



Bents Green Specialist Secondary School



Deputy Headteacher Information Pack

glover recruitment
consultancy



Letter from the Chair of Governors

Dear Candidate

The students, parents, carers, staff and Governors are looking for a motivated, dedicated Deputy Headteacher who can work alongside our Headteacher, Amanda Costello, to take us forward on the next stage of our journey.

We are delighted that you are interested in becoming Deputy Headteacher of Bents Green Specialist School. Our vision for the school is to be a Great School Community. At our last Ofsted inspection in July 2014 we were judged Good. The school is proud of what Ofsted said in our last inspection: "Pupils say that they feel safe and well cared for. This is because staff ensure that each pupil's individual needs are met very well" and "The leadership has high ambitions for what pupils can achieve." (Ofsted 2014)

Since then we have become a multi-site provision with National Support School status and our Headteacher has become a National Leader in Education.

We are passionate about ensuring that all our students receive the best education possible, preparing them for adult life outside school and helping them become respected and valued members of society.

We hope you are the experienced and committed professional looking forward to the next stage of your career development.

This is a tremendous opportunity and an exciting leadership challenge to shape the development of our school in becoming an inspirational outstanding autism provision that promotes the enjoyment and aspirations of the Bents Green Learning Community.

I would like to thank you for your interest in this post and wish you all the best.

Yours faithfully

Laura Gillespie
Chair of Governors

About Bents Green School

At Bents Green Specialist School we believe education is a partnership between home and school and we place a great deal of emphasis on our partnership with parents and carers. We believe children learn best when home and school work together.

Our Values & Ethos



Our provision enables us to put the students in the centre of their own learning.



All students need to enjoy and access a wide and varied range of curriculum to enable the student to shape and lead their own personalised learning pathways.



Student voice is on the centre of their learning giving students the opportunities to grow in confidence and independence.



All students at Bents Green Specialist Secondary School are able to achieve their full potential in a caring and safe environment.



The quality of creative teaching and learning inspires students to reach their potential for life-long learning.



At Bents Green, we set up our students for lifelong learning and development. We put an emphasis on the learning of the 'seven C's' – Confidence, Curiosity, Collaboration, Communication, Creativity, Commitment and Craftsmanship.



The staff team enjoy working at Bents Green Specialist Secondary School because they feel a respected and valued member of the team. Staff are motivated to make full use of their skills and make a difference through challenging themselves and supporting student learning.



Our partnership with parents is essential as we believe children learn best when home and school work together ensuring their child is happy, safe and making progress.



We believe working in partnership with our Primary feeder schools, Integrated Resources, other specialist schools, Fusion Teaching Alliance and Sheffield Hallam University supports Bents Green Specialist Secondary School to be outward facing and collaborative partners in the development of SEND locally, personally and nationally.





Deputy Headteacher Bents Green School

L16 – L20 (£57,077 - £62,863)
Group 6 NOR 186

Required for January 2018

Bents Green School is a maintained school which provides specialist education for young people aged 11-19 with Autistic Spectrum Conditions and Communication and Interaction difficulties. The school occupies an attractive and provision-rich building, with satellite hubs at Westfield School and Sheaf Specialist Vocational College. Our school is committed to ensuring all students achieve their full potential; they leave as young people who have the confidence, self-esteem and ability to live independently and flourish.

Working closely with the headteacher and governors, you will play a key role in shaping the vision and strategic direction of the school. We are looking for a Deputy Headteacher with high aspirations for themselves and for our young people and staff. Building upon your understanding of system leadership, you will be outward-facing, building relationships at local, regional and national level, with experience of working collaboratively and a commitment to forging new partnerships for the school. The role will involve multi-site leadership and management working not only at the Bents Green site, but also developing the bespoke learning provision in our two satellite hubs at Westfield School and Sheaf Specialist Vocational College.

We are looking for an inspirational school leader who:

- Is ambitious and outward-facing, with the ability to think creatively and strategically
- Has shown a commitment to develop their professional understanding and abilities
- Shares our drive and commitment to provide the very best standard of education for our young people

In return, we can offer the opportunity to:

- Lead a school alongside a National Leader in Education who will support your career progression
- Work with a happy, talented and committed staff team, and a governing body which will support your professional development
- Work with and make a real difference to the lives of our inspirational students

Although candidates should have an understanding of working with young people with Autistic Spectrum Conditions, we welcome applications from those working in mainstream settings. Post-16 experience is not required. The successful candidate will be expected to take on a small teaching commitment.

Bents Green School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We require the successful applicant to undertake an enhanced criminal records check via the Disclosure & Barring Service. Please visit the school website to view our safeguarding policy.

Visits to our school are warmly encouraged and will be held on Friday 29th September 2017 or Monday 2nd October 2017. To arrange a visit, please contact Karen Taylor, PA to the Leadership Team, on 0114 236 3545. For an informal conversation with the Headteacher, Amanda Costello, please contact Karen on the same number.

Completed applications forms, and any queries about the recruitment process, should be addressed to Scott Glover at scott@gloverrecruitment.co.uk or by phoning 0776677 3682.

Please use the downloadable Word version of the application form, which is attached.

Closing date for applications: 1.00pm on Friday 6th October 2017
Assessment centre and interviews: Monday 16th and Tuesday 17th October 2017



Information about the process

Please use the personal statement to demonstrate how you meet the person specification (pages 9 and 10), with evidence provided wherever possible of positive impact. Candidates will be shortlisted on how well they demonstrate the knowledge, skills and attributes set out in the person specification.

The deadline for receipt of applications is 1.00pm on Friday 6th October 2017. Completed forms (and any prior queries) should be submitted to scott@gloverrecruitment.co.uk. If you would prefer to send your application by post, please address it to Glover Recruitment Consultancy, 64 Valley Road, Sheffield, S8 9FY. School visits are encouraged and should be arranged directly with the school.

All candidates will be informed of the shortlisting outcome by 12 noon on Wednesday 11th October.

Shortlisted candidates will be asked to attend Bents Green School on Monday 16th October for in-school activities. An assessment centre and interviews will take place on Tuesday 17th October. Full details will be provided to shortlisted candidates on 11th October.

The assessment centre will consist of a series of job-related exercises designed to give candidates the opportunity to demonstrate the key attitudes, skills and knowledge required for the post. Shortlisted candidates will be fully briefed at the beginning of the process and supported throughout the day.

Telephone feedback will be available for all applicants, regardless of outcome.



Salary range:	Group 6 L16 – L20 (£57,077 - £62,863)
Role of the Deputy Headteacher:	<p>A deputy headteacher, in addition to carrying out the professional duties of a teacher other than a headteacher, including those duties particularly assigned by the headteacher, must play a major role under the overall direction of the headteacher in:</p> <ul style="list-style-type: none"> • formulating the aims and objectives of the school; • establishing the policies through which they are to be achieved; • managing staff and resources to that end; • monitoring progress towards their achievement; <p>and undertake any professional duties of the headteacher reasonably delegated by the headteacher.</p> <p>If the headteacher is absent from the school, a deputy headteacher must undertake their professional duties to the extent required by the headteacher or the relevant body or, in the case of a foundation, voluntary aided or foundation special school, the governing body.</p> <p><i>(Paragraph 49, School Teachers' Pay and Conditions Document)</i></p>
Responsible to:	The Headteacher and the Executive Director, Children Young People & Families, Sheffield City Council
Responsible for:	The teaching and support staff of the school and its children and young people.
The Deputy Headteacher will be expected to:	<ul style="list-style-type: none"> • Fulfil all the requirements and duties set out in the School Teachers' Pay and Conditions Document. • Achieve any performance criteria, objectives or targets agreed with or set by the Headteacher and/or School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document. • Understand fully the current legal requirements, national and local policies and guidance on safeguarding and the promotion of the wellbeing of children and young people and ensure that all requirements are met.

Job Description

Detailed below are the 24 characteristics expected of an excellent school leader, divided into the four 'Excellence As Standard' domains. The Governing Body has identified these as the specific characteristics that are vital for the post to ensure the school is led effectively.

This job description will be subject to annual review as part of the performance management cycle.

Domain One Qualities & Knowledge	Domain Two Pupils & Staff	Domain Three Systems & Processes	Domain Four The Self-Improving School System
<i>Deputy Headteachers:</i> 1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.	<i>Deputy Headteachers:</i> 1. 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 pupils' outcomes.	<i>Deputy Headteachers:</i> 1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.	<i>Deputy Headteachers:</i> 1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.	2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.	2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.	2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.	3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.	3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.	3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.	4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.	4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

Job Description continued

5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.	5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.	5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.	5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.	6. Hold all staff to account for their professional conduct and practice.	6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.	6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

The Governing Body 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 regulations to safeguard children and young people.

The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS).



Person Specification

All candidates should demonstrate how well their qualifications and experience, personal qualities, skills, professional knowledge and understanding and knowledge of safeguarding meet the requirements of the person specification.

Qualifications and experience

Candidates should have and be able to evidence:

1	Qualified Teacher Status (QTS)
2	Knowledge and understanding of what it means to be a learner in a special school and of working with children with autism
3	Evidence of recent leadership experience that has contributed to school self-evaluation and the development of whole school priorities
4	Supported whole school strategic improvement to improve pupil outcomes.
5	Evidence of recent, appropriate leadership development

Personal qualities

Candidates should:

1	Demonstrate a passion for teaching and learning
2	Communicate effectively and develop positive relationships with all stakeholders
3	Demonstrate excellent interpersonal skills
4	Be decisive, consistent and focused on solutions
5	Demonstrate the capacity to lead others, be resilient, reflective and adaptable
6	Be able to motivate and inspire others
7	Listen carefully and consider the views of others

Skills

Candidates should be able to:

1	Support a vision for the school and secure commitment to it from others
2	Demonstrate their involvement in the interpretation and analysis of data to accurately inform school improvement and to monitor pupil progress
3	Support systematic and rigorous whole school monitoring and evaluation
4	Demonstrate their ability to plan to support whole school priorities and improve pupil outcomes
5	Evidence their work in collaboration with other schools, fellow professionals and external organisations to improve outcomes
6	Support the development of teaching and learning in school
7	Have excellent organisational skills, prioritising and managing time well under pressure and meeting deadlines

Person specification continues on next page

Professional knowledge and understanding

Candidates should:

1	Be committed to securing equality of opportunity throughout the school
2	Have an understanding of curriculum and assessment developments and how they support pupils' learning
3	Have secure knowledge of what constitutes highly effective teaching and its impact on outcomes for all pupils
4	Maintain high standards of pupil behaviour and attitudes to learning
5	Take a lead in the supporting staff in their professional development

Safeguarding

Candidates should have:

1	Knowledge of national and local safeguarding guidance
2	Experience of safeguarding and promoting the welfare of children and young people
3	A commitment work with relevant agencies to protect children and young people
4	Knowledge of best practice and procedures for safeguarding children and young people





CONTACT US

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