



Marjory Kinnon School

Headteacher

APPLICATION PACK

JANUARY 2018

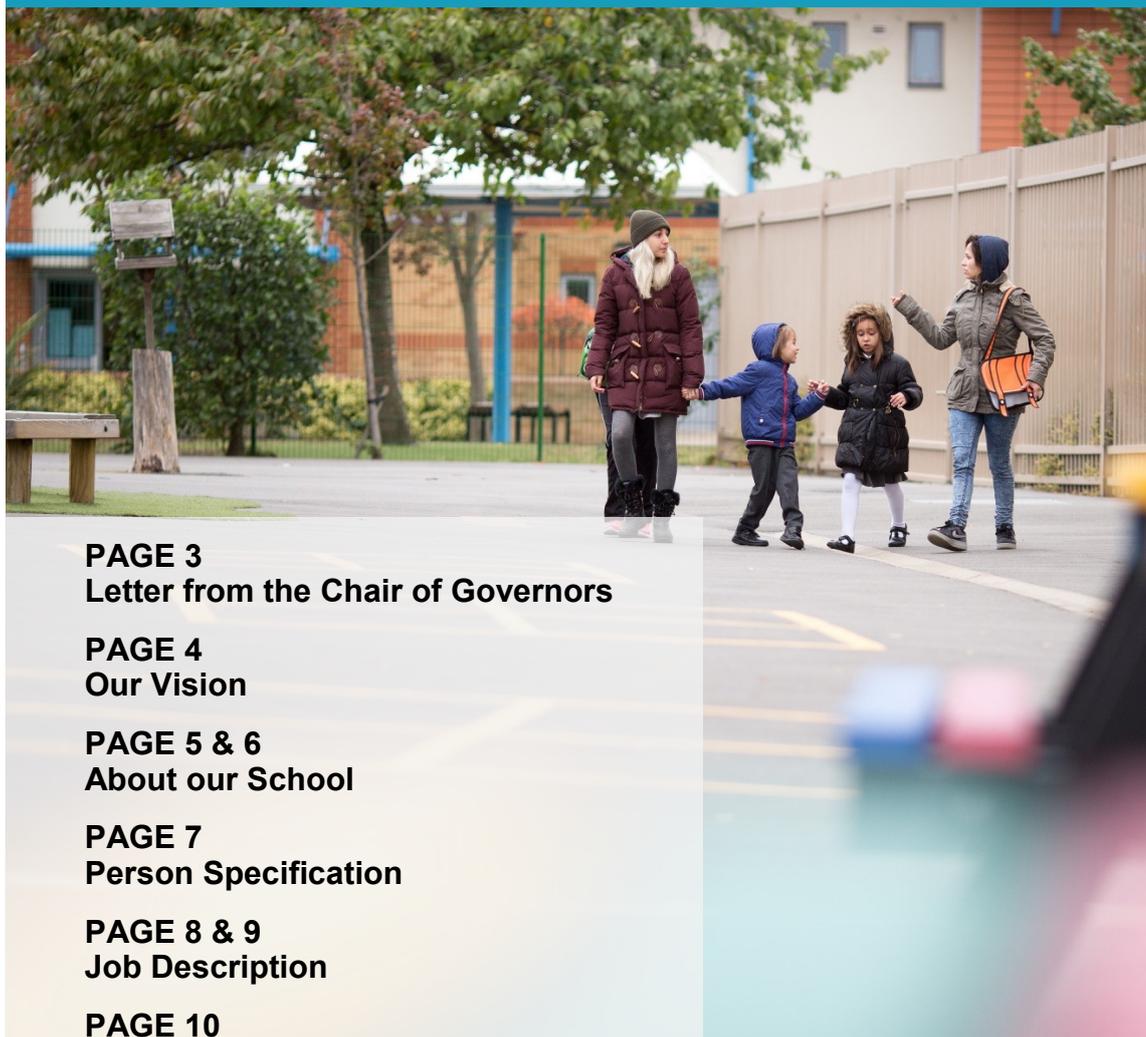


Marjory Kinnon School

Hatton Road, Bedfont, Middlesex, TW14 9QZ

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www.marjorykinnonschool.co.uk



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Dear Applicant

Thank you for your interest in Marjory Kinnon School.

Marjory Kinnon School is a popular all age special school for children aged 4-16 years. The 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 are based in the heart of Hounslow and have good transport links with Hatton Cross tube station close by.

Our current Ofsted Inspection in May 2015 graded the school as "Good" with excellent behaviour and procedures for safeguarding pupils. We are in the Ofsted window and expect an inspection this term.

Marjory Kinnon is part of the Hounslow Learning Partnership and the Challenge Partners hub. These two networks provide collaboration and professional development for all staff.

We are looking for a Headteacher who shares our passion for learning and a philosophy that all pupils deserve the best and who is committed to giving their best.

The Headteacher will be working in close partnership with the Board of Governors to shape the future of this school.

Visits to the school are encouraged and warmly welcomed. If you would like any further information, an informal chat or to arrange a visit, please contact ageraghty@marjorykinnon.hounslow.sch.uk.

The key dates of the recruitment process are:

Closing date: Midday on Friday 19th January 2018

Interview: Monday 5th February 2018

We ask that online applications are submitted via the www.tes.com or www.eteach.com websites.

Further information about the school is available on the school website and if you would like any specific documents to assist you in your application, please let Annette know via ageraghty@marjorykinnon.hounslow.sch.uk.

We look forward to hearing from you.

Yours faithfully

Shahid Khan
Chair of Governors



Education For Life

We aspire to facilitate learning in a professional and caring environment where the children have the chance to develop their self-esteem, core values and independence, and to learn and make maximum progress in functional literacy, numeracy and life skills.

Our Vision

Every pupil will learn the skills and develop the confidence needed to become a valued integrated and independent member of their community.

Nurture - Challenge - Inspire



What matters to us

- We create a safe, caring and well organised school;
- We present children with challenging learning opportunities planned using differentiated programmes based on the national curriculum that takes into account their barriers to learning;
- We encourage core values, mutual respect and an appreciation of the worth of others within and beyond the MKS community;
- We develop and support a highly motivated group of staff.

Things we do

- Talk for Writing (TfW).
- Maths Mastery
- Read Write Inc to support the development of literacy skills across the curriculum.
- Therapeutic interventions (SCERTS, Thrive).
- CYGNET support for parents promoting increased engagement.
- UNICEF 'Rights Respecting Schools'.





School Vision & Values	<p>OUR VISION Every pupil will learn the skills and develop the confidence needed to become a valued integrated and independent member of their community.</p> <p>OUR MISSION Through our learning, work and play we nurture, challenge and inspire each other to achieve our full potential.</p> <p>OUR VALUES <i>Kindness:</i> We aim to be kind to everyone. <i>Respect:</i> We are respectful and responsible in everything we do. <i>Tolerance:</i> We value and celebrate differences in each other. <i>Perseverance:</i> We keep trying until we succeed.</p>
Location & Physical	<p>The school comprises pupils from across Hounslow, with a small number from outside of the Borough.</p> <p>The school will move into a new purpose built building in February 2018.</p>
Governing Body	<p>The role of Marjory Kinnon's Governing Body is to provide strategic leadership and accountability. Its key functions are to:</p> <ul style="list-style-type: none"> • set the aims and objectives for the school; • set the policies and targets for achieving those aims and objectives; • monitor and evaluate progress; • be a source of challenge and support to the Headteacher.
Pupils	<p>The 185 pupils in Early Years to Key Stage 4 this year will increase over the next 4 years to 288. Marjory Kinnon is over subscribed and we will be moving into the new school with a waiting list. Admissions are managed by the Local Authority.</p> <p>The school accommodates a range of pupil needs, predominantly autism, and classes for vulnerable pupils with medical needs, global and physical delay. The school provision is cognitively within the MLD to SLD range of ability. There are two PMLD/Complex SLD schools in Hounslow and pupils with these needs would be expected to be admitted to these schools. MKS has a published entry criteria that identifies the range of pupils' needs that can be met.</p>
Leadership Team	<p>The school is supported by an excellent senior and middle leadership team, all trained extensively in a range of leadership skills.</p> <p>Outstanding performance management systems are in place in the school, with opportunities for all staff to continuously develop skills and access training at a range of levels.</p>



<p>Data Headlines</p>	<p>All our children are working significantly below age related expectations.</p> <p>We have a bespoke assessment system that tracks progress against targets set by the class teachers. These targets are moderated termly.</p> <p>For 2016/17:</p> <ul style="list-style-type: none"> • In reading 84% of pupils KS1-3 met or exceeded their targets. • In writing 87% of pupils KS1-3 met or exceeded their targets. • In Number 93% of pupils KS1-3 met or exceeded their targets. • KS4 English Entry Level: 100% of pupils met or exceeded their targets, 71% of pupils met or exceeded their Functional Skills Targets • KS4 Maths Entry Level: 100% of pupils met or exceeded their target. For GCSE Maths 50% met or exceeded their targets (1 pupil absent during exam). • KS4 Science Entry Level: 67% of pupils met or exceeded their target. For GCSE Science 100% of pupils met and 50% exceeded their targets. • KS4 Computing IT Entry Level: 100% of pupils met and 43% exceeded their target. For GCSE IT Computing 100% of pupils met and 50% exceeded their targets. • KS4 PSD: 100% of pupils achieved their social and emotional targets on EHCPs.
<p>Teaching & Learning</p>	<p>The school is organised in three departments, Early Years, Primary and Secondary.</p> <p>Pupils are placed either in nurture classes, complex needs classes or classes where the routines are highly structured and there are high levels of support.</p> <p>Pupils are presented with challenging learning opportunities planned using differentiated programmes based on the national curriculum that takes into account their barriers to learning.</p>
<p>Therapies & Interventions</p>	<p>Marjory Kinnon works with the Local Authority and Hounslow & Richmond Community Healthcare (HRCH) SaLT and OT.</p> <p>The school employs a very successful intervention team that delivers SCERTS, Thrive and counselling interventions for groups and individual children.</p>
<p>Future Plans</p>	<p>The school is currently exploring opportunities to work collaboratively with local schools through the Hounslow Education Partnership and with individual secondary schools. The issue of academisation has been discussed by Governors and is to be kept under review.</p>



Qualifications & Experience

- QTS.
- Current experience as a Headteacher or Deputy looking to become a Headteacher.
- NPQH or relevant leadership training.
- A significant number of years practical classroom experience in a special needs school or unit with a track record of outstanding, creative teaching.
- Proven track record of building successful teams and effectively leading and managing staff.
- Training or experience in coaching and mentoring and establishing a coaching culture to secure improvements and outstanding performance.
- Experience of leadership of school improvement initiatives, with demonstrable evidence of raising standards.

Knowledge & Understanding

- Current and updated knowledge of the National Education Agenda and curriculum frameworks.
- Ofsted inspection framework.
- Safeguarding practices and procedures.
- How to use a range of tools and performance data to monitor, evaluate, support, track and report on pupil progress, attainment, and achievement.
- Support systems for pupils with SEND.
- HR and other resource management policies and procedures.
- School financial procedures including specific budgetary items (e.g. pupil premium, year 7 catch up and sports premium).

Shaping the future

- The ability to think strategically and take the leading role to develop, build on and communicate a shared vision and strategic plan which inspires and motivates the whole school community.
- Evidence of successfully implementing managing and evaluating change in a collaborative and sensitive way.
- A clear understanding of and enthusiasm for current issues in education and evidence of embracing, implementing and embedding new approaches/technologies which are relevant to teaching and learning.

Pupils & Staff

- Evidence of raising standards that have impacted positively on pupil attainment and teaching and learning.
- Evidence of what makes good and outstanding teaching and an ability to develop a culture where striving for outstanding teaching and learning is central to the school's work.

- A belief in the role of independent learning in education with the ability to articulate and deliver this vision.
- An understanding of excellent strategies for management of SEBD needs.
- A commitment to valuing, supporting and encouraging the professional development of all staff members.

Strengthening Community

- Evidence of building and nurturing a strong positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement.
- A commitment to building and maintaining effective and positive relationships with parents/carers, governors, the wider community and other schools.

Personal Qualities, Skills & Characteristics

- Can inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.
- Able to coach others in order to support and challenge their performance.
- Excellent oral and written communication skills and proven ability to listen to, understand and work effectively with all stakeholders.
- Ability to work under pressure and to meet deadlines.
- Able to be flexible and work without direct supervision.
- Understand and respect social, cultural, linguistic, religious and ethnic backgrounds.
- The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level.

Professional Values and Practice

- Be positive and respond to situations in a calm, professional manner at all times.
- Be self-motivated, creative, robust and resilient.
- At all times model good relationships, attitudes and behaviour.
A high level of commitment to safeguarding, inclusion and equality in all aspects of school life.



The Job Description should be read alongside the range of duties and responsibilities of Headteacher as set out in the current Teachers' Pay and Conditions Document part 6 and National Standards for Headteachers.

Contractual Details

Post Title	Headteacher
Responsible To	The Governing Body of the School
Contract Type	Permanent / Full time
Salary	Leadership Scale Point 29- 36
Job Purpose	<ul style="list-style-type: none"> Working with the Governing Body and the Senior Leadership Team develop a collaborative school vision, which embraces excellence, high standards and inclusion. Working with the Senior Leadership Team translate the vision into a development and implementation plan. Provide strategic and operational leadership across all aspects of the school.

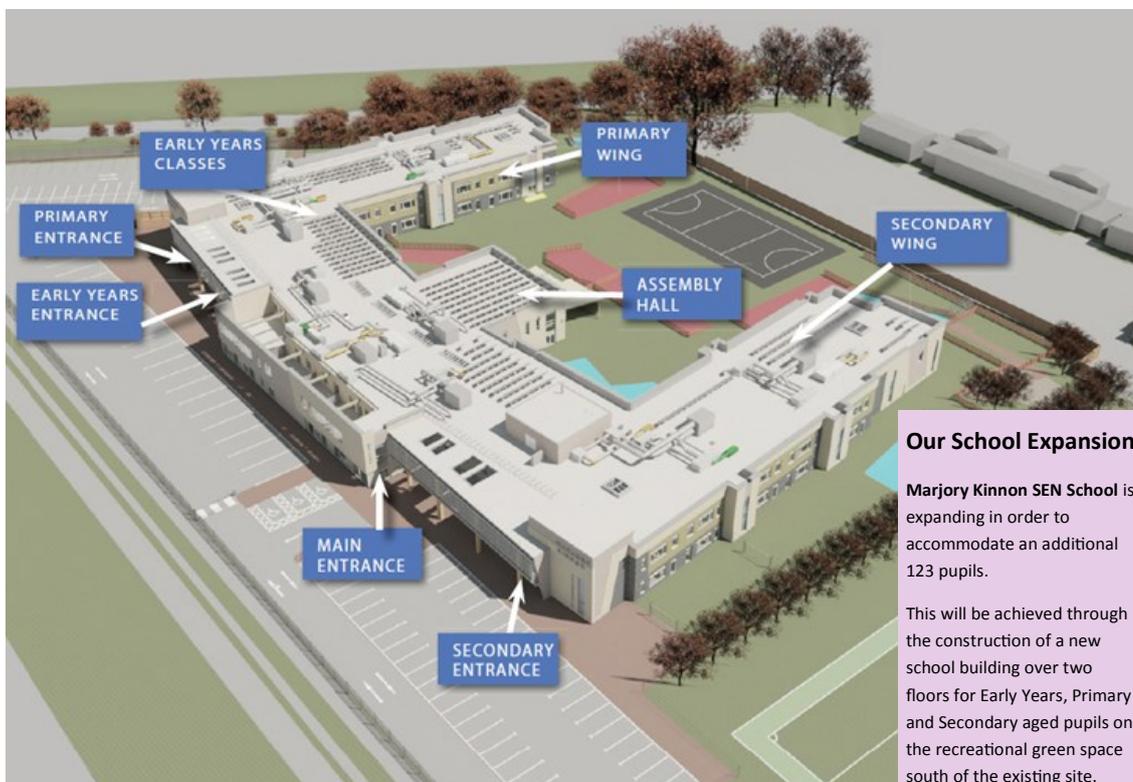
Leadership Responsibilities

Key Responsibilities	<ul style="list-style-type: none"> Secure excellent teaching to achieve high standards of learning and attainment. Hold all staff to account for their professional conduct and practice by establishing secure robust performance management systems and a culture of coaching for excellence. Foster an open, transparent and equitable culture. Ensure there is clear responsibility for internal organisation, management and control of the school. Manage finance and resources astutely to maximise their use and value. Oversee the work of the SBM to ensure financial probity and robust HR procedures are in place. Develop and sustain effective relationships with the Governing Body, to ensure effective governance of the school, and the discharge of the GB responsibilities. Build and maintain effective relationships with parents and all members of the school and wider community to enhance the education of all pupils. Create an outward-facing school, working with other schools, organisations and partners to champion best practice. To keep the status of the school under review and provide the Governing Body with information about local developments with regard to academisation and cross school collaboration. Ensure inclusion, diversity, and access for a range of pupils, having regard for the admission criteria.
Qualities & Knowledge	<ul style="list-style-type: none"> Hold and articulate clear values and moral purpose, focused on providing an outstanding education for the pupils. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community. Lead by example with integrity, creativity, resilience and clarity, drawing on own scholarship, expertise and skills, and that of other professionals. Sustain broad current knowledge and understanding of SEND education and school systems locally and nationally, and pursue continuous professional development. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Continued...



Pupils & Staff	<ul style="list-style-type: none"> • 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's outcomes. • 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. • Establish an educational culture of 'open classrooms' as a basis for sharing best practice. • Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other. • Ensure that Identified emerging talents and aspiring leaders have opportunities to develop and achieve excellence. • Ensure the delivery of INSET, Induction and NQT programmes are effective and impact on school outcomes.
Systems & Process	<ul style="list-style-type: none"> • 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. • Determine, monitor, evaluate and renew school policies and practices. • Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and ensuring outstanding medical and safeguarding systems are maintained. • Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any underperformance, supporting the governing body to fulfil its role and function. • 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. • Distribute leadership throughout the organisation, facilitating teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making. • Develop strategies and systems to build relationships with all parents/carers including those that are concerned, anxious or hard to reach.
The Self-Improving School	<ul style="list-style-type: none"> • Create an outward-facing school that works with other schools and organisations in a climate of mutual challenge and improvement in order to champion best practice and secure excellent achievements for all pupils. • Model entrepreneurial and innovative approaches to school improvement, leadership and governance, promoting confidence in the vital contribution of internal and external accountability. • Implement school improvement initiatives and monitor and evaluate their impact on pupils' learning. Write the annual SEF and SDP and report to Governors on school effectiveness and improvement.



Our School Expansion

Marjory Kinnon SEN School is expanding in order to accommodate an additional 123 pupils.

This will be achieved through the construction of a new school building over two floors for Early Years, Primary and Secondary aged pupils on the recreational green space south of the existing site.