



# Three Ways School

Prospective Headteacher

Information Pack



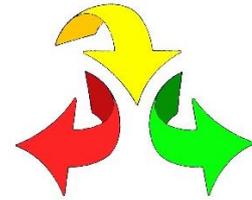
## CONTENTS

Letter from the Chair of Governors
Three Ways School Vision
All About Three Ways School
Pupil comments
Ofsted
School structure and context
Interview and appointment process
Headteacher job description
Person Specification





Three Ways School  
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Website: [www.threeways.co.uk](http://www.threeways.co.uk)



Dear Applicant

On behalf of the governors I would like to thank you for your interest in the role of Headteacher of Three Ways School. This is an exciting and challenging opportunity to lead and develop an outstanding special needs school which enjoys a very strong reputation with the local community. We are looking for a new Headteacher to start in September 2018.

We have been an academy since 2013 and this has brought added flexibility in how the senior management team and the Board of Governors are able to plan for the future and set our own priorities. We are an outward looking school, inclusive and innovative in the education and services we provide to our students.

This is a growing school and an increasingly popular choice for parents and so we are firmly focussed on continuing to meet and exceed the needs and challenges of a growing number of pupils. As we look to the future we are determined to ensure that the structure and governance is right for our school and right for the community we serve, and that Three Ways continues as a leader in the provision of SEN in the local area. We are therefore reviewing all the available options for our future which may include joining a Multi Academy Trust or taking an active role in a free school development, to ensure that the school is in the best possible shape to meet these future challenges.

We believe that Three Ways is a remarkable school and we are very proud that this has been recognised by OFSTED who rated us as Outstanding in every category in their assessment in 2015. This is testament to the dedication and skill of the whole school community who work so hard to provide an excellent supportive learning environment for our pupils.

We are fortunate to have an excellent purpose built building but we are continually looking to develop the facilities and experiences available to our pupils. Last year saw the opening of our Work Skills Centre. This offers students the chance to gain real work experience and training within a fully functioning café which serves both the school and the local community.

If you are excited by the opportunity to lead the school as we continue to develop the breadth and quality of the services and support we provide to our students, we would be pleased to receive your application.

Yours faithfully

Mike Roberts  
Chair of Governors



## **Three Ways School**

### **Vision**

#### **'Access to Achievement'**

Three Ways School is a Centre of Expertise, providing quality, access and achievement.

It is outward looking, inclusive and innovative in the education and service it provides. A skilled multi-professional team of staff offer a supportive environment where pupils access the curriculum and achieve success.

By working together we can achieve our vision.

## All About Three Ways School

Three Ways School is a nurturing environment for pupils with a variety of learning difficulties whose ages range from 2 to 19. We provide for pupils with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD), as well as those with an autistic spectrum disorder (ASD). We admit pupils from a wide catchment area which includes Bath and North East Somerset and surrounding counties.

We have a purpose built learning environment set in the heart of the local community with well-equipped playgrounds and some fantastic facilities including a state of the art sensory room, water mobility pool, computer suite and a library. Our local community provides a wealth of opportunities such as swimming, riding for the disabled and work-related learning.

We also have an excellent outreach programme called Brighter Futures, which supports pupils, families and professionals from other schools.

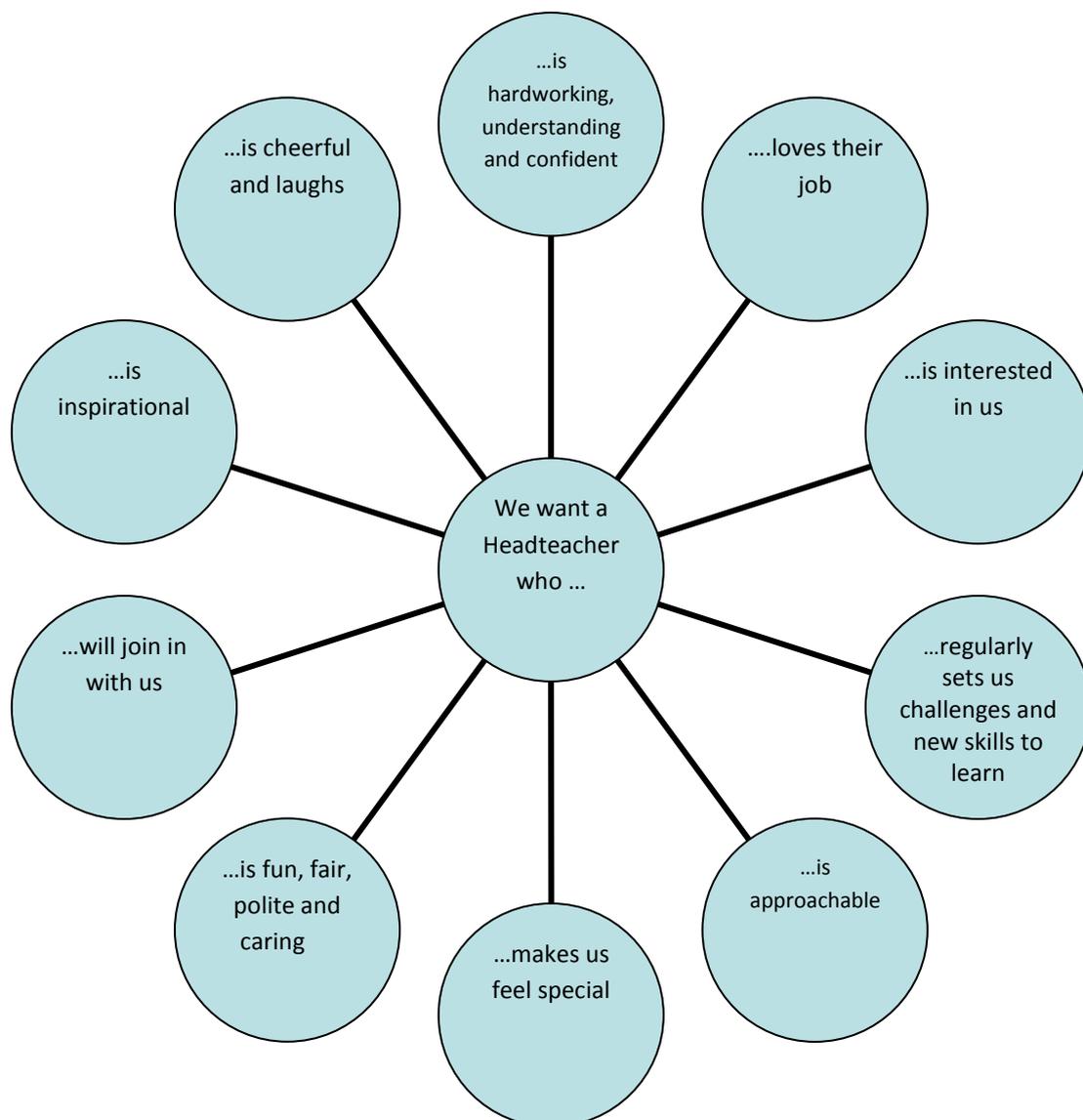
Three Ways School is situated in The World Heritage City of Bath which is one of the most interesting, elegant and vibrant cities in the UK. There is a comprehensive bus service throughout the city as well as good transport links to the region and beyond. The mainline railway means London is within easy reach and the nearby motorway connects Bath to the rest of the UK.



## Three Ways School Pupils

At the heart of everything we do here at Three Ways School is our pupils. All our energy and commitment is centred on the pupils and supporting them to be the best that they can be. Their views are important to us, therefore we asked them one question:

'What would you like from your new Headteacher?'



## **OFSTED Report**

We were inspected by OFSTED on 11 & 12 June 2015 and were delighted to be graded as Outstanding in all areas.



A Summary of key findings are shown below:

- In this welcoming and popular school, pupils including those in the early years and sixth form, make outstanding progress. They achieve exceptionally well and are very suitably prepared for the next stages of learning or employment.
- Teaching is outstanding. In a very positive atmosphere for learning, high expectations are strongly conveyed to pupils. Planning is very well considered, assessment meticulous, and activities are relevant and enjoyable so that pupils try their best.
- Early years provision is outstanding. Children make excellent progress in all areas of learning because activities are extremely well organised and fun, and children are quickly engaged.
- Sixth form provision is excellent. Independence and decision making are highly promoted, very effectively encouraging academic achievement and personal development.
- Behaviour is outstanding. Pupils are courteous and enjoy school greatly. Deeply ingrained procedures to ensure safety lead to pupils feeling very secure. Parents are highly confident that their child is very well looked after.
- The Headteacher's strong and effective leadership is fully supported by senior staff. Leadership is widely dispersed and staff are highly motivated to do their best. Governors know the school very well, steadfastly holding leaders to account. In consequence, leaders, managers and governors ensure that the school continually improves.

## The School Structure

Number of Pupils currently on role	214
Number of Teachers (including Senior Leadership Team)	35
Number of Education Support Staff (HLTA, Teaching Assistants, Support Assistants)	119
Number of Site Support Staff	9
Number of Other Support Staff	12
Brighter Futures Staff	6
% of pupils eligible for free school meals	29.6%
% of pupils from minority ethnic groups	4.4%
% of pupils with English as an additional language	14%

### School / Class Structure

The School is divided into 3 departments; Primary, Secondary and Sixth Form, to enable curriculum delivery and expectations that are age appropriate to all pupils. We offer the full National Curriculum as a basis for curriculum development and add to this a wide range of additional activities for personal and social growth.

Our highly experienced and dedicated staff team work together to ensure the best possible provision for our pupils. They are specially trained to be excellent practitioners in working with pupils with learning difficulties and complex needs. Our team includes highly skilled multi-agency practitioners including Physiotherapists, Occupational Therapists, Music and Drama Therapists, Speech and Language Therapists and a Nursing Team.

## Application, Interview and Appointment Process

If after reading through the recruitment pack, you are interested in becoming our new Headteacher we would welcome your application.

The Job Description and Person Specification have been produced to help define the sort of person we would like to fulfil this role and are included in this document.

The salary range is between L25 – L31 with future progression along the available salary range conditional upon demonstrable successful performance against agreed set criteria.

The commencement date of the appointment is September 2018.

You are welcome to make an informal visit to the school. If you would like to visit please contact the school office on 01225 838070 who will be happy to arrange this for you.

We follow safer recruitment practices and applications must be made on the prescribed application form only, available on the school website [www.threeways.co.uk](http://www.threeways.co.uk) or by contacting the school on 01225 838070. Completed application forms can be submitted electronically to [recruit@threeways.co.uk](mailto:recruit@threeways.co.uk) or posted to Recruitment, Three Ways School, 180 Frome Road, Bath BA2 5RF.

References will be sought for all shortlisted candidates prior to the interview.

Visits to school (please book these with the school office on 01225 838070)	Please contact the school office if you would like to visit
Closing date	Friday 26 <sup>th</sup> January 2018
Panel to shortlist	w/c 29 <sup>th</sup> January 2018
Successful Candidates Invited to Interview	w/c 5 February 2018
Interview Day(s) (panel may complete a shortlisting process at the end of day 1 and invite successful candidates to a further interview on Day 2)	22 <sup>nd</sup> & 23 <sup>rd</sup> February 2018

Three Ways School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful candidate will need an enhanced DBS Disclosure prior to taking up post.

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



Post Title	Headteacher
Salary	Group 5 L25 – L31 (£71053 - £82293)
Reports to	Board of Governors

### **Role Description and Purpose**

Three Ways School is a Generic Special School. It is a nurturing environment for pupils with a variety of learning difficulties whose ages range from 2 to 19. The School provides for pupils with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD), as well as those with autistic spectrum conditions (ASC).

The Headteacher will provide professional leadership, vision and strategic direction for the school in order to ensure its continued success and improvement with all members of the education community, providing an environment for teaching and learning that empowers both staff and pupils to achieve their fullest potential.

The Headteacher will work closely with the Board of Governors to ensure the school achieves its strategic aims and objectives.

The Headteacher will take responsibility for implementing the school's policies and procedures; will be accountable for the financial and material resources which are delegated to the Headteacher and will manage the financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.

The Headteacher will take responsibility for maintaining and continuing to develop this 'Outstanding' Special School as we move forward.

This job description takes into account the National Standards of Excellence for Headteachers (2015)

### **Role Purpose**

- To lead and direct the school in the successful achievement of its mission, values, strategic aims and objectives.
- To ensure that the needs of all learners are met and the best possible outcomes for learners are achieved.
- To ensure that the Board of Governors receive advice, recommendations and information in an effective, thorough and timely manner.
- To develop communication and relationship building processes with all key stakeholders to ensure they have full confidence in the work of the school.

- To coordinate and motivate the team and manage the school's resources effectively and efficiently.
- To create a wholly inclusive environment which provides the best possible opportunity for pupils to flourish and reach their full potential.
- To drive and support the school moving forward.

### **Leadership and Strategic Planning**

- To lead the staff team of Three Ways School, including Brighter Futures.
- To ensure the school is financially secure with the appropriate financial framework and financial controls systems and processes in place to demonstrate efficient and prudent financial management and value for money.
- To ensure the school adheres to financial regulations, including in relation to tendering and procurement of services.
- To ensure that the Board of Governors is well supported, and receives the reports and information needed to achieve effective governance and good decision making.
- To provide vision and direction to the school by creating and implementing a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve the best possible progress in their education . The strategic plan must provide for the future needs and further development of the school.
- To lead, motivate and inspire all staff to build and maintain their trust and commitment. To create and maintain a culture of high performance and continuous improvement, amongst all staff. To recruit and retain teaching and support staff, managing their effective deployment and performance, ensuring an effective performance management process is in place and supporting and ensuring their continuous professional development.

### **Leading Learning and Teaching**

- To ensure a consistent and continual school-wide focus on raising pupils' achievementTo ensure that high quality learning is at the centre of strategic planning and resource managementTo establish creative, stimulating and effective approaches to learning throughout the full curriculumTo use data and benchmarks where applicable to monitor progress in every child's learning and to focus teaching
- To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- To demonstrate and articulate a culture of high expectations to set challenging targets for all learners ,and to take appropriate action when performance is unsatisfactory

- To implement strategies which secure high standards of behaviour and attendance
- To determine, organise and implement the curriculum and its assessment
- To take a strategic role in the development of new technologies to enhance and extend the learning experience of pupils
- To create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development
- To monitor and evaluate the curriculum and its assessment, and identify and act on areas for improvement

### **Governance**

- Reporting to the Board of Governors, to oversee the running and continued development of the school, encompassing governance, strategic planning, quality standards and good practise, management of staff, finance.
- To fulfil the roll of Accounting Officer, ensuring compliance with financial regulatory requirements including those set out in the Academies Financial Handbook.
- To ensure that the organisation complies with relevant legislation or regulations including requirements in respect of safeguarding children and vulnerable people.
- To be responsible for working within the framework of Ofsted in the provision of educational services.

### **Safeguarding children and safer recruitment**

- To ensure the school is committed to safeguarding and promoting the welfare of children and young people as required by legislation and regulatory bodies
- To ensure protocols and procedures adhere to the current DCSF statutory guidelines and are fully implemented and followed by all staff and volunteers. This must be reviewed and updated as required.
- To ensure sufficient resources and time are allocated to enable the safeguarding of children.
- To ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and young people, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing procedures.
- To ensure e-safety and Prevent Duty responsibilities are met.
- To co-operate and work with all relevant agencies to protect children and young people.

**Note**

This is an outline Job description and may be subject to change, according to the needs of the school, in consultation with the post holder. This job description details only the main duties & responsibilities of the post, it is not intended as an exhaustive list, the duties will be discussed at your performance management review and you are required to consider its content as part of any self-review process prior to a performance management interview.

This job description forms part of your Terms and Conditions of Employment and should be kept with a copy of your contract.

This job description is not exhaustive and amendments and additions may be required in line with future changes in policy. It will be reviewed annually during the performance management process.

Three Ways School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments at Three Ways School are subject to enhanced disclosure by the Disclosure & Barring Service and comprehensive pre-employment checks.



THREE WAYS SCHOOL  
HEAD TEACHER  
PERSON SPECIFICATION

QUALIFICATIONS AND TRAINING	Essential on appointment	Desirable on appointment
Qualified Teacher Status	✓	
Honours Graduate or equivalent	✓	
NPQH qualification		✓
Evidence of continuous professional development	✓	
PROFESSIONAL EXPERIENCE AND SKILLS	Essential on appointment	Desirable on appointment
Significant recent, relevant experience as a Headteacher or Deputy Headteacher of a special needs school		✓
A proven track record of successful leadership	✓	
Experience of leading and managing change in a collaborative manner		✓
A proven track record of working with and engaging the involvement of external partners and the local community	✓	
Experience of and commitment to the performance management and the development of staff	✓	
Track record of effective financial and resource management to ensure efficiency, value for money and proper use of funds.	✓	
Proven track record of leading and managing staff, including building a successful team, delegating effectively	✓	

## Key Competencies

The Selection Panel will require evidence that you meet all the standards outlined in the 2015 National Standards of excellence for Headteachers. In addition, there will be a particular focus on the following key competencies:

QUALITIES and KNOWLEDGE	Essential on appointment	Desirable on appointment
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 imagination – drawing on own scholarship, expertise and skills, and that of those around them.	✓	
Communicate compellingly the school’s vision, clear values and moral purpose; and drive the strategic leadership, empowering all pupils and staff to excel.	✓	
PUPILS and STAFF	Essential on appointment	Desirable on appointment
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 and for their professional conduct and practice.	✓	
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 ensuring pupils’ well-being.	✓	
Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	✓	
Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.	✓	
SYSTEMS and PROCESS	Essential on appointment	Desirable on appointment
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 and managing risks appropriately.	✓	

Provide a safe, calm and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.	✓	
<b>THE SELF-IMPROVING SCHOOL SYSTEM</b>	Essential on appointment	Desirable on appointment
Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.	✓	
<b>SAFEGUARDING</b> These criteria will be tested at interview. Please note that post is also subject to a satisfactory enhanced DBS certificate	Essential on appointment	Desirable on appointment
Demonstrate a commitment to safeguarding and the welfare of children and young people.	✓	
Ability to form and maintain appropriate relationships and personal boundaries	✓	
Emotional resilience in working with challenging behaviours	✓	
Appropriate use of authority and discipline	✓	