

HEADTEACHER RECRUITMENT PACK

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WELCOME TO BRIARWOOD SCHOOL

Dear Applicant,

We are delighted that you are interested in becoming Headteacher at Briarwood School. We hope you are the caring, empathetic, innovative and energetic professional who will lead us on the next stage of our journey.

A dedicated team of staff, governors and parents/carers are proud to support 124 children and young people aged 3 to 19 years on roll this year and are passionate about their progress, happiness and care. We are located on three sites –the post 16 Centre was newly built in 2016 and the other sites having had extensive recent refurbishment. At Briarwood, we encourage staff to be innovative and creative with a bespoke curriculum that puts the needs of our pupils first, complemented by pioneering assessment and reporting systems. Events like the Briarwood Music Festival and the brand-new Art Auction, demonstrate that the staff are encouraged to be imaginative in providing the very best learning and enrichment experiences.

The development of the Nexus Alternative Education Provision has enabled pupils with the most challenging behaviours to remain in a school setting and the governors are wholly committed to full inclusion.

The school was last inspected by Ofsted in June 2017 and was recognised as Good. The inspectors said: “The school’s values, ‘enjoy, engage and learn’ shine through. During the inspection laughter permeated the school with pupils demonstrating their joy, fully engaged in their learning. As a result, pupils make strong progress with their learning and development. “

Our current Headteacher retires in July 2018 so we now seek an exceptional candidate to shape the future of Briarwood. The school is in an excellent position to move to the next level after a period of rapid growth and innovations in our approach. We need an inspirational school leader who will put our children and young people first and continue to develop our staff so they become the very best in the business. They will maintain and further develop our productive parent community, school-to-school relationships, be politically astute and manage the school’s resources robustly. Our pupils come from very diverse backgrounds and candidates need to have excellent communications skills in order to reach out to all our families.

Governors recognise that considering a move to a new school is a major professional but also personal decision. We would strongly urge you to visit and spend some time with our children and young people, who really are the best ambassadors for our school. In line with our strong commitment to continuous professional development for all staff, governors are committed to fully supporting a new Headteacher grow and develop into the role.

We hope you find this recruitment pack informative and helpful. If you do have any queries, or would like to arrange a visit, please do contact us - all the details are on pages

We look forward to receiving your application.



ABOUT BRIARWOOD SCHOOL

Briarwood is a Bristol school committed to providing a high quality of education, care and life experiences for children and young people with Severe and Profound Learning Difficulties, Complex Needs, Autism and Sensory Impairment from 3-19 years. The school is based on three sites. The Primary and Post 16 Departments are on the Briar Way site. Our Secondary Department is on the Snowdon Road site, co-located with Bristol Metropolitan Secondary Academy and finally The Pod is our Early Years Centre, co-located with Barton Hill Academy. Both Primary and Secondary sites have Specialist Centres for pupils with behaviours that challenge, called The Nexus.

Enjoy, Engage, Learn

The values of Briarwood School are that all pupils should **Enjoy** their time with us, so that they can **Engage** and **Learn** to their full potential.

Enjoy

Our aim is for Briarwood School to be a happy, welcoming, nurturing environment, where all pupils feel safe, secure and are ready to learn. All aspects of school life are designed to inspire and engage pupils, by implementing a mix of curriculum areas suitable for the different stages of education, creative approaches and essential life skills. We stress the importance of the personal development of each student to include social, emotional, physical, spiritual & moral education.

Engage

The role of communication is key in all we do and underpins our approach to learning. We value enrichment and inclusion and include this through such mediums as sport, dance, music, theatre, celebrations, community visits, charity fundraising, horse riding and swimming. Through planning and careful design, we can ensure an inspirational, accessible and adaptable environment that fosters a culture of learning and meets the requirements of all pupils.

Learn

We provide a bespoke approach to learning, to support children with often complex and widely differing needs. All pupils should be supported to achieve, no matter how small the goal or milestone. We have a developing curriculum, relevant to each stage of the children's learning journey, which prioritises key areas and an appropriate mix of academic and life skills. All staff working with the pupils provide a culture of supported independence and encourage pupils to be as independent as possible in the world around them.



"The school's values, 'enjoy, engage and learn' shine through. Laughter permeates the school with pupils demonstrating their joy, fully engaged in their learning. As a result, pupils make strong progress with their learning and development."

School Organisation

Our school is organised into Key Stages and by the learning needs of our children and young people. A Senior Leader is responsible for each defined area. Staff are appointed to Briarwood School and should assume that they will be required to work in any phase and with any cohort as circumstances demand, with the possibility of movement between sites.

Early Years Pod

Briarwood Pod is a specialist provision, for children with Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD), Autism (ASD) and children with Complex Needs. It is an 18 place provision, with 3 classrooms for children in Early Years and Key Stage 1. Pupils offered a place at Briarwood Pod must have an Education, Health and Care Plan and admissions are through Bristol City Council SEN department.

Our Early Years Pod is co-located with Barton Hill Academy and benefits from extensive recent refurbishment. We retain good links and relationships with the mainstream Barton Hill Academy; however the Pod has its own entrance, reception, staff and specialist facilities. We support pupils from the East Central area of Bristol though some children come from other areas in the city; our pupils have a diverse mix of nationalities and languages.

Briarwood Pod serves as a supportive first placement, for young children who require additional support or who are not currently flourishing in other placements. The school believes that in supporting these children intensively during the crucial early years, the package that they need can be individualised and monitored so that each pupil can meet their full potential. Many of our pupils will continue on to the Primary Department of Briarwood School however for some pupils it may be appropriate to move onto another specialist setting or integrate into a mainstream provision, a process that takes place with families and professionals through the annual review.

Primary

The Primary Department meets the needs of children from 5 – 11 years through Key Stages 1 and 2. The majority of pupils come from the Briarwood Pod; however we do welcome pupils from a range of other settings. We are an ever growing Department with seven classes in total. Our building includes two P.E. halls, an AV sensory room, a dark room for pupils with VI/HI needs, a soft play room and a library. We are looking forward to our exciting new playground design in 2018.

The Primary Department supports transitions for pupils from an Early Years setting to more formal schooling and gets them ready for Secondary, as young adults. We continue to develop the thread of learning started in early years and prepare pupils for becoming young adults as they move to Secondary provision.

Secondary

The Secondary Department works with pupils from 11 to 16 years old, in Key Stages 3 and 4. Pupils are placed in classes according to their learning needs and we have a flexible approach so that placements can be changed as pupil needs change. We have a sensory room, food technology and art room, hall for lunch, assemblies, PE, celebrations and other Departmental events, outdoor gardening area and large outdoor play area.

The particular focus of our work in the Secondary Department, in addition to the Whole School vision, is to support our pupils on their way to becoming young adults. That means finding ways for all our pupils to develop their skills, independence and potential in the most appropriate way to each of them - in lesson time, at leisure times, mealtimes and times of personal care.

Pupils are given opportunities to take responsibility for areas of life in the Department, when it will be of benefit to them. We have an ethos of caring for each other in the Secondary community and caring for our environment. Visits to the local community take place as much as possible, in order to develop pupils' skills, confidence and understanding of the world beyond school. Pupils' academic and other achievements are celebrated and at Key Stage 4 all pupils begin the nationally recognised Asdan Transition Challenge accreditation scheme. Every young person will leave us at the end of Key Stage 4 with a certificate of achievement from Asdan. This prepares them well for more in depth ASDAN work completed in the Post 16 Department.

Post 16

Briarwood's purpose built Sixth Form Centre opened in September 2016, it is co-located with the Primary Department and is a 25 place provision, with 3 classrooms, dedicated art/vocational studies room, food tech facilities, and a common room for students to relax, socialise and utilise their own time.

The majority of pupils come from Briarwood school however we do also welcome visits and applications from pupils who started their education journey elsewhere. Pupils offered a place must have a statement of educational needs or an Education, Health and Care Plan. Admissions are through Bristol City Council SEN Department.

Much of the work within Briarwood Post 16 is planning and preparing young adults for life beyond Briarwood. Within our sixth form, all aspects of the curriculum are based on this ideology fulfilling the Preparing for Adulthood outcomes as required by the Department of Education. We modify the curriculum to ensure that we concentrate on building important skills in readiness for adulthood whilst supporting individuals to reach their full potential and maximise success. Students have access to excellent work experience opportunities and we have strong relationships with external partners who support us to provide exciting and relevant vocational experience.

Ensuring that we provide students with excellent opportunities to build on their level of independence is of the highest priority and shopping, cooking, self-care, health and home maintenance feature highly within the curriculum. We recognise the importance of enrichment and of the arts and work well with external partners to broaden student's horizons and provide experiences to support personal growth and creativity. We enjoy community participation and ensure that ample opportunity is given for students to develop the skills needed to become responsible and active members of their own society able to make a contribution and excel.

Our curriculum is driven by student need and pathways, however we are able to accredit learning through nationally recognised awarding body ASDAN and all students leave Briarwood Post 16 with an exciting portfolio of qualifications to demonstrate their strengths and achievements to their next providers.

Nexus

Briarwood Nexus is an Alternative Education Provision providing bespoke educational programmes and positive behaviour support for pupils with severe learning difficulties and associated challenging behaviours. The aim of this alternative approach is to provide the opportunity to continue the entitlement for pupils where challenging behaviour risks their exclusion from education. Most of the pupils receive at least 1:1 staffing with their own classroom spaces. The focus is on supporting emotional regulation and re-engaging their learning by meeting their individual needs and by making them feel valued and respected. The ultimate purpose is to achieve full integration into a suitable key stage setting.

The teacher and support staff working within Nexus are trained to work with pupils with SLD and behavioural needs and suitable experience. Staff are trained in Team Teach approach to positive behaviour support. Classroom structures are based on the TEACCH approach and support a model of total communication allowing pupils full access to appropriate means of communication. Each pupil has a Positive Behaviour Plan and associated Risk Assessment.

"Routines are well established and staff consistently apply the school's behaviour policy. As a result, pupils have a clear understanding of what is expected of them and respond quickly to instructions."



Curriculum and Assessment

At Briarwood all aspects of school life are designed to inspire and engage pupils, through a mix of a learning curriculum, creative approaches and essential life skills. The roles of communication and engagement are key to all we do and underpin our approach to learning. We ensure that a nurturing approach supports all pupils through their education, providing a bespoke curriculum to each child depending on their current needs.

We believe that an early years approach and curriculum is appropriate for nursery through to Year 1 pupils at Briarwood. It is in keeping with the Early Years foundation stage expectations. We aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral, spiritual and cultural development within a safe, secure, stimulating environment.

Our curriculum is designed as a cohesive approach with an individual's EHCP at the core; therefore facilitating greater involvement of families, the pupil and other professionals in their learning and development. The overarching curriculum vision is one that supports the idea of provision and curriculum linking together. Consequently, what a pupil needs at that point in time, becomes both a provision requirement and a learning opportunity. This means there are closer, consistent connections between the schools curriculum and the provision we offer. We provide positive challenges to foster individual achievements and promote confidence and self-expression. This allows the curriculum to show progress of pupils over time; celebrating the challenging, enriching and developmental progress of all pupils.

Our Post 16 curriculum builds on the life skills and independence that runs through the curriculum, especially in key stage 4, providing new opportunities for our pupils. Pupils participate in a range of courses and activities building up a portfolio of evidence to support accredited learning at a level to suit their learning needs and ability. Our courses are accredited by ASDAN and include modules to support achievement of awards, certificates and diplomas in Personal Progress, Employability and Personal and Social Development.

Due to the curriculum at Briarwood, we have adapted and created assessment systems which accurately and meaningfully allow us to support the progress of our pupils. Our assessment systems are designed as a meaningful and reflective approach to support teachers in planning the best route for each individual. The overarching vision is that assessment should be used as a supportive measure that allows all progress, no matter how small, to be demonstrated and for each pupil to keep moving forward in their learning, however that may look. All pupils at Briarwood have 6 learning maps per year. These learning maps set out all the targets a pupil is working on and are individual to them. We currently use the software system Onwards and Upwards to monitor progress and identify any gaps in learning. We also use an App called SeeSaw which records pupil learning and allows parents to share in their child's achievements.

"Parents speak highly of the quality of teaching and the support provided by staff. 'Briarwood is an excellent school, staffed and managed by an amazing group of people who go above and beyond what is required to ensure that their pupils and parents get the very best from each and every day'."

Summary of Ofsted Report, June 2017



"This school continues to be good."



- Pupils receive high-quality care and education pupils at Briarwood. The school has a skilled and highly effective senior and middle leadership team.
- Leaders are highly ambitious for the school and are determined to provide the very best for the pupils it serves. High expectations are shared by motivated and passionate staff.
- The quality of provision is monitored to ensure that teaching and learning are consistently strong.
- The school provides effective support and guidance to staff, which is combined with carefully planned professional development.
- The quality of teaching, learning and assessment over time is consistently good.
- Staff know each pupil extremely well and are acutely aware of their highly complex needs.
- The curriculum covers a wide range of subjects and learning experiences for pupils. There is a strong focus on the core skills of reading, writing and mathematics, carefully linked to developing pupils' real-life skills.
- Teachers provide bespoke activities and the curriculum is highly personalised to meet the needs of each individual pupil.
- Teachers are ably supported by highly skilled, motivated support staff. Staff are well deployed to ensure pupils receive the care and guidance they need to support their learning & development.
- Pupils make good progress in their learning & development from often extremely low starting points.
- Total communication is pivotal and threaded throughout the curriculum. This allows pupils to successfully access their learning.
- Parents speak highly of the quality of teaching and the support provided by staff. Parents who responded to the online survey or spoke with inspectors stated that their children are well looked after, are taught well, behave well and that the school is well led and managed.
- Safeguarding is effective; staff ensure all safeguarding arrangements are fit for purpose. Leaders work closely with a range of external agencies and decisive action is taken when required to ensure pupils are kept safe. The school ensures that all staff, irrespective of their role, receive high quality training in all aspects of safeguarding.

"The behaviour of pupils is impressive and was exemplary during this inspection."

KEY PRIORITIES AND CHALLENGES

Our key priorities and challenges for Briarwood School for the year ahead include:

- Managing the development of a new purpose-built Nexus provision and optimising the new facilities to enhance teaching and learning opportunities.
- Continued investment in CPD opportunities to ensure a highly skilled, motivated workforce that is able to respond to the needs of future cohorts.
- Addressing increasingly difficult budget constraints whilst ensuring a balanced budget, achieving value for money and optimising staffing in classes to ensure continuity of pupil progress.
- Encouraging continued self-reflection of teachers to ensure they are skilled to respond to potential staffing changes through self-reflection and innovative teaching ideas.
- Embedding a new curriculum and assessment system that the school has recently introduced to ensure all children and young people make good progress against their targets.
- Development of new initiatives and curriculum for pupil mental health and wellbeing.
- Development of a wider safeguarding team and move to an electronic system to improve the quality of summative data for monitoring whilst maintaining a focus on pupil safety, achievement and progress.

WHAT MAKES BRIARWOOD UNIQUE?

Following a recent survey, relationships, culture and ethos make Briarwood unique.

- Underpinning all that we do at Briarwood are the highly positive relationships that are fostered with pupils through many years of hard work by a highly dedicated team.
- All pupils are seen as individuals and are treated as such through their entire curriculum and educational career with a focus on fun and enjoyment.
- A motivated teaching team who seek opportunities for growth and development which is evident in the number of middle and senior leadership qualifications that have been achieved through robust educational research.
- Pupils and staff represent over 22 different Nationalities and speak even more languages. As a school it is important to us to integrate pupils culture, religion, language and beliefs into our everyday experiences.



"Staff foster tremendously positive and trusting relationships with pupils and their families."

WORKING IN PARTNERSHIP

Parents & Carers

The school enjoys and encourages strong partnerships with parents and carers. We operate an open door policy and each pupil has a home school diary for daily communication. We are using the App SeeSaw to share aspects of school life, promote opportunities and celebrate success. In addition to regular parent teacher meetings, we hold termly meetings for parents on each site with members of the SLT.

*"Parents speak highly of the quality of teaching and the support provided by staff.
'Nothing is too much trouble'."*

New Friends

New Friends is our PTA which has supported Briarwood School for many years. We are keen to extend this partnership with increased parental involvement. Some of the recent support the school has benefited from include outdoor play equipment on each site and New Friends have previously run holiday playschemes for the benefit of pupils and families.

Governing Body

The Briarwood Governing Body is made up of parents and carers, staff and other members of the community who have a connection to the school. We are all volunteers who care passionately about Briarwood school and the education and opportunities that it provides to all students. Our role is to ensure the school meets all its legal and statutory duties and provides the very best education and care for the children and young people. We want to support the staff in their roles whilst challenging them to make sure the school is the best it can possibly be. As a group we make strategic decisions on the future of the school.

"Leaders, including Governors, are highly ambitious for the schools and are determined to provide the very best for the pupils it serves."

Bristol Special School Partnership

There are four Special Schools in Bristol which cater for pupils with Learning Difficulties. Briarwood is part of this LDD Partnership which has been instrumental in improving practice across the City. The Headteachers meet on a regular basis as well as other leaders with responsibility for areas such as Assessment, Moderation, Early Years and Post 16.

Post 16

We have an excellent relationship with adult service providers and lead the Bristol LDD Post 16 Partnership with three Special Schools. This has enabled us to develop courses offsite exposing pupils to new environments, peers and settings as well as sharing expertise. This important, inclusive, transition work provides opportunity for young adults to experience adult centred and potentially future provisions in readiness for future destinations.

We recognise the importance of working in partnership with parents/carers, the Preparation for Adulthood teams, social care, health, and education to ensure that transitions into the adult services are as smooth and carefully planned as possible. Pupils best interests and views placed at the heart of everything we do with a strong emphasis on preparing them for the journey into adulthood and indeed life beyond Briarwood.

External Professional Support Services

Briarwood is also supported by a range of external support services, this is usually part of the statutory provision for pupils, and includes:

- Physiotherapists
- Occupational Therapists
- Speech & Language Therapists
- Specialist Teachers for the Visually & Hearing Impaired
- Educational Psychologists
- School Nurses
- Social Care
- Representatives from the Local Authority



"Parents are confident about the safety of their children in school. 'I couldn't be happier with Briarwood School and I recommend it to everyone.'"

LIVING IN BRISTOL

Bristol City Centre is a 15 minute drive away from Briarwood School, the Coast is 22 miles away and the Cotswolds or Mendips are an easy drive away.

The City Centre is lively, diverse with good shopping, dining and entertainment opportunities. Bristol has topped the list of the "best places to live in Britain" in the Sunday Times Best Places to live guide 2017. It has been described as "a small city that feels like a big city", it was praised for being "handily placed for seaside and scenery" but "hardly cut off" with lots of "glamorous, creative, hi-tech and professional" jobs on offer and "great" food and drink - the city "crams in all the culture you could wish for".

Entertainment including music and theatre are a thriving part of Bristol Life with the Hippodrome providing hit West End shows and several local theatres such as the Bristol Old Vic and the Tobacco Factory. The Colston Hall and The O2 Academy are examples of a vibrant live music scene in the City.



Bristol also has top sporting football, rugby and cricket teams whose grounds are located across the City.

If you are considering re-locating with school age children, Bristol offers high standards of Education at Primary, Secondary, Further and Higher Education. There are a large choice of schools in the City and surrounding areas both state and private and four Universities in the local area.



Bristol has great road, rail and air transportation links with a direct rail link to London and an International Airport.

"Bristol is the best city to live in the UK for wealth and happiness, it benefits from its reputation as an environmentally friendly city, with a top-class university and buoyant property market." (Telegraph).



JOB DESCRIPTION & PERSON SPECIFICATION

Job Description:

Authority:	Bristol	Location:	Briarwood School
Job Title:	Headteacher	Salary Range:	L23 – L29
Reporting to:	The Governing Body and the Local Authority		

Briarwood School is based on 3 sites in East Central Bristol, with an additional alternative education provision on the Secondary site. Briarwood takes pupils from 3 to 19 years, with SLD, ASD with behaviours that challenge, PMLD and Complex Medical Needs.

Main Purpose:

The Headteacher is responsible to the Governing Body of Briarwood School for the internal organisation, management and control, community relations and conduct of the school in accordance with the appropriate legislation in consultation with the Local Authority, the Governors, parents and pupils.

The criteria set out below are taken from the National Standards for Headteachers and the School Teachers' Pay and Conditions Document.

Policy Framework & Requirements:

The Headteacher shall carry out their professional duties in accordance with and subject to:

- The School Teachers Pay & Conditions Document
- The Provisions of the Education Acts and any orders and regulations having effect there under
- The Instrument of Government of the School
- Bristol Education Policies

The Headteacher will carry out such duties in accordance with and subject to the following:

- Any rules, regulations or policies laid down by the Governing Body under their powers
- Any rules, regulations or policies laid down by the authority with respect to matters for which the Governing Body is not responsible
- Any rules, regulations or policies laid down by the employer & within the terms of their employment.

Qualities & Knowledge:

- Hold and articulate clear values and moral purpose, focused on providing a high quality education for pupils.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their 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 expertise and skills, and of those around them.

- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Work with financial astuteness in partnership with the LA, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Understand the communities we serve and their aspirations for the pupils.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.
- Present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including Governors, the Local Authority, the local community, OFSTED, and others to enable them to play their part effectively.

Pupils and Staff:

- Demand ambitious expectations for all pupils, overcoming disadvantage and advancing equity, instilling a strong sense of accountability in staff for the impact of their work on pupils' 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 partnership between classes and partner schools as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create ways for pupils to be actively involved in the school decision making process and for their views on the learning process and available opportunities to be listened to and respected.
- Provide opportunities for pupils to enhance their learning by participating in enterprise activities, educational visits, work experience and other extra-curricular activities. Commit to inclusion at all stages and levels.
- Constantly remain in close contact with parents/carers for all aspects of the child's progress, welfare and specific needs.
- Ensure the continuity, progress and development of pupils in the school including the use of appropriate evidence.
- Monitor and evaluate teaching and learning, the pupils' achievement and personal interests and set targets for improvement.
- Manage curriculum requirements in an innovative way to ensure that the needs of our pupils always come first.
- Ensure that teachers use the bespoke curriculum for pupils to allow them to reach their full potential.
- Maintain an environment and a code of behaviour to promote and secure effective learning and good behaviour.
- Maintain an effective partnership with parents/carers to support and improve pupils' achievement and personal development.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Establish an environment where pupil and staff well-being is well supported.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

Systems, Processes & Management of Resources:

- 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.
- Provide a safe, calm and well-ordered environment for all pupils and staff, with a strong focus on safeguarding pupils and pupil welfare.
- Developing appropriate behaviour in school and in the wider community.
- Establish rigorous, fair, transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Develop a resourcing system which ensures that Briarwood School is adequately and appropriately staffed by high-calibre colleagues.
- Welcome strong Governance and actively support the Governing Body 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.
- Exercise strategic, curriculum & needs 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, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
- Manage, involving Governors and staff as appropriate, the recruitment and selection of staff.
- Implement and sustain effective systems for the management of the senior leadership team, incorporating performance management and target setting.
- Ensure that systems monitoring professional duties are robust and responsibilities as specified in the Schools Teachers Pay and Conditions Document as fulfilled.
- Provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money.
- Have due regard at all times for the Health and Safety of all users and ensuring that appropriate Health and Safety responsibilities are understood by all. Ensure that Health and Safety issues are regularly reported to the Governing Body.
- Contribute to the formulation of policies and procedures of the Governing Body concerning the school's resource and asset management.
- Manage and organise the accommodation efficiently and effectively to ensure it meets the needs of pupils, the curriculum and health and safety regulations whilst providing maximum practical use by students throughout the day.

Self Improving School System:

- Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge – to promote best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve learning and social outcomes for all pupils.
- 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.
- Shape the current and future quality of the staff team through high quality training and sustained professional development for all staff.
- Encourage team development and an ethos which enables everyone to work collaboratively and accept responsibility for shared outcomes across the full age range. This includes the practice of the Senior Leadership Team taking decisions and acting collaboratively in all decision making.

- Motivate staff by seeking to provide the support and training they need to achieve their performance management /appraisal objectives.
- Model innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education and inclusion in young people's lives and to promote the value of education.
- Create and develop an organisation in which all staff recognise that they are accountable for the success of the school.
- Maintain and further develop successful working relationships with Governors, staff, pupils, parents/carers, the community and the Local Authority.
- Build on the links with the local community by outreach activities and by hosting special events. Secure the reputation of Briarwood as a truly inspiring school.
- Develop effective plans to implement national and local changes, whilst maintaining the confidence and motivation of staff, pupils and parents throughout the process.
- Work in Partnership with the Governing Body, staff, parents/carers and the Local Authority in generating the ethos and values which will underpin the school.
- To plan and implement the strategic direction of the school in partnership with the Governing Body.
- Work alongside local schools and the community to ensure that Briarwood makes a positive contribution to the provision of extended services and to raise the profile of the school within the community.
- Provide leadership in dealing with issues that can be distracting to the pursuit of our stated aims.
- Ensure that the school remains a model of sound pastoral care by using proactive techniques to maintain high attendance rates and low exclusion rates.
- Ensure that the management, finances, organisation and administration of the school, support its visions and aims.
- Monitor the performance of the school and respond and report to the Governing Body as required to take appropriate action to maintain the high status and reputation of the school.

Self Development and Working with Others:

- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance reviews.
- Treat people fairly, equitably, with dignity and respect to create & maintain a positive school culture.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop ways to build and maintain a strong culture of teamwork with and between staff on all three sites that overcome the difficulties of physical separation.
- Seek to nurture the good relations with our co-located partner schools by developing projects and ideas to benefit all partners and by playing an active part in partnership forums.
- Manage own workload and that of others to allow an appropriate work/life balance.
- Ensure that the school maintains full professional contact with Health, Social Care, Psychological and other agencies concerned with the welfare of the child and his/her parents/carers.
- Develop a strong parent/carer centred partnership.
- Ensure that parent/carers and pupils are well informed about the curriculum, school events, individual progress and personal activities. Encourage their support for their child's learning and achievements.

This job description was written at a specific point in time and may be subject to change as required. It is not an exhaustive list of all responsibilities required and additional requirements will be expected as necessary.

Person Specification:

ESSENTIALS (Must Have)	DESIRABLE (Should Have)
<p>Qualifications and Experiences:</p> <ul style="list-style-type: none"> ● Qualified Teacher Status ● NPQH ● Experience as a Head, Deputy Head or Assistant Head with experience of SEN pupils. ● Evidence of successful strategic leadership and management experience. ● Experience of setting whole school targets and monitoring performance in order to raise pupil achievement. ● Evidence of participation in the development of the curriculum including EYFS, National Curriculum and 14-19 Curriculum. 	<p>Qualifications and Experiences:</p> <ul style="list-style-type: none"> ● Experience in developing use IEPs/Learning Maps and assessment. ● Experience of participation in the development of the curriculum to include life and independence skills for children with SEN. ● Proven experience of training and staff development. ● Track record of providing inspirational and strong collaborative leadership to staff. ● Worked in two or more schools.
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> ● Understanding and knowledge of budget issues. ● Knowledge and understanding of SLD, PMLD, ASD, all with complex needs. ● Up to date knowledge of local and national government initiatives and legislation. ● Relevant experience of personnel issues. ● Involvement in preparation of a SEF and engaging with an OFSTED inspection. ● Involvement in post OFSTED action planning. 	<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> ● Experience of premises management.

<p>The Self-Improving School System:</p> <ul style="list-style-type: none"> ● Demonstrate the ability to think strategically, build and communicate a coherent vision. ● Ability to inspire, challenge, motivate and lead staff by example to carry the vision forward. ● Clear understanding of the ethos and strategies required to establish consistently high expectations in outcomes, progress, attitudes and behaviour. ● Leads by example in order to promote the school's vision and values for the pupils and staff. ● Is committed to maintaining and further developing relationships with Governors, staff, pupils, parents/carers, the local authority and the community. ● Experience of working with others to create a positive, inclusive environment taking account of the school and its wider community. 	<p>The Self-Improving School System:</p> <ul style="list-style-type: none"> ● Experience of providing inspirational and strong leadership to teaching staff and working closely with Governors and parents/carers.
<p>Systems, Processes & Management of Resources:</p> <ul style="list-style-type: none"> ● Experience of sustained and effective performance management and target setting for staff. ● Is committed to ensuring that professional duties are fulfilled as specified in the School Teachers Pay and Conditions document. ● Knowledge of managing and overseeing the finances of a school. 	<p>Systems, Processes & Management of Resources:</p> <ul style="list-style-type: none"> ● Experience of sustained and effective performance management and target setting of the senior leadership team. ● Experience of recruiting and selecting teaching and non-teaching staff. ● Experience of managing and overseeing the finances of a school.
<p>Pupils:</p> <ul style="list-style-type: none"> ● Experience of monitoring and evaluating teaching and learning. ● Is committed to the entitlement of all pupils to effective teaching and learning. ● Is committed to delivering a bespoke curriculum which is engaging to all pupils. ● Can demonstrate the use of appropriate data to monitor pupils' progress and identify areas for improvement. ● Experience of managing the curriculum in an innovative way to ensure that the needs of the pupils always comes first. ● Is committed to maintaining high expectations of behaviour and attendance for all pupils. 	<p>Pupils:</p> <ul style="list-style-type: none"> ● Experience of working in partnership with parents/carers to support and improve pupils' achievement and personal development. ● Experience of liaising with external agencies concerned with the welfare of pupils and parents/carers

<ul style="list-style-type: none"> ● Is committed to actively involving pupils in the decision making process. ● Is committed to ensuring the continuity progress and development of all pupils. ● Experience, training and understanding of Safeguarding and Prevent policies. 	
<p>Self-Development and Working with Others:</p> <ul style="list-style-type: none"> ● Be able to demonstrate collaborative working with others to ensure effective staff inductions and professional development. ● Be able to work under pressure yet with a real awareness of a healthy work life balance for themselves and all members of staff. ● Ability to be self-motivating and manage own workload. ● Be able to accept support from others including colleagues and the Governing Body. ● Experience of reviewing the performance of staff, encouraging excellence and taking action when performance is unsatisfactory. ● Experience of planning and allocating work with clear delegation of tasks and responsibilities. ● Ability to create and maintain a culture where professional challenge themselves and focus on their own professional development. ● Committed to a strong parent/carers partnership. ● Experience of working alongside external agencies. 	<p>Self-Development and Working with Others:</p> <ul style="list-style-type: none"> ● Experience of collaborating and building links with schools and organisations in the local community. ● Experience of developing projects and ideas with other SEN schools. ● Experience of building links with the local community via outreach activities. ● Experience of working alongside the local community.
<p>Personal Attributes:</p> <ul style="list-style-type: none"> ● Excellent Communication skills. ● Positive leadership qualities, with a proactive style of leadership. ● Enthusiastic team approach to management. ● Adaptable and versatile approach with the flexibility and enthusiasm to embrace change. ● Ability to relate to people at all levels. ● Caring and empathetic approach. ● Personal resilience. 	<p>Personal Attributes:</p> <ul style="list-style-type: none"> ● Sense of humour.

KEY DATES & HOW TO APPLY

Application Deadline:

Monday 22nd January 2018

Interview Days:

Thursday 22nd and Friday 23rd February 2018

Start Date:

Monday 3rd September 2018

Please apply using the Headteacher Application form, enclosed with this pack.

Please return your completed application by email to:

dawn.saunders@bristol-schools.uk

Or via post to:

*Dawn Saunders
HR Officer
Briarwood School
Briar Way
Fishponds
Bristol, BS16 4EA*



VISIT US

We would expect all candidates to visit us to help inform your application and we would love to meet you!

Visits are welcome during the week of 15th January 2018.

To arrange a visit, please email Dawn Saunders: dawn.saunders@bristol-schools.uk



CONTACT US

For all queries or to arrange a visit please contact:

Dawn Saunders – HR Officer

dawn.saunders@bristol-schools.uk

Tel: 0117 3532652

Or:

Deborah Smith – Chair of Governors

chairBriarwoodSP@bristol-schools.uk

The school is closed over the Christmas holiday from 22nd December 2017 until 2nd January 2018, but you can contact the Chair of Governors during this period.

Primary School & Sixth Form Centre

Briar Way, Fishponds,
Bristol, BS16 4EA
0117 3532651

Secondary School

Snowdon Road,
Fishponds,
Bristol, BS16 2EQ
0117 3773042

The Pod

Queen Ann Road,
Barton Hill,
Bristol, BS5 9TX
0117 9038727



Email: briarwood@bristol-schools.uk

Website: www.briarwood.bristol.sch.uk

