



COLNBROOK SCHOOL



HEADTEACHER APPLICATION PACK

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LETTER FROM OUR CHAIR OF GOVERNORS

Dear applicant,

Thank you for your interest in the role of Headteacher. We are delighted that you see Colnbrook as a school where you can make an impact. We know that Colnbrook will provide an excellent opportunity as you seek to make the next step in your career.

The Governors at Colnbrook are proud to be part of an Outstanding school. We believe that a key part of this success is the strong links and relationships that have been developed between staff, pupils, parents and the broader school community.

In recruiting a Headteacher we are seeking someone to shape and share our vision and ethos, someone who can take us beyond Outstanding, in a culture of continuous improvement. We recognise that there are many challenges in the education system and that there are further changes ahead. By working together, we want to ensure that Colnbrook maintains its wonderful learning environment for every pupil and proactively prepares to thrive in an uncertain future, and that the pupils continue to be at the centre of all we do.

If you think you have what it takes to drive Colnbrook forward then please come and visit us, speak to the current Headteacher and talk with the children.

We will be inviting those applicants short-listed to attend an interview day on 27th April. We will share more details about the interview day in due course.

To arrange a visit to the school or should you have any questions, please contact Kerry Harris head@colnbrook.herts.sch.uk or 0208 4281281. Thank you for your interest in Colnbrook. My colleagues and I look forward to meeting and interviewing motivated candidates interested in taking on this important and exciting new challenge.

Yours faithfully

Anne Lawn and Tony Middleton
Co-Chair of Governors

OUR SCHOOL

Rated as Outstanding (Ofsted March 2017) Colnbrook School is a special school in Watford, Hertfordshire for pupils with learning difficulties, autism spectrum disorders and speech and language difficulties.

Our caring and hard working team of staff work in close collaboration with parents, families and other professionals to provide the very best education to our children.

Our website will provide you with a wealth of information and we hope that it demonstrates what we do and how we do it.



ETHOS & AIMS

Ethos & Aims

Our Ethos.

At Colnbrook School we..

- believe that everyone has the right to experience success;
- value the importance of ensuring that everyone develops a positive and secure sense of self worth
- believe that everyone has the right to have his/her cognitive and pastoral achievements recognised, rewarded and celebrated
- support our pupils to recognise their successes and achievements and develop a greater self-awareness
- celebrate achievement through a structured reward process that encourages everyone to value their own achievement

The ethos is achieved through the School Aims.

Our Aims.

At Colnbrook School we aim to:

- provide a stimulating, secure and happy learning environment and equal opportunities for all
- develop everyone's intellectual, creative and physical skills to their full potential
- encourage everyone's social and emotional growth by fostering positive relationships
- develop pupils individuality and sense of identity
- develop the independence of pupils within a wider multi ethnic society
- develop pupils' self esteem
- create a welcoming community that offers positive support to those who are involved with the school

ETHOS & AIMS

These aims will be achieved by:

- adopting learning activities that are planned to enable all pupils to make progress, and for all to experience success
- assessing, recording and reporting on the progress of each pupil
- ensuring that the staff have the knowledge, skills and resources to carry out their duties
- ensuring that every pupil receives a broad and balanced education
- ensuring that all staff having high expectations of the pupils in all areas of the curriculum - including behaviour, work and attitude
- showing concern for others and valuing each person's contribution
- working in partnership with parents in the education of their children
- offering support, advice, INSET, a resource base and workshop facilities to all involved in the school

The school, the family and pupil need to work together in order to ensure that the Colnbrook School Ethos and Aims are achieved.



WHAT WE ARE LOOKING FOR

Colnbrook is a very successful school. It has a professional and dedicated team of staff who work together to develop the pupils and to ensure that they achieve to the best of their ability. In March 2017, Ofsted judged Colnbrook as 'outstanding'. The post has arisen because our current Headteacher has decided the time is right to change the direction of her career.

The Governing Body want to appoint a new Headteacher with the skills and vision to build on Colnbrook's current successes and achievements: someone who will share and take forward the school's vision and ethos, and our aspirations for our pupils. We are looking for a dynamic, enthusiastic and creative person to lead us into the future.

You will have a special needs background, have good knowledge of TEACCH and PECS, be a great role model and have the ability to lead change.

You must be confident and positive, with strong leadership credentials and the ability to build relationships with a wide variety of external partners. You will have strong communication skills. Above all, you will share our passion and belief that children, their learning and the development of their potential must be at the heart of all school decisions. You will get professional enjoyment and satisfaction from leading a highly motivated team and a vibrant school community.

The post is open to individuals with senior leadership experience from special schools and proven leadership skills, who can demonstrate a clear vision and the ability to manage a diverse team and a pupil population with a wide range of complex needs.

We are committed to providing a stimulating, safe, happy and supportive environment in which every member of the school community - students, staff, parents and governors - feel valued and can flourish. At Colnbrook, we all focus on, and achieve, excellent educational outcomes for all our students.

In return we will offer you:

- The full support of the Governors in your work
- A dedicated and committed team
- Great students and a friendly and happy learning environment
- You will also have the opportunity to play a key strategic role in driving the school forward and to continue your own professional development
- A financially stable school



KEY RESPONSIBILITIES

Domain One

Qualities and knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two

Pupils and staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

KEY RESPONSIBILITIES

Domain Three

Systems and process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Domain Four

The self-improving school system

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education

PERSON SPECIFICATION

Criteria	Essential or Desirable	Determination from		
		Application	Interview	References
Qualifications & Knowledge				
Qualified teacher status	E	✓		
Degree or Equivalent	E	✓		
SEN Qualification	E	✓		
Good knowledge of and training in TEACCH and PEC's	D	✓		
Professional Development				
Evidence of appropriate professional development for the role of Headteacher	E	✓		
Evidence of recent leadership and management professional development	E	✓		
Has successfully undertaken appropriate Child Protection training/Designated Senior Leader training	E	✓		
Has successfully undertaken approved 'safer recruitment' training	E	✓		
Whole School Leadership and Management Experience				
Recent successful leadership as a highly successful Head, or Deputy Headteacher	E	✓	✓	✓
Have taken an active involvement in school self-evaluation and development planning	E	✓	✓	
Experience of implementing a strategic plan across the whole school, identifying priorities and evaluating the impact	D	✓	✓	
Experience of leading change effectively and successfully	E	✓	✓	
Evidence of excellent communication and dialogue with the parent body	E	✓	✓	
Knowledge and understanding of strategic financial planning and budgetary management and their contribution to school development and pupil achievement	D	✓		

PERSON SPECIFICATION

Criteria	Essential or Desirable	Determination from		
		Application	Interview	References
Whole School Leadership and Management Experience				
Have had responsibility for whole school policy development and implementation	D	✓	✓	
Experience of working with all stakeholders, including governors and school improvement partners	E	✓	✓	
Absolute commitment to safeguarding	E	✓	✓	✓
Evidence of commitment to promoting health and safety and the welfare of children	E	✓	✓	✓
Absolute commitment to promoting social inclusion	E	✓	✓	✓
Knowledge and experience of working with children with autism	E	✓	✓	✓
An ability to understand the needs of children with challenging behaviours	E	✓	✓	✓
Successful track record of developing the performance of staff through effective performance management	E	✓		
Leadership Skills				
Ability to articulate a clear vision for the future	E		✓	
Proven record of inspiring, enabling and motivating others to succeed	E	✓	✓	✓
Able to delegate and effectively achieve outcomes and provide development opportunities for staff	E	✓	✓	✓
Excellent communication skills, including written and verbal communication skills which will be assessed at all stages of the process	E	✓	✓	
Ability to build effective relationships with staff, parents, governors and other stakeholders including Handside School Partnership.	E	✓	✓	

PERSON SPECIFICATION

Criteria	Essential or Desirable	Determination from		
		Application	Interview	References
Personal Qualities				
A genuine passion for education, coupled with the ability and enthusiasm, to see every child fulfil their potential	E	✓	✓	✓
Leads by example with integrity and resilience	E	✓	✓	✓
Visible and approachable, empathetic and enjoys engaging with children, staff, parents and the wider community	E		✓	✓
Demonstrates resilience whilst also showing compassion in dealing with issues	E		✓	✓
A people person who actively enjoys communication with the different stake holders in the school community (including listening to and inspiring children, staff, parents and the wider community)	E		✓	✓
Flexible leadership style, beings 'hands on' when required balanced with knowing when to delegate	E	✓	✓	✓
Demonstrate a capacity for sustained hard work with energy and enthusiasm	E		✓	✓
Able to take a dynamic approach to the changing needs of the school population	E	✓	✓	✓

WHAT OUR STAKE HOLDERS SAY

My child's school bends over backwards to give extra positive experiences, for example: 'Voice in a Million and Gala' at Royal Albert Hall with teachers giving up their evening and weekends.

(Parent Survey 2017-2018)

On behalf of Joey, Kate and I would like to express our gratitude to each and everyone of you for all the help and support received these past wonderful seven years.

(Parent on behalf of their son, August 2017)

Well done I'm impressed. I appreciate it. Thank you a lot.

(Parent Survey 2017 - 2018)

I have been fortunate to be associated with Colnbrook for a number of years; my son Toby is a pupil, my wife Lynsey is a Learning Support Assistant and I am currently Parent Governor at the school. Prior to Toby arriving at Colnbrook Lynsey and I were not sure what to expect of a Special Needs school – it was the first Special Needs school we had visited and Toby had only recently been diagnosed as Autistic.

Our hopes like every parent were that he would attend a mainstream school. From the very first moment we walked through the doors at Colnbrook we knew it was the right place for Toby and all of our concerns were allayed - we felt such warmth and support from the Head and all staff at the school. The staff across the school have shown year after year such determination and dedication to truly understand Toby's complex development needs and help him progress – there is no doubt that he has made great strides since arriving at Colnbrook.

It will be a sad day when Toby leaves the school – Toby has had a great journey through Colnbrook to date. We have built a strong support network through the staff, fellow Governors and parents at the school and long may it continue.

(Parent Governor March 2018)

My child's teacher even gives up her lunch time to see parents.

(Parent Survey 2017 - 2018)

IMPORTANT INFORMATION

We welcome you to visit our school and ask that you please contact Kerry Harris, Headteacher on head@colnbrook.herts.sch.uk or 0208 428 1281.

If you would like to apply for this post, when completing your application form, you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

Please return your completed application to leadership.recruitment@hertsforlearning.co.uk or apply online at www.teachinherts.com. Please pay particular attention to the following dates:

Closing date:	9am Monday 16th April
Interview:	Friday 27th April
Start date:	1st September 2018
Pay Range:	L25 - L31

Colnbrook School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check, including the barred list, as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2016).

