



The Meadows School

Head Teacher Appointment Pack December 2018



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Welcome from the Chair of Governors



Dear Candidate,

Thank you for expressing an interest in the post of Headteacher at The Meadows School. The Governors are looking for a leader who is passionate about securing the improvements our school needs to make on its development journey following our recent successful Ofsted inspection.

At The Meadows School, we believe in the power of partnership working and the Governors have a strong tradition of working with all stakeholders to ensure that our pupils receive the best quality of education in a safe and secure environment.

I look forward to receiving your application and hopefully to meeting you should you decide to visit the school prior to its submission.

Yours sincerely

Simon Whitlow – Chair of Governors

School Information

The Meadows School is one of Sandwell's four special schools and is the only secondary, 11-19, school in Sandwell that meets the needs of students with complex, profound and multiple learning difficulties, associated communication and language difficulties and challenging behaviours. Additionally, we have recently started to admit students in years 5 and 6. Many of our students also have acute medical needs. Since 2003, the school has continued to provide for students with a wide range of needs including physical disabilities, autism, sensory impairment, and complex medical needs.

The Meadows School is a student-centred, family school where we see all students as individuals. All staff recognise and reward individual achievement and progress. We actively encourage student independence and making purposeful choices.

The Meadows School has a commitment and responsibility to safeguard the welfare of all learners regardless of age, disability, gender, racial heritage or religious belief, sexual orientation or identity. We have a strong commitment to exceptional safeguarding practice.

We will seek to safeguard all learners by:

- Valuing, listening and respecting them
- Adopting safeguarding guidelines through procedures and a code of conduct for staff and volunteers
- Recruiting staff safely
- Sharing information about concerns with agencies who need it
- Involving learners and their Parents/Carers appropriately

We continually review our policies, practices and procedures; we provide opportunities for education, advice and support for students. We are developing provision across all areas of the school to meet the needs and to provide the best possible outcomes for the students of The Meadows School.

The Meadows School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

For further information relating to school, please visit our website:

<https://www.themeadows.sandwell.sch.uk>

Are you our new Head Teacher?

Do you want to lead an exceptionally effective school team and make a difference to our young people and their families?

The Meadows School provides education for young people aged between 9 and 19 years who have complex, profound and multiple learning difficulties.

The Meadows is a successful school and has a strong reputation in the local community and beyond.

Governors are seeking an exceptional leader for our school

The successful candidate will be:

- Experienced in working with children with relevant SEN(D) and their families;
- Experienced in motivating staff and leading by example;
- Committed to school improvement through a collaborative approach, including work with other schools;
- Clear thinking in establishing and developing the school's priorities and targets that will make a difference to our young people;
- Flexible and positive about change;
- Knowledgeable and have an understanding of school's finances.

The Meadows School will provide:

- A dedicated, friendly and hardworking team of staff;
- A committed leadership team;
- The opportunity to work with our brilliant young people;
- A Governing Board, which is committed to your ongoing professional development.
- Opportunities to work with a range of partners and developing a collaborative approach to school improvement.

Candidates are warmly invited and encouraged to visit the school. To take up this opportunity. Please contact Cheryl Talbot on 0121 569 7080.

Application forms can be obtained via emailing hr@sipseducation.co.uk

Application closing date: Monday 21 January 2019 at 9am

Interviews: 24th/25th January 2019

The Meadows School values equalities and diversity, is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment. Applicants will be subject to safer recruitment practices, including an enhanced DBS check.

Job Description

Job Title	Head Teacher
Leadership Scale	L27-33
Responsible to	The Governing Board
Responsibility	To provide leadership and management for the school to the highest professional standards

General Information

The appointment is subject to the current conditions of employment for school leaders as contained in the School Teacher's Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status, and other current legislations.

The job description may be amended at any time following discussion between the Governing Board and the Head Teacher.

Job Purpose (including main duties and responsibilities)

- To provide strategic and operational leadership and management that enables the school to give every pupil an outstanding education.
- The post holder will promote the highest possible standards of achievement and well-being to secure the long-term success of the school.
- To deliver the vision, values and curriculum to ensure that the Meadows School overcomes pupils' barriers to learning, equipping them with the skills for their futures.
- To develop partnerships with local schools and the wider community and meet the requirements of the Local Authority, Department of Education, Ofsted and examining bodies.
- To instil a creative and innovative style of leadership that inspires the pursuit of excellent educational standards and high aspirations for all pupils.
- To demonstrate a dynamic and professional leadership style, which motivates staff, sets high expectations, enhances achievement and encourages rigorous and on-going self-evaluation.
- To create a culture that challenges prejudice, values diversity and promotes equality.
- The post holder will be required to carry out their duties in line with professional standards and codes of conduct.

Leadership, Strategic direction and development

- Work with the Governing Board to create the strategic vision, ethos and curriculum plan of the school and its leadership structure.
- Translate the school's vision and aims into operational objectives and plans, motivating and empowering others to carry the vision forward.
- Ensure the successful delivery of the vision, ethos, aims and objectives as determined by the Governing Board.
- Provide dynamic, consistent and motivational leadership to the staff, children, families and wider community served by the school.

- Deliver a curriculum model that will address the barriers to learning of young people attending The Meadows School.
- Implement robust and sustainable strategies to drive through changes necessary to deliver high quality services, within the school and for the broader community.
- Ensure high quality, multi-agency services are available to support the educational, social and behavioural needs of young people attending the Meadows school.
- Gain and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans.
- Ensure that the provision reflects the highest professional standards and receives positive OFSTED reports.
- Ensure that statutory requirements, the decisions of the Governing Board and the needs of the pupils, their parents/carers, commissioners and the community are met.
- Develop a school that is constantly seeking ways to learn and improve its performance.
- Ensure that the values, ethos, policies and procedures are relevant, fair, inclusive and consistently implemented.
- Be responsible for the management, development, and resourcing of policies.
- Advise the Governing Board on the formation of the annual budget in order to ensure the school achieves its objectives.
- Take the lead in monitoring, evaluating and reviewing, health and safety, and risk assessment of the school budget and buildings ensuring that the school provides a safe working environment for both staff and pupils.
- Deliver effective operational management for The Meadows School financial and physical resources.
- Supervise the efficient management of the school budget.
- Supervise effective use and development of school premises and resources.
- Act in accordance with legislation affecting the conduct of the school, particularly that governing health and safety matters and employment rights.

Teaching and learning

- Secure and sustain high quality teaching and effective learning across the school.
- Monitor, evaluate and review classroom practice and promote improvement strategies; aiming for outstanding standards of teaching and learning at all times.
- Maintain high expectations amongst staff for the progress of all pupils.
- Determine and implement an appropriate curriculum, which motivates pupils and is based on individual need.
- Develop a wide range of curriculum enrichment activities promoting the opportunities provided for pupils and families and the school community.
- Lead on school development initiatives and monitoring/evaluation with a view to improving learning outcomes.
- Develop a purposeful and focused learning environment, which offers inclusive opportunities for all our pupils.
- Ensure a consistent and continuous school-wide focus on pupil assessment and achievement, using appropriate data and benchmarks to set, monitor, track, evaluate and report individual pupil progress.
- Develop strategies that will promote 'Learner Voice' and involve pupils in a meaningful way in the future development of the school, treating them as partners in the learning process.

- Ensure records and reports are available to parents/carers and outside agencies in line with data protection policy.

Pupil welfare

- Develop and give a high level of attention to effective relationships within the school and between the school and the local community.
- Develop strategies, which promote the highest standards of behaviour and attendance.
- Provide nurturing and attentive pastoral care for all pupils.
- Ensure that pupils' needs through their EHCP targets are addressed and met.
- Ensure that the health and care needs of each pupil are assessed and consistently met through effective systems, and appropriate qualified staff.
- Provide opportunities for pupils to understand and adopt healthy behaviours and lifestyles.
- Provide opportunities for pupils to develop their spiritual, moral, social and cultural understanding.
- Manage pastoral care, pupil welfare, anti-bullying and child protection procedures effectively.

Partnerships

- Work in partnership with parents and carers to raise the educational standards, promote lifelong learning and improve outcomes for all.
- Create strong links and collaborative ways of working with all stakeholders including the wider community and other schools, to achieve common goals.
- To work with other public and voluntary sector agencies, and local businesses in the local community to develop curriculum opportunities.
- Work with partner agencies to protect and safeguard pupils.
- Foster and maintain links with regional and national special school communities.

Managing people & developing strong working relationships

- Advise the Governing Board on the recruitment and selection of staff.
- Ensure all teaching and support staff are fully informed of strategic and operational objectives.
- Provide inspirational leadership and guidance for staff.
- Establish staff roles and responsibilities, initiating and maintaining suitable staff performance management procedures and ensuring systematic and equitable professional development arrangements.
- Implement the Schools Appraisal policy and processes that will set operational and / or performance goals for all members of staff and which are clearly linked to the long term objectives as set out in the strategic and annual improvement plans.
- Ensure the development and implementation of effective HR policies and procedures for staff induction, professional development and performance review in line with school policy.
- Encourage and manage the on-going professional development of staff ensuring that the CPD strategy is aligned with the strategic goals of The Meadows School.

- Create and develop an organisation in which staff recognise that they are accountable for the success of the school.
- Participate in Continuous Professional Development in pursuit of school improvement and disseminate learning to appropriate school staff.

Safeguarding young people

- Have due regard for safeguarding and promoting the welfare of young people ensuring that the child protection procedures are adopted and adhered to by the school.
- Ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.
- To ensure the safety and welfare of children, young people and vulnerable adults at all times.
- Report to the appropriate authorities any concerns relating to child protection or protection of vulnerable adults.
- Undergo an Enhanced Disclosure and DBS checks and obtain any other statutorily required clearance.
- Ensure all stakeholders have undergone the statutorily required clearance.

Accountability

- Work closely with the Governors.
- Provide information, objective advice and support to the Governing Board to enable it to meet its responsibilities for securing effective teaching and learning; high achievement and value for money.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, e.g. governors and parents.
- Ensure that parents and pupils are well informed about curriculum attainment and progress and are able to understand targets for improvement.
- Work with the Governing Board to regularly review own practice, set personal targets and take responsibility for own development.
- Carry out such other duties as required by the Governing Board and are commensurate within the role.

Person Specification

This person specification should be read in conjunction with the latest School Teachers' Pay and Conditions Document. The Governing Board, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title, may modify it.

Method of Candidate Assessment: A = Application Form
I = Interview
R = Reference

Essential	Desirable	A/I/R
Qualifications		
Honours degree and qualified teacher status.	NPQH, NPQSL or other additional school leadership qualification. An additional special qualification in SEND.	A/I
Evidence of relevant professional development at senior leadership level.		A
Evidence of recent relevant professional development and training, including safeguarding and financial management.		A
Commitment to further develop own professional knowledge and skills.		A/I
Experience		
Substantial experience in a SEND environment.	Experience with SEN pupils.	A/I
Proven record of successful leadership at a senior level in a special school.	Proven.	A/I/R
Experience of collaborative working with vulnerable families and multi-agency teams to support learners and their families' social, emotional, mental health and medical needs.		A/I
Experience of managing change.		A/I/R
Awareness of financial planning, budgetary management and principles of best value.		A/I
Proven record of innovative curriculum design that reflects the needs of the learners.	Experience of managing extended school activities.	A/I/R
Experience of managing and leading a wide range of staff.		A/I
Experience as a lead for Appraisal.		A/I
Experience of planning, and evaluating a School Improvement Plan.		A/I

Experience of using a range of tools and evidence, including learner performance data, to support, monitor, evaluate and raise standards in all aspects of provision including teaching and learning. improve all aspects of provision including teaching and learning.		A/I
Experience of working successfully with governors, parents, Local Authority and other partners.	Successful experience of working with a diverse community.	A/I
Able to implement effective whole school safeguarding policies and practices.	Experience of being the Designated Lead for Safeguarding or the Deputy Designated Lead for Safeguarding. Has undertaken the role of Designated Teacher for Looked After and Post Order Children.	A/I
Understanding of the Ofsted process in a leadership and management role. Knowledge and experience of the common inspection framework (Ofsted)		A/I
Abilities and Skills		
Able to develop and communicate a clear vision so that others are inspired to embrace it. to all stakeholders		A/I/R
Able to provide effective and inspirational leadership that impacts confidence and motivates staff, parents and learners.		A/I/R
Able to prioritise and organise the demands of being a Head Teacher.		A/I
Able to lead and manage a wide range of staff.		A/I
Demonstrate excellent interpersonal skills, both written and oral, and be able to communicate effectively with all stakeholders.		A/I/R
Able to work as part of a team and to delegate effectively.		A/I/R
Knowledge and Understanding		
Knowledge and understanding of learners with a wide range of moderate and complex educational needs.	Experience of managing transitions to the next setting.	A/I
Clear understanding of the role of self-evaluation in the continuous improvement of the school.		A/I
Essential	Desirable	A/I/R
Knowledge and understanding of local and national trends and requirements in special education.		A/I

Secure knowledge and understanding of safeguarding procedures.	An understanding of the role of extended school activities and the role they play in the community.	A/I
Knowledge and understanding of legal issues, including equal opportunities, race relations, disability, human rights, employment and health and safety legislation.		A/I
Personal Qualities		
Exceptional role model with high standards of integrity and approachability. who is approachable and demonstrates a strong yet collaborative leadership style.		A/I/R
Dynamic and reflective leadership qualities that ensure the continual drive towards excellence for all learners. A strong leader, who is able to work collaboratively and create successful teams.		A/I
Ability to make difficult decisions based on putting the learners first.		A/I
Ability to manage change and work under pressure		A/I
Willingness to ask for advice and support where necessary.		A/I

National Standards of excellence for Head Teachers

Standard	Knowledge – Knows about...	Professional Qualities
Shaping the Future	<ul style="list-style-type: none"> • Local, national and global trends • Ways to build, communicate and implement a shared vision • Strategic planning processes • Strategies for communication both within and beyond the school • New technologies, their use and impact • Leading change, creativity and innovation 	<p>Is committed to:</p> <ul style="list-style-type: none"> • A collaborative school vision of excellence and equity that sets high standards for every pupil • The setting and achieving of ambitious, challenging goals and targets • The use of appropriate new technologies • Inclusion and the ability and right of all to be the best that they can <p>Is able to:</p> <ul style="list-style-type: none"> • Think strategically, build and communicate a coherent vision in a range of compelling ways • Inspire, challenge, motivate and empower others to carry the vision forward • Model the values and vision of the school
Leading Learning and Teaching	<ul style="list-style-type: none"> • Strategies for raising achievement and achieving excellence • The development of a personalised learning culture within the school • Models of learning and teaching • The use of new and emerging technologies to support learning and teaching • Principles of effective teaching and assessment for learning • Models of behaviour and attendance management • Strategies for ensuring inclusion, diversity and access • Curriculum design and management • Tools for data collection and analysis • Using research evidence to inform teaching and learning • Monitoring and evaluating performance • Schools self-evaluation • Strategies for developing effective teachers 	<p>Is committed to:</p> <ul style="list-style-type: none"> • The raising standards for all in the pursuit of excellence • The continuing learning of all members of the school community • The entitlement of all pupils to effective teaching and learning • Choice and flexibility in learning to meet the personalised learning needs of every child <p>Is able to:</p> <ul style="list-style-type: none"> • Demonstrate personal enthusiasm for and commitment to the learning process • Demonstrate the principles and practice of effective teaching and learning • Access, analyse and interpret information • Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance improvement • Acknowledge excellence and challenge poor performance across the school

<p>Developing Self and Working with Others</p>	<ul style="list-style-type: none"> • The significance of interpersonal relationships, adult learning and models of continuing professional development (CPD) • Strategies to promote individual and team development • Building and sustaining a learning community • The relationship between managing performance, CPD and sustained school improvement • The impact of change on organisations and individuals 	<p>Is committed to:</p> <ul style="list-style-type: none"> • Effective working relationships • Shared leadership • Effective team working • Continuing professional development for self and all others within the school <p>Is able to:</p> <ul style="list-style-type: none"> • Foster an open, fair, equitable culture and manage conflict • Develop, empower and sustain individuals and teams • Collaborate and network with others within and beyond the school • Challenge, influence and motivate others to attain high goals • Give and receive effective feedback and act to improve personal performance • Accept support from others including colleagues, governors and the Local Authority
<p>Managing the Organisation</p>	<ul style="list-style-type: none"> • Models of organisation and principles of organisational development • Principles and models of self-evaluation • Principles and practice of earned autonomy • Principles and strategies of school improvement • Project management for planning and implementing change • Policy creation, through consultation and review • Informed decision-making • Strategic financial planning, budgetary management and principles of best value • Performance management • Personnel, governance, security and access issues relating to the diverse use of school facilities • Legal issues relating to managing a school including Equal Opportunities, Race, Relations, Disability, Human Rights, Employment and Health and Safety legislation • The use of new and emerging technologies to enhance organisational effectiveness 	<p>Is committed to:</p> <ul style="list-style-type: none"> • Distributed leadership and management • The equitable management of staff and resources • The sustaining of personal motivation and that of all staff • The developing and sustaining of a safe, secure and healthy school environment • Collaborating with others in order to strengthen the school's organisation capacity and contribute to the development of capacity in other schools <p>Is able to:</p> <ul style="list-style-type: none"> • Establish and sustain appropriate structure and systems • Manage the school efficiently and effectively on a day-to-day basis • Delegate management tasks and monitor their implementation • Prioritise, plan and organise themselves and others • Make professional, managerial and organisational decisions based on informed judgements • Think creatively to anticipate and solve problems

<p style="text-align: center;">Securing Accountability</p>	<ul style="list-style-type: none"> • Statutory educational frameworks, including governance • Public services policy and accountability frameworks, including self evaluation and multi-agency working • The contribution that education makes to developing, promoting and sustaining a fair and equitable society • The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance • The principles and practice of quality assurance systems, including school review, self-evaluation and performance management • Stakeholder and community engagement in, and accountability for, the success and celebration of the school's performance 	<p>Is committed to:</p> <ul style="list-style-type: none"> • Principles and practice of school self-evaluation • The school working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all its pupils • Individual, team and whole-school accountability for pupil learning outcomes <p>Is able to:</p> <ul style="list-style-type: none"> • Demonstrate political insight and anticipate trends • Engage the school community in the systematic and rigorous self-evaluation of the work of the school • Collect and use a rich set of data to understand the strengths and weaknesses of the school • Combine the outcomes of regular school self-review with external evaluations in order to develop the school.
<p style="text-align: center;">Strengthening Community</p>	<ul style="list-style-type: none"> • Current issues and future trends that impact on the school community • The rich and diverse resources within local communities – both human and physical • The wider curriculum beyond school and the opportunities it provides for pupils and the school community • Models of school, home, community and business partnerships • The work of other agencies and opportunities for collaboration • Strategies which encourage parents and carers to support their children's learning • The strengths, capabilities and objectives of other schools 	<p>Is committed to:</p> <ul style="list-style-type: none"> • Effective team work within the school and with external partners • Work with other agencies for the well-being of all pupils and their families • Involvement of parents and the community in supporting the learning of children and in defining and realising the school vision • Collaboration and networking with other schools to improve outcomes <p>Is able to:</p> <ul style="list-style-type: none"> • Recognise and take account of the richness and diversity of the school's communities • Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities • Listen to, reflect and act on community feedback • Build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils

Recruitment process

Advert	w/b 17 December 2018
School Visits	8 January – 18 January 2019
	Please contact Cheryl Talbot to arrange a visit on 0121 569 7080
Closing date	21 January 2019, 9.00 am
Shortlisting	21 January 2019
Invitation to Interview	21 January 2019
Interviews	24 and 25 January 2019.

The format for the interview days are as follows:

Day 1

Series of tasks to include:

- lesson observations
- data analysis
- unseen presentation
- meetings with staff and pupils

At the end of day one Governors will shortlist applicants to go forward to day two interview (all applicants will receive feedback)

Day 2

Formal interview