understanding and practical application of what are summed up in British Values. We thus pre-empt challenging behaviours via the physical environment (sensory factors and placement of pupils within a teaching space), the individual curriculum (personal interests, learning styles, attention skills, sensory needs etc.), the implementation of language and communication programmes (Developing Communication Skills) and also skill our pupils to recognise their emotions and providing them with strategies to prevent negative emotions from reaching crisis point etc. Social Stories or Social Scripts, depending on language comprehension skills (Behaviour Programmes & Social Scripts), often contribute to the high levels of well-being and the successful outcome of behaviour programmes.

Educational Provision

Our provision includes education for children aged 3 (Nursery) through to secondary. We follow the Foundation Stage and National Curricula with modifications to ensure that pupils' individual education needs are met. Through careful assessment Uffculme School identifies each child's specific needs, preferred method of learning and interests. All areas of study / work tasks are delivered in a way that is meaningful, functional and challenging on an individual level. Underpinning our curriculum is an emphasis on ensuring pupils feel safe, secure and developing a positive self-image as this is fundamental to any learning. Fun and enjoyment are thus, important ingredients in our curriculum. Emotional well-being is of paramount importance as many of our children experience varying levels of anxiety as a result of their ASD.

Governing Body

The head teacher automatically becomes a member of the Governing Body unless he or she elects otherwise.

The current governing body is made up of the following members:

- 3 Parent Governors
- 1 Staff Governor
- 1 Headteacher Governor
- 4 Co-opted members

For more information on our school please visit our website www.uffculme.bham.sch.uk

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

HEAD TEACHER - JOB DESCRIPTION

SALARY SCALE: GROUP S6, ISR L29 - L35

1. Job Purpose

As required by paragraph 44-48 & 52 of the School Teachers' Pay and Conditions Document, to be responsible for the internal organisation, management and control of the school.

2. Duties and responsibilities

In carrying out their duties a head teacher shall consult, where this is appropriate, with the authority, the governing body, the staff of the school, the parents of its pupils and the pupils themselves.

2.1 General

To act in accordance with the requirements of paragraphs 44-48 & 52 of the School Teachers' Pay and Conditions Document

To undertake the professional responsibilities of a head teacher as set out in paragraph 47 of the School Teachers' Pay and Conditions Document

To act in accordance with other legislation affecting the conduct of the school, particularly that governing health and safety matters and employment rights

Overall responsibility for the school and its internal organisation, management and control

Formulating overall aims and objectives of the whole school

Overall responsibility for Financial Management of the school's budget

2.2 Specific

2.2.1 School Aims:

2.2.1.1 formulating the overall aims and objectives of the school and policies for their implementation

2.2.2 Strategic direction and development of the school:

2.2.2.1 leading by example, providing educational vision and direction to secure the commitment of staff, parents and pupils

2.2.3 Appointment of staff:

2.2.3.1 participating in the selection and appointment of the teaching and non-teaching staff of the school

2.2.4 Management of staff:

2.2.4.1 Deploying and managing all teaching and non-teaching staff and allocating particular duties to them in a manner consistent with their conditions of employment

2.2.4.2 Ensuring the appraisal, training, development and induction of staff within the school

2.2.5 Governing Body

2.2.5.1 Ensuring the provision of reports and advice to the governing body on the general operation of the school

2.2.6 Curriculum

2.2.6.1 Determining, organising and implementing an appropriate curriculum for the school

2.2.7 Review

2.2.7.1 Keeping under review the work and organisation of the school and enabling a continuing process of self-evaluation through monitoring

2.2.8 Standards of teaching and learning

2.2.8.1 Evaluating the standards of teaching and learning in the school, and ensuring that proper standards of professional performance are established and maintained

2.2.9 Pupil Progress

2.2.9.1 Ensuring that the progress of pupils is monitored and recorded

2.2.10 Pastoral care

2.2.10.1 Determining and ensuring appropriate pastoral care and safeguarding of our pupils

2.2.10.2 Understanding the personal and social skills / needs of our pupils and encouraging inclusion at all stages and levels

2.2.11 Partnership Working

2.2.11.1 Continuing to develop a strong parent/carer centred partnership

2.2.11.2 Building on links with the local community

3 Line Management

Responsible for the supervision of all staff employed in the school

4 Conditions of employment

The above responsibilities are in accordance with the School Teachers' Pay and Conditions Document in terms of duties and working time and are also subject to any local agreements and LA guidance on interpreting conditions of service.

5. Review and Amendment

- 5.1 This job description is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body or the Head Teacher but only after full consultation between them. It will be signed if agreement is reached.

6. Complaints

- 6.1 If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

Job description issued after consultation_____ (Signature of the Chair of the Staffing Committee)

Copy received by_____ (Signature of the Head Teacher)

Date_____

PERSON SPECIFICATION

Uffculme School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

	ESSENTIAL	* METHOD OF ASSESSMENT
INITIAL QUALIFICATIONS	Qualified Teacher status.	AF, I
FURTHER QUALIFICATIONS/ PROFESSIONAL DEVELOPMENT	Recent, relevant in-service training in current educational practice, including the leadership and management of teaching and learning. Knowledge and understanding of education and schools systems locally and nationally.	
EXPERIENCE	Considerable successful experience in leadership and management and demonstrating the ability to differentiate between them. Demonstration of a good understanding of School Improvement Planning and implementation. Experience of implementing Performance Management. Experience of partnership working with parents and the wider community including external agencies. Successful and varied teaching experience in appropriate phase(s), including working with children with social, emotional and mental health difficulties. Experience of co-ordinating family support services as appropriate.	AF, I AF, I AF, I AF, I AF AF, I
SKILLS AND ABILITIES	To develop and implement the school vision and values, and promote inclusivity and diversity within a framework of British Values. To develop a culture for learning and set high expectations for achieving success for all. To work to high professional standards, strategically and operationally, leading by example. To monitor, evaluate, and plan strategically for School Improvement and continuous professional development. To lead and manage effectively in an environment of high accountability. To manage the implementation of change effectively and sensitively. Demonstrate the ability to manage, motivate and support individuals and teams effectively. To deal effectively with under performance, in accordance with relevant policies and procedures.	AF, I AF, I AF, I AF, I AF, I, P AF, I AF, I AF, I

	To understand and interpret complex data to inform effective decision-making.	AF, I
	To maintain a clear strategic financial overview of the school.	AF, I
	To demonstrate a focus on innovation, creativity and a willingness to work in a context of resource generation and appropriate risk-taking.	AF, I
	To demonstrate a wide range of high level communication skills including new technologies.	AF, I
	To use authority appropriately to maintain discipline.	AF, I
	To promote and foster a positive school image.	AF, I
	To seek and maintain effective multi-agency partnerships and collaboration, in order to share and disseminate best practice throughout the whole school and beyond.	AF, I
OTHER	Evidence of motivation for working with children.	AF, I
	Evidence of ability to form and maintain appropriate relationships and personal boundaries with children and staff.	AF, I
	Evidence of emotional resilience in working with children and staff exhibiting challenging behaviour.	AF, I
	Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.	AF, I
	Ability to coach and develop all school staff appropriately.	AF, I
	Demonstrate the promotion of positive behaviour strategies and constructive handling of problems.	AF, I
	Evidence of actively involving all staff, parents, Governors and the community in the life and work of the school, other schools and networks.	AF, I
	Evidence of implementing Equal Opportunities and other legislation essential for the health, safety and well being of the school community.	AF, I
	Ability to effectively implement personnel procedures in the management of staff, with relevant knowledge of Employment Law.	AF, I

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- Those elements marked **AF** - will be assessed in your **Application Form**
- Those elements marked **AF/IP** - will be assessed in your **Application Form** and during the selection process e.g. Interview, **P**resentation.
- Those elements marked **IP** - will be evaluated during the selection process e.g. Interview, **P**resentation

NB: If shortlisted, any relevant issues arising from references will also be taken up at interview. References will be used to support the selection panel's assessment.