



# Head of School Recruitment Pack

Woodside School



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## Woodside School

Colyers Lane, Erith, Kent, DA8 3PB  
Tel no. 01322 350123 Email: [office@bwf.education](mailto:office@bwf.education)  
Executive Head Teacher: Ms M Caplin  
Head of School: Ms D Lockett

February 2018

Dear Colleague,

### Post of Head of School

Thank you for expressing an interest in the above post. Our current Head of School will be retiring at the end of this academic year. She and her team have transformed provision at Woodside School but as in any school there is still so much to do.

I have been the Executive Head since the partnership began in 2015 and am very excited about the future of Woodside and the Federation. Along with our supportive governors I am looking forward to recruiting a Head of School who really wants to be part of the next stage in the school's development. Woodside is a special school and all children and young people have an Education, Health Care Plan.

Our children and young people are a delight to be with. They face many barriers to learning and to managing social situations but each bring a unique characteristic to our school and to each other.

Woodside is a well resourced and recently refurbished and extended school. We are based on a fairly large site and benefit from specialist facilities to enhance teaching and learning. We work within teams so that our staff can get to know their pupils well and we work hard to make sure that key points of transition are well managed to reduce pupil anxiety. Our classrooms and corridors are set up so that pupils' work is celebrated and there are supports and scaffolds for learning. We also make sure that many parts of the school are low arousal and this is beneficial to our community members who can be agitated or distracted when over stimulated.

Our staffing includes a real mix of staff. We have our leadership team, our teaching work force, a high number of HLTAs and Teaching Assistants and our own Safeguarding Officer, Learning Mentor and Speech and Language Therapy Team. We also have support from Occupational Therapists

I hope our advert and this letter have given you a flavour of the school. Our last HMI monitoring letter speaks really positively about the changes we have made for the better and we know that we have made significant improvements since that last report. Please come and visit us and see for yourselves. We would be delighted to show you our school and to answer any questions you may have.

Yours sincerely

Madelaine Caplin  
Executive Head Teacher



# ABOUT THE SCHOOL

**Woodside School is an above average size all age special school situated within the borough of Bexley.**

We cater for children and young people with a wide range of learning difficulties, including Autistic Spectrum Disorder (ASD), and moderate learning and medical needs. All our pupils have a Statement of Special Educational Needs (SEN) or an Educational Health Care Plan (EHC).

Our pupils and students are supported by a large therapy team, including play therapy, occupational therapy, speech and language therapy and physiotherapy. This team works in a co-ordinated way and in partnership with the school to ensure all children and young people's needs are fully supported. These services are integral to the planning for provision and the delivery of a comprehensive service to all children and their families. The school also employs a Family Support Worker who works with our vulnerable families who need support through difficult and challenging times. The School Nursing Service plans and oversees all medicine regimes, providing on going health education services and support for families with advice on a number of medical issues.



## Mission Statement

Woodside School is committed to enabling all young people in our care to achieve their maximum potential in education and in life. We have high expectations for all our young people and strive to ensure that individual needs, interests and abilities are recognised and met.

We celebrate difference and encourage curiosity and creativity. We work hard to enable our young people to be independent, resilient and able to make positive life choices, confidently contributing to and being valued by the communities in which they find themselves. We will achieve this by being amongst the best providers of special education and a centre for excellence within the education community.





## Our Vision

Woodside School will be amongst the best specialist providers for pupils and young people with Moderate Learning Difficulties and Autism. It will be recognised as a centre for excellence and will provide support to other schools that have children and young people with either special educational need.

Woodside School will have high quality, highly motivated and fully trained staff, who are able to inspire and deliver a rich and vibrant learning experience to maximise the educational potential of every pupil and student.

Parents and carers, where a decision has been made that alternative provision is needed for their child, will be confident that Woodside School is the right choice. The school will work in partnership with them and others in the community, including local colleges, to develop the life skills of all students. There will be a strong focus on work related learning based on individual career aspirations enabling young people to pursue the opportunities available to them.

The school will offer an all through provision, from primary to Post 16, delivering education based on best practice of the day. It will be a vibrant learning community able to instigate and respond effectively to changes and developments for the benefit of all pupils and students.



## The Belmont Woodside Federation

**Woodside School is part of the Belmont Woodside Federation of which formed on 1<sup>st</sup> September 2016.**

The Federation is made up of Belmont Primary School and Woodside School. The two schools work in close partnership together sharing an Executive Headteacher to facilitate the delivery of strategic leadership across both communities.

The Federation's Governing Board are immensely proud of this partnership and are always looking for ways of strengthening the links between the schools.



# ABOUT BEXLEY

Bexley lies within the south-east corner of Greater London, with good transport links to central London, Kent countryside and the coast. The borough covers 23 square miles, stretching from the Thames in the north to Kent in the south.

Bexley is made up of different neighbourhoods: Belvedere, Thamesmead, Erith, Slade Green, Welling, Sidcup, Crayford, Foots Cray, Blackfen, Bexleyheath and Bexley, each with its own distinct history and identity.

Although much of the borough is developed, there are also more than 100 parks and open spaces, and some of London's most fascinating heritage at places like Crossness Pumping Station in Thamesmead, Hall Place in Crayford and Danson House near Bexleyheath.

Some 232,000 people live in the borough, 72% of whom are of working age and a sixth are of school age. Unemployment is relatively low, at almost half the London average. However, there are pockets of unemployment in some parts in the north of the borough. These areas, together with some in the south, suffer from comparatively high levels of disadvantage and deprivation

Crime rates in Bexley are low compared to other London boroughs. Bexley was recently recognised as the second safest borough in London in terms of recorded crime

There are currently 30 maintained primary schools in Bexley, 26 Primary Academy schools, 14 Secondary academy schools, 5 special schools, 2 All Phase academy schools and 1 Free School.

Educational attainment at GCSE is above the national average. There is an active and growing voluntary and community sector which is highly valued by local people and there is a strong tradition of successful partnership working.



# ABOUT YOUR APPLICATION

It is important that you complete all sections of the form and that you provide full information in each section. Your application form should be completed in black ink or ball point or be typed to facilitate photocopying. You are asked to tabulate your experience and additionally to submit a letter setting out the main points of your application.

Referees must be able to comment authoritatively on your personal and professional competence and must include your current employers or their authorised representative.

Reference is made on the application form that you must disclose whether you are related to any senior officer in the Borough Council's service, to an elected or co-opted member of the Governing Body. Canvassing for appointment disqualifies.

**The closing date for receipt of applications is noon on Wednesday 7<sup>th</sup> March 2018.**

**Interviews are expected to be held on 20<sup>th</sup> and 21<sup>st</sup> March 2018.**

Please address your application to:

Jack Welland  
Schools HR, 3<sup>rd</sup> Floor East  
Bexley Civic Offices  
2 Watling Street, Bexleyheath, DA6 7AT

Direct Dial No: 020 3045 5050

E-mail: [schoolsrecruitment@bexley.gov.uk](mailto:schoolsrecruitment@bexley.gov.uk)

## What will happen if you are offered the post...

If you are offered the post, we will ask for evidence of your identity, your right to work in the UK and your qualifications. We will ask you to complete an application form to obtain a certificate of enhanced disclosure from the Disclosure and Barring Service, unless we have agreed to accept a previous certificate issued and carried out a status check using the DBS Update Service which has confirmed there is no additional information available since the certificate was issued.

We will also check:

- Whether you are barred from working with children in regulated activity. It is a criminal offence for someone who appears on the Children's Barred List to engage, or seek or offer to engage, in the regulated activity from which they are barred;
- As manager of a childcare provision, the school will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009;
- Your qualified Teacher Status (QTS) or your qualified Teacher, Learning and Skills (QTLS) status with the Society for Education & Training, if relevant; and
- That you are medically fit to undertake the role.

### **False Information**

**Please note that providing false information could result in your application being rejected or your dismissal from employment if you are appointed. The matter may also be referred to the police if we consider that you may have committed a criminal offence.**



# JOB DESCRIPTION



Job Title: Head of School  
Salary Scale: Salary Leadership Pay Spine L18-L24  
Reports to: Executive Head Teacher

## Main Purpose

The Head of School will promote and support the vision and direction of Woodside School by providing the day-to-day leadership that will enable it to build on its recent success and provide high quality education for its children. The Head of School is responsible for the leadership and management of the school on a day-to-day basis, will manage the leadership group of the school and is the first point of contact for all stakeholders and external agencies in matters relating to the school. The Head of School for Woodside School will be an ambassador for the school and will promote and raise its profile in the wider community.

The Executive Headteacher has overall and strategic responsibility for the Belmont Woodside Federation and will support and advise the Head of School and is their line manager. As an employee the Head of School may be required to work in different settings to support school improvement in Bexley.

## Key Responsibilities

The Head of School will continue to raise standards of achievement, be responsible for all day-to-day management of the children, staff, adult users, resources and building so as to promote and secure the achievement and well-being of all children and adults. The Head of School will work with the Executive Headteacher, school leadership team and Governing Body to provide an environment in which all staff and children are enabled to achieve success and to build towards achieving their potential.

The Head of School will be responsible on a day-to-day basis for the internal organisation, management and control of the school. In carrying out their duties the Head of School will consult and liaise with and work in partnership with the Executive Headteacher. He/ she will consult, as appropriate, with the Directorate of Children and Young People's Services, the Governing Body, the staff of the school, the pupils and the parents and carers of its pupils.

Staff are seen as the major resource in achieving the school's success. The Head of School has the major role of effectively managing, encouraging, developing and supporting staff and actively and visibly demonstrating his / her responsibility towards them. The Head of School will be closely involved with the Executive Headteacher in recruiting, retaining and deploying staff appropriately so that the goals and targets for the school can be achieved.

## Vision, Direction and Development

The Head of School will:

- Support the Executive Headteacher in developing and sharing the vision and direction of Woodside School
- Support the Executive Headteacher in developing both strategic and operational plans for securing the vision and direction of the school based on wide consultation with all relevant stakeholders



- Work with the leadership team, staff and governors to translate the development plans into action plans that identify clear achievable targets and outcomes
- Work with the leadership team, staff and governors to rigorously evaluate progress towards targets and outcomes
- Support the Executive Headteacher in ensuring that all school policies are regularly reviewed and updated and that staff and governors are involved in this process
- Advise and support staff and governors in policy development and implementation

## Teaching and Learning

The Head of School will:

- Ensure that the school works closely with parents and carers, with the community and with other agencies to provide for the academic, spiritual, moral, cultural, social and emotional needs of all children at Woodside School
- Ensure that statutory requirements for the National Curriculum are met and that all children are enabled to access a broad, balanced and relevant curriculum
- Ensure that the curriculum and pastoral care of the school is appropriate to the children's differing experiences, interests, aptitudes and backgrounds
- Give priority to developing high quality teaching and learning across the school
- Ensure that a system for monitoring and developing the quality of teaching and learning is in place
- Ensure that there is an effective system for assessing, recording and reporting of children's progress
- Encourage new developments in the curriculum and capitalise on local and national initiatives
- Develop and implement effective policies for ensuring that children's behaviour is appropriate and supportive to their own learning and the learning of others
- Implement and keep under review a fair and effective school discipline policy which protects the rights of all users to a safe and harmonious learning / working environment

## Leading and Managing Staff

The Head of School will:

- Liaise with the Executive Headteacher and governors in the recruitment and selection of teaching and support staff
- Manage effectively the day-to-day deployment and performance of all staff
- Support the Executive Headteacher in carrying out the requirements for Performance Management
- Support the Executive Headteacher and governors in creating and maintaining good working relationships amongst all members of the school community
- Motivate and support staff by identifying and addressing areas for development and building on

their strengths

- Promote the highest standards of courtesy and mutual respect amongst all members of the school community
- Ensure that all staff carry out their professional duties in accordance with their job description and with national guidance and regulations
- Encourage and model initiative, team work and working in partnership
- Develop and strengthen leadership across the school

## Efficient use of resources

The Head of School will:

- Work with the Executive Headteacher and the Governing body on setting and using the school budgets to deliver a quality education and to meet the objectives of the school development plans
- Manage the agreed budget on a day-to day basis ensuring effective administration and control and value for money
- Monitor the budget and with the Executive Headteacher make appropriate adjustments to spending patterns in accordance with all financial regulations and audit requirements
- Manage and organise the day-to-day use of the building and grounds so that it meets the needs of the curriculum and health and safety requirements
- Ensure that all staff and children contribute towards building and maintaining a positive learning and working environment for all
- Support the Executive Headteacher in securing additional and sufficient resources for the school.

## Accountability

The Head of School will:

- Work with the Executive Headteacher to ensure that all adult users of the school and site are aware of and adopt safe practices and that all activities comply with current legislative requirements
- Work closely with the Executive Headteacher and with the Chair and members of the Governing body as appropriate and build and sustain a positive working relationship
- Provide information and support to the Executive Headteacher and to the Governing Body and advice based on a well-grounded and practical knowledge of the school on a day-to-day basis
- Work with the Executive Headteacher to ensure that the school staff and governors collect and receive and use performance data to support school improvement and raised levels of achievement
- Work with the Executive Headteacher to update the Self Evaluation Form ( SEF) for Ofsted and collect evidence to support judgments made in evaluating the school's success
- Keep parents informed about their child's attainment and progress and supported in understanding how they can contribute to supporting their child's learning

# Partnership

The Head of School will:

- Develop and encourage working partnerships with parents and carers
- Develop and encourage good relations between Woodside School and the local community
- Develop and encourage an effective partnership with the community of Belmont School drawing upon the strengths and expertise of staff and governors, sharing information and ideas and working collaboratively
- Encourage inter-school links and events of mutual benefit with a range of partner schools in Bexley
- Develop and encourage mutually supportive working relationships with relevant agencies including Social Services and Health professionals

# PERSON SPECIFICATION



Job Title: Head of School  
 Salary Scale: Salary Leadership Pay Spine L18-L24  
 Reports to: Executive Head Teacher

Your application will be judged on its direct relevance to the following person specification; it will be judged, too, on the quality of its content and on its presentation.

Essential	Desirable	Measured
<p><b>Education and Qualifications</b></p> <ul style="list-style-type: none"> <li>▪ Qualified Teacher Status/Degree</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of CPD</li> </ul>	<p>Application                      Certificates                      CPD                      Evaluations</p>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>▪ Experience of working in schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of working with children with additional needs</li> </ul>	<p>Application                      Interview                      References</p>
<p><b>Knowledge/Skills/Aptitudes</b></p> <ul style="list-style-type: none"> <li>▪ Able to think strategically and to build and communicate a coherent vision for the school</li> <li>▪ Able to inspire, challenge, motivate and empower others to carry the vision forward.</li> <li>▪ Able to lead by example in promoting the school's vision and values to students, staff, Governors and parents and carers of the school.</li> <li>▪ Able to access, analyse and interpret information.</li> <li>▪ Able to initiate and support research and debate on effective learning.</li> <li>▪ Able to develop strategies for performance improvement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of dealing with a range of professionals and the public</li> </ul>	<p>Interview                      References                      Teaching/Task                      Presentation</p>



<ul style="list-style-type: none"> <li>▪ Able to demonstrate a commitment to: <ul style="list-style-type: none"> <li>– raising standards for all in the pursuit of excellence.</li> <li>– continuous learning for the entire school community.</li> <li>– entitlement of all students to effective learning and teaching.</li> <li>– choice and flexibility to meet the personal learning needs of every child.</li> </ul> </li> <li>▪ Able to foster an open and equitable culture and able to manage conflict.</li> <li>▪ Able to develop, empower and support individuals and teams.</li> <li>▪ Able to collaborate with others within and beyond the school.</li> <li>▪ Able to challenge, influence and motivate others to attain high goals.</li> <li>▪ Able to give and receive effective feedback, and able to improve personal performance.</li> <li>▪ Able to accept appropriate support from others including colleagues and Governors.</li> </ul>		
<p><b>Personal Attributes</b></p> <ul style="list-style-type: none"> <li>▪ Excellent written and verbal communication skills.</li> <li>▪ Adaptable to changing circumstances and new ideas.</li> <li>▪ Approachable, reliable, has presence and enjoys being highly visible to children and parents/carers.</li> <li>▪ Self-motivated with good organisational skills and the ability to prioritise workload effectively.</li> <li>▪ Inquisitive and able to think creatively, solve problems and make decisions based on sound judgement.</li> </ul>		<p>Application Interview References</p>

<ul style="list-style-type: none"> <li>▪ Values diversity and the unique contribution that every individual makes to the learning community.</li> <li>▪ Demonstrates professionalism, loyalty and integrity.</li> </ul>		
<p><b>Securing Accountability</b></p> <ul style="list-style-type: none"> <li>▪ Able to inspire, challenge, motivate and empower others to carry the vision forward.</li> <li>▪ Is committed to establishing a collaborative school vision of excellence and equality that sets high standards for every student.</li> <li>▪ Able to set and achieve ambitious, challenging goals and targets.</li> <li>▪ Track record of providing inspiration and strong leadership to teaching staff.</li> <li>▪ Leads by example in promoting the school's vision and values to students, staff, Governors and parents and carers of the school.</li> <li>▪ Manages the school efficiently and effectively on a day-to-day basis.</li> <li>▪ Delegates management tasks and monitors their implementation.</li> <li>▪ Plans appropriately and organises themselves and others.</li> <li>▪ Makes informed professional, management and organisational decisions.</li> <li>▪ Thinks creatively to anticipate and solve problems.</li> <li>▪ Demonstrates political insight and anticipates trends.</li> </ul>		<p>Application Interview References</p>

<ul style="list-style-type: none"><li>▪ Engages the school community in systematic and rigorous self-evaluation, and combines the outcomes of this with external evaluations to develop the school.</li><li>▪ Collects a rich set of data to understand the school's strengths and weaknesses.</li><li>▪ Is committed to working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all students.</li><li>▪ Ensuring individual, team and whole school accountability for student learning outcomes.</li></ul>		
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## KEY INFORMATION

<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	5-18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	218
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Saunders
<b>Executive Head Teacher</b>	Madelaine Caplin
<b>Head of School</b>	TBA
<b>Date of last school inspection</b>	17-18 May 2016
<b>Outcome of last school inspection</b>	Requires Improvement